



Pinehurst Primary School Behaviour Policy 2025

‘Experience, Excel and Enjoy’

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At Pinehurst Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach to any negative behaviours in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core rules:

Ready Respectful Safe

These are referred to and used regularly by all adults working in school.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special needs and now concentrates on the reasons for behaviour under the umbrella of ‘Social, Emotional and Mental Health needs’.

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children are ready, respectful and safe.
- Build self-worth, respect and tolerance for others.

Legal & Policy Framework

This policy reflects:

- Behaviour in Schools: Advice for Headteachers and Staff (DfE, 2022)
- Suspension & Permanent Exclusion Guidance (2023)
- Equality Act 2010 and the SEND Code of Practice (2015)

Objectives

For children to show:

- Self-respect
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

Greeting Pupils and Parents

At the start of every day, pupil and parents are greeted by staff on the school gate. Pupils are greeted into class by offering a handshake and a personal moment/comment to form the bedrock of trusting relationships. Pupils see how their hands can be used positively through consistent adult behaviour.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and **all** efforts are valued.

Forms of Rewards

1. **Verbal comments of specific praise** are given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere.
2. **Class Dojos** these can be awarded by any member of staff or a visitor for effort, achievement, manners and kindness.
3. **Celebration Assemblies** are held weekly to celebrate achievement and effort. Parents are invited to attend.
4. **Teacher's Award** - Each week staff choose one pupil from their class to receive a certificate in Celebration Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher will give a brief talk about/show some of the pupil's work and can include statements from their peers. These certificates are awarded for personal achievements within school, rather than personal/social endeavours.
5. **Lunchtime Award** - Each week, the lunchtime staff choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes.

6. **Praise Postcard** - teachers may choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and posted home, so that parents/carers receive information from the teacher and can celebrate their child's achievement.
7. **Phone Calls Home** – At least once every term, teachers are encouraged to make a phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.
8. **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

Behavioural Consequence System

If a pupil is making poor choices, first quietly comment. E.g. "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?"

Pick out and publically celebrate someone who is doing the right thing.

If this doesn't work, follow these steps:

Reminder Caution	Remind the child of our school rules: "Ready, Respectful, Safe". Deliver this privately wherever possible.
Time Out	Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. "Think carefully about your next step. If you continue, you will need to see me at break/lunchtime." If the child continues to make poor choices, use the 30 seconds script (see below). The child will need to stay behind at the end of the session, even if they now engage (this cannot be removed, reduced, or substituted). Make a note. Reception = 5 minutes time out KS1 = 7 minutes time out KS2 = 10 minutes time out
Calming time	The child may need a few minutes to calm down, breath and look at the situation from a different perspective. This could be in the class calm area, or out of class if necessary.
Repair	Use the repair script (see below). The child will also lose their age in minutes. If, after using the script and being given a chance to calm down, the child continues to make poor choices, they will miss their entire next lunch break (Reflection) Those children on a risk assessment form may have a bespoke approach to behaviour management which will be identified on the risk assessment form.

If a child needs to catch-up on work, the child will need to complete at playtime or Lunchtime to a satisfactory standard.

30 seconds script

Limit formal one-to-one interventions for poor behaviour in class to **30 seconds** each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want.

Walk away and **write down what just happened, so that you can speak to the child about it when they are calm.**

Scripted response:

"I have noticed you are..." (having trouble getting started etc.) "It was our rule about... that you broke."

"You have chosen to..." (catch up with your work at break, come and talk to me at break etc.)

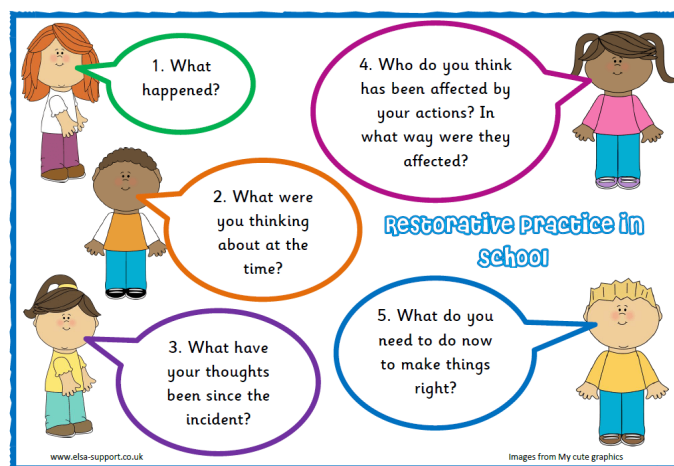
Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening."

Repair script

1. "What happened?" *Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.*
2. "What were you thinking at the time?" *This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.*
3. "Who has been affected?"
4. "How have they been affected?" *It is important that the child considers others and the impact of their behaviour.*
5. "What do you think about what happened now?"
6. "What should we do to put things right?" *This may not always be an apology as a forced apology is worthless.*
7. "How can we do things differently in the future?"

On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language.

Within a Reflection session children will focus on the following key questions and consider their responses:



Parents will be informed when there has been a serious incident, the child has missed all their lunch break (Reflection), or if speaking to the child at break times is becoming frequent and therefore concerning. Class teachers will report this at the end of the day.

When a child attends reflection this is where expectations of behaviour are reflected upon with the person who issued the reflection. The child is asked to record in their own words an account of the incident followed by a reflection on how to deal with a similar situation. Reflection time is an opportunity for children to share how they felt before the incident, during the incident and at the present moment. Discussions around emotions and feelings that led to the behaviour is key.

Within the Nursery (2-4 year olds), when pupils do not follow behaviour expectations they are given a clear reminder by staff and an example of what they should be doing is modelled and explained. If a child does not respond to the reminder, they may be given 'Thinking Time'. This is carried out in a quiet space within the classroom with an adult nearby and lasts for 2-3 minutes (the approximate age of the child). A sand timer is used to support the child's understanding of the length of their 'Thinking Time'. If appropriate, after the 'Thinking Time', a child may be supported to apologise to another child or adult for their behaviour using signs and/or language. To repair in our Nursery setting, adults should choose two restorative questions when possible. Reception pupils will have three questions. With younger children, focus on who else has been affected and what they can do to make things right.

If a child is repeatedly making poor choices, the behaviour lead /SLT will support arrange a meeting with parents and the class teacher. Together we will try to identify any patterns in the child's behaviour, and will offer support for the child, staff members involved and family.

If additional support is required to de-escalate a situation, staff members may phone the SLT for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child.

If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:

- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g. in a sporting event A requirement for a written apology
- Meeting with a senior staff member
- A letter or phone call home
- A meeting with parents
- A pastoral support programme
- Home School Diary
- Exclusion from class(internal exclusion)
- Suspension from school (LA guidelines to be followed for either fixed term or permanent exclusions.)

SEND / Vulnerable Pupils

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENDCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable.

Unregulated Behaviour and Co-Regulation

Purpose

To provide a consistent, supportive approach to children and young people who experience episodes of unregulated behaviour, and to outline the use of co-regulation as a key strategy for maintaining safety and promoting emotional growth.

Scope

This policy applies to all staff, volunteers, and contractors working with children and young people in Pinehurst Primary School.

Policy Statement

We recognise that unregulated behaviour is a form of communication and often reflects unmet needs or developmental factors. Our approach prioritises **safety, empathy, and co-regulation** rather than punitive measures.

Definitions

- **Unregulated Behaviour:** Actions that occur when a child is overwhelmed and unable to manage strong emotions or sensory input. Examples include shouting, aggression, running away, or shutting down.
- **Co-Regulation:** An adult's calm, supportive presence that helps a child return to a regulated emotional state.

Procedures

a. Immediate Response

1. **Ensure Safety** – Remove hazards and keep all individuals safe.
2. **Remain Regulated** – Staff use a calm tone, neutral body language, and minimal verbal prompts.
3. **Observe & Listen** – Identify possible triggers (e.g., loud noise, fatigue, conflict).
4. **Avoid Escalation** – Do not shout, shame, or apply punitive actions. Physical intervention is used only as a last resort and in line with safeguarding guidelines.

b. Co-Regulation Strategies

- Provide a reassuring presence and validate feelings ("I can see this is really hard for you").
- Model calm breathing and steady movements.
- Offer supportive tools such as a quiet area, sensory aids, or a drink of water.
- When the child is calm, engage in collaborative problem-solving and reflection.

c. Prevention & Skill Building

- Maintain predictable routines and clear expectations.
- Teach emotional literacy and coping skills (e.g., breathing exercises, "zones of regulation").
- Develop individual support plans with input from families and professionals when needed.

d. Recording & Review

- Log incidents factually (time, context, actions taken, outcome).
- Inform parents/carers and relevant staff promptly.
- Review patterns and adjust environmental factors or supports accordingly.

Roles and Responsibilities

- **All Staff:** Follow the procedures above, participate in training, and model regulation.
- **Leadership Team:** Provide professional development, review incidents, and ensure policy compliance.
- **Parents/Carers:** Collaborate in creating and updating support plans.

Home School Diaries

Children who regularly receive a 'Time Out' may be given a 'Home School Diary' in which the teacher will make a comment about behaviour during each session of the school day. The child will also take the diary home to ensure that parents are kept informed about their child's behaviour, to allow them to make a comment. Some children may be given a behaviour chart where they track and reward good behaviour during each teaching session. Children who have these diaries are monitored by the Senior Leadership Team.

Before & After-School Club

Our Before and After-School Club maintain the same high expectations of behaviour as we have during core school hours. Unwanted behaviours are addressed through a verbal warning, which could lead to 'Thinking Time'. During this time, pupils sit within the room, but not partaking in activities. Lower level behaviours would not be reported to parents/carers at pick-up, however more significant poor behaviour must be. If a child receives a reflection for poor behaviour the right to attend afterschool activities will be withdrawn.

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person by the class teacher. The incident will be recorded on CPOMs.

Unacceptable behaviour, which may result in a Time Out at playtime or Reflection (Reception –Year 6) and in some instances exclusion, includes:

Please note that this list is not exhaustive.

- Disobedience to a reasonable instruction: Time Out
- Non-completion of school work that could be reasonably expected: Time Out
- Making unkind remarks: Time Out
- Answering back, rudeness: Time Out
- Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing: Time Out
- Not telling the truth straight away or at all: Time Out
- Foul language and swearing: Time Out / Reflection
- Damaging property, including defacing property: Time Out / Reflection
- Stealing, including hiding another person's property: Time Out / Reflection
- Biting, spitting, hitting and kicking: Reflection
- Aggression to adults: Reflection
- Racist or derogatory comments that cause offence: Reflection
- Fighting or encouraging others to fight: Reflection
- Forming gangs for the purpose of intimidating others: Reflection
- Putting themselves, other children or adults at risk: Reflection

Please see Appendix 2 for actions to consider

Conduct outside the school gates

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online, teachers have the right to discipline pupils to an extent that is deemed reasonable.

These types of situations could include when children are;

- taking part in school visits and trips
- wearing school uniform
- travelling to and from school
- that poses a threat to another pupil
- could adversely affect the reputation of the school
- that could have repercussions of the orderly running of the school
- in some other way identifiable as a representative of our school

Confiscation of inappropriate items

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable.

A member of staff also has the power to confiscate property which may be deemed as inappropriate or a danger to other members of the school community.

The right to search - What the law says

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a **prohibited item**. Prohibited items are items deemed to be dangerous, unsafe, inappropriate and/or illegal. This includes, but not exhaust, items such as controlled drugs, drugs, alcohol, tobacco, e-cigarettes, cigarette papers, fireworks, weapons (includes items used as a weapon) and pornographic images.

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Power to use reasonable force.

Members of staff have the 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.

Staff will be appropriately trained to ensure the health and safety of all concerned in the unlikely event of the use of reasonable force.

Malicious Allegations against staff

The school will follow an appropriate disciplinary process against any pupils who make malicious allegations against staff – this will include sanctions up to and including permanent exclusion.

Suspensions and Exclusions

Primary Suspensions and Exclusions

In very exceptional circumstances, it may be necessary to exclude a child from school. The Headteacher (or a member of the Senior Leadership Team in the Headteacher's absence) will decide whether to exclude a pupil for a fixed term or permanently. This decision will be based on all the circumstances, the evidence available, and the need to balance the interests of the pupil with those of the whole school community.

Relevant government guidance includes:

- *Behaviour and Discipline in Schools* (January 2016)
- *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (September 2017)
- *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (January 2015)
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement*

For the latest official information, visit:

www.gov.uk/government/publications/school-exclusion

Dojos

Individual Dojos

Children will be awarded for positive behaviour above and **beyond** the expected behaviour or for consistently displaying positive behaviour. Class teachers will be consistent across the school and award dojos for an agreed whole school list.

Class teachers can reward individuals who have the most dojos awarded each week. If a child achieves 100, 200 or 500 dojos within a term the child will receive an additional award from the agreed menu.

Appendix 1



Individual Rewards

- Pick out of the box.
- Choose your seat for a day.
- Extra Chromebook time
- Sticker
- Any reward agreed by the class teacher and the class.



Individual with 100 Dojo's = Postcard home

Individual with 200 Dojo's = Prize

Individual with 500 Dojo's= Treat from the Head.

Appendix 2

Pinehurst Primary Behaviour Flow Chart

