St Helen Auckland Community Primary School
Behaviour Policy



At St Helen Auckland Community Primary School, we recognise that behaviours are driven by a range of contributing factors and are not always straight forward. Behaviour is often reflective of an underlying need and therefore, as staff, we want to not only manage behaviour but to teach the children to understand, manage their behaviours to promote positive relationships and experiences with others. Staff have undertaken training to better understand children emotional needs through restorative approaches . We believe that appropriate behaviour is necessary for effective teaching and learning to take place and in order to achieve this we have high expectations of our pupils' behaviour.
All children are encouraged to be active participants in all aspects of school life. In school we seek to promote a safe, caring, secure and positive environment, in which children are happy and can develop, making full use of the range of facilities available to them to ensure effective learning takes place.

Staff are committed to knowing children within school and recognizing them as individuals. It is important that we work closely together sharing information to ensure they have a wider understanding of the individual circumstances and can apply this when managing behaviour.

Staff draw upon their understanding and skills developed through CPD and work with external professionals to support them in recognising and understanding behaviours e.g. Behaviour intervention support. We recognise the importance of relationships within a person's life. We seek to develop and encourage positive relationships in all we do. It also means that we recognise some children have particular difficulties relating to attachment that require additional sensitive support e.g. a bespoke curriculum.

All children and adults have the right to be treated with respect and understanding, free from intimidation and distractions. Behaviour management of children is the responsibility of

- The child and their parents / carers
- The Headteacher and all staff
- The Governing Body

The school's behaviour policy should be used as guidance to ensure every child's right, regardless of sexual orientation, disability, race, religion, social circumstance or gender, to be treated fairly and to have the opportunity to learn and develop without fear of discrimination is met.

All children have the right to opportunities enabling them to become self-disciplined. Children with specific difficulties and needs, physical, mental or behavioural can access support and be given specific programmes of work. We recognise that some behaviours may arise from SEND (communication needs, regulation difficulties) We ensure that responses are proportionate and differentiated.

We aim to help children develop an understanding attitude towards each other and use skills that will allow them to play a part in the life of others. They will develop a sense of community and responsibility through caring for each other and their environment.

Children are given the opportunity to take responsibility for their own actions, have ownership of their school and develop a sense of community by:

- Buddy and mini bud duties
- Member of the school council/eco council/reading ambassadors
- Using 'heartmath' breathing technique to relax and calm down

Positive behaviour is important and at St Helen Auckland Community Primary School. We consider the following as key:

- Positive behaviour contributes to the school effectiveness
- Positive behaviour can have a beneficial influence on teacher and pupil moral
- Positive behaviour is an important pre-condition for pupil's levels of attainment
- Positive behaviour is part of the personal and social development of pupils
- Positive behaviour is necessary for pupil's well-being and safety

With these considerations in mind, we seek to ensure there are clearly stated rules and a code of conduct adhered to by all those within the school environment.

School rules

We care for our school
We care for each other
We always do our best

Playground rules

We are caring, kind and considerate
We always show respect
We are always honest
We say please and thank you
We share and take turns
We ask children on their own if they would like to join in
We put our litter in the bin
We will show respect to those who take care of us

Rewards

Smiles
Praise
Certificates
Well done stickers
All classrooms have a behaviour display.

Oops!

Misbehaviours are first addressed by:

Step tracker

First pupils need to be given a reminder of what is expected

Then they will begin the step tracker
Step 1 – 2nd reminder
Step 2- Taken out of class by an adult in the class and spoken to
Step 3- time out in partner class (Nursery/reception, 1/2, 3/4, 5/6)
Step 4 – Sent to HT/ Senior Leaders

Children will have the opportunity to have positive play in the afternoon for 10 minutes. Pupils who are on the step tracker by 2pm will spend their positive playtime in reflection with a member of SLT. Children have the opportunity to show a change in their behaviour which will result in moving back up the tracker.

Children who consistently remain on the Step Tracker due to behavioural concerns are placed on a daily report card. This is sent home each day to monitor and communicate their behaviour in school with parents and carers over a week.

Occasionally children may need time in restart to give them the opportunity to reflect and regulate their emotions while supported by a member of staff.

In cases where concerning behaviour persists, the child may be placed in internal inclusion as part of a structured support strategy to help them reflect and make positive changes.

Weekly 'Celebration ' assemblies, held on a Friday, are to celebrate children's learning achievements. Whole classes are recognized for good attendance and the class with the highest attendance has dinner first on the 'Top Table'.

Poor behaviour is recorded on CPOMS and followed up promptly by staff. When disputes between children occur, staff use a restorative approach to resolving the issue. There is a recognised, consistent format used by all staff when discussing the problem with the children to seek a peaceable solution. Disputes are handled calmly by staff and there is the opportunity for children to check in with a key person when returning into school.

All adults involved in the education of the children in St Helen Auckland Primary School are responsible for recording behaviours. Concerns are discussed at staff meetings. Parents of children causing concern will be invited into school to help draw up an Individual Support Plan to improve negative behaviours. Staff, parents and pupils contribute to the plan as we believe it is vital school and parents work together to support the child.

Unacceptable behaviours:

- Continued lack of concentration and participation
- verbal abuse to peers
- verbal abuse to staff
- refusal to follow instructions
- calling out

- physical aggression
- swearing
- spitting
- nipping
- equipment abuse
- constant swinging on chair
- name calling
- bullying
- leaving the school site

Restorative approach

Restorative approach encourages pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and honesty.
If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.
If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to (*Unicef Rights of the Child Article* 12).

Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:
What happened?
What were you thinking when it happened?
What were you feeling?
Who has been affected?
Older children may need time to reflect before discussing the incident.
We might also say to our pupils:
What would you think if this happened to you?
How can we put this right?
What could you do differently next time?
What other choice could you have made?
How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Searching pupils / pupil's property

School refers to the guidance issued by the DfE if they are required to carry out a search on a pupil or of their property.

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf
School reserve the right to search a pupil or their property if there is a possibility of the pupil having a prohibited item in school.

The list of prohibited items is:

• knives and weapons;
• alcohol;
• illegal drugs;
• stolen items;
• 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, or damage to property of; any person (including the pupil).
• an article specified in regulations:
• tobacco and cigarette papers;
• fireworks; and
• pornographic images

Suspensions– Fixed Term Suspension

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted' DFE 2022.

Listed below are some examples of behaviour/types of incidents that may lead to an exclusion. Persistent examples of these behaviours may lead to permanent exclusion:

• Verbal abuse to staff, other adults or pupils
• Deliberate damage to property
• Bullying, including homophobic or racist bullying
• Theft
• Persistent defiance or disruption
• Assaults or fighting with other pupils
• Offences relating to the misuse of technology which is detrimental to staff/pupils/the school
• Behaviour which calls into question the good name and reputation of the school
• Endangering the safety of others.
• Sexual misconduct
• Possession of drugs/alcohol and related offences

In the absence of the Headteacher, the Deputy Headteacher will authorise fixed term suspensions. Following a fixed term suspension, the parent and child will be requested to attend a reintegration meeting with the teacher and member of SLT.

Permanent Exclusions

The Headteacher's decision to exclude a pupil permanently should only be taken:

• In response to a serious breach of conduct
• In response to persistent breaches of the school behaviour policy
• Where allowing the student to remain in school would seriously harm the education or welfare of other students/staff in the school.

References DfE, (2026) School suspensions and permanent exclusions. Available at: https://assets.publishing.service.gov.uk/media/6a2c1d4aa3674dfd3eb50816/suspension-and

permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in England-including-pupil-movement-comes-into-force-from-26-July-2026.pdf.

Recording

All incidents of unacceptable behaviour is be recorded and logged on CPOMS (school's safeguarding and child protection software), written by the member(s) of staff observing the incident within 24 hours and alerting all members of SLT when submitting it.
The record should indicate:
· the names of staff and pupils (and any other parties) involved
· the type and duration of the incident
· Relevant behavioural information e.g. SEN documentation, referrals, reports, risk assessments etc. will be uploaded here and added to chronologies

Staff have a legal right to use reasonable force in situations where it is deemed necessary

What is reasonable force?
1. The term '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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means 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 a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?
• All members of school staff have a legal power to use reasonable force
• This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?
• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
• In a school, force is used for two main purposes – to control pupils or to restrain them.
• 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. Section 93, Education and Inspections Act 2006 4
• The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools 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; and
• restrain a pupil at risk of harming themselves through physical outbursts.

Headteacher J Elmes
Chair of Governors L Harris

Dated Sept 2026