

# **St Helen's Church of England Primary School**



## **Behaviour Policy**

**Our curriculum vision at St Helen's CE Primary School**

**S** eeking Achievement for all  
**H** opeful through our Christian values  
**I** nspire through our knowledge rich curriculum  
**N** urturing and preparing for life through Jesus' love  
**E** mbracing equality and diversity



**Our LDST Prayer**

**Heavenly Father,**

**Let peace, friendship and love grow in our schools.**

**Send the Holy Spirit to give:**

**Excellence to our learning,**

**Love to our actions and**

**Joy to our worship.**

**Guide us to help others,**

**So that we may all**

**Learn, Love and Achieve, Together with Jesus.**

**Amen**

**"You are the light of the world...Let  
your light shine before others."**

**Matthew 5:16**



**Our Christian Vision is:**

***In His footsteps, we love, learn and shine together.***

Our Christian Values are at the heart of our school and create a loving environment that promotes the care and nurture of the whole community. Our school mission is at the core of this policy: "In His Footsteps, we Love, Learn and Shine Together." Our core values underpin this policy and are reflected in all our work and relationships in school:

- Love
- Hope
- Thankfulness
- Courage
- Forgiveness

High standards of behaviour are central to all we do in our school. High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of school life. All members of staff set high standards and learners will be given clear guidance on what is expected of them. Working in partnership with parents we will ensure that our values become central to the lives of learners.

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

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The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Everyone in LDST is dedicated to:

- Developing the highest standards of learning and teaching
- Enabling every pupil to achieve their full potential
- Enabling every pupil to become a responsible member of society

**Legislation, statutory requirements and statutory guidance:**

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

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

## Objectives of the Policy (alongside the behaviour principles outlined by the LDST)

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of our school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

## Our School Aims

- To provide high quality teaching
- To deliver a broad and rich curriculum
- To develop positive attitudes to learning
- To create a pleasant and stimulating environment
- To develop the school's place within the community
- To ensure equal opportunities for all
- To communicate effectively
- To develop and celebrate strong relationships
- To allow all children to develop as individuals

## Equal Opportunities Statement

St Helen's CE believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

## Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the school rules at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

### Expectations of All Parents/ Carers

- To support the school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents' evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

### Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously

To help us maintain high standards of behaviour we have agreed a set of child friendly rules. Every pupil is expected to follow these rules and every adult is expected to uphold at all times.

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### School Rules

The staff have, with the involvement of the pupils, established three positive expectations that clearly define the high standard of behaviour and the positive ethos that we expect in school. (Please see appendices for our rules and expectations)

Be Respectful  
Be Responsible  
Be Ready to Learn

To support our children in achieving our school rules we also have outlined key behaviour expectations.

- Wonderful Walking
- Great Lining Up
- Marvellous Classroom Routines

### School Wide Rewards

At St Helen's CE we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour.

Some of the rewards are listed below:

Praise is a fundamental aspect of our school culture. There is an attitude of positive praise and encouragement in all classrooms and areas around school.

### Rewards

We wish to encourage pride in the children but realise that this needs to be modelled and nurtured before it is intrinsic.

Our main school reward is our dojo points system. Dojo points are given to a child not merely for doing what is expected of them. Dojo points are given to children who do something exceptional in line with our school rules and expectations.

Dojo points will be rewarded for going above and beyond with:

- Being Respectful
- Being Responsible
- Being Ready to Learn
- Wonderful Walking
- Great Lining Up
- Marvellous Classroom Routines

When giving dojo points, the member of staff must reinforce the good behaviour. All teachers have access to their individual class dojo system but can award dojo points to children from other classes and inform the class teacher so these can be added to the system. Once awarded a dojo point, this should never be deducted.

The reward system is graded as follows:-

Any noteworthy behaviour 1, 2 or 3 at a maximum for awarding dojos.

25 Dojos Children receive a bronze certificate. 50

Dojos Children receive silver certificate.

75 Dojos Children receive gold certificate and prize.

100 Dojos Children receive platinum certificate and prize.

125 Dojos. Children receive star certificate and a reward trip/activity.



School commendation awards will be presented in Celebration Worship. See appendices for certificates.

### Class Rewards

In addition to the whole school rewards, teachers often develop their own novel ways in which to promote and encourage good standards of behaviour with their class e.g. raffle tickets, marble jars, golden time, treasure chests, medal charts etc. These individual approaches are encouraged as they are a way in which teachers can take more responsibility for the behaviour of their children on a day to-day basis. However, they must not replace the whole school behaviour rewards such as the dojo points and limited to one additional strategy per class.

### Note on Rewards

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

### School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discrepancy based on the seriousness** of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Stage 1 Non-verbal warning e.g. frown, stern look, and silence

Stage 2 Verbal warning

Stage 3 Child's name written on board

Stage 4 Cross put beside child's name (5 or 10 minute loss of playtime)

Stage 5 Another cross by child's name (loss of whole playtime)

Stage 6 Child will be sent to a named class for 'time-out'

Stage 7 Child referred to Deputy Headteacher, Headteacher or Executive Headteacher

Stage 8 Parents/ Carers contacted/ invited into school to discuss child's behaviour

Stage 9 In the case of regular misbehaviour it will be necessary to consider tailored sanctions.

*These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal exclusion or fixed (short and long term) and permanent exclusion.*

**Missed Playtime:** The child will be supervised by an adult within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). A register will be kept and parents informed when their child has been to 'missed playtime' on more than 5 occasions in a half-term. If a child has been to missed playtime 10 or more times during a half-term, they may miss an activity or treat e.g. visit out of school / Christmas Party.

**Internal Exclusion:** Parents are informed by letter (Letter to be kept in the office). Pupil has no contact with class or classmates. Child has no access to playground, extra-curricular or enrichment activities e.g. visits out.

**Fixed Term Suspension:** Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

**Permanent Exclusion:** The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at St. Helens C E Primary School and will need to find another school.

### *Allegations of abuse against staff and other adults working in the school*

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Detention
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

### *Restorative Thinking*

Our school community uses Restorative Thinking to help create a restorative and safe learning environment.

Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

## Notes for Playground Supervision

All staff responsible for children on the playground and should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with appropriately.

Playground duty also involves the supervision of football or other ball games which children play in designated areas. Children who argue, or are overtly competitive, will be asked to leave the game and may miss further games as necessary.

## Lunchtime Rules

Lunchtime supervisors are able to award a sticker for good behaviour in the dinner hall and on the playground. Lunchtime supervisors are also required to share any significant incidents of behaviour with the class teacher. Lunchtime Supervisors will also liaise with the Headteacher and SLT when children are causing concern because of regular misbehaviour or about serious incidents. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes.

At lunchtime, supervisory staff should make sure that the entrance to the toilets is well-supervised and may use toilet monitors to help.

## Dining Hall Rules

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone
- We use good table manners.

## Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day.

## Behaviour Leads

- Mrs McDonald - Headteacher
- Miss Dutton - Assistant Headteacher
- Miss Threadgold - Inclusion Lead and SENDCo

## Staff induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year. As a school, we have created a 'cluster' of behaviour Walkthrus for all staff to follow. Staff receive training on this and a login to the online versions of each book.

## Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

## What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

## Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

## When an item can be confiscated

A member of staff can confiscate an item if:

it's banned

it poses a risk to any person

it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

## Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

## Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher, Deputy Headteacher or the Assistant Headteacher will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every half term.

## Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories.

All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying.

Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

## Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe. This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

For more guidance please see our Child Protection Policy <https://primarysite-prod-sorted.s3.amazonaws.com/st-helens-ce-primary-school/UploadedDocument/e1f61bf4-d61a-4667-8789-daa362fdd5ce/child-protection-policy.pdf>


## Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**To be reviewed: July 2025**

## Appendices


  
 St Helen's CE Primary School


Our school rules:

- Be Respectful
- Be Responsible
- Be Ready to Learn


Our behaviour expectations:

- Wonderful Walking
- Great Lining Up
- Marvellous Classroom Routines




  
 Be Respectful

- I treat all members of our St Helen's family with kindness and respect at all times.
- I speak to people in a kind and caring way using manners, being polite and showing good listening.
- Around school, I act in a way that makes others feel safe.
- I respect myself and celebrate my strengths.
- I live through our Christian values.

  
 Be Responsible

- I remember to bring the correct equipment to school.
- I complete my homework on time.
- I keep my workspace and classroom tidy.
- I accept responsibility if I make a mistake and say sorry.
- I look after our school environment and resources.

  
 Be Ready to Learn

- I show a positive attitude to learning and excellent behaviour.
- I listen carefully to the teacher and others.
- I work hard on tasks.
- I line up sensibly.
- I walk quietly and calmly around school.
- I confidently answer questions in lessons and collective worship.
- I am ready to begin learning at the end of playtimes and lunchtimes.

  
 Our Behaviour Standards

**Great Lining Up**



We can show how smart we are.  
We can show that we are ready to learn and have a positive attitude.  
We can take pride in our class behaviour.

**Wonderful Walking**



Wonderful walking keeps ourselves and others safe moving around school. Remaining calm shows that we are respectful to other learners and visitors to our school.

**Marvellous Classroom Routines**



We make the most of our learning time.  
We engage with learning.  
We have clear seating plans for different learning scenarios.  
We have a clear routine for sharing and collecting resources.