

The Canterbury Academy Trust

Schools for all the Talents



Name of policy	Behavior Policy – The Canterbury Primary School
Document owner	Head of School / Deputy Head / Pastoral Manager
Document issued/ last reviewed	September 2026
Date for review	September 2027
Additional notes	
Number of pages	15 pages

*In partnership with Simon Langton  Grammar School for Boys to provide
a grammar school band for boys and girls in a comprehensive school for all the talents*

The Canterbury Primary School

Behavior (including rewards and sanctions) Policy

This document provides a framework for the creation of a happy, safe, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. It aims to underpin and reflect our ethos and values:

Ethos & Values

The Canterbury Primary School will work towards ensuring that every child will:

- Be safe.
- Be healthy.
- Enjoy and achieve.
- Make a positive contribution to their school community.
- Achieve economic well-being.

The Canterbury Primary School aims to provide the highest possible quality education for its students by focusing upon learning and teaching so that all our students become:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live a safe, healthy and fulfilling life.
- Active and responsible citizens who make a positive contribution to the well-being of present and future generations.

We believe that success is best achieved when it is built upon an open and supportive partnership between our students, parents, staff and directors.

We recognise each student has their own unique personality and special talents. We believe every student has something to offer.

We believe that all students have the right to feel secure and be able to work and develop their potential. We believe every student deserves the opportunity to achieve. Our systems are designed to reflect and support these beliefs.

We believe that every child has the right to learn and no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships, appropriate role modeling and a process of co-operative teamwork and the school welcomes and encourages the involvement of all stakeholders and specialised outside agencies.

We aim to fulfil this by:

Making these expectations clear to all members of this learning community in:

- Classrooms and daily routines
- Assemblies
- CPD opportunities

School promises:

The school has a set of 'School Promises' which have been collaboratively produced in conjunction with pupil and staff voicing

These promises are displayed around the school and form a key part of our values and ethos.

Pupils reflect on these promises regularly and termly awards are given to those demonstrating these values as part of our whole school, end of term celebration assembly.

At the Canterbury Primary School, we:

- Respect everybody and celebrate diversity
- Have high expectations of ourselves and are ready to learn.
- Always give our best effort and persevere.
- Are honest, all have a voice and listen to everyone.
- Take care of the school and wider environment.
- Are charitable and consider others.

Behaviour Curriculum and CPS consistencies:

At the Canterbury Primary School, we believe it is important to teach the behaviour that we expect to see in school: we teach the children how to meet our School Promises through our behaviour curriculum. Each week a new school theme is introduced to the children and launched with a lesson.

We understand that consistent expectations across the school are important to secure environments that are conducive to excellent teaching and learning to take place. To support this, all staff have a set of agreed minimum standards called our 'CPS consistencies'. These are shared with children as part of our behaviour curriculum.

British Values:

Pupils are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The Academy Trust's ethos and teaching support the rule English Civil and criminal law and we do not teach anything that undermines it. Pupils are made aware of the difference between the law of the land and

religious law. There is no place for extremist views of any kind at the academy.

The Canterbury Primary School celebrates diversity and has an educational vision which empowers and adds value to a child's development. Our curriculum encourages students to ask challenging questions and develop a strong sense of their individual identity, as well as the ability to understand and communicate with people from other cultures.

The Rewards System:

See appendix 1 - Rewards

A Sanction System:

The Canterbury Primary School has a clearly structured sanctions system, which indicates the steps that will be taken in response to transgression. See appendix 2 - Sanctions

Searching Student Property:

The school can and will carry out searches, using the guidance provided in <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
The following is a summary of this power.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations.
- tobacco and cigarette papers.
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Confiscation:

- Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items found in a pupil's possession that could be harmful or detrimental to school discipline will be confiscated. These items will be returned to parents/carers after discussion with senior leaders if appropriate. Searching a pupil Searches of pupil's bags, trays or pockets of outer clothing will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Weapons/Firearms:

A student, who uses, possesses, controls, or transfers a weapon, firearm, or any object that can reasonably be considered, or looks like, a weapon, shall receive fixed term suspension or a permanent removal from the school.

A weapon may be defined as "any other object if used or attempted or intended to be used to cause bodily harm, including, but not limited to, knives, brass knuckles, clubs, or "look alikes" of any weapon as defined above. Such items as baseball bats, pipes, bottles, coins, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm".

A firearm may be defined as any lethal barreled weapon that can (or can be converted to) fire a shot, bullet or missile.

The Head of The Canterbury Primary School will inform the appropriate authorities of any student who brings a firearm or weapon to the Academy Trust.

Where, on balance of probability, a student is in possession of a weapon to cause bodily harm or intimidation then the sanction for this in most circumstances will be a 'permanent removal'.

Restrictive interventions, including the use of reasonable force or seclusion:

The Canterbury Primary School is committed to creating a safe and inclusive environment for all pupils and staff. Our School Promises outline our expectations of behaviour in school, and we teach behaviour through our behaviour curriculum. The school places strong emphasis on prevention, de-escalation and early, proactive intervention to minimise the need for any restrictive interventions where possible.

Restrictive interventions, including the use of reasonable force or seclusion, will only be used as a last resort, when other strategies have been attempted or deemed inappropriate and solely to protect the safety and welfare of pupils, staff or others.

Restrictive interventions are actions taken to prevent, restrict or subdue a pupil's movement. These may be physical or non-physical and include:

- Reasonable force: physical intervention that uses the minimum force necessary for the shortest time possible.
- Restraint: restricting a pupil's movement, with or without physical contact.
- Seclusion: confining a pupil to a space away from others and preventing them from

leaving, used only as a safety measure and never as a disciplinary sanction. Restrictive interventions are not behaviour management strategies and are never to be used as a punishment.

Who May Use Reasonable Force:

All members of school staff have a legal power to use reasonable force when necessary to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent a criminal offence.
- Prevent damage to property.
- Prevent serious disruption or disorder.

Staff expected to work in situations where restrictive interventions may be required will receive appropriate training and support.

Unacceptable Practice:

The following practices are strictly prohibited:

- Use of force as a punishment.
- Any restraint that restricts breathing, airway or circulation.
- Pressure to the neck, abdomen, chest, mouth or nose.
- Threatening pupils with seclusion or restraint as a consequence for behaviour.

Determining When Restrictive Interventions Are Appropriate:

Before using a restrictive intervention, staff must consider:

Necessity

- Is there an immediate risk of harm?
- Have de-escalation or alternative strategies been tried?

Proportionality

- Is this the least restrictive option available?
- Is the force used proportionate to the risk presented?

Pupil Welfare and Dignity

- The pupil's age, size, SEND, medical needs, trauma history or vulnerabilities.
- The impact on the pupil's emotional wellbeing.
- Maintaining dignity and respect at all times.

Where possible, staff will explain to the pupil what is happening, why, and what they need to do for the intervention to end.

Consideration for Pupils with SEND:

The school recognises that pupils with special educational needs and/or disabilities may experience heightened distress or sensory overload and may be at increased risk of restrictive interventions.

To reduce this risk, the school will:

- Identify individual triggers and early warning signs.
- Implement reasonable adjustments and supportive strategies.
- Co-produce behaviour support plans with pupils, parents and relevant professionals.
- Clearly outline any agreed circumstances where increased physical contact may be necessary.
- Review behaviour support plans after any significant incident.

Restrictive interventions may still be used where necessary to ensure safety, regardless of whether they are referenced in a behaviour support plan.

Use of Seclusion:

Seclusion will only be used:

- As a non-disciplinary safety measure.
- When a pupil is experiencing high levels of emotional or behavioural dysregulation.
- To prevent immediate harm to others.

The seclusion environment must be safe, supervised at all times and non-threatening. Pupils must be allowed to leave as soon as the immediate risk has reduced.

Recording and Reporting:

The school complies fully with its statutory duties to record and report to parents/carers:

- All significant incidents involving use of force.
- All incidents of seclusion or non-force restraint.

Incidents will be:

- Recorded in writing as soon as practicable, and ideally on the same day.
- Logged by the member(s) of staff involved.
- Reported to parents as soon as practicable, normally on the same day, unless an exemption applies.

Following any restrictive intervention:

- Pupils and staff will be supported appropriately.
- Medical attention will be sought if required.
- A debrief and restorative conversation will take place.
- Behaviour support plans will be reviewed where necessary.

Partnership between home & school

Statutory guidance from DfE states that by signing a Home School agreement it is assumed that parents/carers wish to maintain and support the school's ethos and standards.

Each parent/carer has a responsibility to work closely with his/her child and school staff to support achievements. Parents have a responsibility to be good role models;

- 1) Show respect to all members of the school community (other parents; staff; students; members of the public) both on the school site and within close proximity by being polite and courteous at all times.
- 2) Challenging and disrespectful behavior to any member of the school community may lead to police intervention and being banned from the school site.

The school reserves the right to:

Use parenting contract to ensure parents tackle negative behavior before a child reaches the point of being suspended from school.

- Make parents take responsibility for their children in the first five days of exclusion

through a new offence of failing to ensure their child is not found in a public place without reasonable justification

- Ensure education provision is made for all suspended pupils from day six of their suspension and appropriate work is provided between days 1-5.

If a child leaves the grounds:

- The parents will be contacted by telephone. If school is unable to contact the parents then the police will be informed.

If the child is exhibiting aggressive behavior and is in danger of harming themselves or others:

- It may be necessary to restrain the child.
- Staff should be trained in the use of Team Teach/positive handling techniques
- Use the utmost care to ensure that only reasonable force is used
- Have a witness so that events can be verified
- Agree the report with the child when they are calm
- Report the incident to the parents as soon as possible
- The report will be shared with all parties involved

Bullying:

The Canterbury Academy Trust willingly recognises and accepts its responsibilities as laid down in the Education & Inspection Act 2006 and will take all reasonable steps to prevent bullying from occurring or act if it has occurred. The Canterbury Academy Trust will be guided by this simple principle:

“Every child in The Canterbury Academy Trust has a right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals”

The Nature of Bullying:

There are many definitions of bullying; most consider it to be:

- Deliberately hurtful (including aggression).
- Repeated, often over a long period of time.
- Difficult for victims to defend themselves against.

Bullying can take a number of forms, but four main types are:

Sexual Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching Direct or indirect verbal Name-calling, sarcasm, spreading rumors, teasing Cyber-bullying Bullying that

takes place online, such as through social networking sites, messaging apps or gaming sites

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

- **Physical** – hitting, kicking, taking belongings, damaging personal property.
- **Verbal** – name calling, insulting, making offensive remarks, emails or writing offensive graffiti.
- **Indirect** – spreading nasty rumors, exclusion from social groups.
- **Cyberbullying** – bullying by electronic contact for example via text message, social media; picture/video clips via mobile phone cameras; mobile phone calls silent or abusive messages; or stealing a victim's phone and using it to harass others, email – often sent using a pseudonym or somebody else's name, chatroom bullying and bullying via websites or via instant messaging.

The Canterbury Primary School will seek to prevent and eradicate bullying of all forms and recognises that there are some forms of bullying directed at the particularly vulnerable, these may include:

- Looked After Children.
- Racist Bullying.
- Bullying of Children from Faith Communities.
- Homophobic Bullying.
- Gender Bullying (Sexual Harassment).
- Bullying Due to Ability, Disability or SEN.

The Canterbury Primary School will educate its students about bullying:

- Through our curriculum including our dedicated behaviour curriculum and our PSHE curriculum
- In our assemblies
- In role modelling standards
- Through our School Promises
- Through our restorative justice approach and reflection opportunities

The Canterbury Primary School will provide support for students and parents by:

- Contacting them if there are any concerns.
- Being available to be contacted.

- By providing support in school through teachers, mentors, support staff, counsellors or referral to other agencies.
- By dealing with any reasonable concern with professionalism and seriousness.
- Issues of bullying may be reported to the authorities if this is deemed appropriate (e.g. in the case of racist bullying or ongoing harassment).

The Canterbury Primary School will act against bullies:

- Initially this could be through discussion with a member of staff or member of outside agency.
- There will be the possibility of mediation/intervention.
- Parents may be contacted.
- There could be work with families.
- If necessary, sanction will apply in line with the behaviour policy.

Equality Statement:

This policy must be applied fairly to all students irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Suspensions and exclusions:

Suspensions (fixed-period exclusions) and permanent exclusions are used only in response to serious breaches of the behaviour policy, and where allowing a pupil to remain in school would seriously harm the education, safety, or welfare of the pupil or others. In line with the 2026 statutory guidance, the Head of School is the only person authorised to make the decision to suspend or permanently exclude, and any decision will be lawful, reasonable, fair and proportionate, based on the balance of probabilities and taking account of the pupil's views where appropriate. Suspension may be used where other strategies have been exhausted, while permanent exclusion will be a last resort after all reasonable steps to support the pupil have been taken. The school will not adopt a 'no exclusion' approach, recognising that exclusion can be a necessary tool to maintain a calm, safe and respectful environment for all members of the school community. Where exclusions are used, parents, the governing board and the local authority will be informed without delay, and the school will meet its duties to support the pupil's continued education and ensure that decisions comply with equality, safeguarding and special educational needs obligations.

Appendix 1

The Canterbury Primary School Rewards

- Praise
- Stickers and certificates for special effort in work or behavior.
- Inclusion in the Golden Achievement Book – names recorded and read out in Achievement Assembly each week.
- Star of the Week (tri-weekly) – an opportunity for a personal achievement to be displayed on the star gallery situated in the assembly hall. Parents are invited to celebrate their child's achievement.
- School promise stickers – these reinforce the School Promises. The children can receive a sticker by demonstrating one of the promises and will be awarded during assemblies and termly celebration assemblies
- A whole school Class Dojo system is used in each class to award points
- Each child belongs to a house and the Dojo points go towards their house total which is shared in each phase assembly and the top boy and girl are celebrated at the end of each term
- Each class will be working towards a whole class reward. In order to achieve this, they will have to collect a designated number of objects, eg. Marbles in a jar, coins in a treasure chest.... The reward will be decided and voted on as a class.

Appendix 2 - Sanctions

Behavior policy / procedures

Tier:	Behaviour examples:	Staff involved:	Outcome:
Not meeting the School Promises at a low level		All staff	Classroom management strategies – Not on Arbor <u>A proactive approach:</u> • We are proactive with our behaviour management at The Canterbury Primary School by in the first instance ensuring that appropriate provision is in place to meet the individual needs of our learners. • We are inclusive: all learners are considered when planning and strategies are in place to ensure success for all. • Our School Promises are displayed in all classrooms, taught and referenced daily. • We teach children how to meet our School Promises through our behaviour curriculum. <u>Positive Reinforcement First:</u> • First attention is given to best conduct. All staff actively seek, publicly praise and reward, positive behaviour, reinforcing our School Promises and expectations. • Wanted behaviours are explicitly recognised and used as models for others. Staff narrate what pupils are doing well to promote clarity and consistency. <u>Calm and Considered Responses:</u> • Teachers pause before responding to unwanted behaviour. This allows time to assess context, avoid escalation and apply the behaviour policy fairly.

			- Staff model respectful communication when interacting with others. Shouting is not used as a behaviour management tool; instead, tone and body language model emotional regulation. <u>Relational Practice:</u> - Staff build positive relationships with pupils. They use restorative approaches to repair and maintain trust. <u>Clear and Consistent Challenge:</u> - Behaviour that does not meet our School Promises is challenged and addressed using the agreed stages in the school behaviour policy. Staff therefore apply consequences consistently and fairly, ensuring pupils understand the link between choices and outcomes.
Tier 1: This is to be recorded on Arbor. Parents are to be informed.	Continuation of not meeting the School Promises at low level.	Class teacher	Moving the pupil from their space, table or activity to another area of the classroom to work. Pupil to miss 5 minutes after the lesson to hold restorative conversations with their class teacher. If at breaktime or lunchtime, to be with an adult on duty for 5 mins to discuss their behaviour. <u>Examples:</u> I want to understand what happened earlier and see how we can move forward. Can you tell me what happened during the lesson? What was going through your mind when you ...? Let's have a think about who has been affected by what happened?
Tier 2:	Damaging school /other child's property	Class teacher and phase leader	Pupil to miss 10 minutes from breaktime or lunchtime with their teacher. Pupil to spend time with Phase leader. If occurring during breaktime/lunchtime, pupil to stand with an adult on duty.

This is to be recorded on Arbor. Parents are to be informed.	Leaving class without permission Persistent rudeness Refusal of instructions Challenge to adults e.g. answering back Lying, or refusing to take responsibility for actions.		Meeting organised with parents where appropriate. When speaking, use simple direct commands. Allow the child take up time. Allow time for reflection and self-regulation. If on duty, to walk with them outside. During this time, provide the opportunity to re-set, return and the principle of a 'clean slate' is applied.
Tier 3: To be recorded on Arbor	Continuation of a tier 2 behaviour Use of discriminatory language (e.g. racist, homophobic) Bullying (also see anti-bullying policy) Aggressive response/ challenge to authority including swearing Any sexual harassment/Violence (sexualised comments, unwanted sexual conduct, sexual assault, online sexual harassment.)	Class teacher with SLT member	Pupil to spend time with SLT in the reflection room the following day. Pupil will be given time to calm down. Parents will be phoned and further meetings planned where appropriate. Pastoral team will begin to monitor and discuss personal behaviour plans where needed.

	Any behaviour which is creating a health and safety risk to self and/or others (e.g. throwing objects/ furniture) Fighting and intentional physical harm to other children Physical abuse to any staff Intentional serious vandalism Theft Smoking or vaping		
Notes: It will be decided by SLT on whether a child is to be isolated or suspended following a Tier 3 behaviour.			