



Behaviour Policy



All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment

Introduction

It is the aim of Pitton CE Primary School to create a safe, secure environment, which encourages and reinforces acceptable behaviour by consistent and considered response. Through this, we expect to enhance the children's self-esteem, self-control and mutual consideration.

As a school, we aim to ensure that children and adults feel valued, respected, trusted and responsible for our school community, by providing positive role models, praise and by encouraging considerate attitudes.

We recognise that all individuals need to feel special and need to be responsible for their own actions, whilst being aware of the needs and rights of others. We will encourage good relationships based on kindness and respect. Bullying will not be tolerated.

All individuals bring a wide variety of behaviour patterns to the school. Therefore, we aim to have warm, caring, relationships based on mutual self respect and trust.

We have a high standard of behavioural expectations and strategies for dealing with inappropriate behaviour within school and within the wider school community.

All serious unacceptable behaviour will be recorded and monitored by staff to inform future action. If the behaviour of a child is consistently inappropriate then further measures will be taken to find a solution, with a clear focus on the best interest of the child. Staff will work with the child and his or her parents or carers to devise a plan to improve behaviour.

It is possible that the school will admit a pupil - or be directed by the Local Authority to admit a pupil - who exhibits specific emotional and behavioural difficulties. Depending on the pupil's special educational needs, age and maturity, he/she may need more help in understanding the school's clear boundaries for acceptable behaviour; in recognising the consequences for his/her actions and grasping the system of rewards and sanctions which operate effectively for other pupils. For such a pupil, the policy of this school and other schools is to implement an individualised programme of behaviour intervention strategies, with clear targets in the areas identified and timescales for regular review. The process and procedures for formulating a programme are outlined in our supplementary document, 'Pupils with specific behavioural difficulties'.

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect to children with SEN.

Current Behaviour Procedures

The behaviour procedures at Pitton CE Primary School, which have been agreed between governors, teachers, teaching assistants, support staff and pupils, seek to help pupils to create a moral code, which places importance on the self-discipline of the individual. To help to create this moral code the school has adopted a set of Golden Rules to which pupils and

parents have agreed, through the Home School Agreement issued at the beginning of each academic year. (Golden Rules)

The PHSE Co-ordinator has responsibility for developing a curriculum, which enriches the pupil's moral development through meaningful teaching objectives and circle time with classes or small groups.

The SENCO has responsibility for those procedures within the Behaviour Policy which deal with the Special Educational Needs Code of Practice, including Individual Behaviour Plans and Behaviour Contracts where they are necessary and appropriate.

The Headteacher has overall responsibility for the implementation of the Behaviour Policy and has the authority to exclude a pupil should that become necessary.

Class teachers have responsibility for the day-to-day management of the Behaviour Policy through the following procedures:

Rewards and Sanctions

Rewards and sanctions form the basis of the Behaviour Policy. When pupils follow the Golden Rules they are rewarded. Rewards can be in the form of direct praise, stickers, Head teacher Awards, entry into the **Golden Book** and special responsibilities e.g. monitor duty or assisting a teacher etc. All pupils have the opportunity to participate in Golden Time. Rewards may be issued by teachers, teaching assistants, MDSAs and other support staff where appropriate.

In the Reception class, rewards and sanctions have more immediate impact due to the developmental nature of the group.

Rewarding good behaviour

- Quiet word, smile acknowledgement
- Written comment on pupil's work
- Stickers
- Praise in front of class group
- Visit to another member of staff
- Referral to Headteacher for personalised certificate
- Acknowledgement in Golden Assembly or Great Work Board.

Golden Time

Children who reach the accepted agreed standard of behaviour are rewarded with **Golden Time**. This is a period of time in the week, currently Friday afternoon, when children are allowed off timetable and choose from a wide range of reward activities. Golden Time lasts for 20 minutes. It may be appropriate to use Golden Time more regularly with children in the Reception class.

Sanctions

When a child fails to reach the accepted agreed standard of behaviour he/she is first given a warning that their behaviour is unacceptable. The teacher should refer to the behaviour code displayed in each classroom.

Reception Class: if the behaviour continues after a warning, the child is asked to sit and reflect with a member of staff. If the child's behaviour deteriorates further, or in the case of a serious misdemeanour, then the child is taken to speak with an adult outside of the classroom and after a period of reflection and the expression of remorse returns to the whole class setting. In the case of particularly challenging behaviour at this age, an individualised behaviour plan will be formulated, in consultation with parents and a behaviour support advisor. It will outline

specific strategies to be used with the child, in terms of rewards, sanctions and behaviour management.

Upper Infants and Juniors: if the unacceptable behaviour continues, the child is given a **yellow card** which deducts an amount from the Golden Time, depending on the misdemeanour.

The layout of a yellow card is as follows:

Level 1		2 minutes
Level 2		5 minutes
Level 3		10 minutes

A record of all yellow cards is kept by the Headteacher and updated at the beginning of each Golden Time, while the child(ren) reflect on their behaviour. The record of yellow cards is a useful check in monitoring individual pupil's behaviour and identifying behaviour trends. If it is thought necessary, an Individual Behaviour Plan will be issued

If a child receives three yellow cards in the space of a week, he/she is sent straight to the Headteacher and forfeits Golden Time altogether for that week (see Appendix 2). A **red card** is issued and logged in the Record of Red Cards and the Headteacher writes a letter to the child's parents, which includes a reply slip.

If three red cards are issued in one term, the child's parents are invited to attend a meeting with the Headteacher and class teacher(s), where a behaviour contract will be discussed. If a pupil is consistently gaining red cards, the Headteacher may opt to issue a warning of fixed exclusion to the child's parents.

Guidance for break times and lunchtime

- When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
- Children should be asked to apologise and make friends after disputes where appropriate, bearing in mind that a period of cooling-off may be needed. Time needs to be put aside to repair and rebuild, offering children a way back. This may include time in a social skills group.
- School rules should be applied consistently and children reminded of them regularly.
- If a child continues to misbehave after a warning from staff, all staff will follow the Yellow Card procedure (except Reception children, whose teachers will implement their class system). All staff should report incidents to the appropriate class teacher or, if the matter is serious to the Head Teacher.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set, particularly in the way we manage conflict.

Behaviour contracts

Behaviour contracts are set up for those children who persistently fail to meet the acceptable behaviour standards.

A behaviour contract is made in co-operation with the class teacher(s), head teacher, parents, child and SENCO. The SENCO will place the child on the support stage of the SEN code of

practice and the behaviour contract will form the basis of an IBP (individual behaviour programme).

If a pupil fails to respond to a behaviour contract then, in consultation with all parties, the child will be referred to the Behaviour Support Service, to formulate specific strategies to help the pupil to modify his/her behaviour.

The above outlines the procedures to be adopted. Within those procedures all children including those displaying unacceptable behaviour, will be supported by the PHSE programme running in the school. This may take the form of class lessons or circle time raised to meet any behaviour issues.

The Behaviour Policy runs throughout the school day and covers break times and class time. During break-times the school's Golden Rules will apply.

Class Rewards

Classes can be rewarded once a term in a cumulative reward, the reward being decided on by the class. The pupils agree the targets for good behaviour for which the marbles/pasta/stickers/jewels will be awarded. House points can also be given to encourage and reward good behaviour.

Bullying

Threatening behaviour towards another pupil whether physical or emotional will not be tolerated. The school has an anti-bullying policy and a guidance booklet for pupils.

Red Cards for serious incidents

When there has been a use of force or major incident on the school premises during the school day, either inside the school or in the playground a note of this must be recorded in the Red Card Record book. The names of all individuals involved in the incident must be recorded along with the facts and the action taken.

Governing Body involvement

Prior to any formal exclusion, a Pupil Discipline Committee, made up of 3 Governors and the Head Teacher, will be established to review the individual case.

Exclusion

In the matter of fixed or permanent exclusion, the Headteacher will follow the current LA guidelines.

Current Behaviour Rules

Class

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

Playground

Do be friendly and polite -
respect other people
Do play fairly and sensibly
Do let other children join in
with your games
Do play in safe places
Do listen to, and follow
instructions, especially those
given by adults
Do look after play equipment

Do not answer back, fight, tease,
name call, bully
Do not play rough, dangerous games
Do not be selfish or hurt people's
feelings
Do not go in parts of the playground
that are not allowed
Do not ignore instructions
Do not damage things

Unacceptable behaviour

Examples which would be considered to be unacceptable behaviour are:

Aggression
Bullying
Harassment (including racial and sexual harassment)
Swearing
Physical assault
Theft
Vandalism
Verbal assault

This list is not exhaustive, but indicative of what is considered to be inappropriate.

What to do when behaviour is unacceptable

Immediate verbal check of misbehaviour,
Yellow / Red card and removal of Golden Time privilege
Referral to Head
Parental involvement.
Parental consultation required in agreed strategy of support for child
Pupil Discipline Committee established.
Referral to outside agencies, if appropriate.
Temporary and permanent exclusion from school remain an option as a last resort.

BEHAVIOUR POLICY

Reviewed: Annually

Reviewed by: Headteacher, LGC

Ratified:

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Appendix: Use of reasonable force

Legal powers regarding restraint of pupils were outlined in the Education Act 1996. The Education and Inspections Act 2006 and further 'Use of Reasonable Force' guidance from the DfE (2011) strengthened the legal power for teachers and other staff to use 'reasonable force' to prevent pupils from committing a crime or causing injury, damage or disruption.

Pitton CE Primary School will abide by the provisions within the law in all matters regarding the use of reasonable force, including any definitions provided within DfE Guidance. In particular, Section 93 of the Education and Inspections Act 2006 specifically states that members of staff may use reasonable force in circumstances for the purpose of preventing a pupil from doing any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Prejudicing the maintenance of good order and discipline at the school or amongst any pupils receiving education at the school

Reasonable force may be used by any member of staff whenever the pupil is on the school premises or, for example, on a school trip when school members of staff have lawful control of the pupil.

What is meant by reasonable force?

The 'Use of Reasonable Force' guidance (DfE 2011) seeks to clarify what is meant by reasonable force and when it can be used. It will always depend on the circumstances of each case; however, there are two relevant considerations to be borne in mind:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- Reasonable force can never be used as a punishment for a child; this is unlawful and unacceptable.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result; and whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on, amongst other things, the age, level of understanding of the pupil, and any physical disability he may have.
- The school acknowledges its duty to make appropriate adjustments in the potential use of reasonable force for disabled pupils or pupils with SEN.

The school seeks to minimise the circumstances whereby physical intervention would be necessary, by:

- creating a disciplined and orderly atmosphere in school and providing pupils with a clear framework for good conduct
- provide guidance and encouragement for pupils, for example in PSHE lessons, to manage conflict and strong feelings in a way that does not escalate a situation

- fostering positive working relationships between staff and pupils, creating an atmosphere of tolerance, respect and trust that is conducive to good order
- planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

When might it be appropriate to use reasonable force?

Before intervening physically, a teacher/TA should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/TA should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/TA should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It may be advisable for a teacher/TA to summon help from another adult if the pupil is strong or large and the adult might be at risk. The pupil should be informed that help has been sought.

In such a situation where other behaviour management strategies have failed to resolve the problem, or are inappropriate (e.g. in an emergency), there are a wide variety of circumstances in which reasonable force might be appropriate, or necessary, to restrain or control a pupil. They will fall into two broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property

Examples of such situations are:

- a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil absconds from school (this will only apply if a pupil would be at serious risk if not kept in school)

What might be regarded as constituting reasonable force?

Physical intervention can take a number of forms. It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- leading a pupil by the arm
- shepherding a pupil away by placing a hand in the centre of the back or (in extreme circumstances) using more restrictive holds, including holding, pushing and pulling.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force", for example, to prevent a young pupil running off a pavement on to a busy road, or to prevent a pupil hitting someone, or throwing something.

However, staff should never act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil round the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching, kicking or using any implement on a pupil
- throwing any object at a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground.

Staff should also avoid touching or holding a pupil in any way that might be considered indecent.

Recording of incidents where reasonable force has been used

Immediately following any such incident the member of staff concerned should inform the Headteacher and then provide the short written factual report as soon as possible afterwards. It should include the following information:

- the name(s) of the pupil(s) involved, when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or a member of staff)
- briefly, how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- the pupil's response, and the outcome of the incident
- details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property
- the written account should be signed, dated and shared with the Headteacher.

The Headteacher will take responsibility for informing the parents verbally or in writing of any serious incident. Minor incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collected by someone different then a phone call should be made to inform the parents.

Parents must always be informed when their child has been involved in any incident involving the use of force.