



# St Helen's CE Primary School

## Positive Behaviour Policy

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### 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 consequences

### 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
- Upskirting
- 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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobia/biphobia</li> <li>• Transphobia</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a protected characteristic of the victim or their family/friends (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
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:

*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.*

## 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 Consequences

### 7.1 List of rewards and consequence

#### Rewards

Positive behaviour will be rewarded with:

- Praise, including verbal, gestures (e.g. smiles, thumbs up) and written
- Dojo Points to be open during the lesson for TAs/Class Teachers to award. Dojos earned can be spent in the St Helen's Reward Shop.
- Stickers
- Visiting the Headteacher's office
- Ready, Respectful, Safe Slips
- Postcards home
- Special responsibilities/privileges
- Star of the Week – weekly certificates in assembly

## Consequences- lesson time

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

What?	Why?	An adult will:	You will:
Verbal Warning*	If you choose to do things like: - shout out, swing on a chair, talk when not appropriate, run when indoors, distract other children's learning or accidentally hurt others.	<ul style="list-style-type: none"> <li>- Say what you have done; and</li> <li>- Remind you of our School Rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the adult and make better choices.</li> </ul>
Stage 1	If you do not follow the warning.	<ul style="list-style-type: none"> <li>- Record your name as a S1;</li> <li>- Say why you are on S1; and</li> <li>- Remind you of our School Rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the adult and make better choices;</li> <li>- Think about how you can make things right; and</li> <li>- Miss 5 minutes of break time/5 minutes of isolation</li> </ul>
Stage 2	If you continue making wrong choices after a S1.	<ul style="list-style-type: none"> <li>- Record your name as a S2;</li> <li>- Say why you are on a S2; and</li> <li>- Remind you of our School Rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Take five minutes' timeout in partner class to reflect on your choices;</li> <li>- See your partner class teacher to talk about your choices; and</li> <li>- Miss 10 minutes of break time/ 10 minutes of isolation</li> </ul>
Stage 3	If you continue making wrong choices after a S2.	<ul style="list-style-type: none"> <li>- Record your name as a S3;</li> <li>- Say why you are on S3;</li> <li>- Send you on a five-minute timeout in partner class; and</li> <li>- Speak to you after your timeout to remind you of our School Rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Go to your partner class;</li> <li>- Complete your work in the partner class;</li> <li>- Miss 15 minutes of break time/ 15 minutes of isolation; and</li> <li>- See a member of SLT</li> </ul>
Stage 4	If you continue making wrong choices after a S3 or make serious choices such as: <ul style="list-style-type: none"> <li>- threatening behaviour</li> <li>- repeatedly refusing a reasonable instruction;</li> <li>- throwing/tipping furniture or other items; leaving a room without permission; or</li> <li>- Any other inappropriate behaviour as deemed by SLT.</li> </ul>	<ul style="list-style-type: none"> <li>- Record the incident as an S4;</li> <li>- Inform your parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Internal isolation for an hour; and</li> <li>- Miss 20 minutes of lunch time/20 minutes of isolation</li> </ul>
Stage 5	If you continue to make wrong choices after a S4 or choose serious behaviours like: <ul style="list-style-type: none"> <li>- Violence against another person;</li> <li>- Possession of a prohibited item;</li> <li>- Stealing;</li> <li>- Discriminatory language;</li> <li>- Deliberately damaging property;</li> <li>- Leaving school without permission; or</li> </ul>	<ul style="list-style-type: none"> <li>- Record the incident as an S5;</li> <li>- Take you to the headteacher; and</li> <li>- inform your parents.</li> </ul>	The headteacher or deputy will decide the consequence. This may include: <ul style="list-style-type: none"> <li>- internal isolation for up to a whole day;</li> <li>- Break times away from other children;</li> <li>- a fixed-term suspension, or</li> <li>- permanent exclusion from school.</li> </ul>

- any other serious behaviour as deemed by SLT.		
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\*There is no fixed number of verbal warnings. This needs to be decided by the adult teaching the class.

### Consequences- break and lunch time

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

What?	Why?	An adult will:	You will:
Verbal Warning*	If you choose to do things like: - Snatching, playing rough, accidentally hurting others, not taking turns, answering back, lack of manners or not listening to adults.	<ul style="list-style-type: none"> <li>- Say what you have done; and</li> <li>- Remind you of our School Rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the adult and make better choices.</li> </ul>
<b>Stage 1</b>	If you do not follow the warning.	<ul style="list-style-type: none"> <li>- Say why you are on S1; and</li> <li>- Remind you of our School Rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the adult and make better choices;</li> <li>- Think about how you can make things right; and</li> <li>- Spend 2 minutes on the timeout bench</li> </ul>
<b>Stage 2</b>	If you continue making wrong choices after a S1.	<ul style="list-style-type: none"> <li>- Say why you are on a S2; and</li> <li>- Remind you of our School Rules.</li> </ul>	Spend 5 minutes on the timeout bench
<b>Stage 3</b>	If you continue making wrong choices after a S2.	<ul style="list-style-type: none"> <li>- Say why you are on S3;</li> <li>- Speak to you after your timeout to remind you of our School Rules.</li> </ul>	Spend 10 minutes on the timeout bench
<b>Stage 4</b>	If you continue making wrong choices after a S3 or make serious choices such as: <ul style="list-style-type: none"> <li>- threatening behaviour;</li> <li>- repeatedly refusing a reasonable instruction;</li> <li>- throwing/tipping furniture or other items; leaving an area without permission; or</li> <li>- Any other inappropriate behaviour as deemed by SLT.</li> </ul>	<ul style="list-style-type: none"> <li>- Record the incident as an S4; and</li> <li>- Inform your class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Spend 10 minutes on the timeout bench; and</li> <li>- See the pastoral care lead.</li> </ul>
<b>Stage 5</b>	If you continue to make wrong choices after a S4 or choose serious behaviours like: <ul style="list-style-type: none"> <li>- Violence against another person;</li> <li>- Possession of a prohibited item;</li> <li>- Stealing;</li> <li>- Discriminatory language;</li> <li>- Deliberately damaging property;</li> </ul>	<ul style="list-style-type: none"> <li>- Record the incident as an S5;</li> <li>- Take you to the SLT; and</li> <li>- inform your parents.</li> </ul>	Miss the next 10 minutes of break; and The headteacher or deputy will decide any further consequence. This may include: <ul style="list-style-type: none"> <li>- internal isolation for up to a whole day;</li> <li>- Break times away from other children;</li> <li>- a fixed-term suspension, or</li> </ul>

	<ul style="list-style-type: none"> <li>- Leaving school without permission; or</li> <li>- Any other serious behaviour as deemed by SLT.</li> </ul>		<ul style="list-style-type: none"> <li>- permanent exclusion from school.</li> </ul>
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\*There is no fixed number of verbal warnings. This needs to be decided by the adult on duty.

### 7.2 Reasonable Adjustments

Some children have differing needs so the above rewards and consequence approach would not be appropriate. These children will have a behaviour plan, created with SLT’s approval, that will set appropriate and realistic rewards and consequences.

### 7.3 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; and
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

- Contacting parents;
- Stage 5 consequences; and
- Reporting to the relevant authorities.

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

### 7.4 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).

### 7.5 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 5) to ensure that positive classroom behaviour is promoted (see section 7.1) 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; and
    - 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; and/or
- 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;
- Attempts to maintain the safety and dignity of all concerned;
- Never be used as a form of punishment; and
- Be recorded on CPOMS and reported to parents.

### 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.

## 11. Positive Strategies for Staff

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, these positive strategies can be used to encourage the child to do what is asked.

- Use positive instructions, e.g. "Walking feet." rather than "No running.";
- Get in there early – try to prevent an escalation before it happens;
- Direct the child back to the task;
- Distraction – change the subject/focus to something completely different;
- End instructions with "Thank you" because this suggests a done deal rather than "Please" which suggests there is an option of saying no;
- Use proximal praise – praise a nearby child who is doing the right thing;
- Commentate on what you see, e.g. "You are walking around the class.";
- Give the child two choices, both of which you want them to do. E.g. "You can do A or B – your choice." This lets the child have a sense of control while you are still directing them;
- Keep instructions short and simple;
- Be patient;
- Try a change of face – ask a colleague to step in for you;
- A dysregulated child cannot reason so give them time to calm before you speak;
- Respect everyone's personal space; and

- Protect yourself by maintaining a safe distance.

### 12. 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.

### 13. Links with Other Policies

This behaviour policy is linked to the following policies:

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

### 14. Written Statement of Behaviour Principles

- Every pupil has 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, consequences and reasonable force are used consistently by staff, in line with this policy
- This policy is understood by pupils and staff and applied consistently
- 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.