

Putnoe Primary School  
Behaviour Policy

# Contents:

## Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Managing behaviour
6. Prevention strategies, interventions, and sanctions for unacceptable behaviour
7. Sexual abuse and discrimination
8. Smoking and controlled substances
9. Prohibited items, searching pupils and confiscation
10. Effective classroom management
11. Behaviour outside of school premises
12. Data collection and behaviour evaluation
13. Monitoring and review

## **Appendices**

- A. Behaviour Contract
- B. Behaviour Incident Form
- C. Behaviour Management Observations Review Form

## Statement of intent

Putnoe Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

Putnoe Primary School has a 'Charter of Rights' which all pupils and staff sign at the beginning of the school year to acknowledge their commitment and adherence to the Charter. This Charter is fundamental to the ethos of the school and all 'rules' are generated from it. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This charter supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school also uses Values based Education to teach pupils about values which will enable them to make the right choices through life and promote 'ethical intelligence'.

We treat all pupils fairly and apply this behaviour policy in a consistent way.

This policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We use the school Values to reinforce expected behaviours.

The school recognises and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Mental Health and Wellbeing Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Inclusion Policy

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Mental Health and Wellbeing Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Maintaining high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Ensuring that the school Charter of Rights and the school Values are upheld in their classroom, and that their class behaves in a responsible manner during lesson time.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.  
The relevant figures of authority include:
  - Headteacher
  - Deputy headteacher
  - Assistant headteacher
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- We explain the school Charter of Rights in the school prospectus, and we expect parents to read this and support them. Children should also be encouraged to demonstrate the school Values at home.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- Parents should Inform the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. In some cases, behaviour may fall into the category of **child-on-child abuse** (also known as peer-on-peer abuse). Behaviour may include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
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For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission



- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The headteacher and SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

#### **5. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The school will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection. CPOMS is used to record incidents and their associated actions.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

The school operates a Time Out Policy to deal with inappropriate behaviour that is affecting the rights of other members of the school community. If a child displays unacceptable behaviour in the classroom or in the playground, they will receive two warnings (in most cases) before being issued with a Time Out.

The purpose of the schools behaviour strategies and sanctions is to:

- Keep the teacher’s time and attention focused on **good** work and behaviour.
- Ensure good behaviour gets rewarded.
- Deal with unacceptable behaviour without interrupting the flow of the lesson.
- Communicate patterns of behaviour across the school.
- Establish **consistent** behavioural management techniques.
- Understand which pupils are in need of further support.

- Inform parents of their child's unacceptable behaviour and involve them in working together with the school to effect change in their child's behaviour.

The key principles of the management of behaviour are underpinned by positive actions and direction from the teacher.

- (i) **The pupil is always acceptable and never criticised**
- (ii) **The behaviour may be unacceptable and can be changed**
- (iii) **Good behaviour receives all the attention**

When negative behaviour is observed, the following procedure should be followed:

1. Eye contact, pupil's name is called out and recorded discreetly on a small whiteboard on the teacher's desk. The teacher should give consideration to the use of available strategies to redirect and/or support the pupil. The teacher should continue positive with the delivery of learning, refusing to be drawn into negative dialogue with the pupil.
2. Eye contact, pupil's name is called out and a dot is placed beside their name (final warning and reminder that improved behaviour could result in dot and/or name being removed from the board). Consider the reason for the negative behaviour and whether an additional strategy or intervention could support the pupil's next steps.
3. If a third negative behaviour is observed, the pupil is given a 'Time Out' and asked politely in a calm, but firm voice to leave the room and sit in a designated class for 10 minutes to re-engage with their learning. Support can be provided from a member of SLT if required. The teacher should continue positively with the lesson.
4. The teacher records the Time Out on the class log and updates CPOMS as soon as is reasonably practical.
5. When the pupil returns to the classroom, the teacher should find a suitable opportunity to catch the pupil doing something right. It's the behaviour we object to, not the pupil.
6. Contact must be made with the parents/carers on the day of the Time Out.

## **Sanctions:**

### **1 Time Out**

**Foundation Stage** are removed from their activity for a period of 5 minutes. They are supported at this time by a member of staff.

**Key stage 1** miss 15 minutes of playtime **or** lunchtime (whichever follows next).

**Key Stage 2** miss 15 minutes of playtime **or** lunchtime play. Pupils will be supervised by a member of SLT. The adult that has issued the Time Out will have a restorative conversation with the child.

Incidents should be recorded on CPOMS and parents/carers contacted on the day of the time-out. Pupils receiving a time-out are not entered into the end of term prize draw.

Restorative conversation prompts (these can be adjusted or modified according to the needs of the pupil):

- What happened? Ask the pupil to reflect on the incident – everyone has a unique perspective.
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

### **2 Time Outs**

**Foundation Stage** are removed from their activity for a period of 5 minutes. They are supported at this time by a member of staff.

**Key stage 1** miss 15 minutes of playtime **or** lunchtime (whichever follows next).

**Key Stage 2** miss 15 minutes of playtime **and** lunchtime play. Pupils will be supervised by a member of SLT. The adult that has issued the Time Out will have a restorative conversation with the child (see above for restorative conversation prompts).

Incidents should be recorded on CPOMS and parents/carers contacted on the day of the time-out.

### **3 Time Outs**

Sanctions are the same as for 2 time-outs.

A letter will be sent home informing parents of the number of Time Outs and inviting them to meet with the class teacher to discuss their child's behaviour. If the child has accumulated a total of 3 Time-Outs, they will not be invited to the activity they signed up for as part of the Reward afternoon.

The office should be notified of the third Time Out and they will produce a letter which should be given to parents by the class teacher.

The pupil will also be given a Personal Target Card to help focus on improved behaviour.

### **4 Time Outs**

Sanctions are issued as above.

A letter will be sent home informing parents of the number of time-outs and inviting them to a meeting with the Head Teacher. At this meeting, a behaviour support plan is set up to formalise the support for the child and ensure that both school and home are working together to support improvements in the pupil's behaviour. Other strategies will be considered e.g. EHA

They will not be invited to attend after school clubs for 1 week or take part in school council if applicable.

The office should be notified of the fourth time-out - they will produce a letter which should be given to parents by the class teacher.

### **5 Time Outs**

Sanctions will be issued as per the previous stages.

The pupil will no longer be invited to after school clubs or school council (if applicable). A letter will be sent home and another meeting will be arranged with the Headteacher and the child's parents. In extreme cases where the health and safety of others are put at risk, a pupil may face the possibility of withdrawal from the next school trip.

Parental consent will not be required for pupils to attend metamorphosis; therefore, the school will be able to issue this sanction without first notifying the parents of the pupil i.e. the sanction taking on the same day as the incident.

When issuing sanctions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the sanction is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

Sanctions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Please note:

- If pupil behaviour improves during the lesson the teacher may decide to remove the dot or the child's name from the board. This is an important aspect of the process as we want children to see the immediate benefit of improved behaviour
- Additional Positive Behaviour Management Strategies can be used to ensure pupil's behaviour is acceptable at all times
- **Pupils should receive an immediate Time Out for incidents involving swearing or physical violence.**
- Teachers should use their own professional judgement and proven successful strategies with children who are not consistently behaving in a positive manner e.g. target cards, reward charts
- In the event that a child refuses to leave the classroom when a Time Out Card has been issued, they will be reminded that refusal time will be added onto the original ten minutes for the Time Out.
- It is essential that every Time Out Card is recorded on the class log by the teacher who issued it, alongside a brief comment about the incident so that behavioural difficulties/trends can be tracked and action taken.
- At the beginning of each half-term, all pupils start with a clean sheet.
- The headteacher can support teachers to set an individual maximum Time Out target each half-term as an incentive for particular pupils who find it extremely difficult to qualify for rewards. It is likely that this would be linked to the child's Support Plan, IEP or PSP related to behaviour.

When managing behaviour on the playground, always act in a positive way. Make sure that you do all you can to recognise good behaviour:

**Listen** to pupils' complaints. Never dismiss them as 'telling tales'. It is better to say "thank you for telling me" or offer some other words of comfort, and keep an eye on what is really happening.

**Listen** to both sides of the story and investigate every situation before taking action.

**Act calmly.** In the first instance try to avoid a public 'telling off'. With some children they may lead to confrontation with adults and acts as bravado as the child tries to save face with his/her peers.

1. For minor offences, such as pushing in the line, refusing to line up or ignoring instructions, the pupil receives a first warning and is quietly reminded of the correct way to behave. An apology should be requested if appropriate. Remember the importance of applying a strategy or intervention to de-escalate the situation.
2. If a pupil engages in one of the above for a second time a final Time Out Warning should be issued. The reflection bench should be used to allow time for the pupil to calm down.
3. On the third occasion a Time Out should be given.
4. At lunchtime, pupils are sent to the 'Metamorphosis Room' which is supervised daily by a member of the Senior Management Team.

5. For more serious offences, such as fighting, swearing or playing in out of bound areas, the pupil should be given an immediate Time Out.
6. If a pupil refuses to comply with the 'Time Out' issued, a pupil is sent to inform a member of SLT.
7. The pupil will then be escorted to the 'Metamorphosis Room' following the consequence in Step 3.
8. The Reflection Bench may also be used as a place for children who need to calm down in order to prevent further inappropriate behaviour which could lead to a Time Out. This strategy does not replace a Time Out.
9. At the end of playtime, incidents which required a 'Time Out' should be logged in the relevant class log. Supervising staff should always ensure that a brief description of the incident is shared with the class teacher so it can be correctly recorded on CPOMS. Further investigation may be required at this point.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- A senior member of staff investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the senior member of staff deems the incident to be unacceptable behaviour, they will record the incident, and record it on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher will determine the period the pupil will be removed from the classroom, as well as any additional sanctions.
- A nominated staff member will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be issued with a suspension (previously called a fixed-term exclusion), in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **6. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies

- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Positive behaviour will be instilled within all pupils as part of their daily learning diet, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Staff will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions



## **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and **not blocking** a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **Physical intervention**

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of SLT.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources

- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

## **7. Sexual abuse and discrimination**

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **8. Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials, vapes or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will investigate the incident thoroughly and take reasonable actions according to the severity of the incident.

## **9. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

**(The list below was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched).**

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## 10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to

ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, the children work together to create their class 'Charter of Rights'. This Charter outlines the expected and agreed standards in each classroom. Investing in the creation of the Charter of Rights helps the pupils to invest in principles of good behaviour. Once the Charter of Rights has been devised, it is displayed in the classroom, becoming an integral part of the behaviour management process. All pupils have to sign the Charter of Rights for their classroom.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

At Putnoe Primary School, we praise and reward children for good behaviour in a variety of ways. Rewards for good behaviour will include, but are not limited to:

- Verbal praise and positive comments
- Visual charts and recognition on the smartboard or drywipe board
- Weekly and termly 'Values' champions in all classes
- Headteacher Awards for positive behaviour, effort and application of the school Values
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group
- Well Done postcards sent home to parents for specific subject areas
- Stickers are distributed to children for good work and behaviour
- Letters of commendation from the Headteacher each half-term
- Each half-term, pupils who have not received any Time Out Cards are entered into a prize draw;
- Pupils who receive less than three Time Out Cards are invited to a Reward afternoon each half-term.

The school acknowledges all the efforts and achievements of children, both in and out of school. Information regarding pupil achievement out of school, for example, music or sports certificates are acknowledged as part of whole school or class assemblies.

## **11. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.

- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **12. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **13. Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

