



Sidcot
Live Adventurously

Policy Name: Behaviour and Discipline Policy – Junior School

Policy Number: 5.1a

Date: September 2026

Table of Contents

1	Introduction	3
2	Scope	3
3	Distribution	3
4	Equal Opportunities	4
5	Roles and Responsibilities	4
6	Aims	4
7	Rewarding Good Behaviour	5
8	Behaviour Management	6
9	Sanctions	7
10	Recording of Sanctions	10
11	Use of Reasonable Force and Physical Restraint	10
12	Corporal Punishment	10
13	Searching Pupils	10
14	SEND	11
15	Child Protection and Liaison with other Agencies	11
16	Managing Pupils' Transitions and Support in School	9
17	Malicious Allegations Against Staff	11
18	Review of Decision to Impose a Sanction	12
19	Complaints	12
20	Monitoring and Review of this Policy	12
21	References	12
22	Related Policies	13
23	Document Change History	13
24		

1. Introduction

1.1 Quakerism provides the framework for our School. The recognition and development of the “good” within each child, and the peaceful and reasonable resolution of conflict are applications of Quaker principles. Sidcot therefore considers itself to be a community in which every child should make his or her own contribution as well as properly exploiting the resources provided. The disciplined framework of the School community is promoted through a cooperative atmosphere where all are encouraged to share responsibility, and where wise choices can be made about behaviour.

1.2 We encourage pupils to let their life speak for them; to ensure that their actions reflect well on them and the school; to endeavour to act always with consideration and thought of the needs of others, in school and in the wider community.

2. Scope

2.1 This policy applies to the Junior School. Separate behaviour policies relate to the Senior School, out of school care and holiday clubs, and EYFS.

2.2 Pupils may be disciplined for misbehaviour when the pupil is:

- On school grounds
- Taking part in any school-organised or school-related activity for example trips and activities or
- Travelling to or from school or
- Wearing school uniform or
- In some other way, identifiable as a pupil at the School.

2.2.1 Or for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the School or
- Poses a threat to someone else or
- Could adversely affect the reputation of the School.

2.3 In all cases of misbehaviour, the teacher may only discipline the pupil when on school premises or elsewhere when the pupil is under the lawful control of the teacher. All sanctions must be reasonable.

2.4 Pupils need to remember they are ambassadors for the School at all times, and that their standards of behaviour reflect on the School’s reputation.

3. Distribution

3.1 This policy and the parents’ handbook are available on the School website, the intranet and in hard copy form. They can be made available in large print or other accessible format if required.

4. Equal Opportunities

4.1 The School is active in its responsibilities under the Equality Act 2010 and will not discriminate on the basis of protected characteristics including race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, disability or special educational need.

4.2 When considering sanctions, the needs of pupils with special educational needs or any disability will be specifically considered. The School recognises that where challenging behaviour is related to a pupil's special educational needs or disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

4.3 All penalties must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

5. Roles and Responsibilities

5.1 The Governing Body will consider the policy for the promotion of good behaviour and keep it under review in conjunction with the Head, staff and parents. Governors will support the School in maintaining high standards of behaviour. The Governors are responsible for ensuring that arrangements are made to safeguard and promote the welfare of pupils.

5.2 The Head delegates the responsibility for ensuring the implementation and day-to-day management of the policy and procedures to the Junior Head. He ultimately retains responsibility for exclusions but may delegate responsibility for this process to the Junior Head. The Junior Head will oversee support for staff faced with challenging behaviour.

5.3 Teaching staff and any other staff as authorised by the Junior Head are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied to optimise learning for all, and to maintain high standards of behaviour. Staff have a key role in advising the Junior Head and Head on the effectiveness of the policy and procedures.

5.4 Parents, guardians and carers must take responsibility for the behaviour of their child both inside and outside the School. They are encouraged to work in partnership with the School to assist the School. When accepting a place for their child, parents agree that the Junior Head and Head may authorise such disciplinary or preventative action as necessary. The School expects parents to support the School in maintaining high standards of behaviour and the implementation of this policy.

5.5 Pupils are expected to take responsibility for their own behaviour. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. All pupils will also be supported and guided by those staff with pastoral and academic responsibilities for them.

6. Aims

6.1 The aims of this policy are:

- To enable the Junior Head to carry out their responsibilities of maintaining order and good discipline in the School;
- To promote good behaviour;
- To ensure, so far as possible, that every pupil in this School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the school community;
- To authorise the parent and staff handbooks for the Junior School and any procedures necessary for implementing it;

- To provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed, and consistency and equality of treatment can be maintained.

7. Rewarding Good Behaviour

7.1 The School recognises and rewards good behaviour, as it believes that this will ultimately help to develop an ethos of kindness and co-operation amongst all members of the School. It is designed to encourage pupils' effort, to give some immediate reward and to give class teachers an opportunity to monitor progress.

7.2 We praise and reward children for good behaviour and hard work in a variety of ways:

- Children are congratulated with verbal comments and/or written praise.
- Children bring in other things to celebrate during our Celebration Assembly, such as music certificates or other achievement awards gained outside of school.
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort in demonstrating the values of the School.
- All classes have an opportunity to lead a Friday assembly where they are able to show examples of their best work.
- The School acknowledges all the efforts and achievements of children, both in and out of school and achievements are often featured in our weekly newsletter.
- Achievement boards in the main corridor to celebrate academic, sporting and art achievement.

8. Behaviour Management

8.1 At the heart of our approach to behaviour is the belief in fostering self-discipline, mutual respect, and a shared sense of responsibility among all members of the school community. While our primary aim is to nurture positive behaviour through guidance and example, there will be occasions when sanctions are necessary in order to maintain a safe and respectful learning environment for all.

Staff recognise that behaviour may be a form of communication and will consider trauma-informed approaches when responding.

When misbehaviour occurs, whether minor or serious in the judgement of the relevant staff member, our response is diagnostic, educative, consistent, and supportive. Every behavioural incident is treated as an opportunity to reflect, restore, and learn.

We follow a restorative justice approach, which focuses on repairing relationships, understanding the impact of actions, and promoting accountability. When discussing behaviour with students, we use the following reflective values-based language:

- Lack of **respect**
- Lack of **integrity**
- Lack of **empathy**
- Lack of **kindness**
- Lack of **engagement**

This consistent language helps students to better understand the impact of their behaviour on themselves, others, and the wider school community.

We recognise that behavioural issues may stem from underlying academic, emotional, or social factors. As such, patterns of behaviour are monitored closely and recorded on CPOMS and/or ISAMS to ensure a joined-up approach between pastoral, academic, and safeguarding teams. All staff should:

- Use consistent language and stepped responses.
- Avoid escalation through tone or public confrontation.
- Use private correction where possible.

9. Sanctions – Junior School

9.1 Overview

The Junior School maintains high expectations for behaviour to ensure a safe, respectful, and nurturing environment for all children. Sanctions are applied fairly, consistently, and in proportion to the behaviour, with regard for the age, developmental stage, and individual needs of each pupil, including any protected characteristics or additional learning needs (see paragraph 4). All staff follow the Behaviour Management Policy and refer to the Staff Handbook for further guidance.

We take a restorative, relational approach, seeking to understand the reasons behind behaviour, support reflection, and help pupils repair harm caused to others or to the learning environment.

9.2 Behaviour Sanctions Pathway

Behaviour is managed using a graduated response that focuses on early intervention, reflection, and clear communication with pupils and parents. Steps may be accelerated or combined depending on the severity, frequency or context of behaviour.

Step 1 – Verbal Redirection and Reminders

- Several clear, calm verbal prompts and reminders are given.
- The pupil is reminded of the expectations and encouraged to make a positive choice.
- Restorative language is used (e.g. "How do you think that made someone feel?").

Step 2 – Time Out Within the Classroom

- If the behaviour continues, the pupil is given brief "time out" in the classroom to reflect on their behaviour.
- They are invited to rejoin once ready to participate positively.

Step 3 – Internal Isolation (Temporary Relocation)

- If disruptive or inappropriate behaviour continues, the child is sent to a buddy classroom for a short period to complete their work.
- The teacher explains this is an opportunity to reset and re-engage.
- Behaviour is monitored.

Step 4 – Parent Notification

- Continued or repeated behaviour results in the teacher informing the parents/carers.
- A restorative conversation is facilitated with the pupil to reflect on their behaviour.
- The Junior Head is kept informed of pupils receiving repeated interventions.

Step 5 – Monitoring Report Card

- If behaviour does not improve, a report card will be issued for two weeks.
- Daily behaviour will be reviewed with the pupil, class teacher, and monitored by the Junior Head.
- A short restorative meeting at the end of each day helps reinforce positive choices.

Step 6 - Extended Monitoring and Formal Warning

- After two weeks, the report card is reviewed:
 - If improved, the support is stepped down.
 - If behaviour remains concerning, the report continues, and a formal warning is given.

Parents / carers are informed that repeated issues may lead to suspension.

Step 7 – Internal Suspension / Reflection

- **The pupil is placed in an internal suspension / reflection within the school for a fixed period e.g. full day or part day.**
- **Work is provided and must be completed under supervision.**
- **A structured reflection programme is completed e.g. behaviour reflection sheet or restorative tasks.**
- **The pupil has limited social interaction during this period to allow for rest and reflection.**
- **Parents / carers are informed the same day.**
- **The Head of Junior school oversees provision and review.**
- **Formal warning issued following the internal suspension clearly outlining the risk of external suspension.**

Step 8 – Suspension (Internal or External)

- Persistent behaviour or serious incidents may result in a short suspension.
- Whilst suspended, the child will be expected to reflect upon their behaviour using a reflection sheet.
- A re-integration meeting is held with parents / carers and the Junior Head.
- All suspensions are formally logged on ISAMS and the child is made aware of this.
- A behaviour support plan may be introduced to help the child re-engage.

Step 9 – Escalated Response / Extended Suspension

- In the case of a third incident of misbehaviour, or if the incident is deemed to be of an escalated level of seriousness:
 - Parents / carers will be required to remove the pupil for a longer fixed period (duration based on severity).
 - Whilst suspended, the child will be expected to reflect upon their behaviour using a reflection sheet.
 - The incident is logged formally and reviewed by the Senior Leadership Team.

Step 10 – Behaviour Review Meeting

- If behaviour continues to fall short of expectations, a formal review will take place with the Junior Head and parents / carers.
- This will consider whether the school can meet the child's behavioural, emotional, or learning needs.
- A referral to external support services or an EHCP review may be considered.

Step 11 – Governor Notification and Exclusion

- The Head and the Chair of Governors is notified of all suspensions and exclusions.
- The school's Exclusions Policy will be followed if exclusion is considered necessary.

9.3 Serious Incidents and Safeguarding

- The school reserves the right to escalate immediately to higher steps if behaviour is deemed serious, dangerous, deliberately harmful, or poses a risk to others.
- All serious behavioural incidents are recorded on ISAMS and monitored via CPOMS.
- Staff must consider any safeguarding concerns and make referrals as appropriate.

9.4 Restorative Follow-Up

- After any incident, a restorative conversation will be facilitated.
- Pupils are encouraged to reflect, understand the impact of their behaviour, and work toward making things right.

Staff will support pupils to re-integrate positively and continue learning.

10. Recording of Sanctions

10.1 Sanctions are recorded on ISAMS from September 2026, incidents between September 2018-September 2026 were logged on SIMS and prior to this date, sanctions were recorded on the Junior drive. The Junior Head reviews the records of sanctions regularly.

10.2 Suspensions and exclusions are recorded in a Serious Sanctions Log which is held by the Junior Head. The name of the pupil concerned, and year group is noted, along with the nature and date of the offence, the reason for the sanction punishment, and the name of the person administering it.

11. Use of Reasonable Force and Physical Restraint

11.1 Any use of force by staff will be reasonable, proportionate and lawful and only in accordance with the School's Restrictive Interventions and Use of Reasonable Force Policy Physical Restraint policy (2.5).

11.2 In deciding whether reasonable force is required, the needs of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities.

11.3 Where restraint is used by staff, this is recorded in writing and the student's parents / carers will be informed about serious incidents involving the use of force on the same day. Force is never used as a form of punishment. Please refer to the School's Physical Restraint Policy (5.7).

12. Corporal Punishment

12.1 It must be stressed that corporal punishment and the threat of physical punishment are illegal and strictly prohibited. This applies to all members of staff and voluntary helpers whether on school property or elsewhere. Violence towards others is not condoned and, furthermore, is contrary to the ethos of a Quaker establishment.

12.2 Other punishments including those designed to humiliate or deprive basic needs are also prohibited.

13. Searching Pupils

13.1 Pupils may be searched for any items that have, or could be, used to cause harm or break the law, and for items banned by school rules, including alcohol, drugs, and stolen property. These powers are used proportionately in line with pupils' right to privacy. Please refer to Search and Confiscation Policy 5.10.

14. SEND

14.1 Pupils with SEND

Where behaviour is linked to SEND, reasonable adjustments to sanctions and support strategies will be made, including adapted reflection tasks, movement breaks, or alternative provision.

In the case of children with recognised SEND, the following steps will be borne in mind as appropriate where a pupil's behaviour is escalating or is otherwise of concern:

- Any Education, Health and Care Plan will be reviewed;
- Additional support within the bounds of what is reasonable for the School to offer – as per the terms of the Special Educational Needs and Disability Policy;
- Good communication with the parents / carers is key to ensuring transparency so that parents / carers are aware of steps that the school may consider taking when dealing with behavioural issues;
- In appropriate cases, guidance will be sought from external agencies, usually with the parents / carers consent (if there are safeguarding issues, the parents / carers consent may not be sought to make any referral).

15. Child Protection and Liaison with other Agencies

15.1 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the School's Safeguarding and Child Protection Policy (2.1) and procedures will be followed. On occasion, it may be appropriate to liaise with external agencies regarding concerns arising from behavioural issues, and to undertake a multi-agency approach. Under normal circumstances the School will do this in liaison with parents / carers, unless there are child protection concerns which would indicate that this is not appropriate.

16. Managing Pupils' Transitions and Support in School

16.1 In order to manage the transition of pupils from the Junior School to the Senior School, meetings are held between the Year 6 teachers and the Head of Year 7 during the Summer term.

17. Malicious Allegations Against Staff

17.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Junior Head in consultation with the Head, will consider what form of disciplinary action to take in accordance with this policy.

17.2 Where a parent is found to have deliberately invented a malicious allegation, the Junior Head in consultation with the Head, will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

17.3 In accordance with Keeping Children Safe in Education (2026) and the DfE guidance, Dealing with allegations of abuse against teachers and other staff (October 2012), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

17.4 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

18. Review of Decision to Impose a Sanction

18.1 A parent or guardian who feels aggrieved may ask the Head of the Junior School to take up his / her concerns with the member of staff who imposed the sanction. Except in the case of exclusions, there is no recourse to a Governors' review.

19. Complaints

19.1 The School has an open-door policy, and we encourage parents / carers to talk openly to us about any concerns, worries and complaints in the knowledge that the School takes such matters seriously.

19.2 The School's Complaints Policy (2.6) is available on the intranet, School website and in hard copy form.

19.3 Any concerns/complaints related to permanent exclusions will be managed through the provisions of the permanent exclusion policy, not the School's Complaints Policy.

20. Monitoring and Review of this Policy

20.1 This policy will be reviewed annually, or sooner if major incident or change in guidance or statute dictates, by the Junior Head in conjunction with the Pastoral, Safeguarding and Boarding Committee.

20.2 Concerns about any child in the Junior School are discussed weekly at our staff meetings through a fixed agenda item. Minutes are circulated to all members of staff. All significant concerns are discussed with the Deputy Head Pastoral who is also the School's safeguarding lead.

21. References

Legal Framework

- The Equality Act 2010
- The Education Acts 1996 and 2006
- School Standards and Framework Act 1998
- The Education and Inspections Act 2006
- The School Standards and Framework Act 1998.

Other Guidance

- 'Keeping Children Safe in Education', DfE, 2026
- 'Working together to Safeguard Children', DfE, 2018
- 'What to do if you're worried a child is being abused', DfE, 2015
- 'Behaviour and discipline in schools DfE (2016)
- 'Dealing with allegations of abuse against teachers and other staff (DfE October 2012
- DfE guidance "Use of Reasonable Force" (DfE July 2013)
 - The Education (Independent Schools Standards) Regulations 2014
 - Handbook for the Inspection of Schools (Commentary of the Regulatory Requirements) (September 2019).
 - SEND Code of Practice 0 -25 years 2015

22. Related Policies

2.1 Safeguarding and Child Protection Policy

2.2 Staff/ Student Code

2.11 Equal Opportunities (Children)

2.17 Allegations of abuse against staff

3.1 Admissions Policy

5.1, b and c – Behaviour and discipline policies for Senior school, Out of school care and EYFS

5.4 Anti bullying policy

5.6 Smoking, alcohol and drugs

5.7 Physical restraint

5.10 Search and confiscation

5.11 Exclusions

6.4 Special Educational Needs and Disability in Practice

7.1 PHSE Policy

7.1b PSHE Policy – Junior School

7.3b RSHE Policy – Junior School

23. Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
12.3 2016	Policy approved and adopted by the Board.
3 .12.2016 Policy Reviewed by Board	Minor grammatical changes, reordering of paragraph re equal opportunities, and referring to the need to take account of religious requirements in addition to disabilities and special needs (para 4.3). Para 2.3 reference to all sanctions being reasonable. Para 2.4 regarding misbehaviour outside school property Paragraph 5.3 Reference to sanctions being administered by teaching staff or staff authorised by the Junior Head Paragraph 19 - Reference to “open door” policy re complaints Paragraph 20 Change of review cycle to annual Updating of references in line with latest guidance
22.11.2017	Policy reviewed as per annual cycle Minor amendments to remove duplication. Paragraph 20, re review – amended to reflect the new process for review.
01.12.2018	References to Blue Book deleted and replaced with handbooks. Paragraph 5.2 – Headmaster delegates responsibility to the Junior Head Paragraph 11 –new sanctions now recorded on SIMS. Paragraph 17.3 – allegations made against staff – updated in line with KCSIE 2018 Paragraph 20 – responsibility for review delegated to the Pastoral Group Reviewed and adopted by Board.
30.11.2019	Updated to reflect that behavioural issues are now logged on SIMs and the implementation of MyConcern New paragraph 15 inserted relating to SEND Policy will be in the future be reviewed by the Pastoral Group Reviewed and adopted by Board.
26.04.2021	Policy reviewed as per annual cycle.

	Minor punctuation amendments and postcard and sticker for Celebration Book added
02.08.2022	Policy reviewed as per annual cycle Paragraph 10.2.9 inserted regarding persistent unacceptable behaviour
1 September 2024	Sanctions process reviewed to give a greater level of steps to reflect the changing behaviour we are seeing. Small additional edits made.
1 January 2025	Policy reviewed and points 9.2.12 and 9.3.11 to explain the steps can be accelerated if necessary. Minor edits made.
1 September 2025	Policy reviewed, sections 8 and 9 rewritten for clarity and to include the language of the Community Wheel – respect, kindness, integrity, empathy and engagement
1 September 2026	General review to include internal suspensions and clarify language around supporting SEND pupils, including of trauma-based behaviours, good practice recommendations for staff and change of management system to ISAMS

