



St Helen's CE Primary School Behaviour Policy

Approved by:	Governors	Date: January 2025
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Last reviewed on:	January 2025
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Next review due by:	January 2026
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Introduction & Vision

Our school, together with family, church and community, offers a stable rock for learning, resilience and aspiration as we travel through life.

We commit to create a dynamic environment, with Christian values at the heart, where the unique nature of each individual is respected and nurtured to enable life in all its fullness.

“The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock.” Matthew 7: 25-27

Christians believe that all are wonderfully and individually made in the image and likeness of God. It is therefore important that everyone at St Helen's enjoy an equal dignity. Accordingly, based on our Christian vision, St Helen's is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation.

We believe that all pupils have a right to learn in a supportive, caring and safe environment where pupils behave well. We promote good behaviour and reward pupils for following our school rules

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. 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](#)
- [Keeping Children Safe in Education](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. 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 violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Up skirting
 - Vandalism
 - Theft
 - Fighting
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any prohibited items

4. 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher ensures that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (CPOMS)

- Ensuring that the pupil code of conduct is implemented.

The senior leadership team will support staff in responding to behaviour incidents.

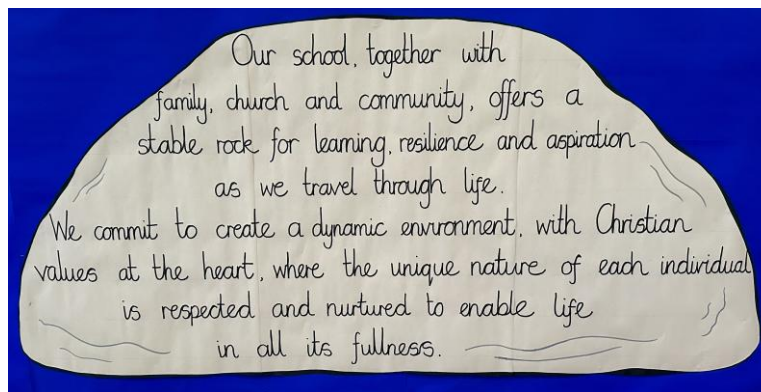
5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil Code of conduct

- Our vision for the school is



Behaviour Rules

We have 3 rules that we expect everyone to follow. These rules are Ready, Respectful and Safe. These rules are constantly referenced by all members of our staff team.

Ready

- Children should be ready to learn
- Children should listen to the knowledge that adults give to them

Respectful

- Children should respect all adults, treat them equally and follow instructions
- Children should be respectful to each other and treat others how they wish to be treated

Safe

- Children should display safe behaviours both in the classroom and around school
- Children should use equipment and resources safely

Adults have a responsibility to ensure that they are ready for the children to enter their room. Doors should be opened in a timely manner at the start of the school day. Teachers should have all resources ready so that they can focus on ensuring a calm and orderly start to the day.

Fantastics

As well as our behaviour rules, we have a set of 'Fantastics' that we expect every child and adult to follow. They are:

1. **Fantastic Walking Inside School** – We expect everyone in school to walk smartly when they are inside school.
2. **Fantastic Manners** – We expect everyone to have fantastic manners. We want children and adults to greet each other, hold doors open for each other and always speak politely to each other.
3. **Fantastic Listening** – We expect children to listen to the knowledge that adults share with them in lessons. Adults will always listen to children at the correct time.
4. **Fantastic Presentation** – We expect all pupils to wear the correct school uniform, present their work neatly and care for the school environment.

7. Rewards and Sanctions

7.1 List of rewards and sanctions

Rewards

Positive behaviour will be rewarded with:

- Praise (this cannot and should not be underestimated)
- Dojo Points (Years 1 to 6) to be open during the lesson for TAs/Class Teachers to add to. Dojos earned can be 'traded' in for prizes at the Dojo Shop at the end of every half term.
- Stickers (younger pupils)
- Ready, Respectful, Safe Slips
- Postcards home
- Special responsibilities/privileges
- Star of the Week – weekly certificates in assembly

Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

We follow the consequences system

Stage	Key Stage 2	Early Years & Key Stage 1
	Verbal Reminders*	Verbal Reminders*
Stage 1	Warning	Warning
Stage 2	5 minutes loss of playtime/lunchtime/lunchtime (whichever comes first)	5 minutes time out + restorative conversation
Stage 3	Loss of whole playtime or 15 minutes of lunchtime (whichever comes first) <i>Logged on CPOMS under 'Stage 3 Behaviour' and Parents informed by Class Teacher</i>	Repeat of 5 minutes time out + restorative conversation <i>Logged on CPOMS under 'Stage 3 Behaviour' and Parents informed by Class Teacher</i>
Stage 4	Loss of playtime and lunchtime (+ sent to SLT) <i>Logged on CPOMS under 'Stage 4 Behaviour' and Parents informed by Class Teacher</i>	Timeout with member of SLT (could be linked to break and lunch where deemed appropriate) <i>Logged on CPOMS under 'Stage 4 Behaviour' and Parents informed by Class Teacher</i>
Stage 5	Internal Isolation (Decided by SLT) <i>Logged on CPOMS under 'Internal Exclusion' and Parents informed by SLT</i>	Internal Isolation (Decided by SLT) <i>Logged on CPOMS under 'Internal Exclusion' and Parents informed by SLT</i>
Stage 6	Suspension (Decided by SLT) <i>Logged on CPOMS under 'Suspension' and Parents informed by SLT</i>	Suspension (Decided by SLT) <i>Logged on CPOMS under 'Suspension' and Parents informed by SLT</i>

*There is no fixed number of verbal warnings. This needs to be decided by the adult teaching the class.

Please note, repeated suspensions and extremely serious incidents could lead to Permanent Exclusion.

Please see the Suspensions and Exclusions Policy for more information

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. This includes the sharing of nudes or semi-nudes and upskirting.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Contacting parents
- Stage 4 or more serious consequence given (internal isolation or exclusion)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Use of Brook Traffic light system to support in decision making
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Please refer to our **child protection and safeguarding policy** for more information

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

Consequences

When dealing with poor behaviour choices we are conscious always to maintain a child's self-esteem and that it is the behaviour that is unacceptable.

We use the staged system (Stage 1 to Stage 6) to ensure that positive classroom behaviour is promoted (see appendix 1) At any point, in the case of extreme behaviour that shows no sign of improvement, then a consequence may be escalated. Where there is a persistent disruption, then a personalised home-school monitoring programme may be established. Parents will be involved in this process and school will regularly review progress and impact with parents.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display our behaviour rules in the classroom
- Develop a positive relationship with pupils, which include:
- Greeting pupils in the morning/at the start of lessons
 - Establishing clear behaviour routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour (rewards / assemblies)
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 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)
- React forms to be completed and attached to CPOMS

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body annually. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- The Anti-bullying Policy

13. Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

	Example behaviours that would lead to each stage (This is not an exhaustive list and can be context dependent)	Consequence	
Warning / rule reminder	Swinging on furniture Shouting out General 'carrying on' Poor levels of work Talking to another student across the classroom Distracting others		
Stage 1	Continuation of above behaviours	Warning	
		EY & KS1	KS2
Stage 2	Continuation of above behaviours	5 mins time out & restorative conversation	5 mins loss of playtime/ lunchtime
Stage 3 (logged on CPOMS)	Refusing to do work – pupil to complete missed work during playtime until an acceptable amount of work has been done Being disrespectful to an adult / refusal to comply Destroying school property Continual disruption of lessons Physical aggression that results from a friendship fall out etc	Repeat of above	Loss of whole playtime or 15 minutes from lunch
Stage 4 (logged on CPOMS)	Physical fighting that is unprovoked Swearing (could also be Stage 3 depending on context) Sexualised language and behaviour (to be decided by SLT on a case-by-case basis) Racist/homophobic comments (could also be Stage 3 depending on context). Could also be no consequence if pupils have no idea about the words and are just repeating what they may have heard. Pupils would be educated. Continuation of Stage 1- Stage 3 behaviours	Timeout with member of SLT	Loss of playtime and lunchtime (+ sent to SLT)
Stage 5 (logged on CPOMS)	Persistent disruption Deliberate damage to school property Continued refusal to follow the school rules or do what is asked of them.	Internal Isolation (Decided by SLT, including timescale)	
Stage 6 (logged on CPOMS)	Unprovoked physical assault to staff member or pupil Severe damage to school property Severe verbal assault Extreme refusal to comply	Suspension (Decided by SLT)	

Some pupils with specific needs will be on their own reward/consequence system. This will be decided in conjunction with SLT, Class Teachers, Parents/Carers and the child.

Refusal

Some children in school struggle to manage their behaviour and may refuse at first to do what is asked. Rather than jumping straight in with a Verbal Warning, the below steps need to be used to encourage the child to do what is asked.

<p>Step 1</p>	<p>Encourage the student in a light-hearted, smiling way: “Hey you can do this. Let’s get you started.”</p> <p>Don’t make a big deal out of it and escalate the situation. Don’t tell yourself, ‘Here we go again. This child never does any work.’</p> <p>Don’t get all riled up. Stay upbeat, and don’t show that you’re frustrated or discouraged.</p> <p>Explain what the child needs to do and then say, “I’m going to come back in 2 minutes and I know that you’ll have made a start.”</p> <p>Just say, “Alright, great, you’ve written the date. What’s the next step?” and point the student toward getting started.</p>
<p>Step 2</p>	<p>If that doesn’t work, find out what the problem is in an empathetic way e.g., “I notice you’re still not writing. Is this difficult? Can I help?”</p> <p>Say this quietly, while kneeling down or sitting so you’re at eye level with the student. Give the student a chance to express frustration or anything that’s bothering him or her.</p> <p>Use phrases such as “I can see that something is upsetting you – let me try and help” or “I am here to help”</p> <p>With some children, the use of distraction may work (e.g. – asking them to come with you/TA to do a job etc”</p> <p>DO NOT SAY IN FRONT OF THE CHILD – “he / she is refusing again” or “That’s a Stage 3... for refusing” (we will still be consistent with consequences but by saying them in this way will just escalate the situation)</p>
<p>Step 3</p>	<p>If that doesn’t work, explain the natural consequences that will happen e.g., “You need to get started, or you’re going to run out of time. Let’s go.” or “You need this paragraph finished by 10:15 (use of a sand timer etc). What part can I help you with?” or “Are you ready to work on your own?”</p> <p>You’re not upset or showing frustration at this point, but your tone is very serious. There’s no more smiling now. You’re calm, but you mean business.</p>
<p>Step 4</p>	<p>If that doesn’t work, let the student experience the consequences and talk to him or her about it. This is something that’s best done one-on-one, too, i.e. “I have to take break time away for....., which is super disappointing.</p> <p>What can we do next time to make sure you’re able to get the work done?”</p>