

Uffington Church of England Primary School

Behaviour Policy

Approved by:	The Governing Body
Last reviewed on:	July 2026
Next review due by:	September 2027

Statement of Principles

At Uffington Church of England Primary School, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. We aim for children to have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being.

Aims of the Policy

To inform pupils, teachers, support staff, governors and parents of the expectations behaviour. These are:

- To create a safe and secure learning environment.
- To reward positive behaviours.
- To ensure a consistent, fair approach in managing behaviour.
- To encourage high expectations of behaviour and conduct.
- To ensure that all know and understand the reason for school and class rules and the consequences of not adhering to them.
- To develop the Christian ethos of behaviour.

Our Christian Values

Thankfulness

At Uffington, we take time to give thanks every day. We are thankful for our school and everything it offers, and for the people who make up our school family. We learn how to be resilient when faced with challenge and give thanks for all those who help us in difficult times.

Kindness

At Uffington, we believe that kindness is the greatest gift we can offer others. We understand how our acts of kindness make a difference to the lives of others at home, at school, in our community, and in the wider world; we try to remember to be kind at all times.

Forgiveness

At Uffington, we understand that things can go wrong; we make poor choices and this can hurt others. We always take time to think about what has gone wrong and how to make amends. We forgive others when they are sorry and seek our forgiveness.

Fairness

At Uffington, we know that there are those in this world who do not have the same opportunities as us; we support charities and learn about injustice so that we can make a difference.

Friendship

At Uffington, we value our friends, taking care of them and enjoying things together. We are friendly towards each other and make visitors welcome.

Trust

At Uffington, we trust one another to do the right thing, to be honest and to be respectful so that our school is a happy place where everyone can flourish.

Hope

At Uffington, we believe that even when things are difficult, better times lie ahead. We believe in the potential of others and support them to achieve their goals.

Inclusion

At Uffington, we make sure that everyone gets a chance to take part; we understand that some people may need some support to access some activities and provide that support to enable everyone to fulfil their potential.

We expect staff and children to uphold these values. All adults in the school community must lead by example. The qualities of courtesy and respect are paramount. The importance of good relationships between

all members underpins all that we are trying to achieve at Uffington Church of England Primary School. In addition, we expect all children to attend the school, arrive and leave on time, behave well on the way to and from the school, and to try hard and aim high in all work and behaviour.

Roles and Responsibilities

The Headteacher and Senior Teacher will support colleagues in the implementation of the policy. Responsibility for behaviour belongs to all staff.

All staff: teaching (including supply), support and volunteers have responsibility for ensuring policy and procedures are followed and applied consistently by all pupils (not just those within their class). Annual behaviour management training updates are given to all staff. This policy is also part of the staff Induction pack for all new/temporary staff.

All staff should be aware of and maintain a sphere of influence at all times. All staff have a duty to praise and give recognition for good behaviours. Staff will intervene to address and support pupils demonstrating unwanted behaviour. Liaising with parents is an integral part of the role particularly for teaching staff.

Pupils are responsible for their actions and children's voice is recognised. In the rare incidents of bullying or aggression these must always be immediately reported to an adult.

Parents who have chosen to send their child to our School have agreed to support the policy and tomake sure that they are developing and promoting good behaviour. High standards are the norm and parents are instrumental in encouraging this through working in partnership with the School.

Whole School Approach to Positive Behaviour

At each stage the reinforcement of positive behaviour, praise and rewards will play a key role in behaviour management. Praise can be given formally or informally, in public or in private, to individuals or to groups. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievements.

Typical rewards are:

- Verbal Praise
- Stickers, praise pads etc
- Positive communication with parents
- Achievement Awards
- House Points
- Gold Stars
- Certificates

Also, the showing of good work to other staff and the Headteacher, and displays of work around the school are used to raise pupil self-esteem which will help to promote positive behaviour.

House Points

Children at Uffington CE Primary School are taught to be respectfully competitive and work hard both academically and socially to achieve House Points and Gold Stars.



House Points and Gold Stars offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom; it helps teachers focus on positive feedback.



House Points can be awarded for extremely high-quality pieces of work or tasks above and beyond and are recorded on a chart in each classroom. Impeccable behaviour and significant acts of kindness can also earn Gold Stars.

Children are awarded a Courtesy Award each time they achieve 5 Gold Stars.

Merit Awards

Each week the class teacher will choose one child from each year group who have achieved well in any area (including personal, social and emotional development). They will receive a Merit Certificate in the weekly Collective Worship.

At the end of each term (3 times a year), each class teacher will nominate a child to receive an 'Uffington Award'. This is awarded to pupils who have consistently demonstrated positive behaviour and attitudes in relation to our values over the course of the term.

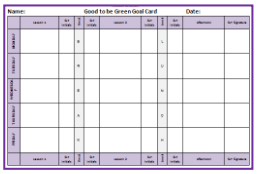
Class Behaviour Management System

The school has identified different levels of behaviour. There are three colours; Green, Amber and Red.

Green behaviours are the expectation that all pupils should work towards and achieve.

Examples of what we want to see / Green behaviours
Good manners, please, thank you, holding doors, polite speech
Sensible movement around school
Independence and initiative
Care and pride over people, belongings and work (respect)
Sitting and listening appropriately in lessons, assemblies and lunchtimes
Following instructions
Sharing/ working together / team work / taking turns
Being kind
High levels of presentation
Having positive attitudes to work and behaviour
Resilience - willingness to have a go and try when things get tricky
Showing empathy
Making positive choices
Understanding of the expectations
(This not an exhaustive list)

In addition for some pupils, with specific behaviour issues, it may be necessary for them to have a 'goal card' (lesson by lesson feedback and checked in with a member of SLT) or earn House Points or receive stickers. These are designed to focus on positive behaviours and allow pupils to have instant feedback.



Examples of Amber / unwanted behaviours
For example: Shouting / calling out/ talking when not supposed to Not looking after resources Answering back to an adult Snatching / not sharing Telling tales Name calling Spoiling work/Time wasting Pulling faces at others/inappropriate hand gestures *(This not an exhaustive list)*
Examples of behaviours that may result in instant consequence:
Damaging property/belongings on purpose Physically or verbally violent Significant lying/defiance *(This not an exhaustive list)* *In line with our Safeguarding policy, all incidents of racism, bullying and child on child abuse will be recorded on CPOMs and be dealt with by the Headteacher or Senior Teacher. The consequence(s) will be determined by the Headteacher depending on the severity of the incident and a pupil's behaviour record. Referral to and adherence to the School's Exclusions Policy may also be necessary.

How do we verbalise what behaviours we want to see so that they are understood by everybody?

- Collective Worship
- Consistent language
- Positive phrasing
- Tone of voice
- Proximity praise
- Being firm but fair
- Rhetorical questions… 'Are you sitting smartly?'
- Being specific in your phrasing – 'I like the way you…' / 'Please stop…'
- Model the behaviour you expect to see.
- Refer back to class rules
- Code of conduct with new pictures e.g. 'This is how we behave…'

What are the non-negotiable expectations for all adults to follow with children in school and how do we ensure consistency?

- Show respect and listen to the children
- Staff do not lose their temper
- Follow up incidents quickly
- Early intervention to avoid incidents escalating
- Intervening to de-escalate situations – not to antagonise situations
- Apologise when wrong
- Don't pre-judge. There are two sides to every story.
- Presence around the school by all staff
- Not calling children 'naughty'

How do we teach children to demonstrate the expected behaviours?

- Modelling
- Reinforce the positive
- Consistency
- Encouraging children to be responsible
- The Uffington Way
- Sessions: memory skills / learning & listening skills.

What is our agreed process for rewards and sanctions that can be used by all adults in school?

- Rewards & consequences to fit the act – relative
- Parent communications – certificates to go home
- Specific stickers
- Displays

If behaviour falls below our high expectations, we follow a very simple three step system:

Stage 1 - Reminder

Reminders are reminders. They are part of learning. **Reminders** are given to bring about a change in behaviour.

Stage 2 – Warning

If the behaviour is repeated or a new "unwanted" behaviour occurs a **warning** is given. Again, a warning is a warning. It is part of learning. We will not tell parents about reminders or warnings.

Stage 3 – Consequence

A **consequence** is given if the low-level behaviour continues, or an instant **consequence** may be given for serious behaviour incidents:

In class, all teachers will use the system of: Reminder, Warning and Consequence. This allows pupils the opportunity to modify their behaviour before any consequences are needed. The 'reminder, warning, consequence' will look different depending on the age of the child.

Consequences may involve encouraging the child to move to a different area; missing part, or all of playtime; moving to another class, being sent to the Headteacher, or a phone call home.

This will be recorded in the school **Consequence Log.** Any instant **consequences** will also be recorded on CPOMs.

Suspensions and Exclusions

For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the Headteacher may resort to either a fixed-term suspension or permanent exclusion.

This policy and all school processes relating to exclusions are informed by the Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England – July 2026 ("DfE Guidance").

Bullying

Bullying includes a range of abusive behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.

The NSPCC definition of bullying is:

Bullying is when individuals or groups seek to harm, intimidate, or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021).
It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood.

Uffington Church of England Primary School has a separate policy statement about bullying which should be read alongside the Behaviour Policy.

Training is offered so that all staff are aware of what bullying may look like and it is addressed through the PSHE curriculum with pupils.

All incidents of bullying are treated seriously, are recorded on the school's electronic system (CPOMS) and involve the parents of the victim and perpetrator at the earliest opportunity.

Pupils with specific needs

Pupils with identified behaviour needs may be invited to participate in targeted activities at lunchtime, as a pro-active measure to support them to regulate their behaviour.

Children who have an EHCP, or identified special needs in terms of behaviour, may need the whole School behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. For these children there will be an IEP, Risk Assessment and/or a Behaviour Support Plan written by the SENDCo in consultation with teachers and support staff and reviewed regularly. Changes to Behaviour Support Plans must not be made without consultation with the SENDCo.

If progress on the behaviour targets is unsatisfactory and further advice is required, the school may, atthis point seek parents' permission to involve outside agencies to recommend further strategies and arrangements.

Communication with parents

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents are invited to come into the school to discuss issues concerning their child at a convenient time to both them and the member ofstaff.

Parental support at an early stage is encouraged in devising a plan of action to support their child. It is also useful if the parent informs the school of any home circumstances that might affect their child's behaviour and attitude at the school.

In every instance where a pupil is sent home for disciplinary reasons, the Headteacher will formally record and specify the length of the suspension (for reporting purposes this should be recorded as half day,whole day or lunchtime). They will ensure that:

- They are meeting their legal duty of care towards pupils, providing appropriate supervision whilston

site, and ensuring parents are formally notified if a pupil needs to be removed from site.
- Child protection issues are taken into account; and
- Pupils' human right to education is not contravened.

If efforts to resolve the issue with the parents are unsuccessful the school will consider whether to contact the Education Welfare Service and seek the advice of the LA about available remedies.

Trips or visits outside the school building

Whilst the School recognise all children have a right to a broad and balanced curriculum, at times it may be necessary to stop a child from going on a trip for personal safety reasons or to be accompanied by their parent/carer.

These behaviours and sanctions are sufficiently serious to warrant withdrawal from a school trip, including sporting events:

- School suspensions for violence - both physical and verbal.
- Pupils who are on part-time timetables due to their behaviour in School.
- Pupils who have been restrained or removed from class due to their behaviour.
- Children who are flight risks – those who have run away from School.
- Consistently refusing adult instructions.

Pupils and parents should be aware of these guidelines and all decisions should be clear, fair and transparent.

The Headteacher has ultimate discretion in these matters and will always take a decision thatensures the safety of all those involved.

Children who have a full Statement of Special Educational Needs, or identified special needs in terms of behaviour, may need this system to be modified to fairly meet their needs.

Use of Physical Intervention

Where it is necessary to prevent a pupil from:

- Causing injury or damage to the property of any pupil (including him or herself)
- Prejudicing the maintenance of good order and discipline at the school

reasonable force may be used by a member of staff.

This will always be a last resort when all other de-escalating strategies have been exhausted. The school follows the principles outlined by the Restraint Reduction Network and the DfE. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result. The school will communicate with parents where serious incidents involving the use of force been used. It will be up to the Headteacher's discretion to decide on the need to report, depending on the severity of the incident.

Training

Uffington Church of England Primary School ensures that all relevant staff receive the necessary training so that they are able to act safely when a pupil needs to be restrained. They are also taught the need where possible for de-escalation and to carefully assess the need for restraint or reasonable force. Records of all training are held by the School office.

Uffington Church of England Primary School acknowledges ***our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).***'

Searching

If we are led to believe that a child is in possession of something they have taken without permission or

may cause themselves or others harm, then the Headteacher or Senior Teacher may conduct a search of a child's belongings. No physical search of a child would ever be conducted.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of Mobile Phones in School

Mobile phones are prohibited throughout the school day, including during lessons, the time between lessons, break and lunchtime, in line with statutory DfE guidance - Mobile phones in schools

Mobile phones are not permitted in school unless an arrangement has been agreed with the Headteacher.

We have maintained this policy for several years and find that it works well for our school community.

Exceptions are granted only for:

- Medical reasons (e.g. a pupil who needs to use their phone to monitor a health condition)
- Pupils with a long journey to and from school

In these exceptional cases, the mobile phone must be handed to a member of the senior leadership team or stored in the main office upon arrival at school. The phone will be kept securely and the pupil will not have access to it during the school day. The phone will be returned at the end of the school day.

Parents/carers wishing to request an exception should contact the headteacher in writing, explaining the reason for the request.

Any pupil found with a mobile phone during the school day without prior agreement will have it confiscated. The phone will be stored securely and returned to a parent/carer at the end of the school day.

Monitoring and Evaluation

All staff will be responsible for monitoring behaviour at Uffington Church of England Primary School; however the Headteacher and Safeguarding Leads will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported regularly to the school's Governing Body.

The policy is reviewed annually to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring, particularly for those with protected characteristics.