



## WEST HESLERTON C.E. PRIMARY SCHOOL

### POLICY FOR GOOD BEHAVIOUR

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<b>Responsibility</b>		Full Governing Body	
<b>Date of most recent Staff Policy Review:</b>	Summer 2026	<b>Date of Next Staff Review</b>	Spring 2027 or sooner if required alongside the anti-bullying policy and exclusion policy.
<b>Date of most recent Governor Policy Review:</b>	Autumn 2025	<b>Date of Next Governor Review</b>	Summer 2027 or sooner if required alongside the anti-bullying policy and exclusion policy.
<b>Reason for Review</b>		Reviewed after staff have undertaken de-escalation training and KCSiE was updated	
<b>Method of Communication (e.g Website, Noticeboard, etc)</b>		School Website	

“Children are at the centre of all we do”

We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.

The hallmarks of a Christian life lived well are shown in the fruits of the Spirit – But the fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, Self-control. Against such things there is no law. Galatians 5:22 – 23

Good behaviour and discipline are key foundations of good education. We share the Christian message of love, joy and the celebration of our humanity without exception or exclusion.

‘Flourishing children are to be loved unconditionally, enabled ambitiously, supported compassionately and championed relentlessly.’

In order to value all of God’s children, allow all children to flourish and maintain the ethos of West Heselton School these simple school rules shall be followed:

As a school we seek to educate young people and develop their personal skills so they accept accountability for their actions and can construct their own solutions. Our preferred approach is one which seeks to restore relationships and change behaviours rather than punish the actions. This does not exclude the use of sanctions, but staff should seek the most appropriate way of educating our young people and developing their skills of self-control, empathy and emotional management so that they have an alternative framework by which to behave if a similar situation arises again. We acknowledge that this approach can be more time consuming and require a greater emotional involvement from staff.

#### **SCHOOL RULES and EXPECTED BEHAVIOURS**

Behaviour is communication. We teach and encourage all children to communicate positively. We expect all children to:

- We listen carefully and follow instructions straight away.
- We keep our hands and feet to ourselves (no aggression, hitting, pushing or kicking etc).
- We take care of and respect everyone’s property.

- We wait our turn and speak appropriately.
- We walk carefully and quietly in school.

Not following the school rules will result in the application of sanctions below.

## **REWARDS**

Staff always seek to create an environment where positive behaviour and social responsibility flourish through reinforcement and praise. Rewards of all kinds are used to recognise and encourage positive social and learning behaviour. These include: praise, Class Dojos, stickers, certificates and “best effort” mentions in weekly whole school celebration.

## **SANCTIONS**

Pupils’ poor behaviour will be addressed using the following scale, which may be adapted for individual needs.

### Low level behaviours

Eg inattention in class, unkind comment

Staff member will speak to the child and explain the unacceptable behaviour. Encourage the child to address their behaviour. If a child’s behaviour still needs addressing, staff should select actions from the scale of agreed consequences. Each time the child needs to be spoken to about their low level behaviour, move to the next step on the scale. A new scale commences each day. Cumulative poor behaviour choices will be discussed with parents where appropriate.

1. Speak to the child or withdraw the child temporarily for an appropriate amount of time.
2. Miss at least 5 minutes of play time.
3. Miss next break to write an apology, if appropriate.
4. Child to meet with Headteacher/senior teacher to discuss their behaviour.
5. Contact parents.

### Medium level behaviours

Eg physical contact, swearing

Should a child need to be spoken to about their medium level of behaviour, staff should select actions from the scale of agreed consequences below. Behaviour reports will be recorded and shared with parents where appropriate.

1. Speak to the child or withdraw the child temporarily for an appropriate amount of time.
2. Miss at least 5 minutes of play time.
3. Miss next break to write an apology, if appropriate.
4. Child to meet with Headteacher/senior teacher to discuss their behaviour.
5. Contact parents.

Conferencing will help all staff and pupils to gain the context of the alleged incident, establish what pupils have done, how this made others feel and how pupils could act differently another time. Sanctions will be given based upon the context and intent of each individual incident.

### High level behaviours

Severe and/or persistent behaviour falling below expected expectations will result in a formal report to parents or an exclusion, if necessary.

Recorded incidents will be kept in the child’s file and shared with other bodies, if appropriate.

Written reports are produced as soon as is practically possible: 1 for the Child’s file, 1 home to parents / carers with the child (to be followed by 1 sent home via first class post if no response is received from home) and 1 kept in the behaviour file. This is also recorded on CPOMS.

Where school is aware that a pupil's behaviour is likely to disrupt themselves and others, a Risk Assessment will be produced. This will include early intervention strategies to reduce risk and support the child. It may include the use of reasonable force / safe handling.

Exclusions will be used if required, please see separate exclusion policy for procedures.

## **BULLYING**

Bullying is persistent, negative behaviour targeted towards an individual. This can come in the form of mental, verbal or physical aggression. This is not acceptable in any form at this school. All children are encouraged to talk to teachers and parents about any concerns openly i.e. this is the right thing to do.

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known, loved by God and can flourish as individuals.

We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This policy is on the school website and available from the school office. Pupils are regularly reminded of the policy and what to do if an incident occurs.

The PSHCE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.

Regular opportunities are provided to discuss issues that may arise in class and for teachers to target specific interventions.

Stereotypes, extreme views and derogatory language are challenged by staff and pupils across the school.

Peer-mentoring, and pupil voice sessions offer support to all pupils.

See anti-bullying policy for further details.

A **RED BATON** system operates in the school to summon assistance in an emergency.

A **WHISTLE** system operates in school and in the local area to summon assistance in an emergency.

## **THE USE OF 'REASONABLE FORCE' TO SAFEGUARD CHILDREN** **(taken from NYC Child Protection and Safeguarding Policy, September 2025)**

'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We will ensure that our staff are trained in positive handling to ensure that they are able to undertake this role safely and in line with government guidance.

The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances including consideration of whether the child has Special Educational Needs or Disabilities (SEND), mental health or with a medical condition. These decisions will also align with our duties under the Equality Act 2010 and the Public Sector Equality Duty and align with the statutory guidance [Use of reasonable force in school](#).

All staff should support students and supply teachers when dealing with behaviour issues.