BEHAVIOUR POLICY

September 2026

Imagine, Believe, Achieve

"Let us run the race before us and never give up"
Hebrews 12:1

Matlock Bath Holy Trinity Church of England (Controlled) Primary School

Behaviour Policy

1. **Aims and expectations**

1.1 It is a primary aim of our school that every member of the school community feels loved. Each individual has the right to feel valued and respected and to be treated fairly and well. We are an extremely caring community, whose Christian values are at the heart of our ethos. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

1.2 Our school has a few key rules to support our ethos, which are our 'Vision and Values' (Appendix 1) but the primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting good and positive relationships, so that people can work together with the common purpose of helping everyone to grow, learn and feel valued. This policy supports our school community in aiming to allow everyone to work together in an effective and considerate way; we encourage all our children to make good choices and to think about the decisions they make.

1.3 Our school expects every member of the school community to behave in a considerate and respectful way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

1.6 Our school places great emphasis on rewarding good behaviour, as we believe that this will develop an ethos of kindness, co-operation and respect. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. **Rewards and sanctions**

2.1 We praise and reward children for good behaviour in a variety of ways, but it is important to note that our aim is for children to want to make good choices in life because they love to learn, are proud of their own achievements and know right from wrong:

- The Head Teacher, Teachers, Teaching Assistants, Mid-Day staff and any other adults working regularly in school, congratulate children all the time – we ALWAYS focus on positive behaviours.
- 'Stars Celebration Assembly' takes place each week and is focussed purely on celebrating each other and the contributions made to the life of our school family and community. All staff are included and take part in celebrating with each other. 'Stars Celebration Assembly' focuses on positive behaviour, role models, great work, achievements and has our school vision and values underpinning it.

- Each week teachers and Teaching Assistants choose children to receive awards in our 'Stars Assembly'. We have two Stars of the Week from each class and also have a 'Green Book' Award to celebrate fantastic work, who receive special certificates and stickers.
- Stickers are given to identify children or adults who have demonstrated our Collective Worship Values theme over the week, such as Courage, Fairness, and Friendship.
- We use a consistent approach to rewards to encourage and support the school family ethos – children earn House Points, which accumulate over the week. In Stars Assembly, we hear which House Group have earned the most points and that family get to receive their lunch first on the Friday. In addition, the House Family that have accumulated the most House Points over the term are rewarded with a special treat.
- Plus many other ways to reward our children, from simply giving verbal praise, to sending notes or messages home to parents, getting a mention in Stars Assembly and sharing their good news through the school.

2.2 We acknowledge all the efforts and achievements of children, both in and out of school. End of year reports contain information regarding pupil achievement out of school, for example music or swimming certificates. Children are actively encouraged to share their many talents, for example by playing their instrument, or showing their swimming certificates in our weekly Stars Assembly.

2.3 We employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We ALWAYS focus and reward POSITIVE behaviour demonstrated by others and use this to refocus unwanted behaviour.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will speak with him or her, without drawing attention unnecessarily. If a child misbehaves repeatedly, we isolate the child from the rest of the class until she/he calms down and is in a position to work sensibly again with others. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- We speak with the children involved, at a level appropriate to them developmentally, so we can ensure they understand the behaviour that was inappropriate. We discuss the choices the child made and what would have been a better choice. Apologies are expected to be given to those involved, either verbally or in written form.
- Removal of privileges will take place in accordance with the behaviour and child, and it is important to note that sanctions are used on an individual basis as appropriate.
- The child may be asked to visit the Headteacher until the class teacher is able to have a conversation with the child again. Children must see all staff as equal with the same level of authority. The Headteacher must not be used as a threat or punishment for poor behaviour choices.
- Parents may be informed at the end of the school day or sooner, depending on the incident and recorded on MyConcerns if deemed appropriate.

- We endeavour to work with parents and children to address any issues as calmly and fairly as possible, with thorough investigations carried out where needed and recorded appropriately (MyConcerns).
- If such a formal sanction is needed, we follow the Derbyshire guidelines of Reasons for Exclusions. (Appendix 2) Parents are informed and a suitable period of time is given. On return to school, a conversation is had between the Headteacher, parent and child to set out clear expectations of the return.

2.4 The Head Teacher and class teachers discuss the school rules with each class. In addition to the school rules, each class also has its own class 'contract', which is decided upon agreed by the children and displayed on the wall of the classroom at the start of each year. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' as part of our RSHE curriculum. The class also discuss what they believe is an appropriate sanction within their class and this is used when the agreement is broken.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear; their emotional and mental health and well-being are paramount.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFEE Circular 10/98, relating to Section 550A of the Education Act 1996: *The use of Force to Control or Restrain Pupils.* Teachers in our school do not use physical punishment. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger or hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher and teaching assistants

3.1 It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The staff in our school have high expectations of the children in terms of attitude and behaviour, and they strive to ensure that all children work to the best of their ability. Everyone is expected to model good behaviour that is expected of the children in our care.

3.3 All staff treat each child fairly and enforce the classroom contract consistently. The teachers treat all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. Any issues with behaviour are freely communicated between the Head Teacher and class teachers, to ensure a consistency of approach throughout the school.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. The role of the Head Teacher

4.1 It is the responsibility of the Head Teacher, under the School Standard and Framework Act 1998 to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

4.2 The Head Teacher supports the staff by implementing the policy and by setting the standards of behaviour.

4.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.

4.4 The Head Teacher has the responsibility for giving fixed- term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5. Role of Parents

5.1 We work collaboratively with parents and families, so children receive consistent messages about how to behave appropriately at home and at school.

5.2 We explain the school rules and ethos, which are formed around our Vision and Values, in the school prospectus, and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school. We build a very supportive dialogue between the home and the school, ensuring free lines of communication, and we inform parents as appropriate if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions as a consequence of the choices made by a child, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The Role of Governors

6.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

6.2 The Head Teacher has the day to day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7. Fixed term and permanent exclusions

7.1 Only the Head Teacher (or acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Head Teacher excludes a pupil, she / he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing body. The school informs the parents how to make any such appeal.

7.3 The Head Teacher informs the LEA and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The Governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

7.5 The Governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

8 Monitoring

8.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a record of incidents of misbehaviour where appropriate. We also keep a record of any incidents that occur at break or lunchtimes, lunchtime supervisors give written details of any incident which are then recorded on MyConcerns.

8.3 The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

8.4 It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9. Review

9.1 The Governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing body receives recommendations on how the policy might be improved.

Signed	C. Layhe-Humphreys
Date	September 2026
Review date	September 2027

Appendix 1

MBHT Vision and Values



Appendix 2

Reasons for Exclusions

REASONS FOR EXCLUSION BROKEN DOWN INTO CATEGORIES										
Physical assault against pupil	**Physical assault against adult**	**Verbal abuse/ threatening behaviour against pupil**	**Verbal abuse/ threatening behaviour against adult**	**Bullying**	**Racist abuse**	**Sexual misconduct**	**Drug and alcohol related**	**Damage** (Includes damage to school or personal property belonging to any member of the school community)	**Theft**	**Persistent disruptive behaviour**
Fighting	Violent behaviour	Threatened violence	Threatened violence	Verbal bullying	Racist taunting and harassment	Sexual abuse	Possession of illegal drugs	Vandalism	Stealing school property	Challenging behaviour
Violent behaviour	Wounding	Aggressive behaviour	Aggressive behaviour	Physical bullying	Derogatory racist statements	Sexual assault	Inappropriate use of prescribed drugs	Arson	Stealing personal property (pupil or adult)	Disobedience
Wounding	Obstruction and jostling	Swearing	Swearing	Homophobic bullying	Swearing that can be attributed to racist characteristics	Sexual harassment	Drug dealing	Graffiti	Stealing from local shops on a school outing	Persistent violation of school rules
Obstruction and jostling		Homophobic abuse and harassment	Homophobic abuse and harassment	Racist bullying	Racist bullying	Lewd behaviour	Smoking		Selling and dealing in stolen property	
		Verbal intimidation	Verbal intimidation		Racist graffiti	Sexual bullying	Alcohol abuse			
		Carrying an offensive weapon	Carrying an offensive weapon			Sexual graffiti	Substance abuse			