

Pendle Primary School

Behaviour Policy

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Outline the school support systems for children and staff

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](#)

It is also based on the [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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors , and at break and lunchtimes
- Poor attitude
- Lack of respect

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Child on child abuse
- Racist, sexist, homophobic or discriminatory behaviour
- Verbal abuse
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting/violence
- Possession of any items which may cause harm to other children/staff or property eg matches, penknife.

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.

Please see our Anti-bullying policy for further information.

Roles and responsibilities

The governing body

- The Governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

- The head teacher has the day to day authority to implement the school behaviour policy but governors may give advice to the headteacher about particular issues. The head teacher must take this into account when making decisions about matters of behaviour.
- The Governors will offer support to the headteacher.

The headteacher

The headteacher will :

- Review this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with misbehaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Ensure that all incidents are recorded on CPOMS and that clear communication is made with parents.
- Follow the procedures for seeking support from the local Inclusion Hub in an attempt to prevent exclusion.
- Work closely with the SENCO to ensure necessary support is in place for identified children.
- Ensure that staff induction includes discussion regarding our school behaviour policy
- Staff development, support and training will be planned as appropriate.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a happy, healthy environment where everyone feels cared for, included and safe.
- Treating all children fairly and with respect;
- Forming positive relationships with parents and children;
- Recognising and valuing the strengths of all children;
- Celebrating achievements within the school and the community.
- Supporting children in their spiritual, moral, social and cultural development by linking all aspects of school life to our school values : Knowledge , Creativity, Aspiration, Respect, Equality, Perseverance, Enjoyment, Honesty, Kindness, Resilience, Responsibility
- Being open and welcoming at all times and offer support and advice to all our families.
- Contacting home if there is a problem with attendance, punctuality or any other concerns.
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Our school motto is

"We learn together and support each other"

At Pendle Primary School we like to work alongside parents to encourage our children to develop as fully as possible.

Our Home - School - Child Agreement will be presented to children and parents at the beginning of each key stage. The Behaviour Policy and our E-Safety Code of Conduct will be shared with children and parents at the start of each school year.

Parents are expected to:

- Support their child in adhering to the Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Encourage independence and self-discipline
- Show an interest in all their child does in school
- Support the school in implementing this policy
- Be aware of and support the school rules
- Attend meetings as required, to discuss your child's behaviour

Pupil Code of Conduct

EVERYBODY at Pendle Primary School has a right:

- ✓ To be safe
- ✓ To fair treatment
- ✓ To be heard
- ✓ To be treated with respect
- ✓ To learn and teach without unnecessary interruption

To help protect our RIGHTS and to encourage RESPONSIBILITY everybody has RULES




We have 3 core school rules. Everyone at Pendle is expected to be:

- Ready
- Respectful

➤ Safe

All rules within school are based on these fundamental expectations.

Our three rules link in to our full school approach: The Pendle Way

The Pendle Way		
Our Rules	Our Routines	Consistent Adults
Ready 	Calm Corridors	Emotionally regulated
	Proud Walking	Daily Meet and Greet
Respectful 	Smart Lines	First attention to best conduct
	One Voice	Reprimand in Private
Safe 	Team Stop	Sincere recognition
	Calm Corridors	Praise in Public
	Proud Walking	Clear communication of expectation

Rewards and Sanctions

We encourage good behaviour with REWARDS for following our RULES such as:

- ✓ Praise
- ✓ House points
- ✓ Stickers and stamps
- ✓ Raffle tickets
- ✓ Charts
- ✓ Certificates
- ✓ Praise postcards
- ✓ Telling our parents the good news
- ✓ Well Done Wednesdays

All classes have a class recognition board with identified behaviour targets that the whole class works towards. This encourages a team spirit and supporting each other to reach our behaviour goals.

We recognise that sometimes children's behaviour may fall short of expectations and so we have CONSEQUENCES for breaking our RULES or when behaviour is disappointing. So to make it fair we have a cause and consequence document to make it consistent and fair.

Sanctions: Cause and consequence

1. If a child misbehaves they will be reminded of the rules and the choices they can make. They will be encouraged to reflect on their behaviour and identify how it is not acceptable within our rules of **ready, respectful, safe**.
2. Teachers may also use a variety of sanctions in line with our cause and consequence document in response to inappropriate behaviour :
 - ✓ A verbal reprimand
 - ✓ Sending the pupil out of the class to work in another supervised area
 - ✓ Expecting work to be completed at home, or at break or lunchtime
 - ✓ Referring the pupil to a senior member of staff
 - ✓ Letters or phone calls home to parents or speaking to directly at hometime
3. If the poor behaviour persists parents will be invited to a formal meeting with the Headteacher and Behaviour Lead (Mr Morris) to plan an individualised strategy and agree behaviour targets.
4. If poor behaviour continues to persist, or in more serious circumstances, a child may be internally excluded from their class for a day.

Off-site behaviour

The consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Pupil support

It is important for all staff to take into account the individual needs of children when applying the expectations of the behaviour policy. Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs and disability co-ordinator (SENDCO) 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 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 (Positive Behaviour Plans) for that child. We will work with parents to create the plan and review it on a regular basis.

We recognise the importance of supporting children adversely affected by unacceptable behaviour. This may involve one or more of a range of strategies already in place in school eg Teacher and TA support or counselling .

Pupil transition

To ensure a smooth transition to the next year, pupils have Meet the Teacher 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 will be transferred to relevant staff at the start of the term or year on CPOMS. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools and records on CPOMS transferred electronically.

Exclusion

Our aim is to avoid exclusion . We work collaboratively with other primary schools in our local area to share responsibility for providing the best opportunities for all children, to enable them to participate fully in school life. A local agreement has been approved by Governors to enable us to adopt the following strategies when a child has repeated occasions of challenging/extreme behaviour :

- Approach the local inclusion hub for staff training to support the needs of children
- Approach local schools to consider a re-set placement (temporary placement in another school) for individual children for a short period

In rare circumstances, the Headteacher may consider exclusions which could include a fixed period exclusion, a permanent exclusion or alternative provision. This would only occur for a disciplinary reason, such as extreme behaviour which violates the school behaviour policy. This may include behaviour off site for example on a school trip.

Restraint

In cases where staff may need to control children or restrain them, staff are advised to follow the guidance for use of reasonable force. (DfE Use of Reasonable Force 2013) Examples for this may range from guiding a child by the arm to more extreme cases of breaking up a fight where a child needs to be restrained to prevent violence or injury.

Reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In cases where reasonable force has had to be used, parents will be informed.

Confiscation

Any items found in pupils' possession, which are considered inappropriate, will be confiscated. These items will be returned to parents.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Parents will be informed and the incident will be recorded on CPOMS. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

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

Training

The Behaviour Policy is shared with staff on an annual basis. Behaviour management will also form part of continuing professional development, particularly for teachers and teaching assistants who have children with identified needs in their classes.

11. Monitoring arrangements

This Behaviour Policy will be reviewed by the Behaviour Lead, headteacher and full governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti Bullying policy
- Safeguarding policy
- E Safety Policy

Date: September 2025






Review date: September 2026

Appendix 1: Written statement of behaviour principles


At Pendle Primary School :

- 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
- Pupils are helped to take responsibility for their actions
- Families are fully informed of behaviour incidents to foster good relationships between the school and pupils' home life
- We provide an environment in which each child can develop self-esteem through personal achievement in a wide range of activities
- We provide opportunities to encourage each child's growing awareness of their own competencies
- We provide a secure and stable community in which each individual shows concern and respect for all
- Offer a broad and balanced curriculum within which the individual may progress
- Develop a range of school values so that children have their own understanding of right and wrong and which guides their behaviour within school and the community.
- Prepare children with life skills and attitudes that will impact on their future lives.

Appendix 2: The Pendle Way

<div>  <h1>The Pendle Way</h1>  </div>		
Our Rules	Our Routines	Consistent Adults
Ready 	Calm Corridors	Emotionally regulated
	Proud Walking	Daily Meet and Greet
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	One Voice	Reprimand in Private
Safe 	Team Stop	Sincere recognition
	Calm Corridors	Praise in Public
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Appendix 3 : Cause and consequence

	<h1>CONSISTENT CONSEQUENCES</h1>	
Stage of Behaviour	Description	Consequences
Unexpected	Calling/shouting out · out of seat · not following instructions · being unkind	Non-verbal or verbal signal— adult signals and talks about appropriate behaviour— child makes the changes— positive reinforcement — eg: smile or thumbs up
Persistent	Continued incidents of unexpected behaviour · rudeness, answering back—preventing others to learn/play · refusal to work	Move the child either in the classroom or playground to deescalate the situation — 5 minutes missed break or time out—restorative conversation needed — professional judgement on CPOMS recorded or not
Serious	Unsafe behaviour in or out of class · Hurting another child · aggressive behaviour · Inappropriate language · Lack of respect Behaviour · inappropriate language	Child sent to KS Leader— any missed learning to be caught up at lunch/break time — 10 minutes missed break or time out if on break—Restorative conversation needed — Parents informed by class teacher — Record on CPOMS
Very Serious	Swearing, fighting or hurting other children— Serious disruption in class · Reckless or dangerous play— stealing—racist or bullying	Conversation with Deputy or Assistant Head teacher— children to use the sensory room if needed— Loss of full break or lunch— parents to be informed by Deputy or Assistant Head teacher — Record on CPOMS — professional judgement on behaviour charts needed
Extremely Serious	Violence or abuse to staff—continued disruption in class or playground	Child to be sent directly to the Head or Deputy Head teacher — — Record on CPOMS — Invite Parents in for a discussion suspension or permanent exclusion if necessary

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 full governing body annually.