	Palgrave Church of England Primary School **'Moving forward together as a family, with loving respect.'**	**Policy Document** Agreed: Sept 2026 Review: Annual Date: Sept 2027

Behaviour Policy

1 Aims of the policy.

1. To provide guidance on expectations for pupil behaviour that is easily understood by all.
2. To aid all staff in the positive management of behaviour.
3. To encourage good order and appropriate behaviour throughout the school.
4. To be clear and enforceable.

2 Introduction.
The development of good personal behaviour is a fundamental part of the curriculum. The school attempts to nurture a positive attitude and develop the self-esteem of its pupils. We aim to work in partnership with the parents to help children understand the difference between right and wrong within the school community. We believe that children thrive on praise and encouragement and every opportunity is taken to recognise and reward examples of good behaviour when they occur.

The staff and governors take all concerns seriously and are committed to creating the safest environment for all. Downplaying of abuse such as using the terms "just having a laugh", "part of growing up" or "boys being boys" will not be tolerated.

The school has a code of practice that sets behavioural guidelines for pupils; these are made explicit to the children through a set of classroom rules and a set of playground rules.

3 Aims of behaviour management within the school.

1. To encourage courtesy and consideration towards each other at all times.
2. To encourage self discipline.
3. To teach pupils to take responsibility for their own actions.
4. To encourage honesty, fairness and politeness.
5. To further develop an understanding of right and wrong.
6. To maximize learning opportunities through an ordered and disciplined atmosphere.
7. To develop a sense of community awareness and responsibility.

4 Principles of behaviour management.
Expectations of appropriate behaviour in lessons are regularly made explicit to the children; they are trained to behave safely in every situation. They are also given guidelines for appropriate behaviour in the playground. A set of simple rules for classroom behaviour is on display in each classroom and is referred to regularly. There is a set of playground rules agreed by the whole school, on display in the playground. All rules are general, measurable and easy to adhere to as far as possible. Children are frequently reminded of the rules.

5 Practice within the classroom.

Learning best takes place where pupils understand the need for appropriate behaviour. Teachers will have high expectations for good behaviour to enable all children to learn and the teacher to teach.

Positive reinforcement of behaviour expectations are modelled by staff and used to praise children for good expectations.

Pupils are reminded of the rules when these have been breached.

Individual praise is given for “on task” behaviour

The procedure for dealing with poor behaviour is contained within the Appendix for each school

6 Classroom rules and playground rules

Please see appendices

7 Rewards and Sanctions

Please see appendices

8 Role of school staff and Parents.

Children are expected to behave according to these rules and it is the duty of all teachers, teaching assistants and midday supervisors to ensure that good behaviour is promoted. It is expected that parents uphold the school’s behaviour principles and develop community awareness.

Staff are expected to treat children with courtesy and to be a role model in engendering mutual respect. All staff must be aware of the need for consistency, fairness, respect and tolerance as well as showing kindness at all times.

Staff will never smack or physically strike a child as a punishment.

9 Behaviour which affects the safety of a child or other children.

In the case of a severe disruptive situation affecting the safety of the child and or other children and if verbal commands have not de-escalated the behaviour, staff may use physical intervention.

At all times staff must be aware that physical intervention is a preventative measure and an act of care and control and not punishment. It should only be used as a last resort.

Physical intervention may be required when moving a child or removing a child from a situation but should only be used in accordance with section 93 of the Education and Inspections Act 2006.

Under section 93 of the Education and Inspections Act 2006, teachers and other approved staff have a legal right to use such force as is reasonable in the circumstances to prevent a pupil from:

i. committing an offense
ii. injuring themselves or others
iii. damaging property
iv. disrupting good order and discipline.

In the event of physical intervention being used the following protocols should be adhered to:

- The teacher must consider all behaviour management options before using physical intervention and only then when the perception is that there is a risk of serious injury to the child or to others (including pupils and staff)
- A child must be sent from the class to get help from a senior teacher/ teacher/ other member of staff.
- The teacher may move the class to another area of the school to isolate the child in question and another member of staff must be called to help.
- If time permits the pupil must be warned that physical intervention may be used.
- The minimum of force (reasonable and appropriate force) should be applied.
- A member of senior staff must be summoned immediately.
- Circumstances and justification for using physical intervention must be reported to the Head of School and recorded in the school log after the incident.

- The Head of School must inform parents.
- The Head of School must report the incident to the Principal
- The school governors must be informed by the Principal at the next meeting.

These persons are authorised to use physical intervention.

- All permanent members of the teaching staff.
- The non-teaching staff listed below:
    - Teaching Assistants
    - Midday Supervisors
    - Administration Staff

It should be noted that after a child has displayed severe behaviour, it can take up to thirty minutes for them to calm down and be able to reason. It is therefore essential that following an incident the pupil is given 30 minutes away from other pupils before the staff member discusses their behaviour with them.

Restriction of Liberty
If a child needs to be removed from contact with other children to protect their safety then this can be done by removing them to a separate room or area. During this time they must be supervised and not left in the room alone. The use of locked rooms is completely unacceptable.

10. Offensive and inappropriate language
The use of language to offend others will not be condoned. These incidents will be recorded on MyConcern and parents will be informed. Depending on the severity of the incident sanctions may be imposed in line with the behaviour policy.

11. Persistent misbehaviour and severe disruption.
Fighting, stealing, persistent disruption of lessons or disruptive playground play will not be tolerated. The Head and staff will discuss the problems after which parents will be contacted. Initially parents will be involved in informal discussions with the Head but if problems persist they will be recorded and placed on the child's file.

Some problems may require the help of an outside agency but parents permission will always be requested beforehand.

The Principal and governors can suspend pupils whose behaviour is consistently causing a nuisance or danger to others. This is not a decision that will be taken lightly and parents have the right to appeal.

The Principal/ Head can exclude pupils whose behaviour causes a danger to others (please see exclusions policy)

12. Dealing with Child on Child abuse
It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.
In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Staff investigating peer on peer abuse should:

- If the abuse is potentially serious (or if the investigator is in any doubt) then a member of staff should be asked to record any interviews that take place with pupils. This can be done part way through an interview if the information being shared is starting to cause concern.

- Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)
- If, once appropriate advice has been sought from police/social care you have agreement to inform parents or if other services are not involved then you need to inform the parents as soon as possible. Wherever possible this should be done by telephone followed up with a letter
- In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way).
- Consider action to be taken in reference to
    - What is the age of the children involved?
    - How old are the young people involved in the incident and is there any age difference between those involved?
    - Where did the incident or incidents take place?
    - Was the incident in an open, visible place to others?
        - If so was it observed?
        - If not, is more supervision required within this particular area?
    - What was the explanation by all children involved of what occurred?
    - Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved?
    - Is the incident seen to be bullying for example, in which case regular and repetitive?
    - Is the version of one young person different from another and why?
    - What is each of the children's own understanding of what occurred?
    - Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch?
    - Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?
    - Is the behaviour deliberate and contrived?
    - Does the young person have understanding of the impact of their behaviour on the other person?
    - Repetition
        - Has the behaviour been repeated to an individual on more than one occasion?
        - In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

- Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.
- For the young person who has been harmed
    - What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.
    - Other interventions that could be considered may target a whole class or year group for

example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.
    - If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.
- For the young person who has displayed harmful behaviour
    - In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.
    - Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.
    - Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.
    - The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

13. Poor behaviour outside school grounds

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Where a pupil is bullying another pupil out of school it will be dealt with by the school and will be subject to the procedures outlined in the anti-bullying policy.

The school may discipline a pupil for any misbehaviour::

- when the child is taking part in any school-organised activity
- when the child is travelling to or from school
- when the child is wearing the school uniform (or is identifiable as a pupil at the school by what the pupil wears or says)
- likely to have repercussions for the orderly running of the school
- that could adversely affect the reputation of the school.

If behaviour poses a threat to another pupil (beyond bullying) or member of the public then the person reporting

the behaviour will be asked to report it to the police.

14. Bullying.
Bullying takes many forms, not all of them easily apparent. All staff should be aware of procedures regarding bullying and if it is suspected to be taking place or is reported to a member of staff action will be taken. In accordance with the school anti-bullying policy.

15. Confiscation and searching
There are two sets of legal provisions which enable school staff to confiscate items from pupils:
1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2) Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Any items confiscated by school staff will be returned to the pupil at the end of the school day unless the item falls into category 2 above in which case parents will be informed and be required to collect the items from school. Further reporting to the appropriate authorities may need to occur when an incident involving prohibited items occurs.

16. Attendance.
Regular, punctual attendance is an important foundation for good behaviour and discipline. Parents are responsible for ensuring that there is a good pattern of attendance and punctuality, and are required to telephone or give formal notification by letter of the reason for their child's absence. Please our Attendance Policy.

If children are persistently late or absent a letter will be sent home to parents.

A welfare officer will be informed if a letter does not rectify the situation.

17. Pastoral care for school staff accused of misconduct
In the case of misconduct allegations against school staff, the Principal will draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Allegations of abuse must be taken seriously, but school, supported by advice from the Local Authority Designated Officer (LADO), will ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the pupil who made it. The police will be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil.

18. Liaison

The following procedures will be adhered to when dealing with pupil behaviour.

- Staff must consult the Head when behaviour causes concern.
- Parents will be consulted informally and will be kept informed of progress.
- Records of pupil behaviour and actions taken will be recorded on MyConcern
- In certain circumstances liaison with outside agencies will take place these may include:
  SENCo

Educational Psychologist.
Education Welfare Officer.

Appendix 1

Classroom rules
Each class will produce their own set of rules for display at the start of the year. These rules should be written as the positive expectation of behaviour.

Playground rules
Listen and follow instructions.
Allow anyone to join in group games such as football or catch
Take care when playing chasing games and look where you are going.
Play games that do not involve pushing, hitting or kicking.
Use the skipping ropes for skipping only.

Procedure for poor behaviour in school

1. The pupil receives a verbal warning explaining why the behaviour is not appropriate
2. If the poor behaviour continues, the pupil's name is written on the board or moved down on the class specific behaviour chart.
3. If the poor behaviour continues, the pupil and their behaviour is recorded on MyConcern.
4. Some time out of the class for reflection may be offered.
5. The pupil will then be sent to the Head of School (if available) or will meet the Head of School on the next available opportunity.
6. Parents will be informed.

Procedure for poor playground behaviour.
Midday Supervisors are responsible for ensuring appropriate and safe playground behaviour at lunchtime.

The procedure for dealing with poor behaviour is

1. The pupil receives a verbal warning explaining why the behaviour is not appropriate
2. If the poor behaviour continues, the pupil will be asked to stand on the fence (and may be excluded from the play session for a short period of time to allow for reflections time)
3. If the poor behaviour continues, the pupil is brought into school to the head of school or a teacher and the staff member will record the behaviour on MyConcern.
4. Parents will be informed.

No children are allowed to be in the main building unsupervised unless going to the toilet.

Rewards for following the behaviour rules are:
Rewards are based upon praise including verbal praise and encouragement, written praise in books, public commendations in assembly and prominent displays of good work. The Head may authorise the use of other rewards e.g. stickers or certificates of commendation, verbal praise in front of parents, rewards chart, Golden Time.

Consequences for inappropriate behaviour are:
Consequences can include warnings, loss of privileges, finishing work during part of playtime,informal discussion with parents, letter to parents, spoken to by the Head or senior teacher, timeout (when timeout is given it is important that the the pupil completes all the work expected and this may mean them staying in at the end of the lesson).

In extreme cases exclusion will be considered - please see Exclusion Policy

Appendix 2

Our whole school non negotiables which form the basis for our class rules:

