



**St Helens Primary School**

# **Behaviour Policy**

Reviewed by: FGB

On: July 2025

Next review due: July 2026

Chair of Governors: Matthew Searle

Signature:

A handwritten signature in black ink, appearing to be 'Matthew Searle', written over a horizontal line.

## **Overview**

### ***‘To treat others as you would wish them to treat you’***

This policy aims to ensure that all members of the school community – staff, pupils, parents and governors are fully involved in supporting a consistent approach to behaviour, and in promoting inclusion. This means responding to the different needs of our pupils by identifying and minimising barriers to learning and using resources to support successful participation in school life.

Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect pupil relationships with peers must be built on respect, trust, friendship and tolerance for each other's wishes.

## **Aims**

To encourage a calm, purposeful and happy atmosphere within the school

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour

To have a consistent approach to behaviour throughout the school with parental cooperation and involvement

To raise awareness of appropriate behaviour

To foster positive caring attitudes towards everyone where achievements are acknowledged and valued.

To summarise the roles and responsibilities of different people within the school community.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting

- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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 rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## **Expectations**

### **Rights and Responsibilities**

Every member of our school community has the right to be treated with respect. Children and staff have the need to feel safe and supported in order to reach their potential. This is how we will accomplish this right.

### **Staff Responsibilities**

- All staff are expected to be on time, well prepared and respond to children's learning needs.
- Deal with situations in a calm and firm manner where possible
- Be positive role models to encourage and inspire their children
- Give frequent praise for good behaviour as well as for good work
- Use positive language whenever possible
- Reinforce good behaviour
- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential
- Provide a challenging and relevant curriculum
- To recognise that each child is an individual and be aware of their (special) needs
- Create a safe environment both physically and emotionally
- Analyse their own classroom management performance and learn from it

### **Pupil's Responsibilities**

- Pupils are expected to arrive at school in good time.
- Look after their equipment.
- Co-operate with staff and their peers and focus on their learning.
- Follow the instructions of the school staff at the first time of asking.

- Treat others with respect.
- Work to the best of their abilities and allow others to do the same.

### **Parent's Responsibilities**

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- Foster good relationships with the school
- Be aware of the school's expectations

## **Implementation of the Policy**

In order that we can all work and learn in a safe and happy environment it is necessary that we have specific rules which we all understand and agree to. Our rules consist of positive statements of expected behaviour and clear routines to reinforce order in the classroom and around school.

### **Classroom Expectations**

The expectations for each classroom will be decided at the start of each academic year in discussion with the pupils.

### **Playground Rules**

They are discussed and agreed with the children and are the focus for assemblies during the first half of the Autumn Term.

### **Promoting appropriate behaviour**

We believe that children need to be taught social skills and to develop responsibility for their actions. They need to be given the strategies to respond to a range of situations and challenges. We aim to achieve this through:

Circle time providing opportunities for children to explore issues and build self-esteem.

School Council offering opportunities for children to develop a sense of responsibility and participate in decision making.

Induction support for new staff and guidance for supply teachers to ensure consistency in routines and behaviour management.

### **Reinforcing and Rewarding Appropriate Behaviour**

We have a reward system in place in order to recognise positive behaviour and attitudes in our pupils. We ensure that it is clearly understood by all pupils why these rewards are given. Younger pupils receive stickers, all pupils can receive house points and Head teacher stickers. Every Friday the assembly celebrates children's hard work and good behaviour.

### **Lunchtime Awards**

Lunchtime staff recognise positive or improved behaviour by awarding pupils house points and stickers

### **Communication with parents**

Children's achievements and progress are reported to parents in a variety of ways – through termly open evenings, annual reports, and informal meetings and on occasions by letter/email. Pupils are praised in front of parents and their peers through the weekly Sharing Assembly.

## **Responding to Incidents**

We believe that the staff's approach and attitude should be a model for children in how to handle conflict or deal with anger and frustration.

When dealing with an incident staff should use agreed de-escalation techniques to diffuse a situation and allow the child to recover their composure before attempting to speak with them. Children must be allowed the opportunity to explain in their own words what happened, while being encouraged to take responsibility for their actions by reflecting (Stop and Think) and considering how to make a good choice. They should be made aware of the consequences of their actions and given every opportunity to make amends for their mistakes.

### **Additional Strategies to support inclusion:**

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary a member of Senior Management team will ensure that individual behaviour support plans are in place. In addition to this, we want to:

- Encourage children to take responsibility for their actions
- State clearly what is right and wrong
- Explain what acceptable and unacceptable behaviour is
- Provide a clear, consistent structure for behaviour management throughout the school

## **Procedures for Sanctioning Inappropriate Behaviour**

While we wish to promote good behaviour and attitudes through a system of rewards, we recognise that a system of sanctions is necessary for times when pupils are unable to keep the rules. As with rewards, sanctions, and the reasons for which they are used need to be made explicit. For younger children any sanctions should be relevant and immediate. Sanctions which may be used are verbal warnings, the withdrawal of privileges such as Golden Time, time out, referral to the Head teacher, missing playtime and/or lunchtime, exclusion from school trips and as a last resort fixed time exclusion from school.

### **1. Verbal Warnings**

These are given by teachers and other adults where there is a minor incident or the first occasion of an incident.

### **2. Withdrawal of Privileges**

This may occur when a verbal warning has already been given or for the first incidence of a more serious nature.

### **3. Time Out**

This will be given when a pupil needs to be removed from a situation to prevent a more serious situation arising, and should be for a specific time. There should also be clear expectations of their



behaviour during the time-out period. The pupil should be under adult supervision at all times. The adult should avoid talking to or reprimanding the child during this time, and as soon as they re-enter into the room they should find an opportunity to comment positively on their behaviour.

**If the poor behaviour continues then we will escalate the sanctions as follows.**

#### **4. Referral to the HeadTeacher**

Pupils may be referred to the Head teacher or Senior Teacher for more serious incidents, or when a particular behaviour recurs. Whenever a pupil is referred to a senior member of staff this will be recorded in the Incident File, and in cases of Racist, Homophobic, Biphobic or Transphobic behaviour it will be recorded in the separate books in the staffroom and reported to the L.A through the usual procedures.

#### **5. Notification of Parents/Carers**

Where a teacher has concerns regarding a pupil's behaviour they may request a meeting with parents, this may be a short conversation at the end of the day but should always take place privately. Parents will be contacted and offered an appointment to discuss a pupil's behaviour and any further action when it is noted there is an ongoing concern or when involved in serious incidents, including those of a racist or homophobic, biphobic or transphobic nature. Conversations with parents recorded on CPOMs

In some cases where the inappropriate behaviour is more frequent or persistent than others the pupil may be assessed to see if there are underlying special needs and receive support in order to modify their behaviour. This may take the form of a Positive Handling Plan in order to tailor de-escalation to the individual child. Both plans will always be shared with parents and carers.

#### **6. Exclusion**

We aim to be an inclusive school where exclusion from school is very rare, however we recognise that in exceptional circumstances, when the safety or wellbeing of staff and pupils may be under threat, that exclusion may ultimately be used. If exclusion is ultimately the only alternative, guidelines published by the DfE and LA procedures must be followed and the Chair of Governors will be informed. See appendix 2.

***Adults should always ensure that their actions are fair and reasonable and that the reasons for decisions are made explicit to all those involved.***

#### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

#### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

#### **Severe Behaviour**

Unprovoked physical violence towards members of staff or peers will result in immediate fixed term exclusion. Parents will be contacted and asked to collect their child. At the end of the exclusion period a return to work interview with parents and staff will be undertaken.

Further acts of violence could result in an extended period of exclusion or permanent exclusion after referral to the Primary Behaviour Service.

### **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### **Links with other school policies and practices**

This policy links with a number of other school policies, practices and procedures including;

- Anti Bullying Policy
- SEN policy
- Restrictive Physical Intervention Policy based on Hampshire Guidelines

## **Monitoring**

### **Behaviour**

Serious breaches of behaviour or ongoing behaviour issues from pupils who are causing concern should be logged on CPOMs. The school is adopted CPOMs in September 2023. This will include changes in behaviour that may relate to a potential safeguarding concern. The staff member should also bring their concern to the attention of the Head teacher, and be prepared to discuss their strategies to modify the behaviour and share underlying concerns.

### **Behaviour at lunchtime**

The MSA's will be expected to fill in a lunchtime behaviour book with a short account of any more serious lapses in behaviour. They should inform the class teacher at the end of playtime with details of any sanctions used, and share any incidents of positive behaviour with the school community.

### **Policy and Practice**

To ensure this policy is consistently and fairly applied the Head teacher and Senior teacher will monitor how it is implemented across the school. All members of the school community will be consulted each time the policy is reviewed.

### **Reports to Governors**

Regular reports regarding behaviour within the school are made to the governors through the termly Head teacher's report. The Chair of Governors will be informed when a child is excluded from the school

**Appendix One ( CPOMs is likely to supersede this form in most cases.)**

**Form for Recording Serious Incidents**

Name of Pupil	Date and Time of Incident	Adults Involved in Incident
	Account of Incident	Sanctions Applied
Were parents contacted?	Brief account of conversation with parents.	Next steps

## **Appendix Two**



### **The decision to exclude**

The Headteacher (or the most senior teacher in their absence), is the only person who can take the decision to exclude a pupil from school.

When a pupil is excluded parents/carers must be notified immediately, ideally by telephone, followed up by a letter.

The school must explain:

- the reason(s) for the exclusion;
- the parents/carers right to make representation to the Governors Discipline Committee;
- the arrangements made for setting and marking work during the exclusion, and for full time provision if the exclusion is for more than 5 school days;
- the parents/carers right to see their child's school record.

### **There are two types of exclusion:**

1. Fixed period,(suspension) which can range from half a day to a maximum of 45 school days in a school year. (A child can also be excluded for lunchtimes.)
2. Permanent.

### **Length of exclusion**

#### **Exclusion for more than 5 school days**

- If any exclusion is for more than 5 school days parents/carers can request a meeting of the schools Governors Discipline Committee to review the exclusion. The Governors must agree to this request and must meet within 50 school days.

#### **Exclusion for more than 15 school days**

- When exclusions total over 15 school days in a term, the Governors Discipline Committee must arrange a meeting to consider the exclusion within 15 school days to which parents/carers and a LA representative must be invited.

#### **Permanent exclusion**

- When exclusion is permanent, the Governors Discipline Committee must meet to review the exclusion between the 6th and 15th school day following the permanent exclusion. Parents/carers and an LA representative must be invited to the review meeting

### **Appeals**

Even if the parents/carers did not attend the Governors Discipline Committee meeting, they have the right to appeal to an Independent Appeal Panel if the Governors Discipline Committee upheld the decision to exclude. If you wish to

appeal, please state your reasons in writing to the Senior Democratic Services Officer, Democratic Services Team, County Hall, Newport, IW, PO30 1UD.