

Park House Primary School



Behaviour Policy

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Signed by:

S. Karanph

Headteacher

Date: 27th June 2024

Chair of governors

Date: 27th June 2024

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Statement of intent

We believe that in order to achieve the aspirations of Park House Primary School, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Park House Primary School's Behaviour Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals.

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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008 amended 2012
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Home School agreement
- E-safety Policy
- Acceptable Use Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing strategic guidance for the Headteacher on promoting good behaviour where appropriate.
- 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.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good 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.

Staff will be responsible for:

- Implementing the school's Behaviour Policy at all times.
- Maintaining a positive and well-managed learning environment.
- Being positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Treating all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Delivering quality first teaching to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Using the school's reward and sanction system.

- Rewarding positive behaviours: use Class Dojo points, learning characteristics (stickers), positive language strategies and hierarchy of sanctions to promote and reward the good behaviours.
- Following the rules and consequences for negative behaviours outlined in this policy.
- Recording all red and yellow card behaviours, on the behaviour log.
- Ensuring 'need's work' Dojo (zero) points are added to Dojo.
- Contacting parents/carers regarding their child's behaviour (via Dojo telephone or in person if necessary).
- Ensuring that time sanctions are applied and if necessary, the correct interventions are in place.
- Raising any concerns regarding pupils' behaviour with the Deputy Headteacher and/or Headteacher.
- Supporting other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaising with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organising time out into other classes for no more than one lesson where appropriate.
- Intervening promptly when they encounter poor behaviour or unexplained absence.
- Immediately contacting the Headteacher and the rest of the SLT when there has been a serious breach of the school's Code of Conduct.
- Continuously keeping parents/carers informed of any behavioural management issues concerning their child which involves the receiving of red and yellow cards. This contact should be via Dojo.
- Continuously keeping parents/carers informed of any behavioural management issues concerning their child, this contact should be recorded via Dojo.
- Monitoring the attitude, effort and quality of the pupils' work.
- Making referrals to external agencies where necessary, e.g. the inclusion support advisory service, Education Psychology Service etc.
- Informing the SLT of relevant behaviour data and trends.
- Analysing of behaviour data and trends will be shared at SLT meetings each half term and with the Safeguarding Governor through monitoring visits.
- Ensuring that all records are kept up-to-date, such as the behaviour logs. SLT will ensure the racism and bullying logs are recorded on My Concern and report to the relevant Local Authority department and report at Full Governing Board meetings through the Headteachers' report to governors, maintain confidence as required.
- Consistently developing their understanding of behaviour for learning and relevant techniques as part of their CPD.
- Ensure visitors and students are inducted with the behaviour policy and procedures during their induction.

Pupils will be responsible for:

- Abiding by the Home-School Agreement and the school's Behaviour Policy at all times
- Act as positive ambassadors and representatives of Park House Primary School through their exemplary behaviour.

- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Correctly present themselves in Park House Primary School's uniform, in accordance with the school's Home-School Agreement and school prospectus.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner, which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

Parents and carers will be responsible for:

- Abiding by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour Policy, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Park House Primary School with the pupil's classroom teacher or SLT.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question Park House Primary School's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a pupil of Park House Primary School, in accordance with the Home-School Agreement.
- Should parents wish to make a complaint then they should refer to the school's complaint's policy and procedure.
- Ensure pupils behaviour to and from school and whilst in identifiable Park House uniform, follows the expectations of school rules.

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. This will 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

For the purposes of this policy, examples of behaviours which the school will define “low-level unacceptable behaviour” are:

- Shouting out and/or making noises.
- Not following instructions from an adult.
- Not following instructions for staying safe.
- Not being sensible around the school.
- Misuse of equipment.
- Not sharing or taking turns.
- Being unkind or nasty.

For the purposes of this policy, examples of behaviours which the school will define “mid-level unacceptable behaviour” are:

- Inappropriate behaviour.
- Using inappropriate/bad words.
- Deliberate defiance e.g. refusal to do.
- Repeatedly not following instructions.
- Rough play/play fighting after warnings
- Stealing
- Lying.

- Inappropriate use of equipment e.g. sports equipment.
- Poor behaviour in clubs after warning

For the purposes of this policy, examples of behaviours which the school will define “high-level unacceptable behaviour” are:

- Severe inappropriate behaviours
- Violence - kicking, hitting, pushing or saying nasty things.
- Deliberate Vandalism
- Racist/derogatory comments with intent.
- Bullying
- Repeated breach of health and safety
- Repeated Stealing.
- Inappropriate sexualised behaviour (outside the normal age-appropriateness).

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

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will 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 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

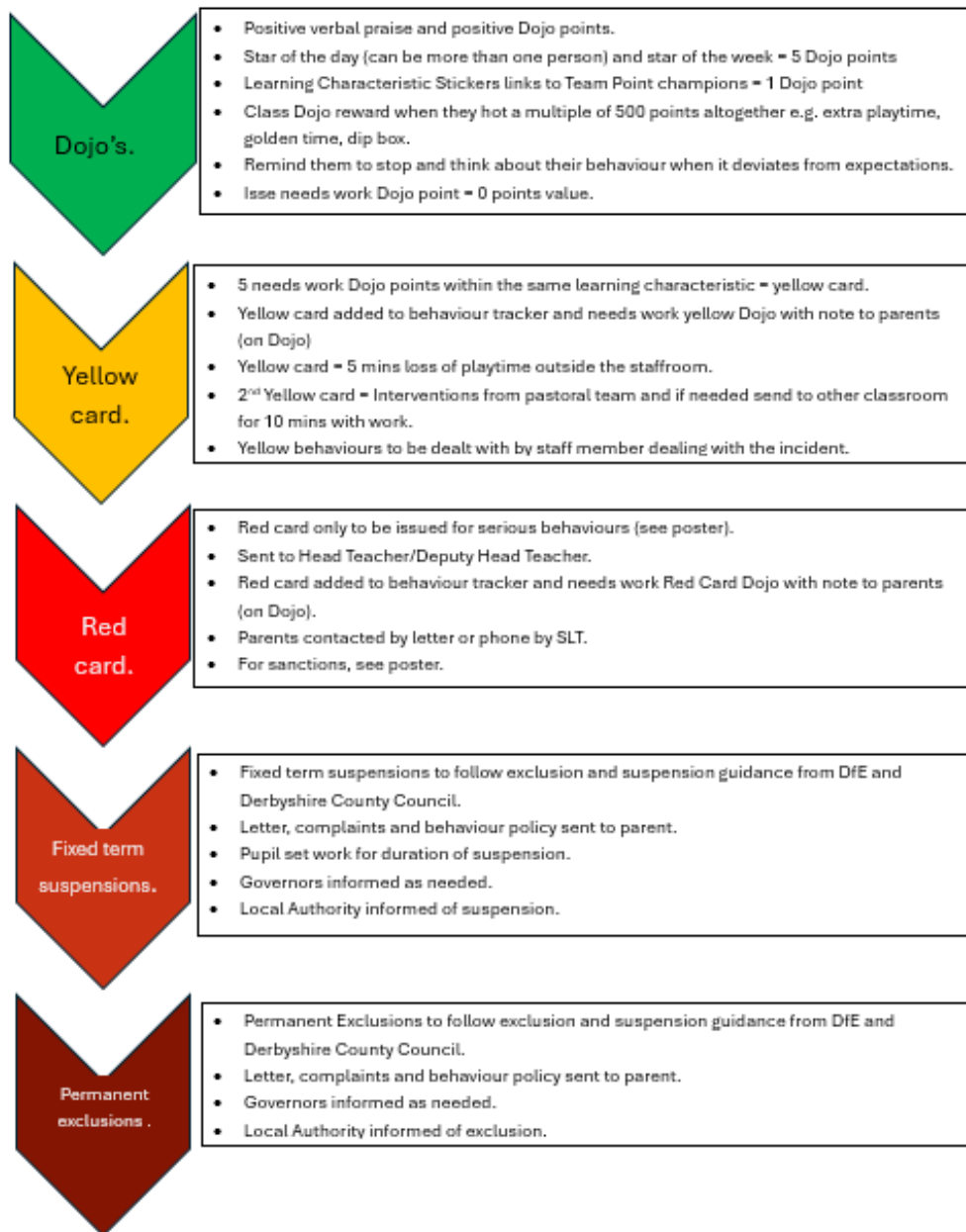
All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental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

6. 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 staff/pastoral team 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.

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. After an initial incident of negative behaviour, the behaviour flow chart should be followed, with staff using their professional judgement and experience to determine what is appropriate and reasonable.



Where a pupil's misbehaviour is causing disruption, the following techniques will also be followed:

- Use praise to promote good behaviour.
- Get on the child's level.
- Speak calmly.
- Use scripted language.

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

- The Headteacher will consider whether the pupil should be suspended, in line with the DFE guidance and will determine the length of the suspension
- 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.
- 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, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction 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 sanction 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 sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are 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.

7. Exclusions

7.1. In cases of exclusions, whether it is internal, fixed-term or permanent, the Derbyshire County Council Exclusion procedures will be followed at all times; ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

7.2. In the event of any type of exclusion, the Headteacher or the rest of the SLT will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration, how to appeal and any alternative provision supplied.

7.3. The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.

7.4. During time out in another class, the pupil involved will undertake all their work whilst in the partner class, which is separate to their or siblings classrooms, whilst under the supervision of the class teacher of that class.

7.5. For extreme breaches of school conduct, the Headteacher can place a pupil on fixed-term suspension, which will be completed by the pupil from their home and can last up to 15 days, not totalling more than 45 days.

7.6. Pupils who are in receipt of fixed-term suspensions and/or reduced timetables following reintegration should have suitable work set by the class teacher for completion.

7.7. It is ultimately the Headteacher's decision on whether a pupil should be suspended or excluded.

7.8. In the absence of the Headteacher, the Deputy Headteacher will make the decisions concerning a pupil's exclusion.

7.9. The Headteacher has the ability to permanently exclude a pupil who has seriously breached the school's Code of Conduct, or who is a persistent offender.

7.10 The Headteacher will ensure the Derbyshire County Council guidance regarding exclusions are followed. In summary Fixed Term, Lunchtime and Permanent Exclusions should be entered into RM Integris. Data is extracted for the LA weekly so there is no need to create a report. Please note: Permanent exclusions MUST be reported by calling the Inclusion Team on 01629 535802 ON THE DAY of the exclusion.

7.11. All copies of paperwork sent to parents are shared with the Chair of Governors.

7.12. Chronology of events, paperwork and reintegration meeting notes (if appropriate) will be recorded on 'My Concern'.

7.13. Permanent exclusions will be considered by the Governing Board for authorisation

8. 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
- Referral to pastoral support: positive play, learning mentor support.
- individualised behaviour plans
- 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.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, 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. The behaviour curriculum 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.

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 consistency, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

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

Employed 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. Where possible, de-escalation strategies will be employed. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. 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. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Headteacher to determine what behaviour necessitates an suspension/exclusion, in line with the DFE guidance for suspensions in schools.

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 staff. The pupil will be moved to a safe space, e.g. The Deep, Rainbow Room or alternative class.

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. 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, including pastoral support.

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.

9. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment 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. Disciplinary sanctions 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.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

10. 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. The prohibited items where reasonable force may be used are:

- 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.

No pupils will not be permitted to use their mobile phones during the course of the school day. Pupils in year 5 and 6 are allowed to bring phones to school but must hand their phone in on arrival to class. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case, e.g. medical – diabetes. The Headteacher will determine the proportionate length of time for confiscation.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

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
- Energy drinks
- Mobile phones

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.

11. 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 school 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 has three overarching rules: **Be safe, Be respectful, Be ready**. Alongside this there are six learning characteristics which children must strive for: **perseverance, team work, attentiveness, respectfulness, resilience and compassion**.

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, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this. For younger pupils, teachers will read the classroom rules agreement with their children before they add their name.

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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Dojo points
- Star of the day
- Team points/class rewards
- Headteacher star of the week
- Special mentions in assembly
- Communicating praise to parents through use of Dojo
- Dip boxes, 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

12. 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 home school agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided 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 sanction 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, including cyberbullying, 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 fully investigated and dealt with in accordance with school policy.

13. 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 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.

14. Monitoring and review

This policy will be reviewed by the Headteacher and senior mental health lead on an **bi-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.

The next scheduled review date for this policy is **June 2026**.

Appendix Ai

Behaviour incident form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this behaviour?			
Additional comments			

Appendix Aii

Behaviour management observations review form

Name of pupil		Year group	
Name of key worker		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			



Physical Intervention Incident Report

Pupil(s)

Staff Involved

Date and Time of Incident

Place Incident occurred

What was the pupil doing before the incident?	What triggered the incident?
What did the pupil do?	
Reason for using Physical Intervention? (rather than other strategies)	
What happened to the pupil after the incident?	Intervention used
Report completed by:	
Date:	

Post Incident Checks – Pupil & Staff
(To be completed by SLT/Line manager)

Completed by:

Date:



Our School
Rules

Be Safe
Be Respectful
Be Ready



Our learning
characteristics

perseverance
team work
attentiveness
respectfulness
resilience
compassion

PHPS Behaviour Flow Chart

Dojo's

- Positive verbal praise and positive Dojo points.
- Star of the day (can be more than one person) and star of the week = 5 Dojo points
- Learning Characteristic Stickers links to Team Point champions = 1 Dojo point
- Class Dojo reward when they hit a multiple of 500 points altogether e.g. extra playtime, golden time, dip box.
- Remind them to stop and think about their behaviour when it deviates from expectations.
- Issue needs work Dojo point = 0 points value.

Yellow card

- 5 needs work Dojo points within the same learning characteristic = yellow card.
- Yellow card added to behaviour tracker and needs work yellow Dojo with note to parents (on Dojo)
- Yellow card = 5 mins loss of playtime outside the staffroom.
- 2nd Yellow card = Interventions from pastoral team and if needed send to other classroom for 10 mins with work.
- Yellow behaviours to be dealt with by staff member dealing with the incident.

Red card

- Red card only to be issued for serious behaviours (see poster).
- Sent to Head Teacher/Deputy Head Teacher.
- Red card added to behaviour tracker and needs work Red Card Dojo with note to parents (on Dojo).
- Parents contacted by letter or phone by SLT.
- For sanctions, see poster.

Fixed term suspension

- Fixed term suspensions to follow exclusion and suspension guidance from DfE and Derbyshire County Council.
- Letter, complaints and behaviour policy sent to parent.
- Pupil set work for duration of suspension.
- Governors informed as needed.
- Local Authority informed of suspension.

Permanent exclusion

- Permanent Exclusions to follow exclusion and suspension guidance from DfE and Derbyshire County Council.
- Letter, complaints and behaviour policy sent to parent.
- Governors informed as needed.
- Local Authority informed of exclusion.