



Callowell School

Behaviour Policy

Approved by:	SDB	Date: 14-01-26
Last reviewed on:	14-01-26	
Next review due by:	01-28	

1. Policy Aims

At Callowell School, our culture is built upon our *5 to Thrive* behaviours and our school motto: “Do your best every day.” We place a strong emphasis on building positive, trusting relationships and recognise that behaviour is something that must be taught and learned over time.

We support children to develop appropriate behaviours through guidance, reflection and clear expectations. When challenges arise, sanctions are chosen carefully to be fair, purposeful and appropriate, taking into account the individual child’s needs and the specific circumstances.

This Behaviour Policy aims to:

- Create a calm, safe and supportive environment where all pupils can learn and thrive
- Promote a positive culture based on strong relationships, restorative approaches and clear expectations
- Ensure behaviour is managed consistently and fairly across the school
- Set out clear expectations, rewards and consequences for behaviour
- Support pupils to take responsibility for their actions and make positive choices
- Define unacceptable behaviour, including bullying and discrimination

2. Legislation, Statutory Requirements and Guidance

This policy is informed by legislation and guidance from the Department for Education (DfE), including:

- *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*
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement*
- *Use of Reasonable Force in Schools*
- *Supporting Pupils with Medical Conditions at School*
- Special Educational Needs and Disability (SEND) Code of Practice
- *Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People*

In addition, this policy reflects:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014:
 - Paragraph 7: Duty to safeguard and promote the welfare of pupils
 - Paragraph 9: Requirement for a written behaviour policy
 - Paragraph 10: Requirement for an anti-bullying strategy
- DfE guidance stating that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with the school's funding agreement and articles of association.

3. Behaviour Principles (Whole-School Approach)

Our approach to behaviour is underpinned by the following core principles:

3.1 Relationships

Positive, respectful relationships are at the heart of our school. All adults consistently model calm, respectful behaviour and work proactively with pupils to promote trust, belonging and emotional safety.

3.2 Restorative Practice

When behaviour falls short of expectations, restorative approaches are prioritised to help pupils:

- Understand the impact of their actions
- Repair harm to relationships
- Learn from mistakes and move forward positively

3.3 Appropriate Use of Sanctions

A range of proportionate sanctions may be used, carefully matched to:

- The individual child
- Their needs and circumstances
- The seriousness of the incident

- The impact on others

Sanctions are never used in isolation and are always accompanied by support, reflection and guidance to improve future behaviour.

4. Definitions

4.1 Misbehaviour

Misbehaviour may include:

- Disruption to learning or routines
- Failure to follow instructions
- Poor attitude or conduct
- Failure to meet uniform expectations

4.2 Serious Misbehaviour

Serious misbehaviour includes, but is not limited to:

- Repeated breaches of school rules
- Bullying or discriminatory behaviour
- Violence, fighting or threatening behaviour
- Sexual harassment or sexual violence
- Vandalism or theft
- Smoking or possession of banned items

4.3 Banned Items

Banned items include weapons, alcohol, illegal drugs, stolen items, tobacco or vapes, fireworks, pornographic content, or any item that may cause harm.

Mobile phones are not be used during the school day and must remain switched off and out of sight/locked away whilst on the school site.

5. School Behaviour Culture and Curriculum

At Callowell School, behaviour is **taught, not assumed**.

Our behaviour curriculum is delivered through assemblies, class discussions and daily practice, and is rooted in our *5 to Thrive* behaviours:

- Be ready
- Be resilient
- Be respectful
- Be curious
- Be kind

These expectations apply at all times and support pupils to:

- Behave in a calm and self-controlled manner
- Make learning possible for everyone
- Take responsibility for their behaviour
- Accept support and sanctions when required

Reasonable adjustments are made where necessary to ensure all pupils, including those with SEND, can succeed.

6. Responding to Behaviour

6.1 Responding to Positive Behaviour

Positive behaviour is recognised and celebrated in order to reinforce our school culture and values.

Recognition may include:

- Verbal praise
- Recognition through Classroom Dojo
- Certificates and awards
- Opportunities for responsibility or leadership roles
- Whole-class or house rewards

6.2 Responding to Misbehaviour

When behaviour does not meet expectations, staff respond calmly, consistently and restoratively in order to:

- Restore a safe and positive learning environment
- Help pupils understand the impact of their actions
- Prevent recurrence of negative behaviour

Staff will always consider:

- The pupil's age, needs and individual circumstances
- Any additional support required
- Proportionality and fairness

Possible sanctions may include:

- Reminder or verbal warning
- Reflection time
- Loss of privileges
- Restorative conversations or tasks
- Short-term removal from class
- Behaviour plans or behaviour contracts
- Suspension or permanent exclusion (used only as a last resort)

Sanctions are always used alongside supportive strategies and never as a standalone response.

Appendix 1: Written Statement of Behaviour Principles

- Every pupil has the right to feel safe, valued and respected
- Strong relationships are central to positive behaviour
- Staff model high standards of behaviour at all times
- Restorative approaches support pupils to learn from mistakes
- Sanctions are proportionate, appropriate and applied consistently
- Pupils are supported to take responsibility for their actions
- Families and carers are partners in supporting good behaviour
- Violence, threatening or discriminatory behaviour will not be tolerated