

An amazing place to learn!

from nursery to Year 6!

'When I visited Captain Shaw's, it just lifted me off my feet and nourished my heart. The students, young as they are, are sharp, inquisitive, familiar with current issues, full of optimism and keen to engage and make a difference. Thanks for a truly visionary, encouraging and informative visit.'

Pushpanath Krishnamurthy
International campaigner for Fairtrade and Climate Justice

'Oh my goodness! I am still buzzing from the amazing day we had with you and your wonderful school! I love the way you have designed your curriculum so that every lesson has a purpose and is part of an immersive experience, rather than just learning things in isolation.'

Gaye Holmes - Senior Presenter, Imoves



'The **conduct** of pupils at this school is **exemplary**. They demonstrate **warmth** and **kindness** towards each other. Pupils enjoy **respectful relationships** with the adults at school who care deeply for them.'

'Pupils respond well to the **high aspirations** that the school has of their achievement.'

'Pupils demonstrate a **high level of motivation** towards their learning. They **work exceptionally well together**. They are **well prepared** for each stage of their education.'

Ofsted 2023



CAPTAIN SHAW'S C OF E PRIMARY SCHOOL

Behaviour Policy 2026–27

Behaviour Policy and Written Statement of Behaviour Principles

Our Approach

At Captain Shaw's, excellent behaviour grows from belonging, positive relationships, clear expectations and carefully taught routines. We maintain high expectations for every child while recognising that children do not all need exactly the same support to meet them.

Behaviour can communicate a need, difficulty or barrier. Understanding this does not mean accepting behaviour that is unsafe, unkind or prevents others from learning. It means responding intelligently: teaching the behaviour we want to see, understanding what may be making success difficult, making reasonable adjustments where required, and helping children repair relationships and learn what to do differently next time.

Our approach reflects our vision of Serving the Common Good: protecting everyone's right to feel safe, learn and belong, while paying particular attention to those who may need additional help to participate successfully. Our guiding principle is high expectations with high support.

"The conduct of pupils at this school is exemplary. They demonstrate warmth and kindness towards each other. Pupils enjoy respectful relationships with the adults at school, who care deeply for them."

Ofsted 2023

Policy owner	Headteacher
Approval / ratification	Headteacher approves the operational policy after considering the governing board's written statement of behaviour principles. The Full Governing Board reviews the policy and approves the written statement of behaviour principles.
Policy period	2026–27
Review	At least annually, and sooner if legislation, statutory guidance, safeguarding requirements or school circumstances change.
Website	This policy will be published on the school website and made known to staff, pupils and parents/carers.



Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

1. Purpose and aims

This policy sets out how Captain Shaw's C of E Primary School establishes and maintains a calm, safe, respectful and inclusive behaviour culture in which every pupil can learn, participate and flourish.

- Teach, model and reinforce clear expectations, routines and our six school values.
- Protect every pupil's right to learn and every member of the community's right to feel safe and respected.
- Provide a consistent and equitable approach to behaviour. Consistency means shared expectations and principles, not necessarily identical responses for every child.
- Prevent bullying, discrimination, harassment, sexual harassment and other harmful behaviour.
- Respond proportionately to behaviour while identifying safeguarding, SEND, communication, medical, developmental or contextual factors that may be relevant.
- Use consequences when appropriate while prioritising learning, restoration, successful reintegration and prevention of recurrence.

2. Legal and statutory framework

The policy has been rebuilt from the school's 2025–26 Behaviour Policy and Statement of Behaviour Principles and updated for the school's 2026–27 context. It should be read alongside current legislation and Department for Education guidance, including:

- Behaviour in schools: advice for headteachers and school staff.
- Keeping Children Safe in Education 2026 (from 1 September 2026).
- Searching, screening and confiscation at school.
- Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).
- Mobile phones in schools statutory guidance (to be followed from 1 September 2026).
- Suspension and permanent exclusion statutory guidance.
- The Equality Act 2010; Children and Families Act 2014; SEND Code of Practice; and supporting pupils with medical conditions at school.

3. Our behaviour culture and curriculum

Positive behaviour is taught, not assumed. From the point pupils join the school, adults explicitly teach and model the routines, language and behaviours that help everyone to belong and learn.

Our six values are: be truthful; be respectful; be a good friend; show courage; show wisdom; and persevere. These values, alongside British values and our Christian vision, are revisited through teaching, collective worship, relationships and health education, and everyday interactions.

Pupils are supported to understand:

- what safe, respectful and ready-to-learn behaviour looks and sounds like in different parts of school;
- why routines and expectations protect everyone's learning, dignity and safety;
- how their actions affect other people;
- how to recognise and communicate feelings and needs in developmentally appropriate ways;
- how to regulate, repair harm and make a different choice next time;
- that adults will help them to succeed, but unsafe, harmful or persistently disruptive behaviour will be addressed.

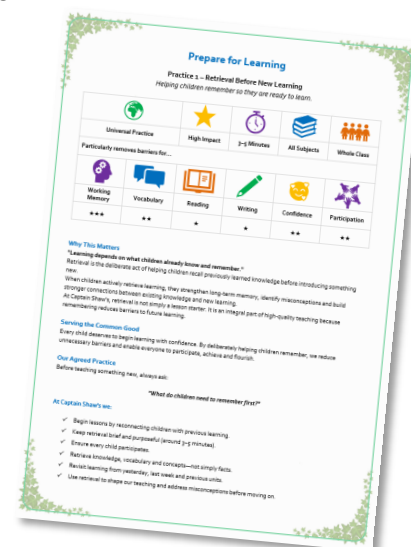


4. Prevention: inclusive practice before behaviour escalates

Our Inclusion Framework and evidence-informed classroom practices are part of behaviour prevention. Staff seek to reduce avoidable barriers before interpreting behaviour as deliberate non-compliance.

- predictable routines and clear transitions;
- concise, accessible instructions and appropriate processing time;
- careful management of cognitive and language load;
- scaffolding, modelling and teaching at an appropriate developmental level;
- visual, communication and AAC support where required;
- planned movement, sensory or regulation opportunities where appropriate;
- positive relationships, belonging and frequent opportunities for successful participation;
- reasonable adjustments and individual strategies arising from SEND support plans, EHC plans, healthcare plans, risk assessments or positive handling plans.

High support does not mean low expectations. Adults distinguish between understanding why behaviour occurred and deciding what response is necessary to protect learning, safety and relationships.



5. Definitions

5.1 Behaviour that falls below expectations

Examples may include:

- disrespectful or unkind behaviour;
- disruption to learning, routines or the safe running of the school;
- persistent or deliberate refusal to follow a reasonable instruction or engage with learning after appropriate support, accessibility and reasonable adjustments have been considered;
- unsafe use of equipment or spaces;
- breaches of the school's strict mobile-phone and smart-device rule.

5.2 Serious behaviour

- repeated or significant breaches of expectations;
- bullying, including prejudice-based, discriminatory or cyberbullying;
- violence, fighting or behaviour presenting a serious risk of harm;
- sexual violence, sexual harassment or harmful sexual behaviour;
- racist, sexist, homophobic, biphobic, transphobic, disability-based or other discriminatory behaviour;
- theft, serious vandalism or deliberate significant damage;
- possession of prohibited or banned items, or an article intended or likely to cause injury, damage or an offence;
- serious online behaviour affecting pupils, staff or the orderly running of the school.

6. Bullying, prejudice and discrimination

Bullying is repetitive, intentional harm by an individual or group where there is an imbalance of power. It may be emotional, physical, verbal, sexual, prejudice-based/discriminatory or online. The school will not dismiss harmful behaviour as 'banter'.

All reports will be taken seriously, considered in context, recorded where appropriate, and responded to proportionately. Safeguarding procedures will be followed where a child may be at risk of harm. The school will support the pupil harmed, address the behaviour of the pupil responsible, work with families where appropriate and seek to prevent recurrence.

Prejudice-based and discriminatory incidents are addressed even where the behaviour does not meet the repeated-pattern definition of bullying.

7. Roles and responsibilities

7.1 Governing board

- approve and review the written statement of behaviour principles;
- consider the behaviour policy and monitor its effectiveness;
- hold the headteacher to account for implementation, equality duties and safeguarding;
- ensure appropriate oversight of restrictive interventions and behaviour trends.

7.2 Headteacher

- determine and approve the operational behaviour policy, having due regard to the governors' principles and statutory guidance;
- ensure expectations, routines and responses are understood and implemented consistently;
- ensure staff induction and development include behaviour, safeguarding, SEND, equality and restrictive-intervention requirements;
- review behaviour information for patterns, disproportionality, safeguarding concerns and emerging needs;
- ensure pupils and parents/carers understand the school's strict mobile-phone rule.

7.3 Staff

- create calm, safe and respectful environments and model the behaviour expected;
- teach routines and expectations explicitly and reinforce them consistently;
- use inclusive practice and reasonable adjustments to support successful participation;
- respond calmly and proportionately, seeking to de-escalate where possible;
- record significant incidents promptly on CPOMS and follow safeguarding procedures;
- work constructively with parents/carers and relevant professionals.

7.4 Parents and carers

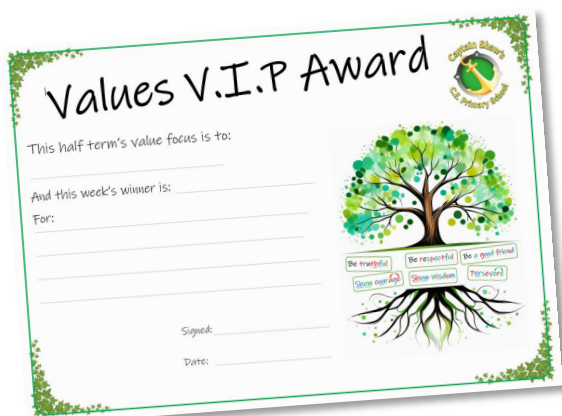
- support the school's expectations and strict no-mobile-phones-on-premises rule for pupils;
- share information that may affect their child's behaviour, safety or ability to participate;
- raise concerns promptly and work with the school on agreed support or behaviour plans.

7.5 Pupils

Pupils will be taught the expectations and supported to take increasing responsibility for their behaviour, relationships and repair. Extra induction and support will be provided where required, including for pupils joining mid-year.

8. Recognising and reinforcing positive behaviour

Adults notice, name and reinforce behaviour that reflects our values and protects the common good. Recognition is primarily relational and intrinsic: specific praise, encouragement, responsibility, celebration and helping pupils recognise the positive impact of their choices. Whole-school celebrations may also recognise pupils who demonstrate the school's values or a strong personal best.



9. Responding when behaviour falls below expectations

Responses are proportionate, developmentally appropriate and informed by context. The following framework guides professional judgement; it is not a rigid ladder and serious incidents may require immediate escalation.

Response	What this means
Remind	Quietly restate the expectation, routine or value and, where helpful, explain why it matters.
Support	Clarify language, provide processing time, use visuals/AAC (Augmentative and Alternative Communication), adjust the task or environment, offer an appropriate choice or known regulation strategy where this helps the pupil meet the expectation.
Understand	Where behaviour persists, is unusual or escalates, consider what may be preventing successful participation, including safeguarding, SEND, communication, sensory, medical, emotional, relational or contextual factors.
Repair	Once calm and able to engage, support the pupil to understand impact and put things right. Repair may involve a conversation, supported communication, a practical action, drawing or writing where developmentally appropriate.
Consequence	Use a relevant and proportionate consequence where necessary. This may include completing missed learning, temporary loss of an activity directly connected to the behaviour, contact with home, supervised removal or another proportionate sanction.
Additional plan	Repeated, serious or concerning behaviour triggers further assessment and planning, which may include parent/carer meetings, SEND review, individual support/behaviour planning, risk assessment, positive handling planning, early help or external-agency involvement.

Personal circumstances and protected characteristics will be considered when deciding a response. Equity does not require identical sanctions. Where a consequence is used, it should help restore safe participation and should never humiliate a pupil.

10. Safeguarding and behaviour

Behaviour may be a sign that a pupil needs help or protection. Staff will consider whether a change, pattern or incident may indicate abuse, neglect, exploitation, peer-on-peer abuse, mental-health difficulty or another safeguarding concern. Where this may be the case, staff will follow the Child Protection and Safeguarding Policy and report to the DSL/DDSL through the school's agreed safeguarding procedures.

Sexual harassment and sexual violence will never be ignored or normalised. Responses will be proportionate, supportive, safeguarding-led and decided case by case.

11. Pupils with SEND, disability or additional needs

The school recognises that behaviour may be affected by SEND, disability, communication needs, developmental level, medical needs or other barriers. Not every incident involving a pupil with SEND is caused by SEND; decisions are made case by case.

- take reasonable steps to avoid substantial disadvantage to disabled pupils;
- use best endeavours to meet SEND needs and secure provision specified in an EHC plan;
- anticipate known triggers and reduce avoidable barriers;
- consider whether a pupil understood the expectation and whether they were able to act differently at the time;
- make reasonable adjustments to teaching, routines, communication, environment and, where appropriate, sanctions;
- focus staff development on the pupil's individual communication, sensory, regulation, learning and developmental needs rather than relying only on diagnostic labels;
- use relevant EHC plans, SEND support plans, healthcare plans, communication/AAC guidance, risk assessments and positive handling plans to inform support.

Where behaviour suggests an unmet or unidentified need, the SENCO/Headteacher will consider further assessment and work with parents/carers and relevant professionals. Repeated sanction without investigation of barriers is not an appropriate substitute for assessment and support.

12. Removal from the classroom

Removal is a serious response and will normally be used only when necessary to restore order, maintain safety, enable learning to continue, or allow a pupil to regain sufficient regulation in a supervised environment. It will not be used as a routine substitute for inclusive teaching or appropriate SEND provision.

- removed pupils will be supervised and continue to receive meaningful education where practicable;
- parents/carers will be informed on the same day of a significant removal;
- reintegration will occur as soon as appropriate and safe, with support considered to reduce recurrence;
- repeated removal will trigger review of underlying needs, provision and support;
- significant removals will be recorded on CPOMS.

13. Restrictive interventions, reasonable force and seclusion

The school follows the Department for Education guidance 'Restrictive interventions, including the use of reasonable force, in schools', effective from 1 April 2026. Prevention and de-escalation are central. Restrictive intervention is not a behaviour-management shortcut or punishment.

Reasonable force may be used only where lawful, necessary and proportionate, for example to prevent a pupil committing an offence, causing injury to themselves or others, damaging property, or seriously prejudicing good order and discipline. Any force used must be no more than is reasonable in the circumstances.

- staff should use prevention, de-escalation and known individual strategies wherever these can safely avoid the need for force;
- staff must consider known vulnerabilities, including SEND, communication, medical and mental-health needs;
- planned approaches for pupils at foreseeable risk should be reflected in individual risk assessments/positive handling plans and shared with relevant staff;
- force must never be used as punishment;
- after an incident, the pupil and staff should receive appropriate support, and the school should consider what can be learned to reduce recurrence;
- significant incidents involving force and any use of seclusion will be recorded and reported in accordance with the statutory requirements effective from April 2026; parents/carers will be informed as required, subject to any safeguarding exception in the statutory framework;
- records will be made promptly through the school's agreed recording system, including CPOMS where appropriate, and reviewed by the Headteacher/DSL.

Any seclusion will be exceptional, safety-led and managed strictly in accordance with current statutory guidance. The school does not use seclusion as a disciplinary sanction.

14. Searching, screening and confiscation

Searching and confiscation will be carried out in line with current DfE guidance. Only the headteacher or a member of staff authorised by the headteacher will conduct a search. Staff will consider safeguarding, dignity, SEND and other vulnerabilities throughout.

- Before a search, staff will assess urgency and risk, explain the reason and process to the pupil where practicable, and seek co-operation.
- Searches will take place in an appropriate location away from other pupils and, except where lawful urgency provisions apply, with the required same-sex staff member/witness arrangements.
- Authorised staff may search for prohibited items and items identified in school rules as searchable, subject to the legal limits on the use of force.
- All searches for prohibited items, including where nothing is found, will be recorded on CPOMS and the DSL informed without delay where required.

- Parents/carers will be informed as soon as reasonably practicable in accordance with current guidance.
- After any search, staff will consider whether the pupil may need safeguarding or pastoral support.

15. Mobile phones and personal smart devices

Captain Shaw's operates a strict pupil no-mobile-phones-on-the-premises policy. Pupils must not bring mobile phones onto the school premises. The same rule applies to personal smart technology with comparable communication or recording functionality where the school determines that it falls within this policy.

This means pupils do not have access to personal mobile phones during lessons, transitions, breaktimes, lunchtimes, clubs or any other part of the school day on the premises.

- If a parent/carer believes there is an exceptional reason why a pupil needs to bring a device to school, this must be discussed and agreed with the Headteacher in advance. Any exception will be considered individually, including reasonable-adjustment duties.
- Where an agreed exception exists, the device will normally be handed to the school office/Headteacher on arrival, switched off, stored securely and returned at the end of the agreed period.
- An unauthorised phone or relevant smart device brought onto the premises may be confiscated. Parents/carers will be contacted and arrangements made for its return.
- Mobile phones and relevant smart devices are identified as items for which a search may be conducted where the legal requirements for searching an item banned under school rules are met.
- School-provided technology used for learning is governed by the school's online-safety and acceptable-use arrangements.

16. Off-site and online behaviour

The school may respond to behaviour outside school where the law permits, including when a pupil is taking part in a school activity, travelling to or from school, wearing uniform or otherwise identifiable as a pupil, or where behaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or could adversely affect the school's reputation.

Online behaviour may be addressed where it threatens or harms another pupil, affects the school environment or orderly running of the school, or is connected to the pupil's membership of the school. Safeguarding concerns will be managed through the Child Protection and Safeguarding Policy.

17. Suspected criminal behaviour and malicious allegations

Where criminal behaviour is suspected, the Headteacher/DSL will assess whether the police should be contacted, preserve relevant evidence where appropriate and ensure that any school investigation does not interfere with police action. Children's social care will be contacted where safeguarding thresholds are met.

Where an allegation is found to be deliberately invented or malicious, the school may consider a behaviour response. However, unsubstantiated or unfounded allegations are not automatically malicious. The school will consider whether the pupil who made the allegation needs help or safeguarding support and will also consider the pastoral needs of any person accused.

18. Suspension and permanent exclusion

Suspension and permanent exclusion may be used in response to serious incidents or persistent poor behaviour where appropriate. The decision rests with the Headteacher and will be made in accordance with current statutory guidance, safeguarding duties, equality duties and SEND requirements. Permanent exclusion is a last resort. The school will consider whether additional support, reasonable adjustments or alternative strategies are appropriate, while recognising its duty to protect the safety and education of the whole school community.

19. Transition, induction and staff development

Incoming pupils will be supported to understand the school's values, routines and expectations. Additional transition planning will be provided where individual needs require it. Relevant behaviour, SEND, safeguarding, communication and risk information will be shared appropriately when pupils move between classes or settings.

Behaviour forms part of staff induction and continuing professional development. Staff learning is informed by the school's Inclusion Framework, safeguarding training, case discussion, SEND practice, de-escalation and restrictive-intervention requirements.

20. Recording, monitoring and equality

The Headteacher will review behaviour information regularly and proportionately to the school's size. This may include significant behaviour incidents, removals, suspensions/exclusions, searches, restrictive interventions, bullying/discriminatory incidents and stakeholder views.

The school will consider whether patterns suggest disproportionate impact on pupils who share protected characteristics or on pupils with SEND or other vulnerabilities. Because Captain Shaw's is a very small school, analysis may involve individual case review rather than publication of granular cohort data that could identify children.

The purpose of monitoring is to improve prevention, consistency, safety, inclusion and compliance with the Equality Act 2010, not simply to count sanctions.

21. Links with other school policies and documents

- Child Protection and Safeguarding Policy
- SEND Policy and SEND Information Report
- Accessibility Plan
- Equality Information and Objectives
- Online Safety / Acceptable Use arrangements
- Supporting Pupils with Medical Conditions arrangements
- Suspension and Permanent Exclusion procedures
- Complaints Policy
- individual EHC plans, SEND support plans, healthcare plans, risk assessments and positive handling plans where applicable

Appendix 1: Written Statement of Behaviour Principles

This statement is approved by the Full Governing Board and provides the principles that the Headteacher must take into account when determining the school's Behaviour Policy.

1. Every child has the right to learn in a calm, safe and respectful environment. We support every pupil to behave in ways that protect their own learning and the learning, safety and wellbeing of others.
2. Captain Shaw's is an inclusive school. All members of the school community should be free from discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
3. High expectations and high support belong together. Shared expectations apply to all pupils, while reasonable adjustments and individual support may be necessary to enable some pupils to meet them.
4. Behaviour can communicate unmet needs or barriers. Adults should seek to understand these without excusing unsafe, harmful or persistently disruptive behaviour.
5. Adults model the behaviour, language, respect and self-regulation expected from pupils.
6. Behaviour should be explicitly taught through predictable routines, relationships, curriculum and the school's values.
7. Responses should be proportionate, fair and developmentally appropriate, with prevention and de-escalation used wherever possible.
8. Consequences may be necessary, but the purpose is to protect the community, support accountability, repair relationships and help the pupil make a different choice next time; humiliation and punishment for its own sake have no place in our approach.
9. Safeguarding is integral to behaviour practice. Changes or patterns of behaviour may indicate that a pupil needs help or protection.
10. The school will work constructively with parents/carers and seek external advice where this is needed to understand or support a pupil.
11. Suspension and permanent exclusion remain available where lawful and necessary; permanent exclusion will be a last resort.
12. Restrictive intervention will be used only where lawful, necessary and proportionate and never as punishment. The school will comply with statutory recording and reporting requirements.
13. Bullying, discriminatory behaviour, sexual harassment, sexual violence, violence and abuse will not be tolerated.
14. Pupils must not bring mobile phones onto the school premises except where the Headteacher has agreed an exceptional individual arrangement in advance.
15. Governors expect the school to monitor behaviour practice for effectiveness, safeguarding, equality and disproportionate impact.

Serving the Common Good: Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

Approved by Full Governing Board	Autumn 2026
Chair of Governors	Helen Webber
Date	Autumn 2026