



Play, Learn and Grow...Together!

# Ordsall Primary School

## Behaviour Policy

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**Reviewed by:** Karl Hopkinson (Headteacher)

**Approved by:** Governing Body

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## Statement of intent

Ordsall Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, as outlined in the school's [Code of Conduct](#), alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- School Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

## 2. Roles and responsibilities

The governing body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Reporting to the governing body on the implementation of this policy.

The SENCO will be responsible for:

- Collaborating with the governing body, headteacher and SLT to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.

- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Following the school's [Code of Conduct](#).
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Supporting the school in enforcing this policy.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Managing behaviour

At Ordsall Primary School, staff are reminded to follow the following steps:

- Encourage children to take responsibility for their own behaviour.
- Reward positive behaviour with attention, praise, issuing of a RESPECT slip, and use of the [rewards system](#).
- Know the [Code of Conduct](#) and the reasons for each part of it.
- Use positive questioning and positive choices.
- Know the sanctions but try to avoid using them if a support strategy will suffice, such as giving a child some time out or thinking time.
- Anticipate potential incidents of bad behaviour and modify the situation before it happens through the use of distraction.
- Be calm, clear, firm and polite about the behaviour boundaries when asking a child to stop misbehaving to avoid the situation escalating.
- Where necessary, discuss the incident with the child involved.
- Where possible, encourage the child to think of a resolution to the situation for themselves.
- Use language which encourages children to take responsibility for their own actions and management of it should be encouraged, e.g., 'Are you making the right choice?' / 'Could you have dealt with that differently?'

### 4. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

## Support

Within school, support measures are in place to help children with emotional and behavioural difficulties and all children in this category will have individual plans which identify the support they are given in school.

Support is provided in many ways:

- Support at break times.
- 1:1 support in the classroom.
- Small group support in and out of the classroom.
- Through our Emotional Literacy Support Assistants (ELSAs).
- Through our Child and Family Support Manager.
- Individual strategies or alternative arrangements for certain times in the school day.

## De-escalation and physical intervention

In all cases of serious misbehaviour, staff use their communication skills in speaking directly to the individuals involved in an attempt to de-escalate the situation. If this fails and there is evidence that there is an imminent risk of injury to themselves or others, damage to property, or behaviour that compromises good order and discipline, then staff may need to use physical intervention to ensure the safety of all.

All members of staff are aware of the regulations regarding the use of force, as set out by the Department for Education and the school's Physical Intervention Policy, and the school provides staff with opportunities to access the appropriate training and updates to support this work. Unless it is a situation of imminent danger, staff will intervene physically to handle children in certain situations:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

After several occurrences of physical intervention, an individual handling plan and a risk assessment is written and discussed with parents/carers. Individual plans are reviewed and may involve outside agencies if parents agree.

## Implementing sanctions

While there is an expectation that for the vast majority of the time children should achieve the highest standards of behaviour, occasionally children will not achieve the standards that are expected of them. At this point a sanction will be imposed. The imposition of a sanction should not be based on the tolerance level of a member of staff being exceeded, but rather because the child has broken an agreed rule or the school's [Code of Conduct](#). There is not an exhaustive list of sanctions that are available for use; however, professional judgement is taken and is informed by the context of the incident and staff's knowledge of the any individuals involved.

Where possible, sanctions imposed will reflect the initial behaviour seen, e.g., needing to 'pay time back', but others may require some designated time out or for the incident to be referred to another member of staff, such as a member of the Senior Leadership Team (SLT). If the behaviour escalates,

other sanctions could be imposed, particularly when poor behaviour is physical in nature, such as the child being removed from the situation or event.

### **Online behaviour**

The school recognises that inappropriate behaviour can occur both offline and online. Where a one-off online incident occurs that does not constitute bullying but affects pupil wellbeing or the school environment, it will be responded to in the same way as any offline incident in accordance with this policy. Sanctions and support will be applied proportionately, with a focus on helping pupils understand the impact of their actions and prevent recurrence.

### **Lunchtimes**

At lunchtimes, positive behaviour is acknowledged through verbal praise or the issuing of a RESPECT slip which identifies the school value that has been demonstrated.

Behaviour during lunchtimes which is not in line with the school's [Code of Conduct](#), such as verbal abuse to members of staff, bullying, fighting, insolence, damaging school property, and continuous defiance is not acceptable. Members of staff supporting at lunchtimes, typically Midday Supervisor Assistants (MDSAs), are asked to follow these steps when dealing with these issues:

1. Reminder about the expected behaviour, with reference to the school's [Code of Conduct](#) where appropriate.
2. Warning for the behaviour being displayed and a reminder of the expected behaviour, with reference to the school's [Code of Conduct](#) where appropriate.
3. Time out – 2 minutes to be spent standing next to the adult issuing the time out.
4. Time out – 10 minutes to be spent inside, supervised by a member of staff.
5. Referred to SLT for them to decide on the next course of action.

Any violent or threatening behaviour will not be tolerated by the school and may result in some of the steps above being bypassed. It may also result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **Trips and visits**

It is expected that all children will follow the Behaviour Policy, including times when they taking part in a school trip or visit. Risk assessments will be carried out if the behaviour of individual children poses a health and safety risk to themselves, others or staff on a trip and, if necessary, parents will be informed by a member of SLT that their child will be unable to accompany their class on a trip.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that bullying has taken place, we will act immediately to stop any further occurrences of such behaviour as outlined in our Anti-bullying Policy.

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

### **Repeated or persistent misbehaviour**

Where there is repeated or persistent misbehaviour, parents will be informed of what is happening and will have the opportunity to meet and talk with the staff at school. The child will be given the opportunity to make the right choices and will be encouraged to think further about their behaviour. If the behaviour continues, the child will receive an escalated consequence. This may involve being asked to work in a difference class or meeting with a member of SLT. Further guidance can be found in our [Hierarchy of Support Strategies](#).

Staff will monitor and keep a record of children who display persistent misbehaviour. Where misbehaviour continues, relevant strategies will be put into place with guidance and advice from appropriate external agencies or professionals.

### **Leaving school without permission**

Staff should never run or chase after a child who leaves the school premises without permission as this is likely to exacerbate the situation. Instead, they should follow the steps below, starting at step 9.

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

1. The member of staff who has noticed the absent pupil will inform the headteacher immediately.
2. The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
3. A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher.
4. The following areas will be systematically searched:
  - a. All classrooms
  - b. All toilets
  - c. All shared areas, e.g. art room, library and corridors
  - d. The school bungalow
  - e. The school grounds
5. Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted..
6. If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified.
7. The school will attempt to contact parents using the emergency contact numbers provided.
8. If the school is unable to contact anyone on the emergency contact list and the pupil has not been found after 10 minutes, the police will be contacted.

9. If it is known or suspected that a pupil has left the school site, parents and the police will be contacted.
10. The absent pupil's teacher will log an incident on CPOMS, describing all circumstances leading up to the pupil going missing.
11. If the absent pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
12. When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
13. Parents and any other agencies will be informed immediately when the pupil has been located.

The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with this policy.

## 5. Suspensions and exclusions

- A **"suspension"** is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An **"exclusion"** is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

Further information to the below can be found in our Suspension and Exclusion Policy.

### Internal suspensions

Internal suspensions will be organised for children whose behaviour is endangering the health and safety of others at particular times of the day, e.g., playtimes, or when they are causing constant and consistent disruption to the learning of other pupils in class. It may be that their behaviour has deteriorated to the point that they are no longer responding to their class teacher. In this case, they will be removed from their class and will spend either the day or part of the day with another member of staff completing work set by their class teacher. During the day they will not have contact with any of the other children in school. These internal suspensions may escalate to a suspension that requires temporary removal from the school.

### Suspensions and exclusions

The Headteacher may issue a suspension when there has been an extreme case of misbehaviour and after a full investigation of all the evidence. They are used to demonstrate to the child, their parents and their peers that certain offences are taken very seriously by school and will not be tolerated, as well as to ensure the safety of others in school.

Extreme misbehaviour may include, but is not limited, to the following:

- Violent physical attack.

- Creating a serious risk to the health and safety of themselves and/or others.
- Serious deliberate damage to property.
- Serious and persistent defiance.
- Serious and persistent verbal abuse.

Any suspensions will be conducted in line with the appropriate guidance from the Local Authority.

The Headteacher's decision to exclude, instead of suspend, a pupil is typically taken when a child's behaviour constitutes either a significant breach of school rules, a significant risk to the safety, welfare of education of themselves and/or others, or when previous disciplinary measures have been taken and have been unsuccessful.

## 6. Effective classroom management, praise and rewards

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year by sharing the school's [Code of Conduct](#) and ensuring the rules and routines of the class are understood by all pupils.
- Remind children of the school's [rewards system](#).
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

### Praise and RESPECT slips

Rewarding children for their successes is vital in the process of promoting good behaviour. At Ordsall Primary School, there are a number of ways in which good behaviour is rewarded. The system used encourages not only collective and individual rewards, but all the development of equality and democracy. The whole system is designed to not only link together but to offer a hierarchy of rewards for children to aspire to receive, individually or as part of a wider group.

Verbal or written praise and feedback is used to acknowledge and promote positive behaviour. This may be for producing a good piece of work or modelling the expected standards in behaviour. At times, children may be identified for requiring praise from another member of staff.

Additionally, a child may be rewarded with a RESPECT slip which links to and acknowledges when a child has demonstrated one of the school's values (Respect, Effort, Support, Passion, Enrichment, Compassion, Teamwork).

### Whole school rewards

Whole school praise and rewards are done through the school's [rewards system](#), including Wall of Success, Star of the Week, Attendance rewards and the Team Point system. These systems reward children positively for their behaviour, choices, and their demonstration of the school's RESPECT values.

## **7. Monitoring and review**

This policy will be reviewed by the headteacher and governing body on an annual basis. They will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

## Code of Conduct

- **We are good learners and we do our best** so that we can be proud of our work and ourselves.
- **We listen carefully** so that we can learn from each other.
- **We are kind, cooperative and helpful** so that we can make our school a happy place.
- **We move quietly around school** so that others can work and to avoid accidents.
- **We settle our disagreements peacefully by talking about them** so that we do not hurt each other.
- **We look after the school and its equipment** so that we have what we need to work in a pleasant environment.
- **We look after other people's property** so that all our belongings are safe.

## Rewards System

We all like to be told that we are doing well and, at Ordsall Primary School, we have many ways to say 'well done' to our children, so that they are rewarded for all their efforts.

At Ordsall, we concentrate on trying to be 'the best that we can be', and children that strive to do this are acknowledged for their effort in a variety of ways.

### Praise and RESPECT Slips

Verbal or written praise and feedback is used to acknowledge and promote positive behaviour. This may be for producing a good piece of work or modelling the expected standards in behaviour.

Additionally, a child may be rewarded with a RESPECT slip which links to and acknowledges when a child has demonstrated one of the school's values (Respect, Effort, Support, Passion, Enrichment, Compassion, Teamwork).

### Team Points

When you move into Year 1 at Ordsall Primary School, you are placed into one of four teams: Jupiter, Mercury, Neptune or Saturn.

During the year, everyone gets the chance to earn Team Points for themselves through the following:

- Being Star of the Week = 3 Team Points.
- Being on the Wall of Success = 3 Team Points.
- Reading at home three times during the week = 1 Team Point.
- Practising your weekly spellings = 1 Team Point.
- Doing your homework and turning it in on Microsoft Teams or to your child's class teacher = 1 Team Point.
- Demonstrating the school's RESPECT values = 1 Team Point.

Once a Team Point has been awarded, then it cannot be taken back. Also, Team Points can only be awarded once, i.e., two members of staff cannot award a Team Point for the same thing.

### Team Rewards

At the end of each month, the team point totals are added up to find the winning team in each class, the winning teams in Phases 2 and 3, as well as the five highest scoring children in the class.

Each month there are a range of rewards given:

- The highest scoring team in a class will decide together, using democracy, the prize that they would like. This may be some extra playtime, a drink and a biscuit at breaktime, some time on the iPads etc. All members of that team in their class will then get to enjoy that reward.
- The highest scoring team in the phase will receive a point on the scoreboard.
- The five highest scoring children in each class will receive a certificate.

At the end of the year, all the points on the scoreboard are added up and the teams are ranked into 1st, 2nd, 3rd and 4th. Each team will receive a reward for their efforts as per the following:

- 1st place: visit to the seaside.
- 2nd place: sport enrichment day
- 3rd place: magic show
- 4th place: movie and popcorn afternoon at school

### **Individual Rewards**

Individual children will then be able to count up the number of certificates they have accumulated across the year, and they too will be able to claim an individual prize.

1-6 certificates: splash party

7-8 certificates: splash party + £10 book voucher

9-10 certificates: splash party + £10 book voucher + meal out

### **Star of the Week**

Every week, a child in each class is awarded a Star of the Week certificate which is presented and celebrated in assembly. Star of the Week certificates are given to children that demonstrate the school's RESPECT values.

### **Wall of Success**

Children may be given a 'brick' to be placed on the Wall of Success as a result of their individual effort and hard work on a task during the week. These are displayed in the school hall so they can be shared and celebrated with the entire school community.

### **Attendance**

The school will acknowledge outstanding attendance and punctuality in the following ways:

- End of year 100% attendance certificates
- Weekly acknowledgements for children that have attended school for every session that week.
- Weekly attendance assembly, with the winning class receiving a reward, e.g., additional playtime.
- Children receiving a raffle ticket for each week they fully attend, leading to an increased chance of winning a termly prize.

# Hierarchy of Support Strategies

