



Aragon Primary School

Behaviour Policy

Date: January 2026

Date agreed and ratified by Governing Body: January 2026

This policy will be reviewed at least annually and following any concerns and/or updates to the national and local guidance or procedures.

Review date: January 2026

Aims of this policy

This policy has been written to ensure that everyone in our school is aware of the expectations we have of behaviour and the structures to reward good behaviour and also how we deal with unacceptable behaviour.

At Aragon, we value positive relationships between staff and children which we believe are vital to the development of self-esteem and self-discipline. Developing such good relationships relies on the good behaviour of our pupils and should be encouraged and rewarded. Aragon has extremely high expectations of children's behaviour which we expect our parents to support.

We believe children should be treated fairly, consistently and with their individual needs accounted for, thereby making them feel valued within the school. At Aragon we have the duty to teach those values, attitudes and skills which foster mutual respect and a caring attitude in our children. We use assembly, class circle times and PSHE lessons to discuss such values. We believe that through rewarding and reinforcing examples of good behaviour, children's self-esteem is properly developed.

An emphasis is placed on courtesy and respect between members of the school community. Sanctions are managed swiftly and appropriately with all necessary partners informed as required.

Our Golden Rules are:

Whole School Rule

To be the best we can be

Class Rules

Be kind and helpful

Be gentle

Listen carefully

Be honest

Work hard

Look after property

These rules reflect our expectations

We expect our pupils to be able to:

- Move quietly around the school, not running inside the building
- Be silent in the hall before the start of assembly, during assembly and as they leave the hall
- Allow others to speak without interruption
- Remember that when addressed by an adult, they stop and listen
- Open doors and hold doors for adults as well as each other
- Take care of their own and school property
- Be on time
- Display good table manners at lunchtime
- Treat each other with care and respect
- Use their manners when addressing their peers with 'please, thank you etc'

In return the children should expect the adults in school to:

- Listen to them when they speak
- Give them an opportunity to explain their actions before responding
- Be punctual for lessons and duties
- Set an example for the children to follow in their behaviour towards both adults and children

We consider these behaviours unacceptable:

- Teachers, Teaching Assistants, Play Leaders, and Support staff are prevented from carrying out their duties because of children's behaviour
- Children are prevented from learning
- Children are rude and use unacceptable language
- Children show verbal and physical aggression
- Damaging property
- The misuse of social media and all forms of bullying including cyberbullying

Strategies used to promote good behaviour

- Positive points on Class Dojo
- Calm body language
- Praise for good behaviour rather than paying attention to bad behaviour
- Restorative conversations
- Give children time to respond after an adult has requested an action
- Give choices and consequences, for the child to make choices
- Positive notes home
- Where possible, discussions should take place in private so that there is no audience or public put downs
- Use language positively
- Remind the child of the rules
- At all times try to de-escalate rather than continue to build

Positive Rewards

Class teachers may establish class rules based on the Golden Rules.

Class rules to be visited frequently in assembly in term one and then regularly after that.

Rewards will be used to encourage positive behaviour.

Positive points on Class Dojo will result in one house having a termly whole school reward. E.g. first to go to lunch all week, or a mufti day.

Behaviour Toolkit

Our teachers will use many behaviour management strategies to ensure positive behaviour. We believe that prevention is the best cure. A proactive approach can minimise negative behaviours. We must teach children how to behave well in different situations, maintaining clear boundaries and building trusting relationships and belonging

Sanctions

Dependent on the severity of behaviour (see Appendix 2) teachers will follow the following format:

- **Step 1** – WARNING – clear message spoken calmly
- **Step 2** – Child may be asked to move desks or work away from other children within the classroom to break the cycle of behaviour. Supervision is maintained by the class teacher
- **Step 3** – Child is given negative points on Class Dojo and the incident is recorded on Arbor. The class teacher may choose to issue a lunchtime detention.
- **Step 4**– Child is sent to the Year Lead to be sanctioned and may stay in their class for a period of time. The incident is recorded on Arbor.
- **Step 5** – Child is sent to the Phase Lead to be sanctioned and may stay in their class for a period of time. The incident is recorded on Arbor.
- **Step 6** – Child is sent to SLT to be sanctioned and this may result in an internal exclusion to another class. The incident is recorded on Arbor.

Parents will be notified via email when a negative behaviour incident is recorded on Arbor (see appendix 3, 4 and 5). If poor behaviour continues, parents will be invited in to school for a meeting with the class teacher, or a member of the senior leadership team, depending on the severity of behaviour. The purpose of the meeting will be to resolve concerns and ensure all children have access to education free of disruption.

For children who regularly breach behavioural boundaries, their individual needs are carefully identified and discussed in collaboration with parents, class teachers, the senior leadership team/SENDSCO and the child. Bespoke intervention plans - such as Behaviour Support Plans, Pastoral Support Plans, or behaviour charts - are created and formalised according to their specific situation, ensuring tailored support. These plans are shared with relevant staff, and clear targets are set and reviewed with parents at least every two weeks to track progress and encourage positive behaviour.

Online Safety and Cyber bullying

When responding to cyberbullying concerns, the school will:

- Act as soon as possible after an incident has been reported or identified and provide support as appropriate.
- Follow Level 3 Behaviour sanctions for the perpetrator
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity.
- Inform the police if a criminal offence has been committed.
- Provide information to staff, parents and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

Fixed Term and Permanent Exclusions

In the event that the six steps of sanctions are exhausted, the Headteacher (or the Deputy Headteacher) may consider a fixed term exclusion or permanent exclusion. The length of exclusion given to a pupil will be carefully considered and can initially be between one and five days. However, exclusions for the same or similar reason for the same child will increase in severity and may result in a permanent exclusion.

A copy of our exclusion policy can be seen on request.

Children with Additional Needs

There is a difference between children who are testing the boundaries from time to time and children for whom extra support is required to comply with school rules and routines. In these instances, parents will be contacted prior to an e-mail being sent home.

Serious incidents are recorded and monitored on Arbor. Children who are regularly breaching the boundaries are identified and their needs are discussed with the SENCO/Inclusion Lead. Pastoral Support Plans are created in consultation with parents, class teachers and parents to help support those children who have specific behavioural needs. These are shared with the appropriate members of staff. Targets are shared with parents/carers and reviewed regularly (at least termly).

At Aragon Primary School we recognise that some children may, during their time at school display Social Emotional or Mental Health Difficulties. Our aim is to support these children within our positive approach to behaviour management. These children will be monitored

by the Special Educational Needs Co-ordinator/Inclusion Manager and Senior Leadership and Management Team.

Additional resources are available to support children with identified needs. This could include support from

- Emotional Literacy Support Assistants (ELSA's) or Learning Mentors
- Nurture Group Workers
- Jigsaw4U worker
- Virtual Behaviour Service (Merton)
- Educational Psychologist
- Behaviour Specialist

This policy should be read in conjunction with policies on

- Anti-bullying
- Exclusion Policy
- Parent code of conduct
- Physical Handling
- Safeguarding
- Teaching and Learning

Appendix I – Golden Rules Poster displayed in each classroom

We are gentle

- We keep ourselves and others safe
- We respect personal boundaries
- We respect consent
- We use kind hands and kind words



We are kind and helpful

- We use our manners
- We greet adults and children
- We say thank you
- We offer to help our friends and adults
- We hold the door open for adults
- We share
- We give compliments



We listen

- We listen to our friends
- We listen to adults
- We show listening by looking people in the eye, responding when spoken to and pay attention



The Golden Rules!

We are honest

- We always tell the truth
- If we see something that is wrong, we tell an adult
- We admit if we have made a mistake
- We speak up when something upsets us
- We refuse to lie, cheat or steal
- We always do what is right



We work hard

- We give everything 100%
- We never give up
- We remember to reflect
- We ask for help
- We have a positive mindset
- We learn from our mistakes
- We have faith in ourselves



We look after property

- We do not intentionally break property
- We help tidy up after ourselves
- We tell an adult when something is broken
- We look after our classroom, our school and our outside area
- We take special care with valuable and delicate items
- We take responsibility for our own items



Appendix 2 – Levels of Behaviour (Consequences)



Dear Recipient(s) Title Recipient(s) Last Name ,

We regret to inform you that Student(s) First Name has been involved in a Level 1 behaviour incident today, despite being given an initial first warning.

Incident Date at Incident Time

Incident Name

Narrative: Narrative

Reported by: Incident Reporter

As you will appreciate, this behaviour doesn't adhere to our expectations, which is set out in our behaviour policy.

We would be grateful if you could discuss Student(s) First Name's behaviour with him/her/them to ensure a consistent message between school and home.

Level 1 low-level disruptive behaviour in schools refers to actions that, while not severe, can still significantly impact the learning environment. These behaviours might include things like chatting during lessons, not paying attention, interrupting the teacher, or being off-task. Though they may seem minor on their own, when they happen frequently, they can disrupt the flow of the classroom, distract other students, and ultimately hinder the learning process for everyone.

As a parent, your involvement is crucial in helping to address and reduce these behaviours. Children benefit greatly from consistency between home and school, so when parents are actively engaged, it sends a strong message to Student(s) First Name that his/her/their behaviour matters. By working together with teachers, you can help reinforce the importance of focus and respect in the classroom. Thank you for helping to play a key role in helping Student(s) First Name succeed academically and socially. When parents and teachers work together, it creates a stronger, more positive learning environment for everyone involved.

Please do not hesitate to contact Student(s) Form Tutor , if you would like to discuss this further.

Yours sincerely,

Aragon Primary School

Appendix 4 – Level 2 Behaviour E-mail

Dear Recipient(s) Title Recipient(s) Last Name ,

We regret to inform you that **Student(s) First Name** has been involved in a Level 2 behaviour incident today, despite an initial warning.

Incident Date at Incident Time

Incident Name

Narrative: Narrative

Reported by: Incident Reporter

As you will appreciate, this behaviour doesn't adhere to our expectations, which is set out in our behaviour policy.

We would be grateful if you could discuss **Student(s) First Name**'s behaviour with **him/her/them** to ensure a consistent message between school and home.

Level 2 behaviour incidents in our school involve actions that go beyond simple disruptions and can have a more significant impact on both the learning environment and the well-being of others. These behaviours might include outright refusal to follow instructions, consistently calling out in class, invading others' personal space, showing disrespect to teachers or peers, name-calling, insults, or using disrespectful body language, such as eye-rolling or making inappropriate gestures.

These actions can create a negative atmosphere in the classroom, making it difficult for both **Student(s) First Name** and **his/her/their** peers to learn effectively. As a parent, your involvement is incredibly important in addressing and preventing these serious behaviour incidents. Children look to their parents as role models, and your guidance can help **Student(s) First Name** understand the importance of following rules. When parents and teachers work together to address these issues, it sends a clear and consistent message to your child about what is acceptable behaviour. As **Student(s) First Name** has been involved in a Level 2 incident, it's important to have an open and honest conversation with **him/her/them** about what happened and why it's not acceptable. Discussing the impact **his/her/their** actions can have on others and reinforcing positive behaviours at home can make a significant difference.

In this case, **Student(s) First Name** will receive a detention as a sanction for **his/her/their** behaviour. This is an important step to help **him/her/them** understand the seriousness of **his/her/their** actions. However, if this behaviour continues, we may need to arrange a meeting with you and a member of the leadership team to discuss further steps. In some cases, if the behaviour does not improve, there is a risk of internal or external exclusion for a period of time.

Please do not hesitate to contact **Student(s) Form Tutor** if you would like to discuss this further.
Yours sincerely,

Aragon Primary School

Appendix 5 – Level 3 Behaviour E-mail

Dear **Recipient(s) Title Recipient(s) Last Name**,

We regret to inform you that **Student(s) First Name** has been involved in a Level 3 behaviour incident today.

Incident Date at Incident Time

Incident Name

Narrative: Narrative

Reported by: Incident Reporter

As you will appreciate, this behaviour doesn't adhere to our expectations, which is set out in our behaviour policy.

We would be grateful if you could discuss **Student(s) First Name**'s behaviour with **him/her/them** to ensure a consistent message between school and home.

Level 3 behaviours are serious behaviour incidents that involve actions that can have a significant and sometimes lasting impact on the school community. These behaviours include fighting, verbal abuse, damage to property, persistent disruptive behaviour, bullying, inappropriate online behaviour, and defiance. Such actions go beyond simple misbehaviour—they can create a hostile environment, harm others, and disrupt the learning experience for everyone.

In this case, **Student(s) First Name** will receive a detention as a sanction for **his/her/their** behaviour. This is an important step to help **him/her/them** understand the seriousness of **his/her/their** actions. However, if this behaviour continues, we will arrange a meeting with you and a member of the senior leadership team to discuss further steps. In some cases, if **Student(s) First Name**'s behaviour does not improve, there is a risk of internal or external exclusion for a period of time.

We understand that this is a difficult situation, but with your support, we can work together to help **Student(s) First Name** learn from this experience and make better choices in the future. Your active involvement is key to ensuring that **he/she/they** understands the consequences of their actions and the importance of positive behavior in the school community.

Please do not hesitate to contact **Student(s) Form Tutor** if you would like to discuss this further.

Yours sincerely,

Aragon Primary School

Appendix 6 – Behaviour Support Plan

| ARAGON PRIMARY SCHOOL BEHAVIOUR PLAN | | |
|---|--------|---|
| PUPIL NAME: | CLASS: | YEAR GROUP: |
| Date of birth: | | Medical conditions/needs: |
| Date plan starts: | | Staff working with the pupil: |
| Date of next review: | | |
| Challenging behaviour | | Targets |
| What does it look like? | | What are we working towards? |
| How often does it happen? | | How do we get there? |
| How long does it last? | | |
| Reasons for the behaviour | | Any special educational needs (SEN) that may affect behaviour |
| Consult parents/carers and the pupil (where appropriate) when filling out this box. | | If the pupil has SEN that affects behaviour, the SENCO should detail them here. |
| What's going on in the pupil's life that might be causing this behaviour? | | How does the pupil's SEN affect their behaviour? |
| Why might this behaviour happen? | | How could the school's behaviour policy be adapted to meet their needs? |
| <ul style="list-style-type: none"> • To get attention • To avoid something • To get something tangible • To meet a sensory need | | |

| | |
|--|--|
| Strategies for maintaining positive behaviour | |
| <p>How do we maintain positive behaviour?</p> <p>What does the pupil like?</p> <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators | <p>Triggers and warning signs</p> <p>What triggers might cause an incident?</p> <p>How do we prevent an incident?</p> <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment) |
| <p>Reactive strategies</p> <p>How do we diffuse the situation?</p> <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques <p>At what stage should another member of staff be informed? Who should this be?</p> | <p>Support after an incident</p> <p>How do we help the pupil reflect and learn from the incident?</p> <p>Is there anything that staff can learn about working with this pupil?</p> |
| Skills and Talents | Achievements |
| Likes | Dislikes |
| <p>Agreement:</p> <p>Parent/carer name</p> <p>Parent/carer signature</p> <p>Date</p> | <p>Staff name</p> <p>Staff signature</p> <p>Date</p> |
| <p>Behaviour plan evaluation and next steps:</p> <p>How effective is the plan?</p> <p>Record suggestions to be considered when this plan is reviewed.</p> | |