

BEHAVIOUR & EXCLUSIONS POLICY

All Saints Church of England Primary
School



Approved by: Executive Headteacher	Date: Feb 2025
Last reviewed on:	Next review date:

Our All Saints family shall arise and shine for the light of The Lord is upon us.

All of our policies are written with the aim of improving our school and of realising our Christian vision:



Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

At All Saints Church of England School, we recognise that each individual child is at a different stage of social learning. Only through a consistent approach in teaching the necessary skills and promoting self-regulation of behaviour can we achieve an environment in which children can learn and develop as caring and responsible individuals.

While this behaviour policy primarily addresses the behaviours of pupils within school premises, it is important to note that the school reserves the right to exercise discipline beyond the school gate. The behaviours exhibited by our students affect not only their own learning but also the learning of their peers and the overall atmosphere of our educational community.

The policy has been crafted to enhance the development of positive relationships between children, adults working in the school, parents, and other stakeholders. It aims to cultivate a culture of mutual respect and responsibility, which we believe is essential for effective learning. The fair and consistent implementation of our Behaviour Policy is a shared responsibility; everyone—pupils, staff, and parents—is expected to uphold the highest standards of personal conduct.

Each individual is encouraged to accept responsibility for their behaviour and to inspire others to do the same. We believe that by working collaboratively, we can create a supportive and nurturing environment that allows every child to flourish. Through the joint efforts of all members of our community, we endeavour to ensure that All Saints Church of England School remains a place where every child feels valued and can thrive academically and socially.

Aims

The aims of this policy are to:

- Provide an environment where all feel safe and respected due to good behaviour

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- Establish quality learning for all
- Understand behaviour is a form of communication identifying an underlying need or difficulty
- Provide personalised approaches to behaviour if and when required by children with more complex needs
- Encourage independence and personal resilience and supporting children’s development of skills in self-regulation

Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2024](#)
- [Use of reasonable force in schools 2025](#)
- [Supporting pupils with medical conditions at school 2024](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice 2024](#)
- [Mobile phones in schools 2024](#)

Key Principles

Our School values are:

Achieve
Respect
Include
Support

These underpin our approach to behaviour in the school community. Discussions regarding behaviour with both children and staff should consistently reference these values. We prioritise communication that highlights effort and the demonstration of values, rather than solely focusing on achievements, fostering a supportive and respectful environment.

At All Saints CEP School, we recognise that positive relationships are fundamental to fostering a supportive and conducive learning environment. Staff must maintain a visible presence around the school premises—during class transitions, at break times, and throughout

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lunch—ensuring that children utilise the school grounds respectfully and adhere to appropriate behavioural standards. This proactive engagement not only promotes respectful use of the school environment but also facilitates the establishment of positive relationships beyond the classroom setting.

When addressing challenging behaviour, our approach emphasises the importance of maintaining the integrity of relationships. We focus explicitly on the behaviours exhibited rather than labelling the child, ensuring that they do not feel alienated or devalued.

Our school environment gives clear messages to children about the extent to which they and their efforts are valued. At All Saints we have set expectations of our environment in order to ensure practice is consistent. Within the environment children should be able to view the class rules and the school values, as both act as a reminder for the expected standards.

Consistency

In achieving a consistent approach to behaviour management, we believe that the collective determination of all staff members is paramount. Consistent adult behaviours lead to pupils consistently meeting our expectations. This sustainable approach requires a shared commitment to uphold established norms, and it is the persistence of every staff member that solidifies our behavioural framework.

Our strategy reflects consistency in three key areas:

- a) Language and response: Staff refer to the agreements made with learners, utilising straightforward and clear expectations in all discussions concerning behaviour (refer to the school script in the Appendix).
- b) Follow up: We cultivate a sense of ‘certainty’ at all levels within school. Teachers are responsible for addressing behavioural issues and seek support when necessary.
- c) Consequences: Clear and agreed-upon consequences are defined and consistently applied at the classroom level and are supported by established processes for managing more serious behavioural incidents.

By prioritising relationships and upholding consistency, All Saints CEP School endeavours to create an environment where every child feels valued and respected.

Motivation

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The use of praise in developing a positive atmosphere, by praising the behaviours that we wish to encourage, we promote a culture where good behaviour is recognised and valued. Consequently, the more we celebrate success, the less reliance we have on extrinsic rewards; good behaviour simply becomes an integral part of our classroom ethos. We appreciate and value the effort that pupils invest in demonstrating positive behaviour and nurturing relationships among peers.

To systematically recognise and reinforce positive behaviour, the following initiatives are implemented:

- a) Dojo awards
- b) Weekly celebration assemblies
- c) weekly Values Awards
- d) Phone calls home to share achievements
- e) Sharing excellent learning with the wider community
- f) Sharing copies of work with parents
- g) Arising and shining class hats
- h) Arising and shining stickers

These mechanisms not only acknowledge individual success but also enhance the overall classroom environment.

De-escalation

Staff use a range of strategies, including:

- a) Distraction
- b) Re-direction
- c) Non-verbal cues
- d) Humour
- e) Calm and consistent
- f) Pay attention to and celebrate right behaviours

Language

At All Saints, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries and to learn how to self-regulate. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

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