



# Phoenix Community Primary School

## Behaviour Policy

Date of approval	9th December 2025
Date of next review	December 2026

## Purpose

The purpose of this Behaviour Policy is to promote and maintain a calm, safe, and supportive learning environment in which all pupils can thrive. Good behaviour is central to a high-quality education and underpins the culture of respect, safety, and success within our school community. Through clear expectations, consistent approaches, and proactive support, we aim to ensure that every child feels valued, secure, and ready to learn.

## Aims

- To create and sustain a positive school culture where pupils and staff flourish in safety, dignity, and mutual respect.
- To ensure all pupils are explicitly taught what good behaviour looks like and understand the importance of behaving appropriately within different contexts.
- To promote high standards of behaviour through consistent expectations and fair, predictable responses.
- To identify and provide early support for pupils who may need additional help to meet behavioural expectations.
- To maintain a calm and orderly environment where learning time is maximised, and pupils feel confident and supported.
- To safeguard the wellbeing of pupils and staff by preventing and addressing issues such as bullying, anxiety, and child-on-child abuse.
- To support staff in responding to behaviour consistently and effectively, ensuring the school's values are upheld in all interactions.
- To enable school leaders, particularly the headteacher, to model and reinforce the culture of positive behaviour throughout all aspects of school life.

## Our Culture and Values

At Phoenix Community Primary School, we have a culture of “do” rather than “don’t.” We focus on empowering our pupils to make positive choices and to take pride in their actions. Our values — **Respectful, Aspirational, Resilient, Kind, and Curious** — guide everything we do and shape the way we learn, play, and grow together.

At Phoenix, we **grow individuals who are respectful, aspirational, resilient, kind and curious**. We believe that by teaching children to be polite, considerate and thoughtful, a high standard of behaviour naturally follows. Our approach nurtures a sense of belonging, responsibility, and pride in being part of our community.

We encourage children to solve disagreements through discussion and restorative justice, developing **kindness, respect, and resilience** in the process. As children become more independent and responsible for their actions, we ask for parents' partnership in supporting this journey of growth and reflection.

Our aim is for every child to develop a strong **sense of responsibility**, to understand the consequences of their choices, and to demonstrate **respect** and **kindness** towards others. These qualities are modelled and celebrated across the school — in lessons, at play, and beyond.

We celebrate good behaviour through praise, encouragement, and reward systems that are tailored to different ages. Across all stages, our consistent values underpin how we recognise effort, perseverance, and positive contribution — showing that **aspiration** and **curiosity** are as important as achievement.

Our guiding school rule — *“Respect yourself, respect others, and respect your own and others’ property”* — reflects the high expectations we hold for every member of our community. It is the foundation of our culture of respect and positivity, where every child is supported to thrive and shine as a Phoenix learner.

We expect every adult to:

- Model our values of being **respectful, kind, resilient, aspirational, and curious** in all interactions.
- Foster a culture of positivity by using encouraging, restorative, and inclusive approaches.
- Create safe and stimulating environments where children can take risks, make mistakes, and learn from them.
- Promote **curiosity** by encouraging children to ask questions and explore their ideas.
- Support every child to develop independence, confidence, and a sense of responsibility.
- Work in partnership with colleagues, parents, and the wider community to uphold our shared values.

We expect every child to:

- Show **respect** for themselves, others, and property at all times.
- Be **kind** and considerate, using positive words and actions to help build a caring community.
- Be ready for learning, try their best, showing **aspiration** and pride in their learning and behaviour.
- Be **resilient** when faced with challenges, learning to problem-solve and persevere.
- Be **curious**, asking questions and engaging enthusiastically with new ideas.
- Take responsibility for their actions, making amends and learning from their choices.
- Keep themselves and others safe including by moving around the school in a safe manner.

We expect every parent and carer to:

- Support the school’s culture of **respect, kindness**, and high expectations.
- Encourage their child to be **aspirational**, celebrating effort as well as achievement.
- Work in partnership with staff to promote positive behaviour and restorative approaches.
- Model **resilience** by helping their child cope with challenges and setbacks constructively.
- Nurture **curiosity** by showing interest in their child’s learning and celebrating discovery.
- Communicate openly and respectfully with the school, ensuring a consistent message of positivity and **respect**.

### Positive Strategies:

The following positive strategies will be used consistently by all adults in the school. They are designed to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Building relationships, including showing empathy and creating an environment of safety are the first steps teachers will take in creating a welcoming environment by greeting pupils every morning and after every transition (playtime and lunchtime) through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show our values and go over and above.

House Points	Each child is given a house when they join our school (Fire, Air, Water, Earth). They earn house points for <b>academic achievements and learning attitudes</b> . Tokens are collected in class and counted weekly. Children spend their points at the Cherry Van.
ClassDojo Points	Children earn ClassDojo points for <b>pastoral behaviours</b> when they live out our values (1 dojo per child per session). Children have an individual target to aim for to take part in a whole class treat. Frequency and targets will be set by class teachers.
Stickers	All members of staff have stickers to give to children as an instant reward for demonstrating the behaviour and values we have in school. These can be given at any time.
Gold Book	Any learning that is of an exceptional standard for that child can be shared with a member of the SLT. A gold sticker will be put on the learning and one given to the child. The learning will then be copied and added to a large 'gold book' which will be on display and celebrated on a Friday.
Weekly Celebration Assembly	On a Friday we hold a special assembly which recognises: <ul style="list-style-type: none"><li>● Star of the Week per class.</li><li>● Recognition of engagement with online platforms (doodle, TTRS) - whole school.</li><li>● Recognition of books read and quizzes passed (Accelerated Reader) - whole school.</li><li>● House Point Totals are announced and celebrated.</li><li>● Attendance celebration - overall attendance per class is announced and the two highest attending classes are recognised and rewarded.</li><li>● Celebration of anything teachers would like to highlight (academic or pastoral).</li><li>● Gold Book</li></ul>

	<ul style="list-style-type: none"> <li>• Celebration of outside achievements.</li> </ul>
Posh Lunch	Children are invited to 'posh lunch' if they reach their AR target. This happens 3 x per academic year.
Newsletter	This is published fortnightly and will celebrate the achievements shared in our celebration assembly.
Restorative approach	Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff, who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, an experienced member of staff may become involved in a variety of ways e.g. releasing the class teacher to have a meeting with a child.

**How do we manage behaviour that doesn't meet expectations?**

We have a behaviour management plan. This is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every adult to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

All staff have been trained in emotion coaching and de-escalation training. These strategies will be used to calm, reflect, distract, redirect, offer a change of face, add in humour

Steps	Actions
Non-verbal reminder	Makaton cues, e.g. best sitting, finger on lips, eyebrows raised, smile/frown, raised hand.
Verbal reminder	Provide clear, calm, and supportive communication to address the behaviour. Use limit-setting techniques, such as offering choices and redirecting focus to positive behaviours (well done xx, you are listening well). Remember... to sit in the perfect handwriting position, use the task management board, use your indoor voice.
Step 1	This is a verbal warning, an opportunity for the child to turn their choices around e.g (Name) you need to .....
Step 2	<b>30 second scripted conversation</b> 1:1 with the child. The child 'owes 2 minutes' of their next break or lunch time as a consequence.

<p>Step 3 Time out / cool off</p>	<p>Provide opportunities for students to step away from the situation to self-regulate in a safe and supportive environment for a suitable and proportionate period of time.</p> <p>Use calm spaces or sensory areas where children can de-escalate and process their emotions.</p>
<p>Step 4 Support step</p>	<p>Seek support from colleagues.</p> <p>Possible follow up actions: Collaborate with parents on events and next steps. FLO to work with the child to identify triggers and collaboratively create solutions to prevent recurrence. Engage with outside agencies if working with the child. Put a BSP in place. If already in place, review and amend. Risk Assessment.</p>
<p><b>Restorative conversation</b></p>	<p>Engage the student in discussions to reflect on their behaviour, its impact on others, and how to make amends.</p> <p>Focus on understanding the underlying causes of the behaviour and collaboratively planning future strategies.</p>

Key points:

- Each lesson is a fresh start
- Recording on CPOMS if step 4 is reached

**Consequences**

Consequences must be reasonable and proportionate. Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done. Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.

**30 second scripted conversation**

As part of the behaviour management plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 2 of the behaviour management plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been

delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

**I have noticed that you are** *having trouble getting started, wandering around, disturbing others*

**You are not showing our** (values / school rule related comment)

**Because of that you need to** *move to another seat, stop talking to others, get started on your learning with support from...*

### **Restorative conversations**

At Phoenix, we believe that nurturing restorative practice, as well as high expectations, is imperative to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

These questions will be used to support restorative meetings and/or conversations. For KS2 pupils, up to 5 questions will be used. For KS1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

#### **'Restorative Questions**

- 1. What happened?**
- 2. What were you feeling/thinking at the time?**
- 3. What have you thought since?**
- 4. How did this make other people feel?**
- 5. Who has been affected and how?**
- 6. What should we do to put things right?**
- 7. If this happened again, how could you do things differently?**

### **Support Step**

What happens at this point depends on the behaviour of the child. Support from other staff such as SLT may be needed to ensure that a child is safe and supported.

At Phoenix, we encourage positive behaviour which reflects our values. Our behaviour management plan approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a

specific incident. For children with behaviour as an additional need, examples of these will be detailed in a personalised relationship plan.

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the behaviour management plan for dealing with poor conduct. It is the aim that pupils should be kept at steps 1 and 2 for as long as possible. However, in some circumstances, some behaviours may warrant skipping a step and go straight to a '2 minutes owed' or a 'restorative conversation'.

**Examples of low-level and more serious misbehaviours**

As referenced above, it is not possible to leap or accelerate steps for repeated low-level disruption and it is the aim that pupils should be kept at steps 1 and 2 for as long as possible. However, some behaviours may need escalating to steps 3-6. Please find below a table that outlines some examples of low-level behaviours and behaviours that may warrant an immediate escalation to steps 3-6.

<b>Low-level behaviours can be defined as</b>	<b>Behaviours that may warrant immediate escalation can be defined as</b>
<ul style="list-style-type: none"> <li>● Talking in the classroom when the child should be listening to the teacher</li> <li>● Verbal unkind behaviours towards others</li> <li>● Turning around and distracting others</li> <li>● Persistent tapping and banging of pencils to distract others</li> <li>● Wandering around the classroom unnecessarily</li> <li>● Refusal to work</li> <li>● Talking when lining up</li> <li>● Running not walking around the school building</li> </ul>	<ul style="list-style-type: none"> <li>● Persistent, chosen behaviours that disrupt learning for others</li> <li>● Persistent refusal to engage in learning</li> <li>● Persistent refusal to be in safe, designated places</li> <li>● Refusal to keep self and others safe</li> <li>● Vandalism</li> <li>● Any form of bullying</li> <li>● Theft</li> <li>● Fighting</li> <li>● Racist, sexist, homophobic or discriminatory behaviour and/or language</li> <li>● Possession of any prohibited items.</li> <li>● Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</li> </ul>

Behaviours which warrant immediate escalation will be addressed by a member of the Senior Leadership Team. There may be the need, for example, to isolate the child, speak with parents, liaise with outside agencies or issue a fixed term suspension. Please see our suspension and exclusion guidance (Appendix 1)

## **Children with Social, Emotional and Mental Health Needs**

We apply our behaviour policy with a focus on equity, not equality, ensuring each student receives the specific support they need to succeed.

Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. This means we offer support at a whole class or universal level, (PSHE curriculum, assembly coverage) at a group level, (more targeted such as social skills or self-esteem focus groups) and individual, (such as Drawing and Talking or specific anxiety-based work). Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them. In line with the DfE Guidance 'Promoting and supporting mental health and wellbeing in schools and colleges November 2022', we have a whole school approach to supporting the mental health and social and emotional needs of every child at Phoenix.

Some children may experience more marked difficulties with behaviour, which may be related to Social, Emotional and Mental Health needs, specific SEND needs, early childhood experiences or family circumstances; for these children we create individualised support plans with parents. These are called Behaviour Support Plans (BSP). They link in with other school-wide strategies such as zones of regulation and the incredible 5 point scale. They are a pupil-centred document and focus on what the adult and child can do at each stage to support de-escalation. The Behaviour Support Plan can be linked to a risk assessment which may include use of a specific script to support a child and where necessary it may include use of positive handling that is reasonable, proportionate and appropriate.

Where children are experiencing more marked difficulties with behaviour, a member of the SLT and class teacher will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies. Outside agencies support may be used for further support. The pupils' needs will be considered when deciding on appropriate consequences, however they will not be exempt from detentions, suspensions and permanent exclusion if it is deemed appropriate, despite on-going support for the pupil.

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school.

It is also based on the special educational needs and disability (SEND) code of practice.

## **Appendix 1**

### **Suspensions**

Legislation and Guidance: In applying this policy, Phoenix Community Primary School will adhere to current legislation, including the Equality Act 2010. Schools are obliged to have regard to the Department for Education guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

At Phoenix Community Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate. An internal suspension may be put in place following a serious incident or an accumulation of incidents and the child will be subject to an internal suspension for a specified period of time. Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers.

An external suspension for a fixed period may be used by the Headteacher if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, or if the incident was considered very serious. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher or member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, they will be welcomed and treated without any resentment when they return.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. (See Exclusion Regulations at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion).)

The governors of Phoenix Community Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

All exclusions will be carried out in accordance with the [August 2024 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement](#).