



Benson C of E Primary School

Behaviour Policy

Adopted by school:	Benson C of E Primary School LGB
Date:	January 2025

At Benson C of E Primary School we believe positive behaviour is vital for a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. We endeavour to ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

We are committed to providing a welcoming, calm, secure learning environment, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school community to respect the feelings of others and to treat people with dignity.

This policy has been based on information within the Department for Education guidance 'Behaviour in schools, Advice for headteachers and school staff 2022'.

Behaviour Expectations

Positive and respectful relationships that reflect the core Christian values of the school are expected. Children will follow the Five to Thrive expectations:

- Be kind
- Show respect
- Use your manners
- Try your best
- Learn from mistakes

All adults in school are expected to consistently meet and role model these expectations.

Promotion of Positive Behaviour

We expect all children and staff to follow the Five to Thrive expectations (Appendix 1). These are clearly displayed and referred to throughout the school. All staff work together to ensure:

- Behaviour expectations and routines are clear and consistent
- Learning expectations and routines are clear and consistent

- School values are promoted, based on Christian values of love and forgiveness
- A visual timetable is displayed in each classroom
- The school environment is tidy and well-cared for
- Information about the needs of individual children are communicated clearly with key staff

Recognition and Praise

Recognition and praise are used to reinforce the expected behaviours. These are in the form of:

- House points
- Celebrations in collective worship
- Individual and class rewards
- Headteacher stickers/certificates
- Kindness trophy
- Verbal praise and encouragement
- Positive communication with parents

Consequences

Where behaviour falls below the expected standard, a range of consequences will be applied. The consequences will be approached with the values of forgiveness and love towards self and others.

Stage	Behaviour	Consequence
1	Disturbing others during learning time Using unkind words towards another person Not adhering to learning expectations	• Reminder of school behaviour expectations • After 3 reminders (per session for KS1, per day for KS2) – reflective conversation with class teacher
2	Continuation of Stage 1 behaviours, after 3 reminders	• Referred to Assistant Headteacher for reflective conversation, reflection form completed, logged on CPOMs and sent home
3	Further continuation of Stage 1 behaviours Swearing Damaging property Prejudice related behaviour Physically hurting another person on purpose Bullying (see Anti Bullying Policy) Stealing Behaviour that may endanger self or others	• Time with Headteacher for reflective conversation • Reflection form completed, logged on CPOMs and sent home • Headteacher decision around further consequences, e.g. loss of break time, not representing school at sporting event

Any children displaying Stage 3 behaviours are sent to the Headteacher and the incident is logged on online system CPOMs, including noting any follow up actions as necessary. Children complete a reflection form (Appendix 2), with support from a member of staff if necessary. This form is then sent home to parents on the same day, and followed up with further communication with parents if deemed necessary by Assistant Headteachers/Headteacher. The Headteacher regularly monitors the frequency and identified behaviour of completed incidents and reflection forms, and will decide if additional actions need to be implemented for a child, such as advice from external agencies.

If appropriate, a further review meeting date will be arranged with parents and a Behaviour Report Card created (Appendix 3). At the initial set up of the Behaviour Report Card, the Headteacher will agree with parents how frequently the card will be shared with them, and when the objectives will be reviewed.

Persistent Behaviour Concerns

The SENCo and Senior Leadership Team will assist with any persistently challenging behaviour. An assessment of the child's needs and a meeting with relevant school staff and parents will be initiated. At the meeting the following potential actions will be discussed and implemented:

Action	Purpose	Possible Strategies
Placing the child on the SEND register	Support	Identified within Pupil Profile ELSA referral
Creating a Positive Behaviour Support Plan	Focus on strategies which may provide a change in the child's behaviour.	Time out (either in class or out) this must be a safe space agreed with the child when developing the IBP. The IBP can include earning points towards a negotiated reward. Nurture group support.
Referral to behaviour support	This could also include other outside agencies or offering families support from our Family Support Worker.	Provide additional strategies and support to school and family beyond our expertise.
Implementing a more focussed monitoring process	Records must be kept gathering a picture of the behaviour, including when things are going right.	Lunch/playtime book, log of aggressive incidents.

Suspension and Permanent Exclusion

The school recognises that parents are profoundly affected by the exclusion of their children. In most instances parents will have been working with the school to prevent their child from being suspended or permanently excluded. Pupils at risk of being suspended or permanently excluded are likely to have had a history of disaffection and to have had a variety of contracts (Individual Behaviour Plans, Behaviour Support Plans, Pastoral Support Plans) before the question of exclusion arises. In formulating these plans a number of different agencies are likely to have helped the school, for example the Emotional and Behavioural Difficulties Outreach Service, the Educational Psychology Service or the Education Social Work Service. In all cases the involvement of these agencies will be shared with parents and in many instances they will have made direct contact with parents/carers.

An exclusion is a significant matter for students and for their parents and will only take place as a result of behaviour which represents a serious breach of our Behaviour Policy. Further information about Suspensions and Permanent Exclusions can be found in our Suspension and Exclusion Policy.

Use of Reasonable Force

At Benson CofE Primary School, we work to the framework of national government guidance *Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2013*.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes – to **control** pupils and to **restrain** them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others. However, because the use of force should only be a last resort, at Benson, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour. A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives).

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Staff Induction, Development and Support

Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting school values, good behaviour whilst being able to contribute ideas to improving practice.

The Headteacher will ensure that staff are kept up to date with DFE publications and guidance and provide staff with strategies to manage behaviour.

The school will provide training for staff around the specific needs of pupils with specific behaviour needs. This will form part of our 'package' for support and intervention for that child usually organised by our SENCo.

It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This is done through offering advice, ensuring support with consequences and paying due regard to staff health and wellbeing.

Child on Child Abuse

All staff are aware that children can abuse other children, and this can happen in school, outside of school and online. If staff have any concerns regarding child on child abuse, they will report this on CPOMs in line with the school Child Protection and Safeguarding Policy. Staff are vigilant and know that even if there are no reports, it doesn't mean it is not happening.

Staff are aware of that Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers (sometimes known as 'teenage relationship abuse')
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

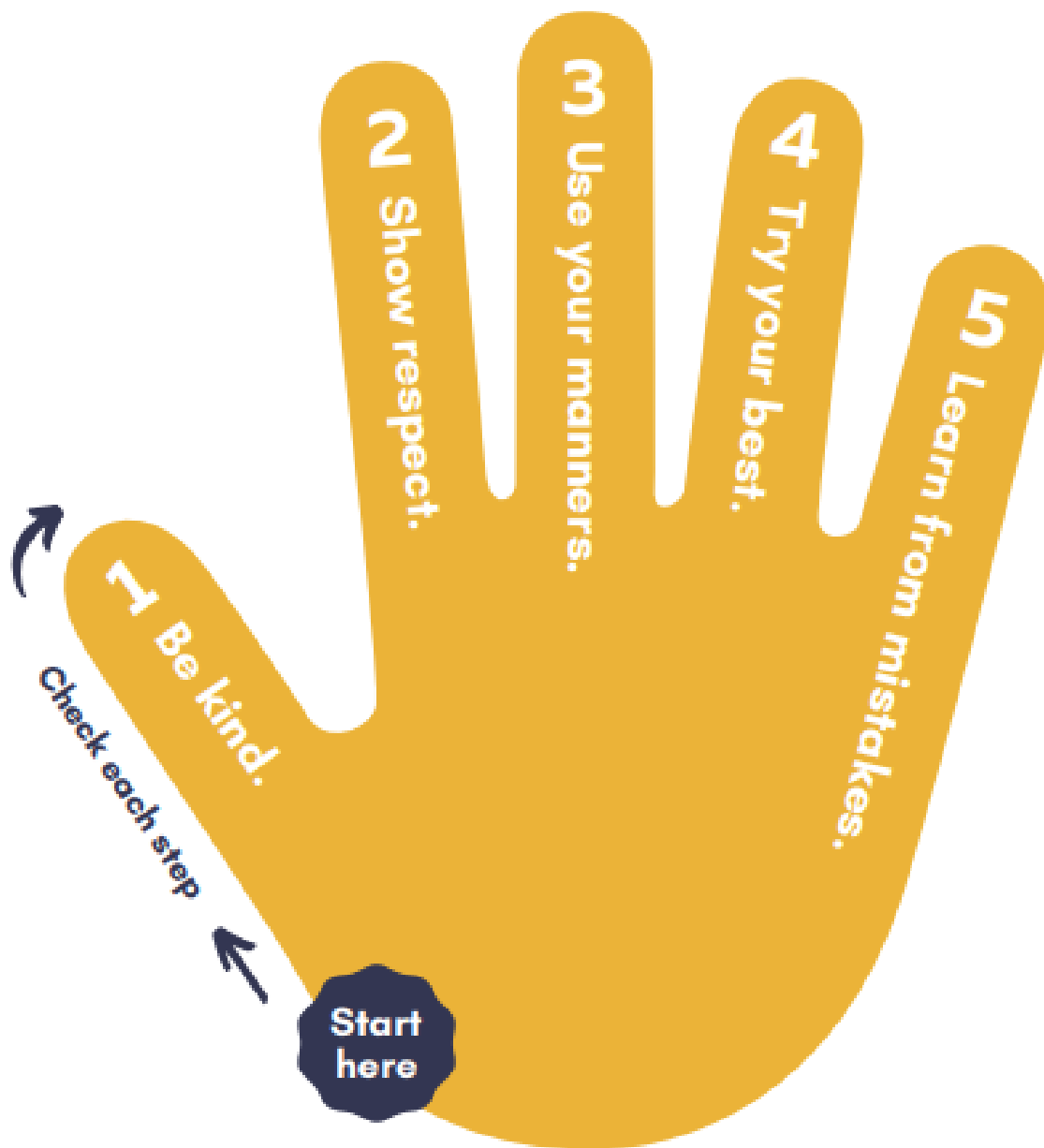
Staff will challenge inappropriate behaviours by:

- Making it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'



ARE YOU READY TO LEARN?

FIVE TO THRIVE



UNDERSTANDING • PEACE • FORGIVENESS • LOVE • KINDNESS • WISDOM

Reflection Form

Name

Class

Date

What happened before?

How did I react/what was my behaviour?

How did my behaviour make others feel?

How do I feel now?

What do I need to do next?

How could I respond next time?

School's response to the behaviour

Signed

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Frustrated	Mad/angry
Sick	Calm	Worried	Terrified
Tired	Okay	Excited	Elated
Bored	Relaxed	Silly/Wiggly	Out of Control

Kindness Peace Love Understanding Forgiveness Wisdom

Report Card

Child

Year

Date created

Targets

I will

I will

I will

Week beginning

	Monday	Tuesday	Wednesday	Thursday	Friday
Before break					
Break					
Break – lunch					
Lunch					
Afternoon					

End of week comments

Report card to continue next week?

Date reviewed with parents

Signed (school staff)