

Milton-on-Stour Primary School



Behaviour Policy 2026

Draft Written: September 2026

Next review: September 2027

This policy reflects the United Nations Convention on the Rights of the Child, particularly:

- **Article 19:** children have the right to be protected from violence, abuse and neglect.
- **Article 24:** children have the right to the best possible health and to a safe environment.
- **Article 28:** children have the right to education.
- **Article 29:** education should develop children's personality, talents and abilities and promote respect for others.

Ready • Respectful • Safe

1.

Our Vision and Values

At Milton-on-Stour Primary School, our Christian vision is at the heart of our behaviour culture. We want every child to flourish as a unique and valued individual, developing the knowledge, skills, resilience and character they need to live healthy, purposeful and fulfilling lives.

Our vision is expressed through three guiding principles:

Cherished in Love

We cultivate an inclusive, deeply caring community which ensures every child feels safe, deeply known, and uniquely valued.

Our behaviour culture reflects this commitment. We want every child to know that they belong, that they matter and that they will be treated with dignity, kindness and respect. We create safe and nurturing relationships in which children can learn, make mistakes, ask for help and begin again. We expect children and adults to show care for one another and to challenge behaviour that causes harm, discrimination or exclusion.

Guided by Hope

We provide a rigorous, supportive education that fosters resilience and aspirations, guiding our children toward a bright future filled with hope.

We have high expectations for behaviour because we have high expectations for every child. We recognise that children are developing and that learning to regulate emotions, resolve difficulties and behave respectfully takes time, teaching and practice. We do not define children by their mistakes. Instead, we help them understand the impact of their choices, repair harm where appropriate and develop the resilience and skills to make better choices in the future.

Inspired with Joy

We celebrate the unique gifts of every individual, creating a vibrant learning community filled with the joy of discovery, creativity, and spiritual wonder.

We want our school to be a place where children feel confident to participate, explore, create, ask questions and learn from mistakes. Positive relationships, recognition and encouragement help children experience the

joy of learning and develop a sense of pride in themselves, their achievements and their contribution to our community.

Our behaviour culture

Our vision means that behaviour is about much more than compliance with rules. **Behaviour is something we teach, model, practise and nurture.**

We believe that children learn best when they experience clear expectations, predictable routines, positive relationships, appropriate support and consistent boundaries. We recognise that behaviour can sometimes communicate an unmet need, difficulty or safeguarding concern. We therefore seek to understand behaviour while maintaining high expectations and clear boundaries.

Our approach is grounded in the principles of **Ready, Respectful, Safe**.

Ready

We are ready to learn, participate and make the most of every opportunity.

Respectful

We recognise the dignity and worth of ourselves and others. We listen, show kindness, celebrate difference and take responsibility for the impact of our actions.

Safe

We help to create an environment in which everyone feels safe, protected from harm and able to learn. We speak up when something is wrong and make choices that keep ourselves and others safe.

Our approach is relational, restorative and consistent. When children make mistakes, we help them to reflect, take responsibility and repair relationships where appropriate. **We separate the child from the behaviour:** a child may have made an unsafe or unkind choice, but they remain a valued member of our community.

At the same time, we are clear that behaviour which harms, intimidates, discriminates against or places others at risk is not acceptable. Safeguarding remains central to our approach, and concerns about a child's welfare or the safety of others will always be acted upon in accordance with our safeguarding procedures.

Our vision therefore provides the foundation for our behaviour culture:

Cherished in Love — we belong.
Guided by Hope — we can learn, grow and begin again.
Inspired with Joy — we can flourish and share our gifts.

Through **Ready, Respectful, Safe**, we turn these principles into the everyday behaviours, relationships and routines that enable every child and adult at Milton-on-Stour Primary School to flourish.

At Milton-on-Stour Primary School, every child has the right to learn in a calm, safe, respectful and supportive environment.

We believe that children learn best when they experience:

- strong, trusting relationships;
- clear and predictable routines;
- high expectations;
- consistent and calm adult responses;
- explicit teaching of behaviour;
- appropriate support when behaviour is difficult;
- opportunities to repair relationships and put things right;
- a strong sense of belonging.

Our approach is informed by the principles of **Ready, Respectful, Safe** and the relational and restorative approach. We believe that adults are responsible for creating the conditions in which children can succeed.

High expectations and high support are not opposites.

2. Purpose of this policy

This policy applies to all pupils and all staff working at Milton-on-Stour Primary School.

It aims to:

1. establish clear and consistent expectations for behaviour;
2. create a calm, safe and purposeful environment in which children can learn;
3. promote self-discipline, responsibility and respect;
4. teach children the behaviours, routines and social skills they need to succeed;
5. prevent bullying, discrimination and child-on-child abuse;
6. safeguard and promote the welfare of children;
7. support children who experience difficulties with behaviour;

8. ensure responses to behaviour are fair, proportionate, predictable and lawful;
9. work in partnership with parents and carers;
10. support children to repair harm, rebuild relationships and make better choices;
11. ensure that behaviour concerns are considered alongside safeguarding, SEND, mental health and other relevant needs.

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy 2026;
- Staff Code of Conduct;
- SEND Policy 2026 ;
- Anti-Bullying arrangements;
- Online Safety Policy;
- Attendance Policy;
- Equality Policy;
- Physical Intervention/Reasonable Force procedures;
- Searching, Screening and Confiscation procedures;
- Mobile Phone arrangements.

3. Legislative and guidance framework

This policy has regard to the following current guidance and legislation:

- **Keeping Children Safe in Education 2026;**
- **Working Together to Safeguard Children 2026;**
- **Behaviour in Schools: Advice for Headteachers and School Staff;**
- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement – July 2026;**
- **Searching, Screening and Confiscation;**
- **Use of Reasonable Force in Schools;**
- **the Equality Act 2010;**
- **the Children and Families Act 2014;**
- **the SEND Code of Practice: 0 to 25 years;**
- **other relevant statutory guidance.**

The school will keep this policy under review when statutory guidance or legislation changes.

4. Our three expectations

Ready

We are ready to learn and ready to participate.

This means, for example:

- arriving prepared for learning;
- following established routines;
- listening and responding appropriately;
- being ready to learn after transitions and breaks;
- bringing the equipment needed;
- asking for help when it is needed;
- making a positive effort.

Respectful

We treat ourselves, others and our environment with dignity and kindness.

This means, for example:

- using polite and appropriate language;
- listening to others;
- respecting different views, identities, backgrounds and beliefs;
- including others;
- looking after property;
- speaking about others appropriately, including online;
- disagreeing respectfully;
- allowing others to learn without unnecessary disruption.

Safe

We act in ways that keep ourselves and others safe.

This means, for example:

- following reasonable adult instructions;
- keeping hands, feet and objects to ourselves;
- telling an adult when something feels unsafe;
- using equipment appropriately;
- moving safely around school;
- reporting bullying or abuse;
- behaving safely online;
- never threatening, intimidating or deliberately harming another person.

The three expectations apply in classrooms, corridors, playgrounds, assemblies, trips, visits, clubs, transport and when pupils are representing the school.

They also apply to online behaviour where this affects the school community.

5. Teaching behaviour

Behaviour is taught.

At the beginning of each academic year, and whenever necessary during the year, staff explicitly teach:

- routines;
- transitions;
- classroom expectations;
- playground expectations;
- how to ask for help;
- how to disagree appropriately;
- how to resolve everyday friendship difficulties;
- how to behave safely online;
- how to respond when someone is upset;
- how to report a safeguarding concern;
- how to repair harm.

Adults model the behaviour they expect from children.

Children will be given opportunities to practise expected routines until they become familiar and predictable.

Where a child needs additional support to meet an expectation, the school will consider what support, adaptation or teaching may be required.

6. The role of adults

Adults in school are expected to be:

Kind, consistent and caring.

Adults will:

- greet children warmly;
- model calm and respectful behaviour;
- use predictable language and routines;
- notice and recognise positive behaviour;
- give clear instructions;
- correct behaviour calmly and privately wherever possible;
- never use confrontation, humiliation and sarcasm;

- avoid labelling children as "naughty", or "difficult";
- listen to children;
- maintain appropriate professional boundaries;
- consider what may be contributing to behaviour;
- maintain high expectations;
- provide appropriate support;
- follow safeguarding procedures when behaviour raises a concern about a child's welfare;
- repair relationships following difficult incidents;
- ensure that consequences are proportionate and lawful.

Adult consistency means that children know **what they can expect from adults**, rather than that every adult responds in exactly the same way regardless of circumstances.

7. Recognition and positive reinforcement

Good behaviour is noticed.

Recognition may include:

- verbal recognition;
- positive non-verbal recognition;
- specific feedback;
- communication with parents or carers;
- stickers or certificates;
- class rewards;
- Headteacher awards;
- celebration assemblies;
- opportunities for responsibility.

Recognition should identify the behaviour that has been successful, for example:

"You were ready to learn straight away and that helped everyone get started."

The school will avoid creating systems in which children feel that recognition is conditional on being perfect. This includes visible charts on class displays.

The purpose of recognition is to strengthen positive habits, relationships and belonging.

8. Responding to behaviour that does not meet expectations

When behaviour does not meet expectations, adults will respond calmly, predictably and proportionately.

The first priority is always safety and restoring a calm environment.

Adults may use the following sequence:

1. Remind

A calm reminder of the expected behaviour.

"Ready means we are listening. Thank you."

2. Redirect

The adult gives the child an opportunity to change their behaviour.

"I need you to return to your learning now."

3. Support

If the child is struggling, the adult considers what support or adjustment may help.

This might include:

- a brief movement or regulation break;
- changing the level of adult support;
- simplifying an instruction;
- moving to a quieter position;
- giving processing time;
- providing visual prompts;
- supporting the child to regulate before returning to learning.

4. Consequence, where appropriate

If behaviour continues or is sufficiently serious, a proportionate consequence may be used in accordance with this policy.

This will include:

Time in another classroom for a change of place and space

Time in with the adult to discuss the difficulties faced during a break time

Time for discussion with a Senior leader

Redirection at lunchtime or play.

5. Repair and restore

Where appropriate, the child is supported to reflect on:

- what happened;
- what they were thinking or feeling;
- who was affected;
- what needs to be put right;
- what they can do differently next time.

This may involve a restorative conversation or restorative action with other children or adults involved.

The sequence is **not a rigid five-step ladder**. Staff should use professional judgement. Serious behaviour, safeguarding concerns or behaviour creating immediate risk may require an immediate senior leadership or safeguarding response.

9. Regulation and movement breaks

Some children benefit from planned opportunities for movement, regulation or sensory breaks.

These should be used proactively where appropriate and may form part of a child's individual support plan.

A regulation break is not a reward for poor behaviour and should not be used as a way of avoiding expectations.

For example:

"I can see that you are finding this difficult at the moment. Let's take a short regulation break and then we will come back together and work out what you need to be successful."

Adults should not use regulation language to excuse behaviour that has harmed another person. Support and accountability can happen together.

10. SEND, disability, mental health and individual needs

The school maintains high expectations for all pupils while recognising that some children need additional support to meet those expectations.

Staff will consider whether behaviour may be associated with:

- special educational needs;
- disability;
- communication difficulties;
- sensory needs;
- mental health needs;
- trauma or adversity;
- bullying;
- abuse or neglect;
- bereavement;
- difficulties at home;
- exploitation;
- unmet educational needs;
- other factors affecting the child.

Not all behaviour displayed by a child with SEND is necessarily caused by their SEND. Decisions will be based on the circumstances of each incident.

Where appropriate, the school will consider:

- reasonable adjustments;
- adaptations to routines;
- additional adult support;
- sensory or communication support;
- individual behaviour or support plans;
- SENCo involvement;
- pastoral support;
- Family Help;
- safeguarding intervention;
- specialist or multi-agency support.

Any sanction must be lawful, reasonable and proportionate and must take account of the pupil's age, SEND/disability and other relevant circumstances.

11. Safeguarding and behaviour

Safeguarding is everyone's responsibility.

Behaviour can sometimes be an indicator that a child needs help or protection.

Staff should therefore consider whether a change or pattern in behaviour may indicate:

- abuse or neglect;
- exploitation;

- bullying;
- child-on-child abuse;
- mental health difficulties;
- domestic abuse;
- criminal exploitation;
- sexual exploitation;
- radicalisation;
- difficulties at home;
- other safeguarding concerns.

Staff must not assume that another adult will report a concern.

Any safeguarding concern must be reported to the **Designated Safeguarding Lead (DSL) or deputy without delay**, in accordance with the Child Protection and Safeguarding Policy.

If the DSL/deputy is unavailable, this must not delay appropriate action.

Information may be shared where necessary to safeguard a child. Data protection legislation is not a barrier to appropriate safeguarding information sharing.

12. Child-on-child abuse

Children can cause harm to other children.

Child-on-child abuse can happen:

- in school;
- outside school;
- online;
- within friendship groups;
- between children of different ages;
- between children who previously appeared to have a positive relationship.

It may include:

- bullying;
- cyberbullying;
- racist, faith-based or other discriminatory abuse;
- physical abuse;
- threats of violence;
- serious violence;
- sexual violence;

- sexual harassment;
- harmful sexual behaviour;
- forcing someone to take part in sexual activity;
- making or sharing nude or semi-nude images including AI images;
- upskirting;
- initiation or hazing behaviour;
- abusive, harassing or misogynistic/misandrist online messages.

All such concerns must be taken seriously.

Staff must not dismiss behaviour as:

- "banter";
- "just a joke";
- "part of growing up";
- "boys being boys";
- "children being children".

The school recognises that child-on-child abuse is a safeguarding concern for both the child who has experienced harm and the child alleged to have caused harm.

Concerns must be referred to the DSL or deputy.

13. Sexual harassment, sexual violence and harmful sexual behaviour

Sexual harassment and sexual violence are never acceptable.

They may occur:

- face to face;
- verbally;
- physically;
- through gestures;
- through images;
- through messaging or social media;
- through gaming or other online platforms.

Any report will be taken seriously.

The school will:

1. ensure immediate safety;
2. listen carefully and sensitively;
3. avoid victim-blaming;
4. refer the concern to the DSL/deputy;
5. assess risk and needs in accordance with safeguarding procedures;

6. consider whether children's social care and/or the police need to be involved;
7. provide appropriate support to the child who has experienced harm;
8. consider appropriate support and intervention for the child alleged to have caused harm;
9. consider the wider group and school environment;
10. apply proportionate disciplinary action where appropriate;
11. keep appropriate records on CPOMS.

Each incident will be considered on its individual circumstances.

A report of sexual harassment will not automatically be treated as a behaviour matter alone.

Where an incident involves sexual images or videos, including nude or semi-nude images, staff must refer the matter to the DSL and follow the school's safeguarding procedures.

14. Bullying

Bullying is behaviour which is deliberately hurtful, repeated or sustained over time, and involves an imbalance of power which makes it difficult for the person experiencing it to defend themselves.

Bullying can be:

- physical;
- verbal;
- emotional;
- relational;
- discriminatory or prejudice-based;
- racist;
- faith-based;
- homophobic or biphobic;
- transphobic;
- sexual;
- online/cyberbullying.

A single incident that does not meet the definition of bullying may nevertheless be serious, harmful or a safeguarding concern and will be addressed appropriately.

The school will not dismiss harmful behaviour simply because it is a first reported incident.

Pupils are taught how to report bullying and adults are expected to respond promptly.

The school will:

- listen to the child;
- establish the facts;
- consider the child's safety and wellbeing;
- involve the DSL where safeguarding concerns arise;
- provide appropriate support;
- address the behaviour of the child or children responsible;
- communicate with parents/carers where appropriate and safe;
- monitor the situation to ensure that the behaviour has stopped.

Information will be shared on a need-to-know basis where appropriate.

15. Discriminatory and derogatory behaviour

Racist, faith-targeted, homophobic, biphobic, transphobic, sexist, disability-related and other discriminatory or derogatory behaviour is not acceptable.

The school will challenge such behaviour and consider its impact on the child affected.

Where appropriate, discriminatory behaviour will be considered within safeguarding practice.

The school recognises that prejudice-based harm can affect wellbeing, mental health and a child's willingness to seek help.

16. Serious misbehaviour

Serious misbehaviour may include:

- serious physical assault;
- serious threats or intimidation;
- violence;
- possession or use of prohibited items;
- deliberate significant damage to property;
- serious bullying;
- discriminatory abuse;
- sexual harassment or sexual violence;
- serious harmful sexual behaviour;
- theft;
- behaviour which places others at significant risk;
- repeated behaviour which has not improved following appropriate intervention.

This list is not exhaustive.

The response will depend on the circumstances, including the seriousness of the behaviour, safeguarding considerations, the pupil's age and understanding, previous support, SEND/disability and other relevant factors.

Self-harm will not automatically be treated as serious misbehaviour. Where a child harms themselves or presents a risk of self-harm, safeguarding and wellbeing procedures will be followed.

17. Consequences and sanctions

Consequences may include:

- reminder and redirection;
- restorative action;
- loss of a privilege;
- supervised time away from an activity;
- behaviour monitoring/reporting;
- parent/carer meeting;
- targeted pastoral support;
- removal from a classroom where necessary;
- suspension;
- permanent exclusion in the most serious circumstances.

Consequences will be:

- reasonable;
- proportionate;
- predictable;
- age-appropriate;
- consistent with this policy;
- compliant with equality and SEND duties.

Disciplinary action and support are not mutually exclusive.

A child may receive a consequence while also receiving additional support

18. Removal from the classroom

A pupil may be removed from a classroom for serious disciplinary reasons where this is necessary to restore safety and learning.

Removal will:

- be for a defined purpose;

- take place in an appropriate and supervised area;
- allow the pupil to continue suitable learning or refocus;
- take account of SEND and other individual needs;
- be recorded;
- be monitored for repeated use;
- include an appropriate route back to the classroom.

Where removal is used repeatedly, leaders will consider whether additional assessment, pastoral support, SEND involvement or other intervention is required.

19. Reasonable force

Staff may use reasonable force where lawful and necessary to prevent:

- injury to a child or another person;
- an offence;
- serious damage to property;
- significant disorder;
- other circumstances permitted by law.

Reasonable force will only be used where necessary and with no more force than is required in the circumstances.

Staff will take account of known vulnerabilities, including SEND, disability, mental health and medical needs.

Any use of reasonable force will be recorded and reviewed in accordance with school procedures.

20. Searching and confiscation

The school may search pupils and their possessions in accordance with statutory powers and the school's searching procedures.

Prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article reasonably suspected of being used to commit an offence or cause injury or damage.

The school may also identify additional items in its school rules for which a search may be carried out. This may include **vapes/e-cigarettes**.

Searches will be conducted lawfully, proportionately and with regard to the pupil's age, needs and rights.

Where a search is required:

- staff will normally seek the pupil's cooperation;
- the reasons and process will be explained;
- searches will be carried out by an authorised member of staff;
- statutory requirements concerning the sex of the person searched and the presence of a witness will be followed;
- reasonable adjustments will be considered;
- the DSL/deputy will be informed without delay where the search reveals a safeguarding concern;
- the search and outcome will be recorded as required;
- parents/carers will be informed in accordance with the school's procedures and statutory guidance.

The school does not currently use screening measures.

21. Mobile phones and smart technology

The school operates a mobile-phone-free environment during the school day.

Pupils must not use mobile phones or other smart technology with similar functionality during the school day, including lessons, transitions, breaktimes and lunchtime, unless an agreed exception applies.

The school will publish clear arrangements covering:

- what pupils must do with devices;
- what happens when a device is used inappropriately;
- the role of staff;
- storage and return arrangements;
- reasonable adjustments for pupils who need them;
- medical or other exceptional circumstances.

Online behaviour is expected to meet the same standards of kindness, respect and safety as behaviour face to face.

22. Online behaviour

Behaviour occurring online can affect the safety and wellbeing of the school community.

The school may respond to online behaviour which:

- harms another pupil;
- threatens another pupil;
- constitutes bullying or harassment;
- creates safeguarding concerns;
- disrupts the orderly running of the school;
- adversely affects the school community.

Where online behaviour raises a safeguarding concern, the DSL must be informed.

Where there is suspected criminal behaviour, the school will follow safeguarding procedures and consider whether the police or other agencies need to be involved.

23. Behaviour outside school

The school may apply its behaviour policy to behaviour outside the school premises where the law permits.

This may include behaviour:

- on school visits;
- on school-organised activities;
- while travelling to or from school;
- while wearing school uniform;
- online;
- which threatens or harms another pupil, member of staff or member of the public;
- which affects the orderly running of the school or school community.

Any response will be reasonable and proportionate.

24. Suspension and permanent exclusion

Suspension and permanent exclusion are serious sanctions.

Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds.

The school will follow the current **July 2026 statutory guidance on suspension and permanent exclusion**.

A suspension may be appropriate following serious behaviour or persistent poor behaviour where other approaches have not been successful or where the seriousness of the incident warrants it.

A permanent exclusion will only be considered where:

- there has been a serious breach or persistent breaches of the school's behaviour policy; and
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion is a last resort.

The school will not operate a blanket "no exclusion" approach where this could create safeguarding risks.

Before deciding to suspend or permanently exclude, the Headteacher will consider relevant circumstances, including:

- the facts of the incident;
- the pupil's views;
- age and understanding;
- SEND and disability;
- reasonable adjustments;
- mental health;
- safeguarding concerns;
- bullying or exploitation;
- circumstances at home;
- previous support and interventions;
- equality duties;
- the safety and welfare of other pupils and staff.

Where a pupil has a social worker, the school will involve the social worker appropriately.

For looked-after children, the Designated Teacher and Virtual School Head will be involved as appropriate.

The school will comply with all statutory requirements concerning notification, education, governing board consideration and reintegration.

25. Off-site direction and managed moves

Where appropriate, the school may use an **off-site direction** as a temporary intervention designed to improve future behaviour.

Off-site direction is not used simply as a punishment for past behaviour.

Any such arrangement will comply with the statutory requirements in force at the time.

A **managed move** is a voluntary and permanent transfer to another mainstream school and will only take place where it is agreed by the relevant parties and is in the pupil's best interests.

The school will not use a managed move as a compulsory temporary exclusion.

26. Separation for safeguarding purposes

There may be circumstances where pupils need to be kept apart because of a safeguarding concern, for example following an allegation of harm by one pupil against another.

Such separation is a **safeguarding measure and is not automatically a disciplinary exclusion**.

The DSL will advise on the safeguarding response and appropriate risk management.

Where necessary, education arrangements will be made in accordance with the statutory framework.

27. Reintegration

Following removal, suspension, off-site direction or safeguarding separation, the school will support the pupil's successful return.

Reintegration should provide:

- a fresh start;
- a sense of belonging;
- clarity about expectations;
- an opportunity to understand the impact of behaviour;
- appropriate support;
- a plan for success;
- appropriate involvement of parents/carers and other professionals.

A reintegration meeting may be used where appropriate.

The focus is on moving forward rather than repeatedly revisiting past mistakes.

28. Pupil voice

Children have the right to express their views.

Pupil voice is gathered through:

- School Council;
- class discussions;
- PSHE;
- RE
- pupil surveys;
- individual conversations;
- feedback following incidents where appropriate.

Children will be taught that reporting bullying, abuse or unsafe behaviour is not "telling tales".

Children should know which adults they can approach if they are worried and worry boxes are in each classroom.

29. Parents and carers

Parents and carers are important partners in developing positive behaviour.

We ask parents/carers to:

- support the school's expectations;
- talk positively about respectful and safe behaviour;
- communicate concerns with school staff rather than addressing other children directly;
- work with the school when their child needs additional support;
- attend meetings where appropriate;
- support agreed strategies;
- raise concerns respectfully and through the school's complaints or communication procedures.

The school will communicate with parents/carers when behaviour concerns are significant, persistent or require partnership working.

Information will be shared sensitively and in accordance with safeguarding and information-sharing requirements.

There may be circumstances where information cannot be shared because doing so would create a safeguarding risk or breach another child's confidentiality.

30. Staff support and training

Staff will receive appropriate training and support to implement this policy consistently.

This may include:

- behaviour and culture;

- Ready, Respectful, Safe routines;
- de-escalation;
- restorative conversations;
- SEND and behaviour;
- mental health;
- safeguarding;
- child-on-child abuse;
- harmful sexual behaviour;
- reasonable force;
- searching and confiscation;
- online safety.

Staff are expected to reflect on their own contribution to the behaviour culture.

Concerns about staff conduct or safeguarding concerns about an adult must be dealt with under the Staff Behaviour Policy/Code of Conduct and safeguarding procedures, including the school's arrangements for low-level concerns and allegations.

31. Recording behaviour and safeguarding concerns

The school will maintain appropriate records of significant behaviour incidents.

CPOMS records should include, where relevant:

- what happened;
- date, time and location;
- people involved;
- the child's account;
- witnesses;
- action taken;
- consequences;
- safeguarding action;
- decisions made;
- the rationale for decisions;
- outcomes;
- follow-up or support required.

Where an incident raises a safeguarding concern, the school's safeguarding recording system and procedures must be followed.

Behaviour records will be monitored alongside safeguarding information where appropriate.

32. Monitoring and evaluation

The Headteacher and governors will monitor the effectiveness of this policy.

The school will consider:

- behaviour incidents;
- bullying;
- child-on-child abuse;
- sexual harassment;
- removal from classrooms;
- suspensions;
- permanent exclusions;
- searching and confiscation;
- attendance;
- pupil voice;
- parent feedback;
- staff feedback;
- repeat incidents.

Data will be considered by relevant groups and, where appropriate, by protected characteristic, SEND and other relevant factors to identify possible disproportionate impact or unmet need.

Where patterns are identified, the school will consider whether:

- additional support is required;
- routines need changing;
- staff training is needed;
- safeguarding concerns need further exploration;
- SEND assessment is required;
- pastoral intervention is required;
- the policy or its implementation needs to change.

33. The school behaviour culture

At Milton-on-Stour Primary School, we want children to leave us knowing:

I am ready to learn.

I can be respectful.

I can keep myself and others safe.

Adults will help me when I struggle.

I am responsible for repairing harm when I make a mistake.

I belong here.

Our approach combines high expectations with high support.

We do not lower expectations because a child is struggling.

We change the support so that the child has a better chance of meeting them.

Policy review

Reviewed by: Staff and Governors

Date: September 2026

Next review: September 2027

Headteacher: _____

Chair of Governors: _____