



## Policy for the Promotion of Good Behaviour (June 2024)

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## **Rationale**

The Governing body, staff and pupils are committed to creating a caring, friendly, and safe environment which encourages and reinforces good behaviour and the fostering of positive attitudes. In our Christian environment it is important that an attitude of compassion, love and forgiveness is evident throughout the school. At Pickhill CE Primary School learning about appropriate behaviour, including understanding right and wrong, is based on Christian teaching. Pupils and staff speak of conflict and disagreement being dealt with fairly and compassionately based on Christian principles of forgiveness and a fresh start. Our school vision "To be the best that you can be" is reinforced through our values of kindness, inquisitiveness, and resilience.

This policy sets out the expectations for behaviour at our school and the procedures we have created to help us implement these expectations. It also sets out the consequences for misdemeanours should they arise.

## **Aims**

- To promote a positive ethos and climate in the school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define and model good standards and the principles of positive behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To encourage the involvement of both home and school in the implementation of this policy.

## **The Written Statement of Behaviour Principles**

It is a statutory requirement for all schools to publish a written statement of behaviour principles. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed. For this school, the governing body has agreed to the following statement.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The DfE and LA exclusion guidance will be used to guide practice and outline the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Christian Values**

Our behaviour policy is centred on the four Christian Values of Trust, Forgiveness, Compassion and Friendship. These four values underpin and support our school's Christian Vision. They help us to promote a culture of kindness and mutual respect.



## **Role of Staff**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour that supports and promotes our Christian teachings, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- To create a positive climate with realistic expectations.
- To emphasise the importance of being valued as an individual within the group.
- To promote, through example, honesty, trust and courtesy.
- To provide a caring and effective learning environment.
- To encourage relationships based on kindness, respect and compassion.
- To ensure fair treatment for all, linked to the Christian Value of justice, regardless of age, gender, race, ability and disability.
- To show appreciation of the efforts and contribution of all.
- To be responsible for dealing with incidents in and around school. If in doubt staff can refer to the Senior Leadership Team, SENDCo and ultimately to the Executive Headteacher and/or Head of School.

## **Role of the Executive Headteacher and Head of School**

It is the responsibility of the Executive Headteacher and Head of School to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher and Head of School to ensure the health, safety and welfare of all children in the school.

The Executive Headteacher and Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Executive Headteacher and Head of School keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of poor behaviour, the Executive Headteacher and Head of School may permanently exclude a child. The school follows the North Yorkshire Local Authority's guidance on exclusions. The school governors will be notified if exclusion occurs.

## **Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules on the school website via this policy and we expect parents to read these and support them. We expect parents to support their child's learning and to co-operate with the school. 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, it is essential that parents and carers should support the actions of the school. If parents/carers 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 Head of School. If these discussions cannot resolve the problem, a formal



grievance or appeal process can be implemented by reading the complaints policy. This always begins with a conversation with the Executive Headteacher.

## **Role of the Governing Body**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Executive Headteacher and Head of School in carrying out these guidelines. The governors should follow the normal complaints procedure in cases of complaint.

## **The Curriculum and Learning**

We strongly believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and that they are differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

## **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all encourage children to be respectful and kind.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the children involved.

## **Rules and Procedures**

Praise and reward for modelling our school vision and Christian Values is the key to creating a positive atmosphere where the children can succeed. Rules and procedures should be designed to make it clear how children can achieve acceptable standards of behaviour.



Rules and procedures will:

- be kept to a necessary minimum.
- be positively stated, telling the children what to do and why rather than what not to do.
- give clear choice and consequence options.
- actively encourage everyone involved to take part in their development.
- have a clear rationale, made explicit to all.
- be consistently applied, modelled and enforced.
- promote the idea that every member of the school has responsibilities towards the overall aims of the school.

If school rules are broken, we need to know:

- what happened
- when it happened
- how often
- in whose company
- and in what circumstances

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying (see our Anti-Bullying Policy), deliberate injury or attempted injury, stealing and truancy.

### How we manage bullying

What is bullying? Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic, Transphobic and Biphobic	bullying motivated by prejudice against lesbian, gay, bisexual, trans or non-binary (LGBT) people
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Indirect	Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.

It is important that children, staff and parents all have a clear understanding of what bullying is. This will prevent bullying being mistaken for children falling out with each other or incidents where a child has been hurtful or unkind towards another child.



### **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Victims often become bullies, so it is important that pupils who are bullying need to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to issues of bullying through its promotion of the Christian Value of justice.

As a Christian school, we strongly promote the value of forgiveness. If bullying has taken place, it is not our intention to label someone as a 'bully'. Children will make mistakes in life, and it is our role to help them to learn from these and make good decisions moving forward by promoting the school's Christian Values. Telling children to keep away from or stay away from other children is not a long-term solution when teaching about effective relationships. The school encourages learning to live well together and disagreeing well together.

### **Our procedure, if we suspect that bullying has occurred.**

1. Report incident to the DSL via CPOMS.
2. Ensure that the class teacher is aware of the situation.
3. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
4. Inform parents of the children involved. Discuss the incident and reach some positive outcomes.
5. An attempt will be made to help the bully/bullies change their behaviour.
6. Work will be done with victims and bullies to address and resolve the situation through the promotion of the Christian Values of compassion and forgiveness.

### **Cyber-bullying**

Technology is becoming more widely used as a vehicle for bullying. The school recognises this and has written a separate policy. Please read the e-Safety Policy for further details.

### **Anti-Bullying Curriculum**

The message that bullying is not acceptable is re-iterated at certain times within our curriculum, where appropriate. For example:

- Within PSHCE lessons/ discussions
- Throughout "Anti-Bullying Week"
- Within the Christian Value themes that we promote through our collective worship.

### **Exclusions and Suspensions**

Exclusions and suspensions may occur following extreme incidents at the discretion of the Executive Headteacher supported by the Head of School.

The school uses the following policies and guidance:

[Suspension and permanent exclusion guidance – September 2023 \(Department of Education\)](#)

[Synergy Schools Exclusion Policy \(North Yorkshire LA Guidance\)](#)



## Physical Intervention and the use of Reasonable Force

### 1. Definitions

- Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm.
- out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control.

### 2. The Legal Position - Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other

adults, e.g. unpaid volunteers or parents accompanying students on a school trip. Staff should use their professional judgement of each situation to make a decision to physically intervene or not. Key members of school staff are trained in 'Restrictive Physical Intervention' (RPI). Staff will avoid causing injury, pain or humiliation. Schools do not require parental consent to use force on a pupil.

### 3. When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave.
- Prevent a pupil who disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where this would risk their safety or disrupt others.
- Prevent a pupil from attacking another child or adult or to stop an incident.
- Restrain a pupil at risk of harming themselves through physical outbursts.

School staff cannot use force as a punishment – this is always unlawful.



## Our Systems for Promoting Good Behaviour

### **Bee Point System**

All children are allocated a Hive colour on entry to the school. This helps us to promote the importance of community. All children are encouraged to collect bee points. These are counted up at the end of each week and the team with the most points wins the cup for the following week (signified by a display in the hall and ribbons on the cup). When children receive a bee point, it is then recorded on Class Dojo so that parents can share in their child's success.

Bee points are awarded for any of the following:

- Being kind: looking after each other, being helpful, thinking of others, understanding the viewpoints of others, helping adults around school, contributing to the school, home or local community.
- Being resilient: making a mistake and learning from it, trying hard, persisting.
- Being inquisitive: asking questions, showing interest in learning, showing independence, having positive attitude to learning.

Under normal circumstances, children will only be awarded a single point for an occurrence of one of the above criteria. However, under exceptional circumstances, teachers and teaching assistants are able to award 2 house points if a child has demonstrated behaviour which is 'above and beyond' or work that is way beyond what is usually expected. Under no circumstances should a child be awarded more than 2 points simultaneously as this will devalue the awarding of single merits.

### **Living The Vision – 'To be the best that you can be'**

Each week in our school celebration assembly, the class teachers will acknowledge children who display the following behaviours linked to the school vision.

To be the best that you can be through:

- Kindness
- Resilience
- Inquisitiveness

A Friday assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude. Children from each class will receive "Bee Award" linked to the school vision. The vision certificates have our bee characters on that represent the key characteristics that help us to live out our school vision.

Children can also be sanctioned by the use of a penalty. Penalties are used for any of the following, where appropriate.

- Rudeness and/or disrespect
- Disobedience
- Bad language and swearing
- Blatant lying
- aggressive behaviour
- persistent lack of organisation
- Spoiling of own, others' or school's property





## Reflection System

Each class employs a restorative system to encourage children to be the best that they can be. Positive behaviour is encouraged through allowing children the opportunity to reflect on their behaviour and give the children the opportunity to make good decisions. Using a meta-behaviour approach, we hope to encourage children to understand their own behaviour and feelings and therefore respond appropriately.

- At the beginning of each day, all children begin on the **'ready to learn brain'**. Each class has a daily check in area which states how they are feeling that morning. Staff working in that class find opportunities to check in with any children that may be in need of help/support to ensure they are ready to learn. The use of the Zones of Regulation supports children to identify their feelings and supports staff to have a discussion with the children about how to manage feelings.
- Any child displaying low level behaviour will be given a gentle reminder of school expectations and that they now have an opportunity to make better choices (ideas on how to do this are displayed on the wall – at an age-appropriate level).
- If behaviour continues the child is moved to the **'thinking brain'**, children are asked to reflect on their behaviour and staff will remind them of a time they followed the school rules well. Information around the thinking brain will be available to support children on how to make good choices for them and others around them (linking to our school vision: to be the best that I can be). The Zones of regulation are used to support discussions about feelings and actions and how to change feelings to be more positive and deal with any problems through talking or making positive choices.
- If behaviour persists, they are moved to the **'reflection brain'**. Using Zones of Regulation to support, a conversation to decide on what can be done to get back into a place where they are ready to learn. Children must also consider how their behaviour may have affected others. Support and advice are available on the wall. An adult will support a child with this, if and when needed.



### Yellow Card

- If a child has not managed to turn around their behaviour before lunchtime or by 3:20pm, they will be given a **yellow card**. This means they will be required to take some **"time in"** to reflect on their behaviour. Time in will take place at 1pm or 3:20pm each day. Since implementing OPAL Playtimes, lunchtime breaktime has been extended by 15 minutes (until 1:15pm) The final 15 minutes of lunchtime or the last 10 minutes of the day will be spent reflecting on their behaviour through a discussion with a member of staff using the available prompts on the wall. Following the reflection time, children will be given the chance to apologise to anyone who was affected by their behaviour (pupils or adults).

- Conversations with children surrounding behaviour should always be restorative. This means that staff will encourage the children to reflect on their behaviour, asking:
  1. • What happened?
  2. • Why have they behaved in a certain way?
  3. • What were they feeling when they were behaving in this way?
  4. • Who has their behaviour impacted?
  5. • How they feel about their behaviour?
  6. • How might others feel about their behaviour?
  7. • What can they do to 'make things right'?
  8. • How can they prevent this behaviour happening in the future?
  9. • What can staff do to help the child?
- If negative behaviours continue once a child is in possession of a Yellow Card, they will be given a Red Penalty Card (on the same day). This means that the child will be spoken to by a member of SLT and their parent informed at the end of the day by the class teacher.

### **A Red Card**

A Red Penalty Card can be given for:

- Consistent rudeness and/or disrespect
- Bad language and swearing
- Blatant lying
- Aggressive behaviour
- Spoiling of own, others' or school's property

There might be times when this sanction is not effective in changing the child's behaviour. If this is the case, then the class teacher should discuss the child's needs with a senior member of staff and consider using strategies rather than the card system, as this could only serve to cause frustration.

### **Sanctions**

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences, thus promoting the Christian Value of justice. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.



## **Children with Special Educational Needs (SEN)**

Some children exhibit particular behaviours based on special needs, early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their needs. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke support it may be felt necessary to seek help from the Educational Psychologist and/or Behaviour Support Service. If so, the SENDCo (Special Educational Needs and Disabilities Co-ordinator) will become involved.

All staff should be aware that for children with special educational needs and/or disabilities it might be necessary to adapt this policy to ensure that all children can benefit effectively from rewards, sanctions and strategies that are in place. This doesn't mean that we are being unfair – simply that we recognise that what works for one child, may not work for another. In these cases, class teachers would, where appropriate, explain the change of policy and rationale to the rest of the class.

## **Banned Items and Searching**

### **Searches without your child's consent**

The school doesn't need your child's consent to search them if they think your child has prohibited items, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules, this includes mobile phones or any electronic device that can communicate with the Internet or take images.

These things can be confiscated.

### **Legal requirements of a search**

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.



### **Complaining about a search**

If you're unhappy with a search on your child at school, talk to the Executive Headteacher or Head of School. If you're not satisfied, ask for a copy of the complaint's procedure.

### **Monitoring**

The Executive Headteacher and Head of School monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor incidents on the child's house point card. The Executive Headteacher and Head of School records serious incidents on CPOMS. The Executive Headteacher and Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. A member of the school's governing body will monitor the accident book in order to keep a check on aggressive incidents in school.

