



**Benyon Primary School**

**Behaviour and Discipline Policy**

## **Behaviour and Discipline Policy**

This document, revised in 2026, sets out our basic philosophy and teaching aims. It is our aim to ensure that every child has equal access to the curriculum. All children are given a variety of tasks, appropriate materials and support, regardless of gender, race or ability. This policy includes teaching objectives and an outline of the curriculum structure. It is intended for use by the whole staff at Benyon Primary, Parents and Governors. It will also form part of the overall aims and objectives of the School Development Plan.

The staff and Governors at Benyon believe that the learning skills, experiences and education we provide should influence and reflect the kind of society we want for our pupils in the future. It is important, therefore, to recognise a broad set of common values that underpin and inform our core purpose and vision:

Our school family creates a welcoming, supportive and safe learning environment in which every person is valued. **Our school motto is Perseverance Brings Success** which is achieved through our core values of: Motivation, Social Skills, Empathy, Managing Feelings and Self Awareness, we endeavour to teach the children to become good citizens.

These values include valuing us, family, friendships and other relationships, and the diversity of our society and the environment in which our pupils are living in. The education that pupils receive at our school should re-affirm our commitment to these and other values in helping our young people acquire an understanding of why their society is as it is.

### **Specifically our school should be a place where:**

- Everyone feels valued, safe, happy and secure.
- Everyone feels free from harassment and racial, gender or disability discrimination.
- Everyone has equality of opportunity.
- Positive relationships are promoted between everyone.
- Everyone is treated as an individual and their self-esteem is encouraged.
- All pupils are enabled to make progress and to attain to the best of their ability.
- Good and appropriate behaviour is promoted at all times.
- Everyone participates in a curriculum that takes full account of the richness and diversity of the world's cultures so that they can develop understanding of and respect for people of different racial, ethnic and cultural backgrounds.

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At Benyon, we believe that the education we provide should influence and reflect the kind of society we want for our pupils in the future. It is important to recognise the school's values that underpin and inform our core purpose and vision.

**"Our school family creates a welcoming, supportive and safe learning environment in which every person is valued."**

**Our agreed rights are:**

- **The Right to Learn**
- **The Right to Respect**
- **The Right to Safety**

**These rights are underpinned by our core values:**

- **Motivation**
- **Social Skills**
- **Managing Feelings**
- **Empathy**
- **Self-Awareness**

**Our school values and rights are expected to be followed by all members of the school community so that:**

- **Everyone feels valued, safe, happy and secure.**
- **Everyone feels free from harassment and racial, gender or disability discrimination.**
- **Everyone has equality of opportunity.**
- **Positive relationships are promoted between everyone.**
- **Everyone is treated as an individual and their self-esteem is encouraged.**
- **All pupils are enabled to make progress and to attain to the best of their ability.**
- **Good and appropriate behaviour is always promoted.**

- Everyone participates in a curriculum that takes full account of the richness and diversity of the world's cultures so that they can develop understanding of and respect for people of different racial, ethnic and cultural backgrounds.

### **Code of Conduct (3 Rights)**

#### **The Right to Learn**

##### **We are ready to learn when....**

- We are always trying our best;
- we show a willingness to learn from our mistakes;
- show resilience in our learning;
- we are listening to our teacher;
- we come to school with the correct equipment;
- we are aware of our own and other's learning needs;

#### **The Right to Respect**

##### **We show respect by . . .**

- listening to each other;
- accepting others' opinions;
- being courteous and polite to each other;
- understanding and supporting the learning needs of others;
- understanding the right to learn.

##### **In the dining hall we will show respect by . . .**

- talking politely to others;
- understanding others' need for peace and space;
- keeping the hall clean and tidy.

##### **In the playground we will show respect by . . .**

- understanding others' need for space, privacy and fun;

- caring for our environment;
- ensuring all rubbish goes into a bin;
- looking after our playtime equipment.

**In the hall we will show respect by . . .**

- listening quietly to people speaking;
- waiting patiently to enter and leave the hall;
- being polite and well-mannered to people presenting assemblies.

**The Right to Safety**

**We consider our own safety and those of others when we are...**

- being tolerant of others' ideas and beliefs;
- treating everybody equally;
- being trustworthy;
- being honest to ourselves and to others;
- being forgiving and fair to each other when things go wrong;
- being considerate of each other and our differences;
- helping and supporting each other when learning and playing;
- ensure our body language makes other's feel safe;

**Recognition and Rewards**

The pupils will be given the opportunity to achieve a merit award for lessons and behaviour around the school, including lunchtimes. Each pupil will be given a sticker book, which will have merits recorded. Once the pupil has completed one side of their sticker book, they will receive a bronze certificate. This will then be presented at weekly key stage assemblies .

Children receive a certificate during Key Stage assemblies each week to recognise their achievements.

- 20 Merits – Bronze Award
- 40 Merits – Silver Award
- 60 Merits – Gold Award
- 80 Merits – Ruby Award
- 100 Merits – Diamond Award

- 120 Merits – Platinum Award

**Praise is the most powerful form of influencing children's behaviour**

**Types of Behaviours that will be praised:-**

School Values

Completing work to the best of ability

Being helpful

Being kind or considerate

Risk taking

Remaining on task

Being polite

Moving around the school sensibly

Meeting a target

Showing improvement

Listening well

Demonstrating a positive attitude

Setting a good example

Taking ownership of learning

## **Curriculum**

We recognise that well planned, motivating lessons have a positive impact on pupil's learning behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning.

## **Low level redirection strategies and verbal warnings**

### **In-class Consequences**

- Staff use least intrusive skills to redirect learning behaviour.
- All members of the classroom community constantly support pupils to make appropriate choices so that they can manage their own behaviour positively.

## Consequences

We recognise that all pupils may make poor choices at some point and staff should use a full range of behaviour management techniques to modify and correct this behaviour. Pupils should be given an opportunity to express themselves, their actions and to reflect on the choices that they have made.

It is important to deal with disruption calmly and quickly. The basis of good discipline is about the interaction of the pupils and adults in the classroom. Except in cases of severe disruption, the pupil should not be 'sent' elsewhere until a number of responses have been tried.

The following hierarchy of consequences will apply if a pupil fails to keep to the rules:

1. Rule reminder: Pupils to be reminded discretely of expected behaviour and classroom expectations.
2. First verbal warning with reminder of expectations and possible choices.
3. Second verbal warning – Thinking Time. This provides the opportunity for a pupil to start making the right choices.
4. Third verbal warning – Reflection time in a partner class (Lead Teacher). The child will take a reflection sheet to complete and return to class. On successful completion of the Reflection Time the pupil moves back to their class.

Expectations are that exiting for Reflection Time is **very rarely used** as children should always be expected to modify negative behaviours following a warning. After every use of Reflection Time the teacher will hold a restorative meeting with the child to encourage them to identify how they could rectify their behaviour in the future.

Policies and practices may be adapted for pupils with SEN e.g. pupils given visual prompts.

## Further consequences

**It is preferred that the vast majority of Behaviour Consequences WILL be dealt with and followed by the Class Teacher. It is only in EXCEPTIONAL cases that the following will need to be used:-**

### Senior Leadership Team involvement.

Pupils will be referred to the SLT for serious behaviour issues. Pupil behaviour will be discussed and there are three likely outcomes:

#### **A. Reflection time with SLT (using restorative conversation)**

Pupil thinks of strategies to repair situation and report back at the end of the day.

#### **B. Phone call or letter home**

Parents/ carers are informed of situation, steps required for improvement and next steps if

there is no improvement in pupil behaviour.

**C. Parent/ Carer meeting** - This may include reviewing and developing pupil targets or developing an individual behaviour Plan.

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Management Team, in line with the DFE's 'Exclusions Guidelines'. [Suspension and permanent exclusion guidance](#)

Pupil suspensions may be used in the school for different lengths of time. No pupil should be excluded and left unsupervised at any time.

'Time out' is a strategy available to staff and includes a short period when the child is excluded from an activity, this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour.

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class. Pupils may also be excluded from lunchtime/playgrounds.

Pupils may also be suspended from the school for a 'fixed term' or permanently excluded for disciplinary reasons. Suspensions and exclusions are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' suspension, parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

It is imperative that all staff maintain some form of record keeping system for both rewards and consequences; pupils must always believe that consistency is always applied.

## **Vulnerable Pupils**

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The behaviour tracking sheets from class teachers will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils. This information will contribute towards:

- 
- "I Can..." Behaviour Plans;
- Pastoral Support Programmes;
- Support from external agencies.

The school will work closely with the parent/carers to identify the reason for these behaviours and to support the child in making necessary changes. If a pupil is excluded from

the school, this will be undertaken within the DFE exclusions Guidance. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

### **Use of Physical Restraint**

In order to maintain firm boundaries of acceptable learning behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of positive handling with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted. Refer to school policy on the acceptable use of positive handling.

### **Racial & Sexual Harassment**

Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

Sexual harassment may be defined as violence, which may be verbal or physical, and which includes attacks on property as well on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender ground and / or there is evidence of sexism.

### **Dealing with racial and sexual discrimination and harassment**

At Benyon we believe that:

- Everyone should be treated with respect and courtesy.
- Consideration should be given to other people, their feelings and opinions.
- Problems should be discussed and conflict avoided.

**Discrimination** – making a distinction between people based on race or gender, and acting on that distinction to someone's advantage or disadvantage.

**Harassment** – behaving towards someone in a way that is unwelcome or hostile because of their race or gender.

Acts of discrimination and harassment are contrary to our code of conduct. Our aims:

- to treat every child, regardless of gender, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities;
- there is no place for discrimination or harassment on the basis of gender, ethnic origin, culture or religion in Benyon, and our aim is to eliminate them;

- to extend our pupils' knowledge and understanding of other cultures, by providing a wide range of experiences: these will involve discussion and debate, displays, including artefacts and posters, and the use of music, dance and drama.

### **Expectations of Pupils**

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be your class teacher, teaching assistant, other trusted adult in school. Most adults take racial and sexual harassment very seriously, so if the first person you tell doesn't believe you, tell someone else. You should also:

- remember that it is not your fault and that it is not normal or acceptable to sexually or racially harass someone;
- avoid reacting to harassment in a violent manner; keep calm and report the incident as soon as possible;
- make sure you follow the code of conduct and show consideration to others at all times.

### **Expectations of Staff**

Staff should:

- ensure that all incidents of discrimination and/or harassment are dealt with positively and immediately;
- be careful to avoid using patronising language when helping to solve problems with pupils;
- react positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on harassment;
- ensure that the (appropriate member of staff) is informed in writing of any instance of harassment, and what action you have taken;
- deal with the problems calmly;
- show tolerance, courtesy and respect to each other and our students
- foster positive relations with students;
- deal with incidents of discrimination and harassment promptly.

### **Expectations of Parents**

The role of parents is vital in supporting and reinforcing school policy on racial and sexual harassment. Please encourage your child to:

- follow the code of conduct;
- report instances of discrimination and/or harassment.

Young children may find it difficult to recognise some of the more subtle forms of discrimination, e.g. non-inclusion of individuals based on gender or race – ‘this game is too rough for girls’.

You should:

- report any concerns about racial or sexual discrimination to us promptly;
- make sure you get feedback;
- let us deal with the problem in school, do not confront the offender yourself;
- come back to the school immediately if you have further concerns or a problem appears to be continuing or resurfacing.

### **General information and advice**

In modern Britain we expect to be treated with respect and dignity, regardless of our gender or background. This was not always the case, as the struggle for women and workers’ rights earlier in the last century testifies. Indeed, the struggle against discrimination in the workplace continues today. Today there is a richness and diversity of culture and experience in our country, which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life. Unfortunately, not all adults welcome such diversity and their children bring into school attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used at home with little understanding of meaning. Whenever appropriate, we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during parent meeting. Children need affirmation of the value of people of all cultures and genders. They also need to be helped towards avoidance of stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms, for example young children refusing to hold hands or sit next to or partner a child. In older pupils, it may be name-calling, repeating comments brought from home, an aggressive manner towards ethnic minority pupils and imitating accents. We recognise that young children innocently use the colour of a child’s skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual and Cultural Education, Religious Education, Art, Music, Drama and Dance), continue to develop a wider understanding of religious and cultural differences. We will promote a tolerant and sensitive attitude to the needs and feelings of others.

### **PROCEDURES FOR DEALING WITH INCIDENTS OF RACIAL AND SEXUAL HARASSMENT**

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, an instance of racial or sexual harassment. Staff should be sensitive towards the difference between unwitting discrimination and harassment.

1. In cases of discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged.
2. Incidents of harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible.
3. A member of SLT must be informed immediately, in writing, of your concerns.
4. A member of SLT must follow up the incident as quickly as possible making sure that written statements are taken from the children concerned. Notification of any racial incident needs to be recorded using the Racial Incident Form and incidents reported to the LA on a termly basis.
5. A member of SLT should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The pupil who harasses others, and his/her parents must be left in no doubt of the school's view of harassment and of the range of sanctions that may be imposed should there be a repeat.

### **Monitoring and review**

Delivery and behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed annually basis.

### **Next Review July 2027**

#### **Appendix 1**

#### **Strategies to help keep pupils on track**

It is important that children recognise that they can play an important role in staying on track. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring;

For short period of time. Until you get an opportunity for a quiet word.

- Tactical pausing;

Pause, emphasises attention and focus.

- Name reminder;

Integrate name into teacher talk.

- Proximity praise;

Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

- Behavioural direction;

Use name to initiate attention, focus on learning behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

- When.....then.....

Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

- Partial agreement;

Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....

- Stuck record;

I would like you to..... The rule is.....

- Direct questions;

'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

- Directed choices;

Within known rules or routines- refer back to rights, roles and responsibilities.

- Assertive comment / direction / command.