



Behaviour Policy

Canary Wharf College, Primary schools

May 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
October 2025	All	New policy
May 2026	All	Annual review – change of dates

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1. Definitions

The "Trust" refers to the company known as the Canary Wharf College, and all Trustees and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context, the term "School" may refer to a singular school or to all schools within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees, and those working in a voluntary capacity.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust who is 16 and under. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by CWC in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

"Child" and "Youth" includes everyone aged 18 and under.

The "Principal" is defined as the individual who has ultimate responsibility for a school in line with CWC strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Principal or Principal.

2. Scope of Policy

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). This policy is to promote good behaviour amongst all pupils in the College as well as the Early Years Foundation Stage.

Advice for heads and school staff, explaining the powers members of staff have to discipline pupils, can be found through the web link at the end of this policy.

3. Aims and Ethos

- To develop a Canary Wharf College Trust Behaviour Policy supported and followed by the community of governors, parents, staff and pupils based on a sense of community and of the shared values of the college Christian ethos underpinned by a restorative approach
- To apply strong leadership through positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment



- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline, and encourage in pupils a respect for themselves, for other people and for property)
- To encourage good behaviour through a consistent approach using the **5 Golden Rules** as a clear code of conduct
- To clarify between minor and more serious misbehaviour and the range of sanctions that will follow
- To support and develop staff in promoting positive behaviour through training
- To liaise with parents and other agencies
- To manage pupil transition effectively

4. Five Golden Rules:

Canary Wharf College expects high standards of behaviour at all times. We aim to work happily and safely together in an atmosphere of calm with a high regard for work and achievement. This is articulated through the **5 Golden Rules**.

1. Do your best
2. Follow instructions first time
3. Be kind and honest
4. Take care of your own and other people's belongings
5. Move around calmly and safely

5. Code of Conduct and Expectations of Behaviour

This code of conduct has been formulated with the safety and well-being of the pupils in mind, and to enable the College to function efficiently as a place of learning. Any variations must be arranged with the CEO.

In order to achieve our expectations, we recognise the need for a high standard of behaviour from all members of the school community: Governors, pupils, staff, parents/carers and volunteer helpers.

5.1. General:

Pupils are expected to respect staff, other adults and fellow pupils; they should address staff by their title and surname and be encouraged to be polite at all times.

Pupils are expected to respect their own and other people's property and to take care of books and equipment.



If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.

Verbal or physical abuse towards another pupil or staff member is strictly prohibited and dealt with severely.

Repeated or serious incidents will lead to possible internal or external exclusion

Violent, aggressive, threatening, or intimidating behaviour (including online) is unacceptable and can lead to internal or external exclusion

Foul or abusive language must not be used.

Pupils must not bring sharp or dangerous instruments to the College, or any item that might cause harm to self or others.

All pupils should wear the correct school uniform both in school and when travelling to and from school. The uniform should be worn neatly and correctly. See our Uniform Policy on the website.

At the end of the day, primary pupils remain with the member of staff in charge of the class until parents/guardians come to collect them from their designated area (varies according to class).

Pupils should say 'good afternoon' before being dismissed. They should leave the building in a proper manner and remain with the adult collecting them.

Parents who wish their child to arrive or leave the school without an adult present must inform the school of such an arrangement. If a pupil is found to be bringing the school's name into disrepute, then this privilege will be removed and the parents informed.

The school is a non-smoking/vaping and non-gum chewing environment.

Pupils must know and follow emergency and safety procedures in the event of an alarm sounding.

Pupils must be aware of and observe specific safety rules in specialist areas including the Art Room, the Computer room and the Sport areas.

5.2. Around the school

To create a sense of calm around the school building and avoid the disruption of teaching and learning, the pupils must:

- Walk quietly and sensibly around the school building, and not shout or make loud noise.
- Walk and never run within the school building.
- Keep to the left on all staircases and corridors.
- Put all litter that they see in the bins provided throughout the school.
- Food and drink may only be consumed in the school hall



5.3. In Lessons

At the start of a lesson pupils need to demonstrate that they are ready to learn, and then continue to behave in a way that creates a positive environment for learning for all members of the class, in the classroom.

All pupils must:

- Enter the classroom in silence
- Start the 'Know More Remember More' or starter activity in silence where appropriate
- Remove any outdoor clothing
- Place their equipment in a neat and orderly manner on their desk
- Present their work neatly, following the school expectations
- Put in their best effort when participating in activities and completing tasks
- Listen to and follow the instructions of their teacher
- Not attempt to distract others in the class
- Not eat or drink during lessons

5.4. At Break-time

Break times are an opportunity for pupils to reenergise, be active as well as play and socialise with their peers. Pupils need to ensure that their behaviour is sensible, safe and considerate towards others to ensure that all pupils feel secure and are able to enjoy themselves.

All pupils should:

- Walk in a single file or in pairs, sensibly and quietly, following the leading member of staff especially when going to and from a public, outdoor space
- Never enter unauthorised areas when using public, outdoor spaces
- Be kind and respectful to all of their peers
- Never partake in 'rough' play which can lead to accidental or deliberate harm to another pupil
- Be considerate when using public, outdoor spaces
- Remain in view of the member of staff on duty, at all times
- Line-up at the end of break in silence in their classes

6. Property

Pupils are expected to respect their own and other people's property and to take care of books and equipment.

Damage to school property or equipment should be reported immediately to a member of staff.

Damage to school equipment that occurred deliberately or due to negligence will have to be paid for by the pupils and/or their parents/carers.

Personal property is the responsibility of the owner at all times.



Theft from another student, staff member or the school is strictly prohibited and can lead to exclusion.

Any mobile phones should be named and handed to a pupil's teacher/office at the start of the day, and collected at the end of the day. Any mobile phone that is not handed in and found, will be confiscated until a parent/carer can attend a meeting with the Head to collect them.

It is the advice of the school that mobile phones should remain hidden en-route to and from school for the student's own safety.

Large sums of money, expensive items and electronic equipment (except school approved tablet/iPad or laptop for use in class), should not be brought into school. Such items will be confiscated until a parent/carer can attend a meeting with the Head to collect them. This will allow students to partake fully in all lessons, and school activities and procedures.

7. Prohibited items

Pupils must not bring sharp or dangerous instruments to school, or any item that might cause harm to themselves or others.

Pupils are not allowed to use digital media including (but not limited to) text messaging, and instant messaging on their phones, tablets, or computers to communicate in such a way as to cause mental harm or upset to another student, either inside or outside school.

Pupils should not smoke or be in possession of cigarettes (or e-cigarettes) in school uniform, on school premises or when travelling to and from school.

Pupils must not be in possession of any substances that are deemed to be dangerous or illegal while on school premises, including legal or illegal drugs. This could lead to exclusion.

8. Parents and Carers

We strive to form a strong partnership between pupils, parents and the school by sharing our high expectations for behaviour and ensuring parents/carers receive regular communication about their child's behaviour. It is through such a partnership that we hope to achieve the highest standards of behaviour that will help our pupils to gain an excellent education and achieve their potential.

Therefore, we request that parents/carers take the time to read and understand our behaviour policy and then discuss the rules with their child, emphasising their support of them and assisting when possible, with their enforcement.

Should a student need further support to correct poor behaviour, parents will be expected to attend a meeting with their child and their child's teacher to discuss possible targets to help the student improve their behaviour. Students may be asked to carry a Primary Monitoring Report to help monitor their behaviour. Parents/carers will need to sign this daily.

Learning and teaching cannot take place without sound discipline and parents need to remember that staff deal with behaviour issues fairly and positively.



9. Equal opportunities

Equal opportunities are a high-profile issue at our school. Any behaviour which results in individuals or groups being discriminated against or not being represented because of their race, gender, class, or disability is treated as a serious incident and logged by the Head/Principal accordingly.

10. Bullying

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the school community. Bullying i.e. any behaviour, which causes psychological or physical harm, in any form or to any degree is treated as a serious incident and is logged by the Principal. **Refer to the Anti-Bullying Policy on our website.**

Canary Wharf College defines bullying as:

- repeated
- intended to hurt someone either physically or emotionally often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

11. Incentive Scheme & Positive Reinforcement of Good Behaviour

Staff recognise good behaviour and praise it. Good behaviour is modelled by all staff. In situations where the need arises to speak to a pupil or number of pupils for breaking the code of conduct, this is done in the least disruptive way possible. Teaching staff regularly praise the pupils who are doing what is expected. This inspires all pupils to reflect on their own behaviour and change where necessary.

12. Class Reward Points

A whole class celebratory approach focused on behaviour for learning (active listening; presentation in books; partner talk; focused learning and transitions). These should be given to individuals to support the whole class in achieving a 2-minute game when they reach ten class points. The ratio of class rewards to reminders should be 3:1.



13. Assemblies

Assemblies provide opportunities for pupils to learn, discuss and reflect on their own and others behaviour under the umbrella of Personal Development where they will explore a range of themes.

A major aim of the College policy is to encourage pupils to practise good behaviour by operating a system of praise and reward. This is for all pupils. In addition, individual certificates celebrating achievements will be awarded weekly through Star of the Week Assemblies.

14. Consequences of Poor Behaviour for Primary Pupils

There will be times when pupils need support to behave in an appropriate manner. Pupils need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the pupil, as far as sanctions are concerned.

Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. Normal consequences include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes (when a constructive occupation will be given), moving to sit alone, being sent to another class, sending work home, letters of apology and/or loss of responsibility.

15. Persistent Incidents of Poor Behaviour in Primary Pupils

If problems are persistent or become recurring, parents will be involved, along with other members of the Leadership Team. Pupils may then be placed on a daily or weekly report system to monitor their behaviour in partnership with the parents.

16. Removal from Lessons

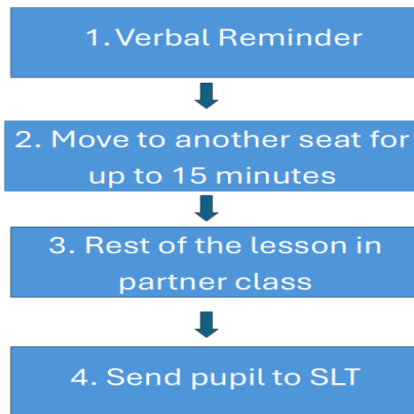
If a student fails to improve their behaviour in one incident, after receiving previous consequences, it may be necessary to remove them from the lesson so that they do not continue to disturb the learning of other students.

16.1. Removal from Lessons - Serious Incidences of Poor Behaviour

For cases of serious poor behaviour that require a student to be removed from a lesson, or if a student refuses to leave the lesson, a member of the Leadership team will be informed.

17. Behaviour

17.1. Low Level



(E.g. Not following instructions first time; running in the corridor, shouting out, not engaging/rough play without intention of harm)

Follow behaviour steps (this will reset after lunch):

- Polite reminder/verbal warning
- Moving to sit alone (reset) up to 15 minutes
- Removal from lesson (pupils will complete reflection or class work) Restorative conversation to take place.
- Sent to a member of SLT (loss of break/Lunch)

17.2. Mid-level Behaviour

- Repeated unkind language/behaviour
- Not responding to sanctions
- Defiant behaviour

SLT will be informed if necessary, via CPOMS of mid-level incidents and then the following sanctions may be given:

- Loss of break
- Loss of lunch play
- Sending work home
- Letters of apology
- Loss of privilege e.g. trips, monitoring duties
- Call parents to discuss
- Meeting with parent and child

17.3. Severe behaviour

- Discriminatory behaviour
- Racist behaviour
- Sexist behaviour
- Homophobic behaviour
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Possession of prohibited items
- Aggressive/intimidating behaviour (e.g. spitting, swearing, pushing etc)
- Bullying (repeated racist, sexist, homophobic, discriminatory language/behaviour)
- Sexual harassment

SLT will be informed of severe-level incidents immediately and the following sanctions may be given:

- Loss of break
- Loss of lunch play
- Sending work home
- Letters of apology
- Loss of privilege e.g. trips, monitoring duties
- Call parents to discuss
- Meeting with parent and child
- Internal exclusion - The student will continue their work away from their peers under the supervision of a member of staff.
- External exclusion

18. Restorative Approach

Our behaviour policy is rooted in a **positive, restorative approach** that supports pupils in reflecting on their choices and understanding the impact of their behaviour.

If a pupil reaches a **third reminder** and is sent to another class, they must complete a **Restorative Reflection Sheet** either while in their partner class or upon returning. This will form the basis for a **restorative discussion** with their class teacher on their return.

If a pupil breaks school rules during **playtime or lunchtime**, a **restorative conversation** must take place to help them reflect and repair relationships where necessary.

Members of the **Senior Leadership Team (SLT)** will also use restorative reflection sheets and conversations to structure discussions with pupils when supporting behaviour interventions.



19. Internal/External Exclusions

If a child receives a half-day internal exclusion, parents are notified with a letter and asked to attend a meeting with their child's teacher and a member of SLT to discuss their behaviour.

20. Procedures for Dealing with Significant Breaches of Discipline

Major breaches of discipline include physical assault, threatening behaviour, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse (including racial/sexual harassment), aggressive shouting at any member of the school community, refusal to work or follow instructions and persistent poor behaviour, bringing an offensive weapon to school.

These behaviours will be treated with the utmost severity. This type of behaviour is generally rare, and it is the responsibility of the Principal/Head who will deal with it appropriately, particularly if the problem keeps recurring. Possible actions include: an internal exclusion; fixed-term external exclusion or in the most extreme cases permanent exclusion.

Serious incidents are recorded in the student's individual file and schools Management Information System. Where an external exclusion is being considered all evidence should be carefully considered and the decision communicated to parents/carers by telephone in the first instance, to be followed by a letter. (The school will make reasonable effort to communicate by telephone). If exclusion is likely to occur as a result of actions towards the end of the day, the exclusion will be communicated as outlined above the following day. The Principal/Head will only make the decision to permanently exclude a student in the most severe circumstances.

To ensure that the decision and procedures taken to externally exclude a pupil on a fixed-term or permanent basis are proportionate and legal, the school will follow the statutory guidance outlined in the Department for Education's 'Exclusion from maintained school and pupil referral units in England, Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017' and Tower Hamlets Children's Services 'Guidance on the Use of Exclusions, 2018.' Refer to associated resources in the Appendices.

Parents can help:

- By recognising that an effective College Behaviour Policy requires close partnership between parents, staff and pupils
- By discussing the College's rules with their pupil, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Meetings, parents' functions and by developing informal contacts with the College
- By acknowledging that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems firmly and positively.

21. Care and Control of Pupils by Staff

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

At all times staff should encourage good behaviour through praise and rewards.

No member of staff must in any way physically chastise a pupil. If the pupil is about to cause bodily harm to his/herself or another pupil, or a member of staff, it may be necessary to restrain the pupil.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and religious requirements affecting them.

22. Power to Search

At Canary Wharf College the Principal/Head and members of the Leadership Team have the power to search a student without consent for "prohibited items" such as:

- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and vapes
- fireworks
- pornographic images
- knives and weapons and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

23. Intervention

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

If a pupil violently attacks another pupil or adult the pupil should be removed from the situation as soon as possible and taken to the Principal /Head or a member of the Leadership Team who will take immediate action to involve parents and share with the pupil the reason why these actions are taking place. An incident report should be written up as soon as is practical and the situation discussed with the Principal/Head or member of the Leadership Team.



The Principal/Head or member of the Leadership Team will work with the member of staff and parents to devise an action plan to meet that pupil's needs. This may include the involvement of other agencies – police, social services, social care team or CAMHS.

24. Monitoring Report

In the rare instances of persistent poor behaviour, parents will be called in for a meeting with a member of SLT and the pupil will be put on a primary monitoring report.

Agreed clear, achievable targets are set and monitored daily during lessons and playtimes.

At the end of each day the pupil must review the report with their teacher and have a discussion to praise the positive changes and discuss areas of improvement.

Only when there is consistency in good behaviour will the pupil be taken off report. If no change is evident, more serious measures will be considered.