



Stillness Schools Federation

Behaviour Policy

Date of Policy:	June 2026	Approved By:
Renewal Date:	June 2027	Full Governing Body

Good behaviour and discipline are essential for effective teaching and learning to take place. We believe a safe, responsible and caring environment will facilitate the smooth operation of the school.

As a Rights Respecting School, we follow the United Nations Convention on the Rights of the Child (UNCRC), including Articles 2, 3, 12, 19, 28, and 29. We believe that positive behaviour is built through understanding, support, and helping children learn, rather than through a punitive approach.

Staff take time to understand why a child may behave in a certain way, develop trusting relationships, and help children build skills such as managing emotions, taking responsibility, and solving problems. Children's opinions are listened to and valued, and responses to behaviour are fair, appropriate, and focused on helping children learn and repair and strengthen relationships.

Our behaviour policy ensures that every child is respected, kept safe, and supported to take part fully in school life. We help children reach their potential while recognising and respecting both their own rights and the rights of others.

We promote a positive, respectful, and consistent approach across all areas of school life, with all members of our community working together to create a supportive environment. We value and welcome the active involvement of parents, carers and families in helping children thrive. Staff encourage and celebrate positive, responsible behaviour, while supporting pupils to make positive choices and understand the impact of their actions.

Aims and Objectives:

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

- Every member of the school community is treated fairly and feels valued regardless of age, gender, sexuality, ethnic origin, disability, faith or social background
- We promote an environment in which everyone feels safe and secure and where children and adults flourish
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- Encourage relationships based on mutual respect, kindness and consideration of the needs of others, encourage honesty, courtesy and cooperation
- Promote a culture of kindness, respect and inclusion where bullying is not tolerated. Further information about how we prevent and respond to bullying is found in our separate Anti-Bullying Policy
- Our rules are designed to promote positive relationships and encourage a supportive approach to behaviour, helping to create a safe, respectful, and well-ordered learning environment.

Definitions:

While positive reinforcement remains the primary approach to encouraging good behaviour, sanctions may occasionally be necessary to help pupils understand the consequences of unacceptable behaviour and to protect the wellbeing of the wider school community. It is recognised that there is a range of misdemeanours and it will be made clear to the child why the sanction is being applied and what changes of behaviour are required.

Unacceptable and disruptive behaviour includes the following:

- Disruption in lessons and at break and lunch times
- Incomplete classwork, where additional support, encouragement, or time may be needed to help the pupil engage with their learning.
- Behaviours that do not reflect the school's expectations for learning, effort, or respect for others, providing opportunities for reflection and improvement.

- Repeated incidents of behaviour that do not reflect the values and expectations of the school community
- Any form of bullying
- Fighting
- Stealing

The list above is not exhaustive.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where there is a real or perceived difference in power between those involved.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Types of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical contact, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Child-on-child abuse

Child-on-child abuse" is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This policy covers child-on-child abuse both in and outside of school and both in person and online. Child-on-child abuse may happen on only one occasion.

If the perpetrator continues to abuse the same victim, this is then considered 'bullying'.

Singular incidents of child-on-child abuse should be treated by staff seriously and they should make every effort to ensure that behaviours do not reoccur.

Bullying and Child-on-child abuse can be acted out through the following mediums:

- Verbal
- Physical
- Online (cyberbullying)

Discriminatory abuse based on ethnicity: Abuse towards a person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Discriminatory abuse relating to culture: Abuse towards a person based on the culture they consider themselves to be part of, including Gypsy, Roma and Traveller groups.

Discriminatory abuse relating to identity and orientation: Abusing another person because of their actual or perceived sexual orientation, including homophobic, biphobic and transphobic abuse.

The latter can include abuse relating to a person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Discriminatory abuse relating to gender: Abuse based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Gender discrimination bullying may also include inappropriate sexual behaviours.

Discriminatory abuse relating to religion: Abuse directed at an individual that dismisses, judges, or insults them because of their religious beliefs or faith.

Discriminatory Abuse relating to SEND: Abuse that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability, including a person's mental health need.

Roles and Responsibilities

The Governing Body is responsible for reviewing and approving the written statement for behaviour principles (see below). They will also review this behaviour policy in conjunction with the Headteachers and monitor the policy's effectiveness, holding the Headteachers to account for its implementation.

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected and learn free from disruptive behaviours
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

To protect the wellbeing and safety of all members of the school community, the Governing Body will not tolerate violence, intimidation, or threatening behaviour in any form.

The Headteachers

The Headteachers are responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.

The Headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. They will also ensure that behaviour logs are effectively maintained and routinely analysed for trends and patterns and that staff receive relevant training.

Staff

Staff are responsible for:

- implementing the behaviour policy consistently
- creating a calm, safe, and supportive environment where pupils can learn, thrive, and understand clear behavioural expectations.

- modelling positive, respectful behaviour and encouraging pupils to do the same
- providing tailored support that responds to the individual needs and circumstances of each pupil
- recording behaviour on the school's on-line system.

Support and Guidance

Where unacceptable behaviour is witnessed by a pupil or member of staff, the school will provide appropriate support.

For Pupils to:

- give them our full attention and keep our body language open and supportive
- be compassionate and understanding, and reassure them that their feelings are important
- let them go at their own pace – do not interrupt them
- reflect back what they have said to check your understanding
- support given by the Learning Mentor.

For Staff:

Access to Occupational Health will be available to employees who are faced with violence or aggression in the course of their employment. They will also be encouraged to contact their, Trade Union representative or Safety Representatives. An Occupational Health referral will be made to establish what further support can be provided to the employee if needed.

Parents:

Parents are expected to:

- support their child in adhering to the pupil Code of Conduct and the school's Behaviour Policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly.

Pupil's Code of Conduct

School and classroom rules, together with our school values and the principles of the UN Convention on the Rights of the Child, are central to this policy, providing a clear framework within which children can learn, develop and thrive. They are kept to a minimum and we try to actively engage the children in forming them. Safety aspects are emphasised, along with the need to share and cooperate. We have a code of conduct across the schools and these are displayed in all classrooms and other communal areas. The rules, expectations and our school values are frequently discussed in classes and assemblies and referred to when dealing with incidences of poor behaviour.

Pupils are expected to:

- know and understand the school's behaviour expectations
- show respect to members of staff and each other
- be gentle
- be kind and helpful
- listen
- be honest
- make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- accept sanctions when given
- behave in a way that upholds the school's reputation including when outside the school
- behave in an orderly and self-controlled way.

Prohibited items and pupil searching

Searching, screening and confiscation of items from pupils in schools is governed by the Education Act 1996 and further detailed in the *Searching, Screening and Confiscation – advice for schools* guidance published by the Department for Education.

In carrying out any searching procedures, schools must also have regard to their responsibilities under the European Convention on Human Rights and the United Nations Convention on the Rights of the Child (UNCRC). Pupils have the right to privacy under Article 8 of the European Convention on Human Rights, as well as the right to be treated with dignity, fairness, and respect in line with the UNCRC.

This means that pupils are entitled to a reasonable expectation of personal privacy and that any search or screening must be carried out lawfully, respectfully, and in a proportionate manner.

While the right to privacy is fundamental, it is not absolute. Under Article 8, any interference with this right must be lawful, necessary, and proportionate. The search powers set out in the Education Act 1996 are compatible with Article 8, and schools exercising these powers appropriately will be acting in accordance with both legal and human rights obligations.

This guidance supports schools in ensuring that all searches are conducted fairly, consistently, and in a way that upholds children's rights.

The Headteachers and other authorised members of staff, including members of the Leadership Team such as the Designated Safeguarding Lead (DSL), have a statutory power to search pupils or their possessions where there are reasonable grounds to suspect that a pupil may be in possession of a prohibited item or another item prohibited under school rules.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any item that a member of staff reasonably suspects could be used to commit an offence, cause personal injury, or damage property
- Tobacco and vaping products
- Fireworks
- Pornographic images

The Designated Safeguarding Leads (or deputies) will be informed of any search where there are reasonable grounds to suspect a pupil was in possession of a prohibited item. The DSLs (or deputies) must also be informed without delay where a search raises any safeguarding concerns or indicates a potential risk to a child's welfare.

Searching with Consent

Authorised members of staff may conduct a search of a pupil or their belongings with the pupil's consent. Formal written consent is not required; however, informed verbal consent must be obtained.

All searches with consent will be carried out in a way that ensures pupils understand:

- the reason for the search, and
- how the search will be conducted.

Searches with consent will only be undertaken where there are reasonable grounds to suspect that a pupil may be in possession of a prohibited item, as defined in this policy.

The school is committed to ensuring that searches are conducted consistently, fairly, respectfully, and in line with pupils' rights under the UNCRC and Article 8 of the European Convention on Human Rights. Where appropriate, reasonable adjustments will be made for pupils with additional needs or disabilities to ensure they are fully supported throughout the process.

If a member of staff suspects a pupil is in possession of a prohibited item, the pupil will normally be asked to empty their pockets, bag, or tray voluntarily in the presence of two members of authorised staff.

The school will ensure that expectations regarding prohibited items are clearly communicated to pupils and parents/carers.

Searching without Consent

The Headteachers and authorised members of staff have the statutory power to search pupils or their possessions without consent where there are reasonable grounds to suspect that a pupil may be in possession of a prohibited item.

Staff who are not authorised by the Headteachers to conduct searches without consent must not carry out such searches. Where a search is required but a pupil does not consent, non-authorised staff must immediately contact an authorised member of staff.

Before a search without consent takes place, the authorised member of staff will:

- explain to the pupil the reason for the search,
- outline how the search will be carried out, and
- provide an opportunity for the pupil to ask questions.

Where possible, staff will seek the pupil's cooperation before the search begins.

If a pupil refuses to cooperate, they may receive a sanction in line with the school's Behaviour Policy. Any search will continue to be carried out in a way that is lawful, proportionate, respectful, and consistent with the pupil's rights under the UNCRC and Article 8 of the European Convention on Human Rights.

Families will be informed of any searches at the earliest opportunity. If a pupil does not consent, authorised staff will contact parents/carers to seek permission and, where appropriate, involve them in supporting the search process.

If a parent(s) refuse consent for a search then we would have to ask the parent to come into school and conduct the search themselves.

Rewards

We reward good behaviour in a variety of ways, for example:

- Verbal praise (individual or group, public or private)
- Non-verbal gestures of approval e.g. a smile
- Being sent to another teacher or year group leader to share and celebrate achievements
- Being sent to the Deputies or Headteachers to share and celebrate achievements
- House points awarded (KS2)
- Golden time (KS1) OPAL privilege time (KS2)
- Mentioned in the Newsletter

- Certificates or awards that are celebrated in assemblies
- Conversation with parent or telephone call home.

Sanctions

We have high expectations for all pupils' behaviour, and we recognise that, at times, some pupils may need additional support to meet these expectations. When this happens, we ensure that pupils are helped to understand the impact of their behaviour and the importance of making positive choices. In such cases, a clear and consistent system of staged responses is used to address behaviour that falls below expected standards, while supporting pupils to reflect, learn, and improve.

It is important that all pupils understand that any consequences are applied fairly, consistently, and with care across the school. To support this, we promote three clear and positive expectations for behaviour:

- Pupils treat everyone with respect
- Pupils behave in ways that keep themselves and others safe
- Pupils are ready to learn and focused on their learning opportunities

If pupils fail to meet one or more of the above expectations the school will apply the following sanctions. The schools would usually expect escalation in the following order:

1. A gentle reminder of the class code of conduct, with time to reflect and correct behaviour.
2. A clear verbal warning, with an opportunity to make positive choices
3. A short restorative time-out within class or in a partner class, with support to re-engage with learning and complete work where appropriate
4. A restorative conversation with the pupil at break or lunch time to reflect on behaviour and consider how to make better choices in future
5. Where appropriate, a temporary loss of privilege time/golden time, alongside reflection on behaviour and opportunities to rebuild trust
6. Referral to a senior member of staff, with parents/carers informed by the class teacher to support a shared approach to next steps and improvement
7. Suspension, used only, when necessary, in line with school policy and safeguarding considerations.

These sanctions may also be applied where a pupil has misbehaved off site when representing the school such as on a school trip or on the way to and from school. All the above sanctions will be logged internally.

Persistent misbehaviour or more serious instances of challenging behaviour, e.g. fighting or leaving the class without permission, may result in:

- Involvement of the Inclusion Team (see SEN and Inclusion Policy)
- Where appropriate, a pupil may be placed on a report/positivity book to support improvement in response to persistent poor behaviour. This will be shared with parents/carers to promote a positive partnership between home and school and to support the pupil in making sustained improvements
- Being referred to Support Agencies including Educational Psychologists and special teachers from the Outreach Inclusion Services, Drumbeat and other experts as appropriate
- In extreme cases, it may be necessary to suspend a pupil for a short, fixed term. Suspension procedures will follow Lewisham guidelines. A suspension may, in line with new legislation (January 2026), be served on the school site, where the student is supervised in a separate designated space rather than being sent home
- In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, the school will permanently exclude the pupil.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to managing challenging behaviour may be differentiated to meet the individual needs of the pupil, including the implementation of reasonable adjustments where appropriate.

The school's Inclusion Team will evaluate a pupil who presents with behavioural concerns to determine whether there are any underlying needs that are not currently being met.

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

The school will consider whether a pupil's special educational needs and/or disabilities (SEND) may have contributed to the behaviour and, where relevant, whether it is appropriate and lawful to apply a sanction. We will also consider whether any reasonable adjustments are required in relation to any disability a pupil may have. In all cases, we will seek to understand the underlying causes of behaviour and determine whether additional support is needed to help the pupil succeed.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Playtime/Lunch

Incidents relating to playtime will usually be dealt with by the child losing a part of their playtime to (a) consider their actions and any changes to behaviour required and (b) discuss incidents calmly and make any necessary reparations.

Loss of playtime will be recorded and monitored regularly. If children are regularly recorded on the log, we will contact parents/carers to discuss the matter further and consider alternative support/strategies.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Behaviour Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

- Teachers congratulate children

- Teachers nominate children for awards or certificates.
- Children in KS2 are able to earn house points for their house for exceptional good behaviour or outstanding acts of kindness.
- In KS2, house points are distributed to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education on:

- The Equality Act 2010
- Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England
- Use of Reasonable Force in Schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Behaviour in schools, advice for headteachers and school staff.

This behaviour policy is linked to the following policies:

Positive Handling Policy

Anti-Bullying Policy

Safeguarding Policy