

## **Golborne St. Thomas' C of E J & I School**

### **Behaviour Policy**

For our children, a positive approach to discipline works. Emphasising desirable behaviour and attitudes motivates the children to conduct themselves in a reasonable manner. All children in school have a right to be in a safe, helpful, friendly environment. This document has been written in accordance with:

- School Discipline and Pupil Behaviour Policy Guidance Summary (DFE)
- Ensuring Good Behaviour in Schools: A summary for Headteachers, Governing bodies, Teachers, Parents and Pupils (DFE)

### **Aims**

- To encourage a calm, purposeful and happy atmosphere within school, where children focus on wellbeing.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement, making boundaries of acceptable behaviour clear.

### **Children's Responsibilities**

- I will be polite and respectful to everyone in the school building
- I will keep my hands and feet to myself and respect personal space of others
- I will complete all my work to the best of my ability

### **Staff Responsibilities**

- To be a positive role model
- To use rules and sanctions clearly and consistently
- To create a safe and pleasant environment, that focuses on wellbeing and raising self-esteem.
- To treat all children fairly and with respect
- To recognise that each child is an individual and to be aware of their individual needs
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim

### **Parent Responsibilities**

- To foster good relationships with the school
- To be aware of the school rules and expectations, and support the school in this policy
- To show an interest in all that their child does in school, including; class assemblies, parent's evenings and parent workshops
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To ensure the Home-School agreement is signed and followed

## **Governor Responsibilities**

- In consultation with staff and pupils, review behaviour and procedures
- To support the Headteacher to maintain the necessary balance between sanctions and rewards in the policy
- To promote behaviour improvement as a means of improving learning and teaching in order for children to reach their full potential

## **Rewards**

We use a wide range of rewards in school, such as:

- Verbal praise
- Teacher stickers
- Daily awards (Star of the day)
- Weekly achievement assembly to celebrate academic success, positive attitudes and behaviour in school
- Termly achievement assembly to celebrate outstanding behaviour
- Headteacher's stickers for outstanding work
- Deputy Headteacher stickers for outstanding work
- Certificates for children with the highest number of Dojo points
- Dojo points are awarded to pupils for their efforts and achievement in the classroom, being prepared in school by having the right equipment daily, and for demonstrating positive attitudes towards all aspects of their learning. Prizes can be redeemed after 50 Dojo points or can be accumulated for a better prize going up in increments of 50 up to 350 points. Parents have the option to log in to their child's Dojo account to monitor their child's behaviour in school.
- Points count towards the House Cup, awarded to a house weekly.
- Termly reward for the house with the most points for children with 90% or more positive behaviour points.
- The best class lining up at break and dinner times get an extra playtime every week.
- Termly awards for reading, writing and maths. Parents of the winning children will be invited into the achievement's assembly
- Reading badges
- Reading raffle tickets half termly for a vending machine token.

## **Sanctions**

Children will be praised for following school rules. However, when school rules are broken the following will be used:

1. A verbal warning is given to children to explain how they can modify their behaviour and avoid further sanctions.
2. 1 Dojo point removed for unacceptable behaviour or negative attitudes towards learning.
3. If children continue to ignore the advice they have been given, or if the staff member deems the behaviour to be more serious, children will be given a further age-appropriate consequence of missing break time. This is recorded on Dojo as "Yellow card" and 3 points will be taken. The child will miss break in the timeout zone with a member of Staff.

4. An Orange card Consequence is given if advice is still ignored. "Orange" on Dojo will remove 5 points. This will also be logged on CPOMS by staff in order to safeguard children. The child will miss break and dinner in the timeout zone with a member of SLT.
5. If the behaviour is severe a Red card will be given. "Red Card" on DOJO will remove 10 points. This will also be logged on CPOMS by staff in order to safeguard children. The child will miss two breaks and dinners in the timeout zone with a member of SLT.

Please see below examples of why an Orange or Red card may occur.

### **Cards**

<b><u>Orange</u></b>	<b><u>Red</u></b>
Persistent disruption of learning	Inappropriate language
Refusal to do work	Racist incidents and use of derogatory language
Build up of behaviour incidents following policy	Fighting
Not keeping hands and feet to yourself	Verbal or physical behaviours towards peers and/or staff
	Repeated Orange card offences during the same day

First red or three Orange Cards: Children are spoken to by the Deputy Headteacher. Support is offered to correct behaviour.

Second red or four orange cards: Children are spoken to by the Headteacher. Creation of a behaviour plan to identify patterns or causes of serious behaviours. Parents are informed. The report will be in place for two weeks.

Third red card or five orange cards: Children are spoken to by the Headteacher. The behaviour is logged on CPOMS. Parents called into school. Internal exclusion put in place appropriate for age.

Fourth red card or six orange cards: Meeting with Headteacher and other professionals. Children who persistently disregard school rules could face an external suspension. At this point the child may be placed on a PSP (Pastoral Support Programme). This strategy involves the child's parents, TESS (Targeted Education Support Service) and the School (Special Educational Needs Co-ordinator may also be involved). We will look at reasonable adjustments needed to support the child.

**In the event of a severe incident, it may be necessary to instantly suspend a pupil.**

**Where children receive multiple suspensions and no progress is made to improve behaviour the decision may be made to permanently exclude the pupil. An extreme serious incident may also result as a permanent exclusion from school.**

### **Outside the classroom**

Children who are disruptive outside the classroom (playtime, dinnertime) are firstly the responsibility of the teachers on duty or lunchtime staff. If any problems arise which cannot be dealt with, children will be brought in to see the Head Teacher or Deputy Headteacher. If behaviour persists, the usual steps of sanctions will apply.

Positive behaviour management should remain the first response when dealing with behaviour outside the classroom.

### **Safer Handling**

In some cases staff maybe required to safely move a child using reasonable force.

Definition: Reasonable force is defined as using no more force than necessary to prevent a student from harming themselves, others, or causing significant damage to property. The Department for Education (DfE) makes clear that “members of staff have a power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.”

#### **When Reasonable Force May Be Used**

Reasonable force may be used in the following situations:

- To remove disruptive children from the classroom when they have refused to follow an instruction to leave.
- To prevent a pupil from attacking another person or to stop a fight.
- To restrain a pupil at risk of harming themselves through physical outbursts.
- To prevent a child from running away if leaving the premises would put them at risk of harm.

#### **Guidance on Using Reasonable Force**

- Any use of force must be reasonable, proportionate, and necessary. Staff should always use the minimum amount of force required.
- Where possible, staff should avoid acting alone and should summon assistance from colleagues.
- Staff must consider the needs and vulnerabilities of children with SEN or disabilities, who may require different approaches as outlined in their individual education plans (IEPs).
- The use of reasonable force must also comply with the Human Rights Act 1998, which requires that any interference with a person’s rights must be lawful, necessary, and proportionate.

#### **SEN Considerations**

Staff should be particularly mindful of the Equality Act 2010, which protects pupils from discrimination. Reasonable adjustments must be made to accommodate SEN pupils’ needs. For example, de-escalation techniques and the involvement of SEN specialists are recommended to manage behaviour safely and appropriately.

## **Safer-Handling Training**

Our school is committed to ensuring staff are well-trained in behaviour management and the use of reasonable force. We partner with Safer Handling to deliver training that meets the requirements of the DfE, SEN guidance, and the Human Rights Act. All staff must complete initial training and regular retraining. We assess the need for refresher courses based on a “risk vs cost” approach to ensure that our staff are well-prepared and that risks are effectively managed. Online materials supplied with Safer-handling training ensure that staff are aware of their legal powers and responsibilities.

## **Recording and Reporting Incidents**

- All incidents involving the use of force must be reported immediately and recorded in the school’s incident log.
- Parents or carers should be informed about any use of force on their child on the same day or as soon as is practicable.
- Reports should detail the nature of the incident, the force used, and the rationale behind the action.

## **Relevant Legislation and Case Law**

Staff should be aware that this policy is informed by the following key pieces of legislation and guidance:

- Education Act 1996: Governs the use of force in schools.
- Education and Inspections Act 2006, Section 93: Outlines the legal powers for the use of force.
- Equality Act 2010: Protects pupils with SEN from discrimination and requires reasonable adjustments to be made.
- Human Rights Act 1998: Requires that actions taken by public authorities, including schools, must be proportionate, necessary, and lawful.
- DfE’s “Use of Reasonable Force in Schools” (latest version available online at [www.gov.uk](http://www.gov.uk)).

## **Monitoring**

Monitoring of this policy will be on-going. The Headteacher and the Senior Leadership Team will look at evidence such as: CPOMS behaviour logs, observations, staff working groups, learning walks, the children’s work and school council minutes.

Date of policy: September 2025

To be reviewed: September 2026