

Behaviour Policy



Approved by Governors Date: STILL TO BE RATIFIED
Review date: September 2026

Our Vision for Behaviour

At Phoenix Primary School, we believe that all children have the right to feel safe, valued, and ready to learn. We aim to foster a positive learning environment where respectful relationships, high expectations, and consistency are at the heart of our behaviour culture.

We teach and model positive behaviours explicitly and seek to support children in making the right choices through a structured, fair, and reflective system.

Core Behaviour Principles

- All behaviour is a form of communication and can be supported and improved through nurture and guidance.
- Every child is capable of learning to manage their emotions and actions with the right strategies and relationships.
- Consequences are most effective when used alongside teaching, reflection, and consistent adult support.
- The Thrive Approach underpins our behaviour system, ensuring that children's emotional development is supported at every stage.
- Reasonable adjustments will be made, where necessary, to support individual needs and ensure inclusion.

Expected Behaviour

All children are expected to follow our school expectations:

- Ready – for learning, listening, and taking part.
- Respectful – to others, to property, and to the school community.
- Safe – in actions, words, and choices.

These values are embedded into daily school life, our curriculum, and assemblies.

Promoting Positive Behaviour

At Phoenix, we place a strong emphasis on recognising and celebrating positive behaviour. This includes:

- Class Dojo points awarded for demonstrating our school values: resilience, kindness, responsibility and ambition.
- Verbal praise and encouragement.
- Celebration assemblies and class certificates.
- Recognition from other staff, including SLT and the Headteacher.
- Headteacher stickers

Children are regularly reminded of what positive behaviour looks like, and it is taught explicitly through day-to-day conversations, PSHE, whole school assemblies, and Thrive-based activities.

Monitoring Positive Behaviour

Positive Dojo records and Dojo points will be monitored regularly to ensure praise is inclusive, consistent, and representative across all children.

Behaviour Management Steps

The following graduated approach is used consistently across the school, with reasonable adjustments made for children with specific emotional, social, or learning needs:

1. Verbal Reminder
A calm and clear reminder of the expected behaviour and the school value it links to.
E.g., "Remember, we are respectful – let's show that by listening while others speak."
2. Name on the Board
If poor behaviour continues, the child's name is written on the board as a visual reminder. This is a chance for the child to self-correct without further consequence.
3. Name + Tick (Final Warning)
If behaviour does not improve, a tick is added. This indicates that a consequence will now follow if the behaviour persists.
4. Reflection Time (Consequence)
If behaviour continues after the tick, the child will be asked to complete Reflection Time, where they will:
 - Miss 20 minutes of their lunchtime.
 - Reflect in a quiet space with adult supervision.
 - Complete a short reflection form, supported by an adult if necessary, to think about:
 - What happened?
 - Which value wasn't followed?
 - How could they respond differently next time?

- Who was affected?

This is not a punishment, but an opportunity to repair, restore, reset, and learn.

If a child has additional needs, a tailored version of Reflection Time may be used to ensure it is meaningful and accessible.

5. Repeated or Serious Incidents

For repeated patterns of reflection time, or for serious incidents (e.g., aggression, unsafe behaviour), a member of SLT will be informed. An individual support plan or restorative meeting may be initiated.

In these cases, the school will always consider the individual child's needs and make appropriate reasonable adjustments.

Parents will be informed by the class teacher via Class Dojo if a child has been placed into Reflection Time or if concerning behaviour continues.

Reflection Time Expectations

- Calm and quiet environment.
- Adult support to guide the reflective process.
- Return to class with a fresh start and a positive mindset.

Restorative Conversations & Pupil Voice

Staff are encouraged to hold short restorative conversations with pupils following incidents to rebuild trust and help children learn from their behaviour. These may include peer-to-peer apologies and adult-facilitated discussions.

Where appropriate, children will be encouraged to share how they felt during the incident and suggest ideas for moving forward positively.

Support for Pupils

Some children may need additional support to manage their behaviour. In such cases:

- Individual behaviour plans may be put in place.
- Support from the SENCO, Learning Mentor or Thrive Practitioner may be offered.

- Parental involvement is sought early to work together in the child's best interest.
- Reasonable adjustments may include alternative consequences, additional emotional support, visual aids, movement breaks, or modified expectations.

Our Thrive Approach will guide interventions and support, ensuring that the emotional needs of each child are recognised and met through appropriate strategies.

Serious Behaviour Incidents and Racist Incidents

At Phoenix Primary School, we do not tolerate serious behaviour breaches that put the safety or wellbeing of others at risk. This includes (but is not limited to):

- Physical aggression or violence
- Verbal abuse, including swearing or threatening language
- Bullying (including online/cyber bullying)
- Racist, homophobic, sexist or discriminatory language or behaviour
- Persistent defiance or refusal to follow adult instruction
- Wilful damage to property

Any such behaviour will be dealt with swiftly, sensitively, and in line with statutory safeguarding guidance and our school's equality policy.

Racist Incidents

Racist behaviour is treated as a serious safeguarding and community concern. Any racist language, actions or discrimination will be:

- Logged and reported to the Senior Leadership Team
- Recorded centrally using our Racist Incident Log
- Reported to parents/carers of all children involved
- Reported to the Local Authority in line with statutory procedures

Where appropriate, a restorative or educational response will be used to help children understand the impact of their actions and prevent reoccurrence.

Exclusions

In cases of extreme or repeated serious behaviour, or where all other support strategies have been exhausted, the following may apply:

- Fixed-Term Exclusion – temporary removal from school, decided by the Headteacher

- Permanent Exclusion – in extreme or persistent cases, where a child's continued presence would seriously harm the education or welfare of others

All exclusions are carried out in line with the DfE's Suspension and Permanent Exclusion Guidance (2023) and parents have the right to appeal.

Monitoring and Review

Behaviour logs and reflection records will be reviewed regularly by SLT to identify patterns, provide support, and celebrate improvements.

This policy will be reviewed annually to ensure it remains effective, inclusive, and aligned with the school's values and vision.