



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 be kind and helpful
Do work hard
Do look after property
Do listen to people
Do be honest

Do not hurt anybody
Do not hurt people's feelings
Do not waste your or other people's time
Do not waste or damage things
Do not interrupt
Do not cover up the truth

Playground

Do be friendly and polite -
respect other people

Do not answer back, fight, tease,
name call, bully

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 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:

Next Review: T1 2027

Filed: PITTON POLICIES/Statutory Policies Required by Education Legislation

This policy acknowledges the statutory framework established under Section 93 of the Education and Inspections Act 2006. It incorporates the DfE statutory guidance effective 1 April 2026, which replaces all previous 2011/2013 "Use of Reasonable Force" frameworks.

Pitton CE Primary School abides by the law regarding restrictive interventions. Members of staff may use a restrictive intervention or reasonable force only when completely necessary, lawful, and proportionate, and for the explicit 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 themselves).
- Prejudicing the maintenance of good order and discipline at the school or amongst any pupils receiving education at the school.

These powers apply whenever the pupil is on school premises or under the lawful control of staff (e.g., on a school trip).

Key Definitions

The 2026 framework expands the school's focus beyond physical force to a broader category of Restrictive Interventions, defined as any action that limits a pupil's movement:

- **Reasonable Force:** Using the minimum necessary physical force for the shortest time required to prevent harm or disorder.
- **Non-Physical Restraint:** Restricting a pupil's movement without direct physical contact (e.g., intentionally removing a walking aid or mobility device to prevent imminent harm).
- **Seclusion:** Keeping a dysregulated pupil isolated in a safe space away from others that they cannot freely leave. Seclusion must only ever be used as an emergency safety measure to prevent severe harm, never as a behavioural sanction or disciplinary punishment. Any pupil in seclusion must be supervised at all times.
- **Significant Incident:** An incident of staff-on-pupil contact that involves force and goes beyond appropriate everyday physical contact (such as comforting a pupil or administering first aid).

Core Principles and Safeguarding Limits

- **Proportionality:** Any force used must always be the absolute minimum needed to achieve the desired result and must be strictly proportionate to the seriousness of the behaviour.
- **Punishment is Illegal:** Restrictive interventions or force can never be used as a punishment. This is unlawful and strictly prohibited.
- **Prohibited Practices:** Staff must never use techniques that interfere with breathing or blood circulation. It is strictly prohibited to apply pressure to the nose, mouth, neck, throat, collar, or abdomen, to hold a pupil face down on the ground, or to twist limbs.
- **Medical Assistance:** If a pupil is taken to the ground or injured during an intervention, staff must immediately seek medical assessment.

Focus on Prevention, Trauma, and SEND

The school actively seeks to minimise the need for restrictive interventions by embedding early support and de-escalation strategies:

- **SEND Adjustments:** Recognizing that pupils with SEND may display challenging behaviours due to sensory overload or communication barriers, the school will co-

produce proactive Behaviour Support Plans with parents and professionals to manage triggers.

- Trauma-Informed Practice: Staff must recognise that pupils who have experienced past trauma or neglect may find restrictive interventions exceptionally distressing, and must manage conflict in a way that avoids escalation.

Mandatory Recording and Reporting Duties

From April 2026, recording and reporting are no longer optional "good practice"—they are strict statutory duties.

1. Written Records: Every Significant Incident involving force, as well as every instance of Seclusion or Non-Physical Restraint, must be recorded in writing the same day the incident occurs. The written record must detail:
 - The names of the pupil(s) and staff involved, plus any witnesses.
 - The date, time, precise location, and approximate duration of the intervention.
 - The pupil's relevant needs or circumstances (including their SEND status code).
 - The exact justification for the intervention, what de-escalation was attempted first, the type/degree of force used, and how the pupil responded.
 - Details of any injuries caused or property damage, and the follow-up support provided.
2. Reporting to Parents: Parents or carers must be informed in writing as soon as practicable, and ideally on the same day, even if the intervention was pre-agreed in a child's behaviour plan. For a significant use of force not involving seclusion, parents must receive a detailed report of the incident (though the internal administrative record itself does not need to be shared).
3. Governance Oversight: The Governing Body and Headteacher must actively review and interrogate anonymised restrictive intervention data termly to identify trends, disproportionality, and areas where further staff training or prevention strategies are required.