



Streatham Wells Primary

# Behaviour Policy

**Approved by:**

Sarah Wordlaw (HT)

**Date:** 10/09/2025

Korina Holmes (Chair of  
Governors)

Lucy Ellis (School Improvement)

**Last reviewed on:** 10/09/2025

**Next review due  
by:** 18/09/2026

## Rationale

Streatham Wells Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance and we always **seek first to understand**. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Our practice is trauma-informed and research led.

The school has 3 simple rules:

### **‘Be Ready, Be Respectful and Be Safe’**

...which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

## Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## Purpose of the policy

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate

pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### **Expectations of Adults**

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to show ***deliberate botheredness***:

- Meet and greet at the door
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use visible recognition mechanism throughout every lesson and play time
- Seek first to understand
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly – we are the standards we walk past.
- Have classrooms and learning ready for learners at the start of the day, and after each transition

### **Leaders**

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

#### ***Leaders will:***

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct, especially during transitions.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Regularly share good practice, backed up by evidence
- Encourage use of Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

## **Teaching Great Behaviour**

We believe all behaviour is communication and always **seek first to understand**. Behaviour is directly linked to wellbeing, so we actively teach and praise excellent behaviour, to reinforce treating each other with kindness.

### **Oracy, Emotional Literacy and Zones of Regulation**

As a school, we develop children's oracy and its link to emotional literacy by building in time throughout the day to check in with how they are feeling and talking through how to cope with it. All classrooms have a Zones of Regulation display which is referred to across the day.

### **Celebration Assembly (Student of the Week)**

Our celebration assembly is on a Friday, where two children from each class will be chosen for student of the week. The child will have consistently gone "over and above" in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate from the Head. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly.

### **Always Club**

Two children from each class are selected weekly (by the class teachers) for always making great choices, and have hot chocolate and a chat with the Headteacher or SLT. This could be for Always being kind during that week or Always giving 100% to learning that week for example.

### **High Quality PSHE and PE Teaching**

We teach emotional literacy through high quality, outstanding PSHE, where children have space to learn about emotions and social situations and how to express how they are feeling. Children learn about the link between physical and mental wellbeing in high quality PE provision also.

### **Targeted Interventions**

We run a range of interventions to develop emotional literacy such as outdoor learning groups, small group friendship interventions, mentoring and regular mental health check-ins.

### **Collective point earning**

Students in each class collectively earn points for amazing behaviour. These points are used to "spend" on an intrinsic prize, as agreed by the class i.e. park trip, pizza party.

### **Build relationships with parents/carers**

We hold regular events for parents and carers, with the intention of building exceptional relationships with families. These include: weekly general newsletter, subject specific newsletters i.e. How to talk to your child about..., regular coffee mornings, exhibitions of children's work, family reading, parents evening, positive phone calls home etc.

## **Managing Behaviour**

Engagement with learning is always our primary aim at Streatham Wells Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see.

All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Our practice is evidence-based, using guidance from EEF Improving Behaviour in Schools and Paul Dix When the Adults Change.

### **Practical steps in managing and modifying poor behaviour**

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

### **Sanction Steps and Script**

Staff follow our sanction steps and scripts when dealing with a behaviour incident, and seek support from each other, phase leaders or SLT when necessary.

#### **1. Redirection and Reminder**

- Gentle encouragement and reminder of rules - Ready, Respectful, Safe.
- Repeat reminders if necessary.
- De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
- Praise given if the learner is able to model good behaviour as a result of the reminder.
- Use visual cues to visually remind

#### **2. Caution**

- A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
- Refer to "Ready, Respectful, Safe"
- "That behaviour is not respectful...try..." and explain what the consequence of further behaviours will be
- Give the learner a choice to do the right thing.

**Script**

"I notice you are...

The expectation is...

If the behaviour continues, you will need to cool off in [name a space i.e. other classroom]

Your choice."

**3. Last Chance**

- Use the 30 second scripted intervention from Playbook, clearly naming the behaviour, stating the expectation and allowing the child to choose.
- If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. Learner informed of consequence. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.

**4. Cool Off**

- A short time away from the classroom with another class/TA/nurture room/calm space and child is sent with a timer.
- It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.

**5. Reflect, Repair and Restore**

- Reflection Book (EYFS/KS1/SEND pupils) or "i-Time" conversation
- Child reflects on behaviour, apologies where necessary, continues with learning

**Incidents which take place outdoors**

If incidents are taking place on the playground, the same steps are followed. Where children are directed to take a cool off, this is done sitting down at a bench outside.

Staff outside are expected to use the Reflection Book/iTime to manage behaviour.

**Dynamic Risk Assessments**

A dynamic risk assessment is simply a term for the 'live' process of identifying, measuring and evaluating potential risk. It requires us to think on our feet, quickly assess what or who may cause harm to an individual, measure the severity of that harm, then take appropriate action to avoid or minimise it. These happen in real time, as a response to unforeseen or rapidly changing events. Staff are expected and empowered to make a best-fit judgement using any information we do have about the individual and the environment at that time.

This may be needed if a child is extremely dysregulated and there is a risk of safety to the larger group of children. The dynamic risk assessment may be:

- Asking the dysregulated pupil to take a cool off
- If there are in crisis and not able to, removing the other children/class affected by the elevated behaviour, in the safest, quickest and calmest manner possible i.e. taking children out of the classroom without walking past the children who are dysregulated

**Consequences**

Children understand that poor, disrespectful or unsafe behaviour comes with consequences, these are mapped out below with all actions/meetings/documentation being recorded on CPOMs on the same day as the incident. Consequences are proportionate to the behaviour.

<b>Loss of privileges</b>
<ul style="list-style-type: none"> <li>● Missed part of play time or lunchtime play</li> <li>● Child must repair the situation using Reflection Book or “I-Time” (see appendix 3). This is always modelled by the adult.</li> </ul>
<b>Informal Communication with parent/carer by the class teacher</b>
<ul style="list-style-type: none"> <li>● Face to face meetings between teacher and parents/carer.</li> <li>● If a child has 3 incidents in a half term requiring reflection the class teacher must meet with parents/carers</li> </ul>
<b>Formal Communication with parent/carer</b>
<ul style="list-style-type: none"> <li>● Leaders and parents/carers meet resulting in a <b>Relational Support Plan</b> (see appendix 2).</li> <li>● The <b>Relational Support Plan</b> is signed daily by a senior leader</li> <li>● The purpose of the meeting is to discuss support for the child, seeking first to understand the behaviour, setting targets and putting in place support for child/family (either in school or external intervention). This includes regular communication between home and school.</li> </ul>
<b>Suspension and Exclusion</b>
<ul style="list-style-type: none"> <li>● A serious breach may lead to a suspension. This is a last resort and all efforts are made to support the child and family prior to this.</li> </ul>

### Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from: a) Causing disorder, b) Hurting themselves or others, c) Damaging property or d) Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Incidents of Positive Handling will be reported and logged on CPOMS and the parent will be informed on the same day. Some children may require a Positive Handling plan, this can be found in the appendix of the policy indicated below.

We will follow the guidance in The Charter Educational Trust **Positive Handling Policy**, found [here](#).

### Search and Confiscation

Searching can play a critical role in ensuring that Streatham Wells Primary is a safe environment for

all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff are authorised to have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school deems or identifies as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons,
- Alcohol, Illegal drugs,
- Stolen items,
- Tobacco and cigarette papers, E-Cigarettes / Vapes,
- Fireworks,
- Pornographic images,
- Mobile Phones,
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item, if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

When exercising their powers, Streatham Wells Primary will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

We will follow the DfE Searching, Screening and Confiscation Guidance found [here](#).

## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a neurodiversity, special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We anticipate and remove triggers of misbehaviour using strategies such as: short, planned movement breaks, adjusting seating plans and using separation spaces to provide space for children to regulate their emotions.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with Lambeth local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Serious incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Repeated breach of school rules
- All forms of bullying.
- Sexual violence and sexual harassment (online or in-person).
- Vandalism and theft
- Fighting
- Racist, sexist, homophobic, ableist, xenophobic or discriminatory behaviour or language
- Possession of prohibited items (i.e. weapons, stolen items)
- Physically striking adults.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and

safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information on the school website.

If a child engaged in sexualised behaviour, we would take each incident on a case by case basis and follow The Charter Schools Educational Trust **Child on Child Abuse Policy** found here: [https://docs.google.com/document/d/1vecp18C7PnALcLQlxvQsvqX8Bi\\_JqH6g/edit?usp=sharing&oid=1164969316\\_55127975317&rtpof=true&sd=true](https://docs.google.com/document/d/1vecp18C7PnALcLQlxvQsvqX8Bi_JqH6g/edit?usp=sharing&oid=1164969316_55127975317&rtpof=true&sd=true)

If a child brings/has an item which is banned into school, we follow The Charter Schools Educational Trust **Confiscation and Search Policy** found here: [https://docs.google.com/document/d/11476hjD5dyYap0b6DZPaelBNrm4EfMXb/edit?usp=sharing&oid=116496931\\_655127975317&rtpof=true&sd=true](https://docs.google.com/document/d/11476hjD5dyYap0b6DZPaelBNrm4EfMXb/edit?usp=sharing&oid=116496931_655127975317&rtpof=true&sd=true)

### **Suspensions and Exclusions**

Types of exclusion Suspensions and permanent exclusions are different:

- **Suspensions** (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- **Permanent exclusions** are where, subject to a decision of the governors' pupil discipline committee to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken 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 pupil or others such as staff or pupils in the school.

### **Suspensions**

Streatham Wells Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, 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 and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher 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 it is expected that 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). The governors of Streatham Wells 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 would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

We follow The Charter Schools Educational Trust Policy for **Suspensions and Exclusions**, found here:

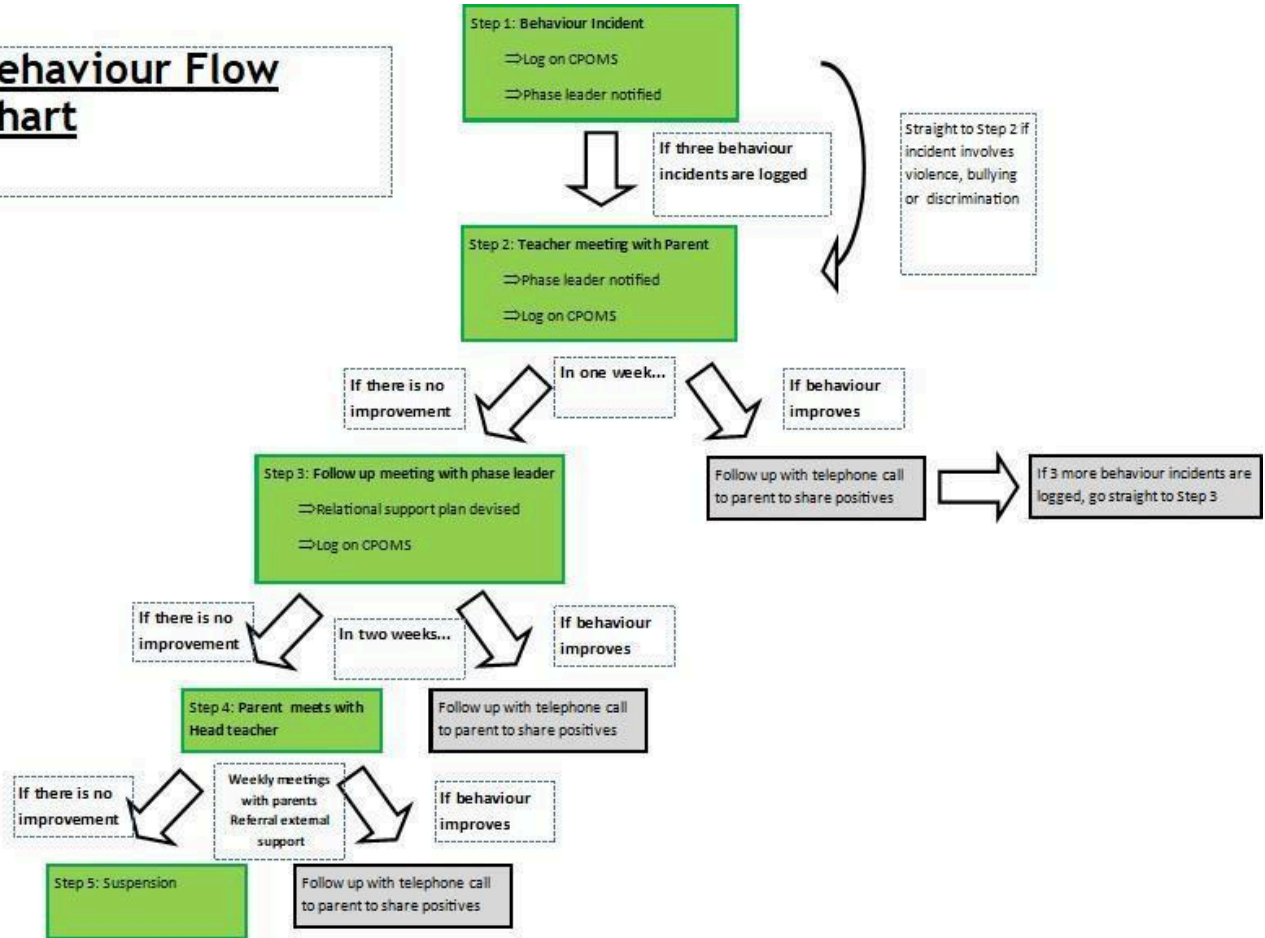
[https://assets.website-files.com/60c247fed4d5d4b22f9c8244/63fb36e9b52e6fd872580c48\\_TCSET%20Suspensions%20and%20Exclusions%20Policy%20Approved%20121022.pdf](https://assets.website-files.com/60c247fed4d5d4b22f9c8244/63fb36e9b52e6fd872580c48_TCSET%20Suspensions%20and%20Exclusions%20Policy%20Approved%20121022.pdf)

### **Restorative Practice**

Streatham Wells Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (see Behaviour and Wellbeing Playbook for full details). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

# Appendix 1

## Behaviour Flow Chart



## Appendix 2 – Relational Support Plan



### Relational Support Plan

Child's Name:				
<b>About Me</b>				
This is me (photo)	People who help me: •	My strengths, interests and qualities: •	My triggers:	Agreed response for regulation: •
Targets:				

*Have you met your targets?*

I <input type="checkbox"/>	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Playtime					
Session 2					
Lunch time					
Session 3					
Session 4					

Child signature: \_\_\_\_\_ Parent/Carer signature: \_\_\_\_\_

SLT signature: \_\_\_\_\_

## Appendix 3 – I Time

# I-time

Please complete every sentence below before letting the other person have their turn.



I think...



I feel...



I noticed that...



I'm happier when...



I want...

## Appendix 4 - Reflection Book

broke something	scribbled on something	hurt an adult	hurt a child	being unsafe
threw something	<p>What happened?</p>		being rude	
used bad language			something else	
not listening	ran off	being unkind	calling out	shouting

me	a friend	a teacher	my class	my parent
another class	<p>Who has been affected?</p>			other children
my family				my sibling
people in the community	animals	everyone	another adult	someone else