

Petworth CofE Primary School

BEHAVIOUR POLICY



As a Rights Respecting School, all our policies are underpinned by the United Nations Convention on the Rights of the child.

Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.

Article 28: All children have the right to a primary education, which should be free.

Reviewed:	January 2026
Next Review:	January 2027
Person Responsible:	John Galvin

Inspire, nurture and challenge with JOY at the heart in all we do.

1.1 Introduction

Our aim is to ensure that our school, throughout the whole school day e.g. before/after school clubs, break and lunchtime, is a place where children can thrive in a safe environment ensuring all children have access to an environment and resources where they will thrive and reach their potential. We believe that children learn best when they are happy, secure and clear about what is expected of them in all aspects of life. We believe children should be encouraged, consistently to behave well. Alongside this, it is paramount that our core values (Inspire, Nurture and Challenge) are clearly evident, always remembering that every child is unique. Every behaviour is a form of communication (see appendix 2).

To enable us to do this we need to have a common and agreed approach to the way in which we manage ourselves in and around the school.

Therefore, this policy is the result of discussions involving teachers, parents/carers, pupils and governors. We have created a formalised version of the strategies, systems and routines which we use at our school which come under the umbrella term 'Behaviour Management'. Although we have tried to be detailed and thorough, it must be recognised that all we do in school is based on relationships and must take different contexts into account, therefore these approaches must be seen as detailed guidance which will be applied appropriately. This will mean that a degree of flexibility must be incorporated to allow for informed and reasonable judgements by those concerned to be used in a common-sense way. Through discussions with the children, we have created a phrase to help all know what the expectations at Petworth CofE Primary School are – *Be Kind, Be Respectful, Be Ready* (see appendix 3).

Equity is achieved when everyone has access to the environment and the resources required to achieve their full potential. Provision will differ according to individual need. Unmet need and reasonable adjustment: Where behaviour may be linked to trauma, disability, or unmet need, the school must make reasonable adjustments and provide targeted support in accordance with the Equality Act 2010 and statutory guidance on behaviour and SEND.

However, there are certain Rights and Responsibilities which are not negotiable and must underpin everything we do. These are closely linked to our school aims (see Prospectus) and are as below:

1.2 Rights

1.2.1 Pupils

We have a right to work, play and learn in a friendly, safe and encouraging school, where our thoughts and opinions are valued, listened to and respected.

1.2.2 Staff

We have a right to work and teach in a friendly, safe and encouraging school, which is supported by the school community.

1.2.3 Parents/Carers

We have the right to feel welcome and to know that our children work, play and learn in a friendly, safe and encouraging school.

1.3 Responsibilities

Given the Rights already mentioned there is also a significant level of responsibility placed on all of us. We are working towards shared aims, but there are different responsibilities because of the different roles we play.

1.3.1 Pupils

- To follow the agreed school/class rules (created by the children and displayed in the classroom, including keeping a neat appearance.
- To be organised and look after equipment be it school or their peers.
- To take responsibility for our behaviour and its consequences.
- To show remorse if our actions upset or hurt a peer; to show forgiveness if something happens which upsets or hurts us.
- To follow and implement school procedures to ensure the safety and well-being of adults and other pupils.

1.3.2 Staff

- To be aware of and adhere to the whole school strategies and routines as well as encourage the children to '*make the right choice*'.
- To be aware of individuals' needs and their relationship with others.
- To support children to develop strategies for self-regulation, self-discipline, empath and self-resilience.
- To set a good example in our personal standards and interactions with adults and pupils. To be a consistent role model for all children, maintaining, encouraging and promoting positive behaviour.
- To be responsible at all times for the pupils within sight or sound of them.

1.3.3 Parents/Carers

- To be supportive of the school and its policies
- To ensure pupils come to school in good health, on time and with a neat appearance.

1.3.4 Headteacher

- To support the management of the pupil's behaviour through liaising with parent(s)/carer(s) and teachers for more serious incidents or when a pupil's behaviour is repeatedly poor.
- To know the effectiveness of the school's strategies and routines through monitoring of the behaviour policy and to be accountable to the Governors and parents/carers for this.
- To monitor and respond to any health and safety matters by implementing the Health and Safety policy of the Governing Body.

1.4 Aims of the Policy

The key aims of this policy are to support the future development and maintenance of:

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- An orderly environment where children learn.
- The pupil's ability to be responsible for managing their own behaviour.
- Respect between all those who work and learn in the school community.

In a smaller school the Headteacher is often more accessible than in larger schools and so his involvement with behaviour management issues is likely to be higher profile. However, this does not mean that the Headteacher is the sole arbiter of pupil discipline. In most cases the Headteacher's role is to offer advice and support where appropriate, so that those involved are able to solve the issues independently. The Headteacher is usually only involved where an incident is considered serious or if a pupil's behaviour has been poor for a sustained period.

Our Expectations of Good Behaviour around our school:

- Respect all other members of the community
- Show compassion to each other
- Respond honestly (be honest)
- Be trustworthy and polite
- Accept responsibility for our actions
- Offer forgiveness for other actions against us
- Be helpful and kind to others and feel comfortable about circulating our opinions and feelings
- Do as school staff ask – first time
- Care for the school environment
- Adhere to the Playground and Dining Hall Rules
- Adhere to the Home School Agreement

1.5 Rewards

Rewards are used to ensure that there is a positive and strong message throughout the school and behaving well is not only important but also receives praise and attention. We consider it important that children who consistently work and behave appropriately should be publicly rewarded so that they know that this is being noticed. It is important to do this to ensure that the feeling that only pupils behaving poorly get attention does not develop. It also prevents the rewards that some pupils receive through contracts from being seen as rewarding pupils for simply following the school rules.

We also teach pupils appropriate behaviour and give them opportunities to develop their emotional intelligence through a variety of lessons, which include PSHE (personal, social, health and economic education) lessons and 'circle time'. Circle time is an opportunity for classes to sit in a circle and discuss whole school and class issues. It gives pupils a say in what happens in the school and class whilst also developing their listening and speaking skills. We also work on social skills through small group work and are aware that we must model good behaviour for the pupils.

1.6 Responses

It is important to remember that all behaviour takes place in a context and has a reason, which must be taken into consideration when dealing with incidents. The teacher's knowledge of and relationship with

the pupil is vital to this and their professional judgement must be given high priority when applying these principles.

However, general guidelines are set out below to show the range and progressive nature of strategies that are employed in school.

1.6.1 Classroom Responses

1.6.1 Minor Inappropriate Behaviour

Class teachers and teaching assistants (TA) are responsible for classroom discipline and may use any of the following strategies:

- Seek eye contact – ‘the look’
- Put name on board
- Referral by name
- Diversion through questioning
- Diversion through statements (e.g. “I will be over to see how much work you have done in two minutes”).
- Proximity of teacher and/or TA
- Talking quietly to individuals using the language of choice and consequence and tactical ignoring.

Relationships are key and imperative as the teacher / teaching assistant will know what reasonable adjustments to make for the needs of the child(ren).

During the lesson if a pupil continues to act inappropriately then they will be moved to another seat. Other sanctions may include completing unfinished work at break time, going out to break later than the rest of class, missing break altogether.

1.6.2 Inappropriate Behaviour

This includes **repeated** minor inappropriate behaviour such as calling out, talking and failure to get on with work independently. It is therefore considered more serious and necessitates a higher level of staff intervention, probably parental involvement and a possible request for assistance from outside agencies such as the Learning Behaviour Team (LBAT) or Educational Psychologists. Any incidents will be recorded on Bromcom. Below is a list of responses:

- Reminder of choices and consequences. The teacher speaks to the individual and raises concerns.
- Removal of pupil to another class or area to complete that lesson’s work.
- Incident sheets may be used which ask the pupil to think about and record their views on the incident and how they might have dealt with it better.

If there is repeated inappropriate behaviour over a matter of weeks rather than days then the following strategies will be employed:

- Establish behaviour contract with pupil, involving parents/carers and a home/school reward, e.g. make a cake or go swimming with a specified parent/carer.

- Individual Learning Plan (ILP).
- Individual Behaviour Plan (IBP).
- Formal meeting between teachers and parents/carers.

In cases where these strategies have little or no effect then the pupil would be considered to be at risk of internal exclusion. This would involve the pupil being moved temporarily to another class or workroom. Therefore, a PSP (Pastoral Support Plan) would be considered with the involvement of the Headteacher, parent/carer, and a member of the behaviour Support Team, and other agencies as appropriate.

1.6.3 Sanctions

Emphasis must be on the behaviour being unacceptable, not that the pupil is unacceptable themselves. The school feels that the focus should be on the certainty of consequences rather than their severity. The fact that matters will be followed up is more important than the severity of the punishment. The pupils will understand that incidents will be followed up and the consequences will be fair and clear to all concerned.

We use the language of 'choice and consequence' which places the responsibility for the behaviour with the pupil, which de-personalises any consequent sanctions. The sanction is the natural consequence of their actions and the certainty that it will be followed through is a powerful tool. This also enables adults to remain objective and helps to minimise the pressing of 'personal buttons' which can lead to confrontation.

Examples:

"If you finish work on time you will.....*positive consequence* but if you continue to waste time by talking to..... then *negative consequence*. It's your choice".

If a pupil makes the wrong choice then:

- a. Tell them the wrong choice they have made. Make sure the children understands what they have done.
- b. Tell them privately and quietly.
- c. Calmly tell them the sanction:
 - Do not negotiate.
 - If a pupil argues restate a-c above.
 - If they continue to protest, warn them, then increase the sanction but keep it reasonable.

Key elements to this approach are to:-

- Keep the focus on the learning that should be happening.
- Expect compliance
- Be fair and brief without being curt so that the amount of attention for the behaviour is minimised.
- State facts rather than debate or ask why, e.g. "I notice you're talking (give thought time). The rule is we are silent during spelling tests. Thank you for cooperating" rather than asking "Why are you talking during the spelling test?"
- Concentrate on the primary behaviour and ensure that they comply. Do not respond to secondary behaviour such as body language or 'huffiness'. Deal with this but at a time of your choosing when the situation is less charged **but do deal with it**.

1.6.4 Severely Disruptive Behaviour

Although a range of strategies is preferable there may be times when an incident is potentially dangerous or the pupil's behaviour is so extreme that a progressive hierarchy of sanctions is not appropriate. In these cases, the member of staff needs to be able to take immediate action to ensure the safety of pupils and themselves so that a learning environment can be restored and maintained. Such serious disruptive behaviour would include:

- Physical assault or threatened physical assault when the teacher has concerns about the safety of the pupils or themselves.
- Misuse of equipment, furniture or vandalism that makes the classroom unsafe.
- Running away from adults causing concern for the safety of themselves.

However, it is unusual for behaviour to be so severely disruptive that it cannot be managed through the strategies outlined previously. It will be necessary to consider other options should a child continue to behave inappropriately and cause persistent disruption. A PSP would be put in place and this would involve the Headteacher, parent/carer, a member of the Behaviour Support Team and other agencies as appropriate. Depending on the progress made it may be necessary to consider a "managed move" or the most severe sanction, which is suspension. This may be for a fixed term (1-5 days up to a maximum of 45 per academic year) or on a permanent basis in compliance with the Behaviour Guidance manual from WSCC.

Suspension should be used:

- To protect the safety of staff and pupils at immediate risk of harm.
- In response to serious breaches of the school's behaviour policy.
- Once all interventions/strategies are shown to have been tried and failed.
- If allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or the other pupils.

The school and governors will keep the parents/carers of the pupil informed at all stages of the process, within the permitted timescales, and the parents/carers have the right of appeal in line with County guidance.

1.7 Physical Restraint

Keeping Children Safe in Education 2023 recognises that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom.

Paragraph 113 of Keeping Children Safe in Education 2023 encourages Headteachers, Principals, Governing Bodies to adopt sensible policies, which allow and support their staff to make appropriate physical contact.

Our school promotes the use of de-escalation techniques to manage negative behaviour choices, ensuring that the use of 'reasonable force' is incredibly rare. The decision on whether or not to use reasonable force

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to control or restrain a child is down to the professional judgement of the trained member of staff and either a teacher or the Headteacher, and will always depend on individual circumstances. The school has trained staff, who have completed the certified 'Team Teach' course, if physical contact is needed. No member of staff without this training will ever use any form of physical restraint and the trained staff with the certified training will only do so in the presence of a teacher or the Headteacher. Any incidents are recorded and reported to parents (see appendix 1).

1.8 Lunchtimes, Break-time and Clubs

The members of staff, coaches and adults supervising these activities are aware of and support the school behaviour policy and its expectations of behaviour management within the school. They also have the opportunity to informally feed into this through highlighting both positive and negative issues with the appropriate member of staff. They can also input into the school sticker system in the same way. The pupils are expected to treat all visitors to the school with respect and courtesy.

1.9 Monitoring of Policy

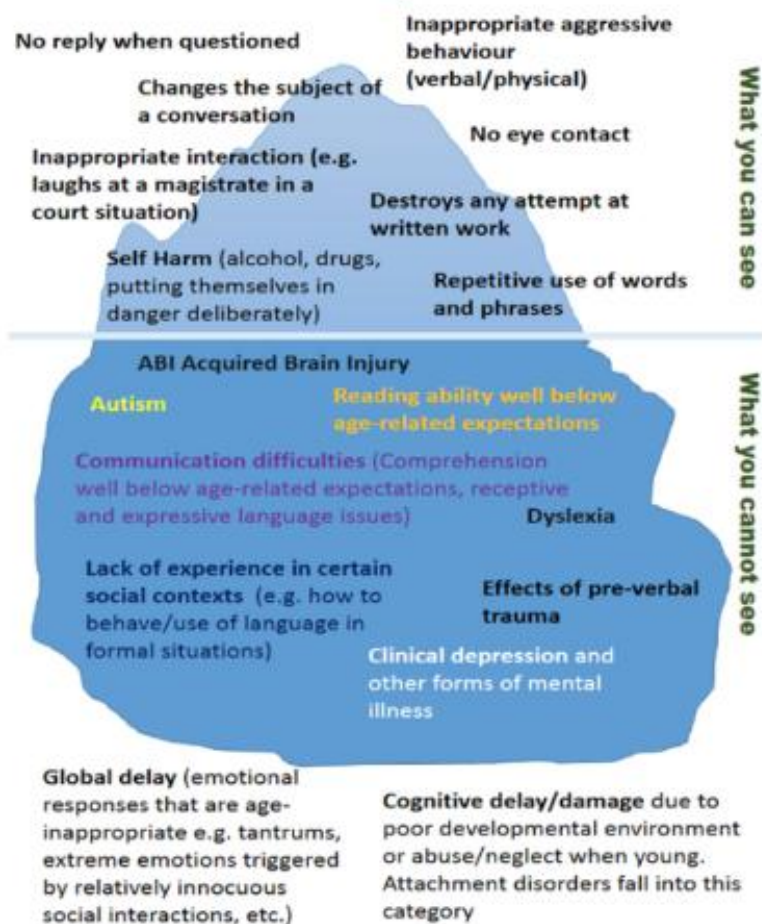
This policy needs to be reviewed annually by the Governing Body (GB) and Senior Leadership Team (SLT)

Team Teach Incident Reporting Form

Team Teach Incident form	
Pupils Name:	Staff Involved:
Class:	Date: Time:
Setting:	Reason for moving:
Intervention:	
Single elbow	☐
Double elbow – one person	☐
Double elbow – two person	☐
T-Wrap	☐
Small child escort	☐
Response to deadweight	☐
Take to chairs	☐
Other	☐
Comments:	
Signed:	

Behaviour is a form of communication:

The Communication Iceberg



If children misbehave it is important to understand why, before teaching them how to behave.

Rules and Routines

Rules and routines are really important in supporting children's behavioural developments. Establish the rules and maintain the expectations at all times, make them the 'norms', as soon as rules are not upheld they are no longer the 'norms'. We all know it is difficult when we are tired, pre-occupied etc., but it is important to maintain rules and routines as much as possible.

Routines are extremely important and good for children, it gives them stability. For example: bedtime routines; same bedtime every night (this is important), followed by the order of doing things: tidying things away, going to the toilet, cleaning teeth, brushing hair, putting pyjamas on, getting into bed, reading a bedtime story etc. Routines are invaluable!

Appendix 3:

Through discussions with the children, they have this simplified version, which has been shared with all children through assemblies, PSHCE and class discussions.

Be Kind, Be Respectful, Be Ready

We, the children at Petworth CofE Primary School, have discussed what we understand behaviour means in our school. We believe that a child should get a 'strike' for any of the following examples as they need to be stopped by the class teachers and adults across the school:

- Too much talking which stops others from learning
- Unkind words
- Not getting up and walking around without permission
- Stop using unkind words to others – *'Are you treating them how you want to be treated?'*
- Talking back to an adult
- Messing around and not doing what you have been asked to do
- Not listening to an adult; not completing the work

Once a child has three strikes, in a morning or an afternoon, then they should be sent to another class to complete their work. All 'strikes' are set to zero at the beginning of the day and at the beginning of the afternoon.

For more serious actions e.g. hitting, fighting or swearing, the child should be sent immediately to Mr Neary or Mr Galvin.

As a group we discussed the importance of being flexible as some children do have special education needs.

Children involved – Arliyah, Alice, Finley, Bia, Dolly, Esmae P, Alexa, Poppy, Oscar E, Jacob, Hannah, Vinnie, Archie B, Charlie, Alex, Eve, Evelyn, Bobby, Freddie and Hunter.

Glossary of Terms

SLT	Senior Leadership Team
GB	Governing Body
PSP	Pastoral Support Plan
ILP	Individual Learning Plan
WSCC	West Sussex County Council
TA	Teaching Assistant

What is a Pastoral Support Plan (PSP)?

A Pastoral Support Plan (PSP) is a school based process intended to support your child if the school based strategies have not been successful. A PSP is a planned intervention for pupils who have received Fixed Term exclusions or at risk of permanent exclusion. A pupil on a Reduced Timetables (RTT) should be on a PSP to support the reintegration back to attending school full time.

The aim of the PSP is to involve everyone in the shared challenge of improving your child's behaviour and social skills and ensuring social and educational inclusion. All involved should be clear about their responsibilities and what needs to be achieved.

A PSP is a useful tool to coordinate the support that the pupil receives from all professionals ensuring maximum opportunity for success.

What is a Individual Learning Plan (ILP)?

An Individual Learning Plan (ILP) helps students with learning difficulties to work towards their educational goals at their own pace and details any additional support they may require. Individual Learning Plans don't have to outline just one area in which the child needs support.

What is an Individual Behaviour Plan (IBP)?

IBP stands for Individual Behaviour Plan is a document that helps all staff to have a consistent approach to behaviour with your child, thus enabling them to achieve the most from their education.

The IBP Should...

- Enable all staff to be consistent in the approach to behaviour when working with your child
- Use a simple format and be seen as a working document
- Make it easier for all staff to work with your child and their behaviour needs in a consistent way
- Be Jargon-free and easily understood by all staff and parents
- Be distributed to all relevant staff