



Overton St Helen's CE Primary School

Surrounded by God, we inspire hearts and minds through learning, faith and love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' (Matthew 5: 16)

Behaviour Management Policy

School Vision

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world.

We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

Introduction

Our Behaviour Policy helps us to create a positive atmosphere in the school based on a sense of community and shared Christian Values that underpin the ethos of our school. Our core values of Respect, Forgiveness and Compassion are paramount in our approach to behaviour.

At Overton St Helen's Church of England Primary School, we reward those who make good behaviour choices as well as having consequences for those who choose to break the agreed code of behaviour. We have fair rules that are decided together and we believe everyone has a collective responsibility to make sure people keep them.

Through our behaviour policy we uphold **'the right to teach, learn and be safe'**.

Aims

The aims of this policy are to:

- To establish a calm, caring and happy atmosphere in school
- To nurture a sense of self-discipline so that each student learns to accept responsibility for themselves and their conduct

- To have a consistent approach to behaviour throughout the school with full parental co-operation and involvement.
- To ensure the safety of each individual in school
- Raise academic and personal achievement

School Ethos

We believe that an effective school is one where a positive atmosphere is based on shared values and principles. We have high expectations of behaviour which lead to high standards of work and presentation. These expectations are articulated for the children in 5 clear statements that are consistently shared in each of our classes:

- ✓ **Walk Inside**
- ✓ **Use Quiet Voices**
- ✓ **Use Good Language**
- ✓ **Listen to Others**
- ✓ **Show Kindness**

We take a positive approach to behaviour management and recognise that in order to promote excellent behaviour and attitudes to learning, children need to be listened to, understood and respected. We exercise Restorative Practice where we encourage children to talk to each other about disagreements and come to a mutual agreement where forgiveness and understanding can be reached.

The promotion of positive behaviour permeates throughout the school, in lessons, worship and communication. We celebrate good behaviour as a whole school, supporting one another's achievements in Celebration Worship and encouraging our pupils to feel proud of themselves and one another.

We believe that a well-planned curriculum, matched to the abilities and interests of our children, set in an environment which is both engaging and inspirational, promotes a good attitude to learning, consequently giving way to good behaviour. All staff at Overton St Helen's are committed to providing this.

As a School we value:

- Hard work and dedication
- Co-operation
- Being truthful
- Respecting the rights and property of others
- Being kind and helpful
- Courtesy and manners
- Self-discipline
- Facing up to the consequences of our actions

We will not accept:

- Rudeness and inappropriate language
- Bullying

- Dishonesty
- Name-calling
- Answering back
- Disrespecting property
- Violence
- Discrimination or prejudice in anyway

Expectations of the School Community

All stakeholders of the school have a responsibility to uphold the Behaviour Management Policy.

It is the expectation of staff and governors to:

- Lead by example
- Be consistent in dealing with pupils
- Be a role model in the values of Respect, Forgiveness and Compassion
- Uphold the Christian Values that underpin our school
- Have high expectations of the children
- Meet the educational, social and emotional needs of the children through a well-designed curriculum and inspirational environment
- Encourage regular communication between home and school

It is the expectation of pupils to:

- Respect, support and care for each other in both the school and the wider community
- Listen to adults, each other and follow the classroom rules
- Follow instruction first time
- Take responsibility for their own actions and behaviour
- Be tolerant of others, irrespective of race, gender, sexuality, religion or age

It is the expectation of parents to:

- Be aware of and support the school's values, expectations and actions
- To ensure their children attend school regularly
- To communicate with school
- To take an interest in their child's education and support in any way they can

Managing Behaviour

Before any consequences take place, the teacher will have made a deliberate effort to use many strategies that promote positive behaviour, such as:

- Providing many opportunities for children to achieve success, at whatever ability
- Actively spotting children making good choices
- Phrasing instructions carefully to avoid misinterpretation
- Make rewards visual and valued
- Have a consistent approach to rules in and out of the classroom
- Offering clear choices for behaviour to ensure children know how to correct their actions

All good systems start with praise; if a child challenges the agreed rules or goes against instructions, then they are reminded of the good behaviour of those around them.

In all matters of behaviour, both positive and negative, we will strive to remain in open communication with parents. Class teachers will seek opportunities to discuss any growing concerns about an individual's behaviour with parents, just as parents will also be welcome to discuss any concerns with them.

Rewards

At Overton St Helen's we actively look for opportunities to catch children choosing to do the right thing. We reward good behaviour with table points, stickers, house points, head teacher's awards, weekly Star of the Week certificates and half-termly Values Awards. The Stars of the Week are celebrated in Celebration assembly each Friday and may be given special responsibilities throughout the following week.

The whole school community takes pleasure in the rewards that children achieve. Children congratulate each other and are genuinely pleased when their friends are recognised.

Sanctions

At any point, children are given the opportunity to make the right choice to correct their behaviour and get back on a positive footing. Following the use of praise and positive reinforcement, we sometimes have to use a sequence of staged consequences that clearly communicate to each child that their behaviour needs to change. At Overton St Helen's, we have adopted the traffic light method as a way of signalling this to the children. Each class teacher interprets this system slightly differently to make this age-appropriate and understandable to the pupils in their class.

First warning – at the first warning, the child's name will be moved to amber and be given time out in class

Second warning - at the second warning, the child's name will be moved to red. At this point the child may be asked to move to a 'partner' class for a short period of time, at the discretion of the class teacher, in order to reset their behaviour.

Consequences for and definitions of staged behaviour are clearly set out in the appendix.

If poor behaviour continues parents will be contacted by the class teacher to discuss targets for improvement.

Children with Special Educational Needs

We recognise that children with neurodiversity and other special educational needs will require support and potential adaptations in order to meet the above expectations. However, this does not mean that they cannot meet them and to expect less, would be a disservice to them. We are a nurture first school and **will always** support our pupils to give their best as much as they can.

Foundation Stage

We appreciate that in the Early Years, sanctions need to be more immediate in order for young children to recognise their negative behaviour choices. Children are given a warning first – if their behaviour continues they are given 'time-out' in an area of the classroom away from where they have been playing. They are not sent to another classroom as we recognise this could potentially be distressing for

them. If behaviour is very bad, they will be brought to the Head Teacher. Records will be kept accordingly and parents will be contacted.

Visits to the Head Teacher

If the graded sequence of consequences does not affect a change in behaviour, then the Head Teacher will be consulted.

The head teacher will speak to the individual regarding the behaviour they have been demonstrating, outlining a clear way to correct such behaviour with immediate effect. Depending on the severity of the conversation, parents will be contacted by the Head to inform them of the reason why a visit to them was necessary.

Use of Reasonable Force, Restraint and Seclusion

In extreme cases of pupil behaviour, staff may need to use reasonable force, restraint or seclusion in order to keep all pupils and themselves, safe.

All members of school staff have a legal power to use reasonable force in certain circumstances, to prevent or stop a pupil from; causing injury to themselves or others; committing a criminal offence; damaging property; causing disorder among pupils at the school, whether during a teaching session or otherwise.

School does not have a no-contact policy. There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to demonstrate exercises or techniques during PE lessons or sports coaching

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

NB: Some SEND pupils self-regulate by moving themselves to a secluded space during the course of the day (as indicated on their IPPs). This is NOT classed as Seclusion in terms of behaviour intervention.

Reasonable Force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.

This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to another. 'Reasonable in the circumstances' means using no more force than is needed.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

When reasonable force, restraint or seclusion has been used by a member of staff, this will be reported to the parents and recorded on CPOMS, including the circumstances which led to the use of reasonable force and what happened as a result.

Further Action

If all the above does not affect a change in behaviour, this will lead to an internal exclusion where the individual will work in isolation throughout the whole day. Parents will be contacted if this is to take place and be given details of the behaviour which has led to this point. These will be recorded by the Head Teacher.

Persistence of this behaviour will lead to a fixed period of exclusion; the head teacher will determine the length of time. This procedure will follow local authority guidelines.

In the event of a serious incident, the Headteacher will have the discretion to act outside the normal procedure and take necessary steps.

Anti-bullying

This policy is aimed at making Overton St Helen's a safe and happy place to work and play. Bullying in any form and by any person, will not be tolerated in school. Any claims of bullying will be listened to earnestly and actions will be taken to investigate the issue and deal with it.

Our definitions and procedures for dealing with bullying are set out clearly in our Anti-Bullying Policy and take the following form:

- Parents to inform school of concerns
- Head teacher to be informed of any concerns
- Concern to be highlighted to all staff
- Situation monitored and feedback given to parent
- Head teacher to speak to individuals concerned, reminding the aggressor of the school behaviour policy and that they must adhere to codes of conduct.
- If no improvement is seen, then more serious consequences may be enforced, according to the behaviour policy.
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This policy will be reviewed regularly by staff, governors and the School Council.

Revised – Sep 2026

To be reviewed – Sep 2027

Appendix 1:

SANCTIONS for poor behaviour/conduct:

The context and child's needs will be fully taken into account when sanctions are applied.

Stage	Behaviour Examples	Appropriate Sanctions
Stage 1	• 'Low-level' disruption • Swinging on chair • Interrupting/calling out • Running inside the school building • Being in the wrong place at the wrong time (e.g. Inside school during lunch or break) • Ignoring instructions • Silly noises • Pushing in line	• Quiet reminder • Non-verbal signals (e.g. eye contact) • Change of seating • Warning – 2 minutes off next break time
Stage 2	• Affecting other pupil's learning • Inappropriate remark to other pupils or staff • Refusal to work • Minor challenge to authority • Harmful/offensive name calling • Damaging school's/pupil's property • Leaving class without permission unnecessarily • Refusing to come in after break/lunch	• Lose 2 minutes off next playtime/lunch • Move to timeout area in class • Lose 5 minutes of next break time • Communication with home (teacher phone call to parent or conversation at end of day without child) • Record on CPOMS
Stage 3	• Persistent Stage 2 Behaviour • Persistent swearing • Throwing objects with intent to harm • Physically harming someone • Continued or more serious challenge to authority • Repeated refusal to do set task • Highly offensive remarks to other children or staff	• Removal from class or removal of class (remove audience) – HT to partner teacher in this sanction • Work missed needs to be completed in own time (next break time or sent home) • HT to have conversation the parents regarding behaviour incident • Records on CPOMS • Behaviour to be monitored for clear improvement.
Stage 4	• Persistent Stage 3 Behaviour • Bullying • Fighting • Racism • Violence • Very serious challenge to authority • Leaving school grounds without permission	• Meeting with parents arranged with class teacher & Headteacher • Loss of playtimes for determined period • Half-day Internal exclusion • One day exclusion for leaving premises • Record on CPOMS
Stage 5	• Persistent Stage 4 Behaviour • Persistent verbal abuse to a member of staff • Physical abuse to any member of staff/adult • Malicious physical assault on another pupil	• Exclusion for a fixed term • Potential permanent exclusion • Record on CPOMS