

PEWITHALL PRIMARY SCHOOL

BEHAVIOUR POLICY & STATEMENT of BEHAVIOUR PRINCIPLES

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Behaviour Policy Overview

Pewithall is committed to creating an environment where exemplary behaviour is at the heart of a happy, learning community. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self- discipline. It echoes our core values with an emphasis on happiness, wellbeing, and partnership. Together as a community we celebrate good behaviour and manage poor conduct with clear rewards and sanctions that support our pupils and staff.

We have three simple rules that are promoted by all staff who work in our school. 'Be Ready, Be Respectful and Be Safe.' Our Rewards and Sanctions Procedures underpin and reinforce good behaviour.

2. Language around Behaviour

At Pewithall, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations and the language used should always be positive, and staff should remain professional and calm always. The behaviours should be discussed as the behaviours they are, and not be personal to the child.

3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management where all pupils are treated fairly and shown respect.
- To ensure that all pupils with Special Educational Needs and disability have their needs considered.
- To help pupils take control of their behaviour and be responsible for the consequences of it.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**



- To refuse to give pupils attention and importance for poor conduct
- To reinforce positive behaviour by providing rewards and proportionate sanctions.
- To provide a Behaviour Pathway for children, staff, parents and governors of expected conduct.
- Teach appropriate behaviour through positive intervention.
- To ensure that all staff take responsibility for behaviour and follow -up personally.
- To ensure that all staff use consistent language to promote positive behaviour.
- Foster the belief that the child is not the problem; but the problem is the problem.
- Encourage children to recognise that they can and should make 'good' choices.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusions Guidance
- Special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and



written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online.

5. Definitions

School Staff are defined as any paid member of the school community or any person that the head teacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

7. Roles and Responsibilities

7.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.



The Head Teacher and Senior Leaders are responsible for:

- Meeting and greeting pupils at the beginning of the day.
- Celebrating pupils whose effort goes above and beyond expectations.
- Encouraging use of positive praise, phone calls, postcards, certificates.
- Supporting staff in managing pupils with more complex or entrenched negative behaviours.
- Ensuring staff training needs are identified and targeted.
- Using behaviour data to target and assess interventions.
- Regularly reviewing provision for pupils who fall beyond the range of written policies.
- Being a daily visible presence in school and particularly at lunch time in the hall and on the playground.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our pupils.

7.4 All members of staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Using non-confrontational techniques.
- Deliberately and persistently catching children doing the right thing and praise them in front of others.
- Knowing their children well and developing positive relationships with all children.
- Working relentlessly to build mutual respect.
- Remaining calm even when children are disrespectful.
- Demonstrating unconditional care and compassion.
- Making it clear that unacceptable behaviour affects others
- Ensuring sanctions apply for the activities of the individual/individuals and not the whole group.
- Consistently applying this policy by all staff and ensuring that all children and staff feel supported and secure.

7.5 Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Recognise that an effective School Behaviour Policy requires close partnership between children and all adults including parents, governors, Head Teacher, Teaching Assistants, Midday Assistants, Teachers and Office Staff.



- Discuss the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attend Parental Consultations, parents' functions and develop informal contacts with school.
- Know that staff deal with poor conduct in a consistent, calm and positive manner

8. School Rules

Pupils are expected to:

Be Ready, Be Respectful, Be Safe

9. Rewards and Sanctions

9.1 List of Rewards

We recognise and reward pupils who go 'over and above,' our standards.

Whole School

Captain's Table

Two children per class who have been recognised for, 'over and above' standards of behaviour and work are invited by the Head Teacher to have lunch on the Captain's table on Friday.

Golden Tie

One child per class, who has been recognised for, 'over and above' standards of effort is awarded with a certificate in our Friday Celebration Assembly. They are also awarded a Golden Tie which they may wear all week and return on Thursday.

House Points

Children are awarded House Points for:

- Good manners
- Helping others
- Very good pieces of work
- Having a keen interest in the topics being taught at school.

Each class have their own supply of House Points and a plastic container to collect them in. House Points are counted weekly and the winning House is presented with a Trophy every half term. The winning team chooses their reward.



Home Contact

Parent's and Carer's may receive a phone call or postcard celebrating their child's 'above and beyond' behaviour or attitude to learning.

Head Teacher's Certificate

Children are awarded Head Teacher certificates when their behaviour/effort has been recognised by the Head Teacher as being exemplary.

Classroom

By operating systems of praise and reward, children are encouraged to practise good behaviour in the classroom. Reward systems vary within each class and are modelled in accordance with this behaviour policy. Examples of these systems are Class Dojo and smiley face charts.

Lunch Time

At lunchtime, supervision is carried out by the senior mid-day supervisors and a team of mid-day assistants. The supervisor and mid-day assistants are expected to maintain order. Usually this consists of reminding children of the school rules.

Class of the Week

The MDAs give pupils smiley face cards at lunchtime:

- Helping Others
- Being Kind and polite to members of the schools' community.

Smiley face cards = 1 point
Green key = double points

When a pupil is awarded with a smiley face or a green key they put it in a basket in their classroom. Smiley faces are counted on Thursdays. Green keys double the points for the class. Class of the week is announced in Friday's celebration assembly. They are presented with a class of the week mascot and a certificate that they display in their classroom.

9.2 List of Sanctions

Sanctions are at the discretion of the staff member and may involve consultation with the Head Teacher or Assistant Head teacher. We may use one or more of the following sanctions in response to unacceptable behaviour:



- Repeating unsatisfactory work until it meets the required standard. (Work carried out at lunch time. Children must have lunch, toilet breaks and some time to play).
- Setting of a written task such as an apology letter or lines
- Miss break time/ time out
- Scheduled behaviour checks
- Loss of privileges
- In more extreme cases school may use temporary or permanent exclusion.

10. The Power to discipline beyond the school gate

Teachers have the right to discipline pupils who misbehave outside the school premises to an, "extent that is reasonable".

Staff will respond to any inappropriate behaviour which occurs off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the head teacher or other senior member of staff, who will follow The Behaviour Pathway.

Teachers may discipline pupil's misbehaviour when the pupil is:

· taking part in school visits and trips
· wearing school uniform
· in some other way identifiable as and representative of our school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In all circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil.

If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

School staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the safeguarding policy additionally behaviour concerns that raise



safeguarding issues will be managed in line with Keeping Children Safe in Education (2025).

11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and child protection policy for more information on responding to allegations of abuse.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

12. Behaviour Management

12.1 Behavioural Pathway

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Paul Dix 'When the adults change, everything changes'

- Reminder
- Warning
- Time-Out/Calming Time - This may include sanctions and the completion a CPOMS incident report.
- Follow up/Reparative Conversation –
  Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:
- Discuss with Assistant Head Teacher /Head Teacher
- Behaviour recorded on CPOMS
- Parents informed
- Parents invited to school
- Involvement of Behaviour Support Team
- Seclusion
- Suspension and permanent exclusion

12.2 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:



- Create and maintain a stimulating environment that encourages pupils to be engaged
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Refer to 'Be Ready, Be Respectful, Be Safe'

- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and starting the next day afresh
- Use positive reinforcement
- Model positive behaviours and build relationships
- Follow the Behaviour Pathway: Reminder, Warning, Time Out, Repair and Restore before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly.
- Praise in public and reprimand in private

12.3 Extreme Behaviours

Some children exhibit behaviours based on adverse childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

3 members of staff are Team Teach trained.

12.4 Physical Attacks on adults

At Pewithall, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.



All staff should report incidents directly to the Head Teacher or Assistant Head Teacher. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by the Head Teacher or Assistant Head Teacher.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

12.5 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Guidance on the use of reasonable force can be found here .

12.6 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 5) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.



School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

12.7 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

School will always consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2012 and schools guidance.

13. Suspension and Permanent exclusion

In some instances, we may consider it necessary to exclude pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude.
The reasons to exclude are listed below;

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse



- Online behaviour that brings the school into disisrepute
- Sexual misconduct
- Drug or alcohol related
- Damage (to school property or to private property of a member of the school community)
- Persistent disruptive behaviour

There are 2 types of exclusion:

- **Fixed Term Exclusion**. These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion. Fixed term exclusions do not have to be for a continuous period.

- **Permanent Exclusion**. In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

14. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

16. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and Pewithall School Board of Governors every two years.
At each review, the policy will be approved by the head teacher.

Maintained schools, pupil referral units and non-maintained special schools add:



The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Board of Governors every two years.

17. Behaviour Online and Use of Mobile Devices

17.1 Behaviour Online (Including Outside School Hours)

In accordance with the **DfE Behaviour in Schools (February 2024)** guidance, schools must respond to misbehaviour that occurs **online, outside school premises, or outside school hours**, where it impacts pupils or staff within school, or affects the school's culture, safety or reputation. The guidance explicitly lists **"behaviour incidents online"** as an area that behaviour policies must cover.

Pewithall School will therefore respond to:

- Online bullying, harassment or intimidation.
- Harmful digital conduct occurring off-site that affects learning or wellbeing in school.
- The sharing of inappropriate, harmful or abusive content involving pupils.
- Any online activity that disrupts the calm, safe environment expected in school.
- Behaviour that affects the reputation of the school

Sanctions, support, investigation and parental engagement will follow the procedures set out in the main Behaviour Policy.

17.2 Handling Digital Evidence

The DfE Behaviour in Schools (Feb 2024) guidance includes the use of powers relating to searching, screening and confiscation, which apply to cases involving digital devices and online behaviour.

Pewithall School will:



- Review and preserve digital evidence where it is relevant to an incident.
- Use searching and confiscation powers proportionately and in line with DfE requirements.
- Avoid asking pupils to delete digital evidence before it is examined.
- Store any digital evidence securely and in accordance with data protection expectations.

17.3 Cyberbullying

Cyberbullying is identified within the 2024 DfE guidance as a form of misbehaviour requiring clear school action. Pewithall School will therefore treat cyberbullying with the same seriousness as any other bullying, recognising:

- The rapid spread and persistence of online content.
- The significant emotional and safeguarding impact on pupils.

Appropriate pastoral support and proportionate sanctions will be applied.

17.4 Use of Mobile Devices

The DfE Mobile Phones in Schools guidance (Feb 2024) strongly encourages schools to prohibit the use of mobile phones throughout the school day, including break and lunchtimes. This is to reduce distraction, bullying, safeguarding risks and negative effects on wellbeing.

The guidance highlights that mobile phones can:

- Cause disruption to learning.
- Present safeguarding risks.
- Contribute to mental health issues.
- Fuel bullying and inappropriate online behaviour.

Schools may adopt approaches such as total bans or “never used, seen or heard” expectations.



Pewithall School Mobile Device Expectations

- Pupils must not **use**, **see**, or **hear** mobile phones during the school day.
- All mobile phones must be switched off and stored according to school procedures.
- Phones seen or used will be confiscated under DfE searching and confiscation powers. [gov.uk]
- Parents will be informed where appropriate.

Reasonable Adjustments

In line with DfE expectations, the school will make adjustments where pupils require mobile phone access due to:

- SEND or disability needs.
- Medical conditions requiring digital monitoring (e.g., diabetes).
- Religious reasons.
- Vulnerable circumstances such as young carers.

17.5 Online Safety and Preventing Recurrence

The February 2024 guidance requires schools to support pupils following behavioural incidents and work to prevent recurrence.

Pewithall School will therefore provide:

- Education on safe and responsible online behaviour.
- Interventions and pastoral support following digital misconduct.
- Collaboration with parents to reinforce safe online habits at home.
- Monitoring and follow-up where repeated online concerns arise.



Appendix 1: Written statement of behaviour principles
THIS IS A STATUTORY PART OF BEHAVIOUR MANAGEMENT PROCEDURES. IT MUST BE AGREED BY GOVERNORS AND REVIEWED EACH TIME THE BEHAVIOUR POLICY IS REVIEWED

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
This written statement of behaviour principles is reviewed and approved by the Pewithall Board of Governors and reviewed every two years.



Appendix 2

Training Received	Date Completed	Trainer/training Organisation	Trainer's Signature	Staff Member's Signature	Suggested Review Date



Appendix 3



Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____



Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____



Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____



Appendix 5
Behaviour Pathway
All staff are expected to follow this pathway to ensure that our approach is consistent.

Gentle Approach, use child's name, child level, eye contact, deliver message All staff to use the same consistent language: Name- Instruction- Thank you Name- walk sensibly- Thank you (this may be followed with – you made the right choice/ well done)
1. REMINDER: I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. WARNING: I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / wait outside the classroom / go to the previous year group's classroom …… (pupil's name), Do you remember when …… (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation. Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. CALMING TIME: I noticed you chose to …… (noticed behaviour) You need to: 1. Wait outside the classroom/ 2. go to the previous year group's classroom. 3. Go to sit in a SLT classroom 4. Go to HT's office Playground: You need to: 1. Stand by the other staff member on duty 3. Go to Head Teacher's office I will come and speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go to stand with the other member of staff on duty. I will come and speak to you in two minutes. Thank you for listening.' ***Never describe child's behaviour to other adults in front of the child****
4. FOLLOW UP, REPAIR AND RESTORE 1. What happened? (Neutral tone.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.



Appendix 6

Strategies

- Jason Bangbala, Educational Behaviour Support Consultant.

In 2017 the school staff collectively adopted the behavioural support from and agreed to adopt some of his strategies to support good behaviour in school. (see appendix

- Always **meet, greet and correct at the door** as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: "Excellent uniform ____"; Great to see you today ____"; "Good start _____"; "I'm looking forward to seeing you tomorrow."

- Ignore bad behaviour and **focus on good behaviour**: "Thank you ___ for being ready to listen"; "Thank you ___ for looking this way"; "Thank you ___ for your maturity" etc.

- Use **non-confrontational techniques**: "Is everything alright there ____?" for unfocussed pupils. "How can I help you ____?" for pupils off task. Stand next to a disruptive pupil

- Make **extra-ordinary** out of the **ordinary** – use a lot of praise for small events

- Utilise and develop **non-verbal skills** e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. This maintains a calm environment and doesn't disrupt the pace of lesson; boosts pupils' self-esteem; pupils can't answer back to a non- verbal cue!

- **Routine** is crucial – **HAND IN THE AIR** to get attention, with a thumb up from other hand to pupils that respond

- **Knowing their motives** allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?

- **Connect with pupils** make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate

- Have **high expectations** of all pupils e.g. "I expect all pupils in this room to ….



- Use a **good sense of humour**

- **Smile**! It's infectious and generates warmth and a positive learning environment.

- Use **seating plans** – break up **cliques**. **Use rewards**

- A **phone call home** to a parent for **praise** is far more worth more than 1,000 negative calls – this is ***goldust***! A 1-minute call distributing a pupils' praise to their parent can have far more impact than many hours of detentions

- 4 good strategies to **manage a disruptive pupil**:

1) Say their name; 2) Eye contact; 3) Pause; 4) Body language; 5) Action e.g. "look this way"; 6) "Thank you"; 7) Move on
Ask **"What should you be doing now?"** – refocuses their brain
Power of choice e.g. "If you choose to disrupt the lesson for a 3rd time... it's your choice"
Diversion – agree and refocus e.g. Pupil: "I can't join my handwriting properly!"
", Teacher: "Maybe you can't do it yet but if you keep practicing you will succeed."

- Emphasise **TEAM** – Together Everyone Achieves More!

- Don't be afraid to give pupils **high fives** to let pupils know you care!

- A good teacher **brings the curriculum to life**! Work is done when it's fun!

- Always be **ALERT** and be careful of **positioning** – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.

- Keep **low level disruption low level** Continually go around **quietly** and offer **encouraging words/ gentle discipline**

- Give no more than **3 instructions** at any one time – brain struggles to process



Appendix 7
Home School Agreement



Home School Agreement

Child's Name.....

Child .....

· Attend school regularly and on time.



· Bring all equipment I need every day.
· Wear the school uniform and be tidy in appearance.
· Do all my homework and classwork as well as I can.
· Do my best to work hard and behave well.
· Be polite, helpful, kind and thoughtful toward others.
· Take care of the equipment and the building.
· Follow the school rules.

Together we will:

· Support each child's learning to help them achieve their best.
· Work together to make Pewithall a happy and successful school.
· Encourage the children to keep the school's Golden Rules.
· Face problems together.

Child's signature ……..…...
Parent's signature ……
Teacher's signature ……
Date ……..



School will:

- Be open and welcoming.
- Care for your child's safety and happiness.
- Work in partnership with parents for the good of each child.
- Encourage your child to achieve his or her potential as a valued member of the school community.
- Keep you informed about general school matters and about your child's learning progress.
- Achieve high standards of work and behaviour through Building good relationships and developing a sense of responsibility
- Offer a curriculum which provides breadth, balance, relevance and progression and which meets the needs of every child.
- Set regular homework.
- Value and respect each child regardless of ability, race, gender, culture, religion, social background or disability.

School can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.



Family will:

- Ensure that our child arrives at school on time and is collected from school at the correct time (where applicable). School begins at 8.30am and finishes at 3.00 pm.
- Inform school of the reason for any absence before 9.10 am on the first day of absence and provide a note of explanation if absent.
- Write to request authorisation for any absence due to holiday.
- Ensure that our child goes to school regularly.
- Make sure our child comes to school properly equipped and wearing school uniform.
- Support the school's policies and guidelines for behaviour.
- Support our child in homework and other opportunities for home-learning.
- Attend parents' evenings and discussions about our child's progress.
- Not post any on-line offensive or slanderous comments on any social media site, about any child, parent, carer or professional at school.

Parent's signature ……..……

Reviewed: April 2026
Minuted & Adopted: 2nd November 2026
Date for review: 2nd November 2027
Signed: Mr N Burgess (Chair of the board of Governors

Signed: Mr D Baugh (Head Teacher)

D.P Baugh


PEWITHALL
SCHOOL