



Behaviour Policy

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Agreed and Signed by
Chair of Governors

Name	Mr Gary Sanford
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PARSONS HEATH C OF E PRIMARY SCHOOL

BEHAVIOUR POLICY

Background

At Parsons Heath C of E Primary School, our Christian values 'Belonging, Kindness and Resilience' underpin our practice. We have worked to develop and consolidate a shared expectation of how we should treat each other; it is underpinned by our Christian values and our Christian Vision. We view school as the shepherd, guiding all members through daily life. We follow the example that Jesus gave us using our Christian Values of Belonging, Kindness and Resilience. As the Good Shepherd tends his sheep, we nurture our school community in a safe, secure environment to ensure that they thrive and fulfil their potential as good shepherds of the future. Children are actively coached in how to manage their feelings and how to become solution-focused and take responsibility for their actions. When managing behaviour, we actively seek the underlying causes, which may be emotional, physical or relating to an identifiable condition.

DfE Guidance

In accordance with guidance from the DfE (Sept 2022) the expectations, consequences and sanctions regarding behaviour apply to pupils:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school.
- poses a threat to another pupil or member of the public.
- could adversely affect the reputation of the school.

Aims of the Policy

- To encourage valued behaviours and respect within the school community so that everyone feels safe, included and valued.
- To promote, articulate and teach self/internal-discipline and valued behaviours.
- To enable pupils to make appropriate choices independently.
- To enable high standards of achievement for all
- To guide our responses to challenging or dangerous behaviours

Therapeutic Approach

At Parsons Heath C of E Primary School, we use a therapeutic approach to behaviour that prioritises the valued experiences and feelings of everyone in our school community.

We classify behaviour into 3 types:

- Valued behaviour
- Detrimental dangerous
- Detrimental difficult

Valued behaviour is defined as: Behaviour that is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people.

Detrimental difficult behaviour is defined as: Behaviour that violates the rights of another person Behaviour that is anti-social, or detrimental to others, but not dangerous.

Detrimental dangerous behaviour is defined as: Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Behaviour that causes harm or injury to an individual, the community or to the environment.

The following are examples of the types of valued behaviours that we see in our school and how adults respond:

Valued behaviours	Typical Response
Listening in the classroom	"Well done for listening and respecting each other"
Walking in the corridor	"Walking in the corridor, thank you."
Holding a door open for someone	"Thank you, for holding open the door"
Using please and thank you	Repeated back when appropriate and acknowledged
Helping a peer to understand work	"Thank you for helping your friend, we show kindness at Parsons Heath".
Inviting another child to play in a game	"Well done for helping your friend, we show kindness at Parsons Heath".
Using good morning and good afternoon	"Good morning," or "Good afternoon," back.
Helping an adult to carry equipment	"Thank you for helping and being kind today"
Supporting a peer when they are upset	"Well done for helping your friend, I'm sure they will feel better for it." "Thank you for being so kind ".

Positive reinforcement of valued behaviours

At all times adults and children should work together to achieve a safe, calm atmosphere where feelings of trust are evident. We know that behaviour management is predominantly achieved through relationships. We develop good relationships with positive communication, sharing feelings, showing an interest, and being compassionate. Positive examples are set by adults in the school in the way they respond towards each other and towards the children.

Valued behaviours is celebrated in the following ways:

1. Verbal praise
2. Star charts – Stars can be presented to the children by all adults in school.
3. Wow Certificates – this is held weekly and is a chance for one child per class to receive an excellence certificate for demonstrating outstanding performance and attitude.
4. Headteacher postcards are also sent home throughout the week for demonstrating outstanding attitude and performance.

Detrimental *difficult* behaviour can be defined as:

Behaviour that violates the rights of another person.

Behaviour that is anti-social, but not dangerous.

Behaviour that breaks our school rules.

Detrimental *dangerous* behaviours can be defined as:

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Behaviour that causes harm or injury to an individual, the community or to the environment.

Detrimental difficult behaviours	Detrimental dangerous behaviours
- Aggressive shouting/calling out disruptively - Swearing - Answering back - mimicking - Name-calling - Lying - Refusal to carry out an adult's request - Distracting and/or disrupting others' learning by shouting, banging, making noises - Throwing small equipment - Leaving the classroom without permission - Damage to property/pushing over furniture - Stealing - Use of negative comments/putdowns - Laughing at other's mistakes or discomfort	- Leaving the premises - Spitting (directly at another) - Pushing aggressively - Scratching - Pinching - Hair pulling - Hitting - Kicking - Fighting - Biting - Punching - Throwing furniture - Physical or verbal bullying (see Bullying Policy for definition)

Detrimental Dangerous Behaviours	Typical Response
Running in the corridor	"Walking in the corridor, thank you!"
Climbing on the top of library shelves	Use of the de-escalation script (see below)
Screaming and shouting	Use of the de-escalation script (see below)
Racist or homophobic language	Use of the de-escalation script (see below) Consequence – needs to be linked to context
Swearing at children	"NAME kind words, thank you!" Consequences of swearing.
Spitting	"NAME no spitting, thank you!" Consequences of spitting
Swearing at adults	Use of the de-escalation script (see below), logical consequences
Punching/hitting children	Use of the de-escalation script (see below) Use of steering, guiding, escorting away. Logical consequence.
Kicking children	
Punching/ hitting adults	
Kicking adults	
Pushing children	
Pushing adults	
Rough play	"NAME, safe play, thank you." Logical consequences.
Refusing to work	Remind the child that any unfinished work will need to be completed and look to support the child in any way to ensure unmet needs are catered for.
Refusing to listen to adults	Use of the de-escalation script (see below) Follow up when regulated. Lack of eye contact may not be evidence of refusing to listen.

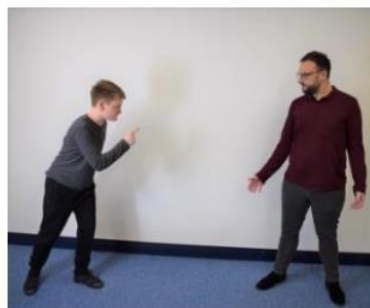
Bringing a prohibited item into school	(A separate policy document related to Searching, Screening and Confiscation exists, but it should be noted here)
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De-escalation script:

- Speak to the child by name (e.g., Susan...)
- I can see something has happened.
- I am here to help.
- Talk and I will listen.
- Come with me and ...

De-escalation body language:

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managed height



Dealing with detrimental behaviour

We use a 'Levels of Intervention' approach to behaviour management at Parsons Heath C of E Primary School. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Where incidents of detrimental behaviour occur, logical consequences will be implemented as described in appendix 1. Each incident of detrimental behaviour will be considered independently and consequences will be planned with the aim that children learn something from all experiences. We aim to show how we have helped the child develop new skills or new ways of thinking. All incidents will have an educational consequence, and, in some incidences, a protective consequence may also be required.

See appendix 1 for Levels of Intervention Approach.

Reflect, Repair and Restore

When a child has displayed detrimental behaviours that have escalated to a point where the child has reached a crisis point and/or has needed time to de-escalate out of the classroom, reflection takes place as highlighted below. The aim is to support pupils to self-regulate in situations in the future and to give everyone involved the opportunity to talk about what has happened along with the impact it has had on them. This strengthens pupil and staff relationships, supports with analysis of behaviour and leads to long-term changes in behaviour. The restorative approach aims to do the following:

- Focus on the harm that has been done and how the harm can be repaired
- Looks at positive and negative experiences, helpful and unhelpful feelings and needs
- Plans to ensure conflict is less likely to happen in the future

Examples of the types of questions considered during the process include:

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- What helpful and unhelpful feelings did people have?
- Who has been affected and how? • How can we put right the harm?

- What have we learnt so as to make a different choice next time?
- What would you like to happen next?
- How can we make things better for pupil/staff member?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to school / bed etc?
- What do you think (name) might need?

Reflection Time (Detention)

Reflection time is used if behaviour is detrimental. For poor classroom choices, children will spend time in a partnership classroom to reflect on their behaviour. At this point the children will be escorted by a Teaching Assistant to a partnership classroom.

Year 1 to Year 2

Year 2 to Year 3

Year 3 to Year 4

Year 4 to Year 5

Year 5 to Year 6

During a time out the child is given the same number of minutes that equal their age. The key object is to provide a limited period of thinking time - no more than 10 minutes. A restorative meeting/conversation should take place before the next session. If this is unsuccessful the teacher should call on support from the SENCo, Deputy Head and Headteacher who will support the process.

If a child does not complete their work during a lesson the onus is on the child to complete their work at home in agreement with home. The Headteacher will organise this with parental agreement.

If the behaviour is detrimental on the playground, then the child should be taken to an adult on playground duty. The children will stand with the adult for the number of minutes equivalent to the child's age and reflect on their behaviour choices.

During reflection time, we provide the motivation and skills to behave differently. Generally, this can be achieved through a restorative conversation e.g.

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have your thoughts been since?
- 4) Who do you think has been affected by your actions? How?
- 5) What do you need to do now to make things right?

Bullying

Bullying is detrimental behaviour and is not tolerated.

- Bullying is defined as behaviour displayed **over a period of time** which causes one or more children to feel victimized or threatened.
- Bullying is deliberate and intentional.
- Bullying may involve name calling, deliberate physical contact carried out for the purpose of harm, deliberate and persistent exclusion from the group, continual mockery or belittlement.

Anyone, adult or child, who feels they are being bullied, or feels someone they know is being bullied, must tell an adult. If that adult does not respond they must keep telling different adults until they get a response.

All adults in the school **must** listen if a child says they are being bullied – telling a child to keep away from the bully or telling them to play with someone else is not appropriate or acceptable.

A clear report of the bullying incident should be obtained from the victim and any witnesses if appropriate. The perpetrator should then be asked to give their perception of the incident. **If possible**, the victim and the perpetrator should be brought together so that the victim can tell the perpetrator how the incident has made them feel etc.

The perpetrator needs to have a clear explanation of what they have done wrong and reasons why they are wrong – we cannot expect them to change their behaviour if they do not understand what is wrong with their behaviour. The perpetrator must make amends for the hurt they have caused e.g., in a letter.

An agreement needs to be put in place whereby the perpetrator must agree to change their actions or be faced with a consequence. The victim must be made aware of this agreement and the part they have in it.

Unless there is a child protection reason not to do so, parents of both the victim and the perpetrator must be informed of the bullying incident.

All incidents of bullying must be reported on CPOMS and then necessary investigations will be conducted and incidents will be reported to parents etc.

Serious One-off Problems

These should be reported to either the Headteacher or Deputy Headteacher immediately. The child will be seen by the Head or Deputy. Parents will be notified if this is felt to be appropriate. Incidents will be dealt with on an individual basis with children being expected to make amends in some appropriate way. Acts of aggression will usually result in the child being removed from the classroom or playground for an identified amount of time.

Significant Behaviour Problems

Before a child goes into crisis, staff follow a de-escalation script (see above) to try to prevent an escalation of events. During crisis, staff will work to manage or reduce the risk or harm. After a crisis, staff will work with the child to reflect on their behaviour, repair and restore.

We advocate for each child to receive an equitable level of support so that they achieve equality of opportunity at Parsons Heath C of E Primary School. This means that each child may receive differentiated levels of support according to their need in order to have an equal chance of success.

Some children, for a variety of reasons, will require support, because their behaviour is of particular concern, in line with the Special Educational Needs Code of Practice. These children require a good deal of sensitivity and empathy and this places high demands on our resources, physical and human, as well as upon peers. The behaviours will become the main focus of a One Plan and a programme will be devised to encourage positive behaviour. A consistent behaviour management plan will be written. Parents or carers will be consulted at an early stage and their cooperation will contribute to the programme. Where necessary, advice and guidance will be taken from outside agencies.

Exclusion/Suspension

In exceptional cases, where all other avenues have been explored, or where the child is a danger to him/herself or others (including staff), the Headteacher may suspend for a fixed period or exclude permanently. A child may be suspended for a fixed period of up to 45 days in any one school year. Where a child is suspended for a fixed period, the suspension should be for the minimum time possible to ensure that the child understands that the behaviour is unacceptable. Notice of suspension will be put in writing. When a child is suspended for more than a day, the Head will arrange for the child to receive work to do at home and to have it marked until he/she returns to school. The letter to parents telling them of the suspension will explain the arrangements for setting and marking work.

When a child returns from a suspension, they must report to the Headteacher or Deputy Headteacher (in the Headteacher's absence) with their parent and completed work should be presented at this time.

If a child is suspended, either for a fixed term or permanently, parents have the right to make representation to the Governing Body who must then consider whether to uphold the suspension/exclusion.

Incidents of deliberate assault on a member of staff will automatically result in a fixed term suspension. The length of suspension will depend on:

- Severity of the assault
- Previous incidents of assault
- Any underlying Special Educational Needs which may result in special consideration being given.

Partnership with Parents

It is expected that school and parents will work together to ensure acceptable behaviour is evident in all children at all times whilst on the school premises. In ordinary circumstances, parents are kept informed about their child's behaviour through normal parent/teacher consultations. These may be arranged more frequently if necessary.

If a parent has cause to raise a concern with school staff regarding a serious behaviour issue, the school must feedback to the parents the outcome of any investigation. Feedback can be verbal or written.

Staff Support

A child displaying behavioural difficulties is considered to be the concern of the whole staff, not just the class teacher or the Headteacher. The whole staff will be involved in observing the child when they come into contact with him/her and in offering support and practical help to the class teacher or the Headteacher as and when the need arises.

The Use of Physical Contact

There are occasions when staff will have cause to use physical contact with individuals for a variety of reasons. For example:

- To comfort a child in distress
- To support a child with their physical care (toileting, self-care, changing clothes)
- To direct or steer a child.
- For activity reasons (e.g., PE, drama)
- To avert danger from the child, other persons or significant damage to property.

In situations where physical contact between staff and children takes place, staff must consider the following:

- The child's age and level of understanding
- The child's individual needs and history
- The location where the contact takes place (it should never take place in private without others present).

Hugging

A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated.

Handholding

It is natural that young people sometimes enjoy holding hands with adults around them. This is acceptable providing the child initiates the hand holding and is not used as a method to control the child. Alternatives to handholding can be offering the child an 'open mitten' hand or a 'supportive

arm'. This is done by the adult holding their arm out and the child holding their hand over the adult's lower arm. The adult's hand can be placed over the child's hand.

Lap-sitting

Lap-sitting is discouraged as it could make the pupil and adult vulnerable. Children should be taught to seek comfort/attention through other means. If a pupil attempts to sit on an adult's lap, there should be immediate active guidance to a more appropriate seating position, alongside the adult.

The use of Physical Intervention (see Appendix 2 for Guiding, Escorting, Supporting techniques)

A provision came into force on 1st September 1998 which clarified the powers of teachers and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing a crime, causing an injury or damage, or causing disruption. **This does not authorise the use of corporal punishment.** Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- (In extreme cases) using more restrictive holds.

If a child requires the use of physical intervention to guide, steer or prevent harm, we will follow the Physical Intervention methods taught by the **Essex Therapeutic Thinking Approach, and follow the guidance from the Department of Education (Use of Reasonable Force – advice for Headteachers, Staff and Governors)**. Before using any physical intervention, staff will use the de-escalation techniques above. Only staff trained in physical intervention techniques will be called to assist when de-escalation is not successful. Staff will never use physical contact that restricts breathing in any way (basket holds, leaning forward or face down) or use holds that could harm a child's joints (gripping or holding wrists, elbows etc.). Staff will use either a closed or open mitten hand technique for a guide or escort either on their own or with another member of staff. The aim is to move away from the dangerous situation rather than to get to a specific location. At all times, the child should be able to remove themselves from contact if they feel raised levels of anxiety or stress. If this happens, the staff just repeat the intervention or slightly relax the contact to be able to continue with the guide/escort. This will usually result in the child relaxing and co-operating.

Any use of physical intervention will be recorded as part of the incident (on CPOMS, including date and details). Parents will be informed by the Headteacher if this has taken place.

A separate policy document related to physical intervention exists – the Reasonable Force and Restraint Policy.

Appendix 1 – Level of Intervention/Approach

Types of Behaviours and Correlating Level of Intervention

Level 1	Level of Intervention
Valued behaviours include:	
• Good manners • Being kind • Good listening • Sharing • Showing compassion • Being an active learner • Being a good role model • Working well as part of a team • Helping others	Praise Star Chart Wow Assembly Postcards home
Level 2	Educational Consequences
Detrimental behaviours (Difficult) include:	
• Leaving their desk without permission/ Leaving the carpet during input/story without permission • Refusing to complete the work set. • Choosing to do another activity than the one the class is doing (reading/drawing on whiteboard etc.) • Rocking on their chair • Calling out • Talking to a friend when they should be listening. • Not listening to instructions • Playing/fiddling with equipment	Warning by the Class Teacher or Teaching Assistant, (please communicate with each other). Educational consequences linked to area of learning if behaviour continues. Record behaviour on CPOMs. Involvement of parents and carers as needed by the class teacher.
Level 3	Educational Consequences or Protective Consequences as needed.
Detrimental behaviours (Difficult) include:	
• Aggressive shouting/calling out disruptively. • Swearing • Answering back, mimicking Name calling • Lying • Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises. • Throwing small equipment • Leaving the classroom without permission • Damage to property/pushing over furniture. • Stealing	Warning by the Class Teacher or Teaching Assistant, (please communicate with each other). Use of the de-escalation script Record behaviour on CPOMs. Moving to a partnership classroom. Contact home if appropriate by Class Teacher if not DHT or HT. Home will be contacted.
Level 4	Educational Consequences or Protective Consequences as needed.
Detrimental behaviours (Dangerous) include:	
• Leaving the premises	Use of the de-escalation script.

• Spitting (directly at another) • Pushing, aggressively • Scratching • Pinching • Hair pulling • Hitting • Kicking • Fighting • Biting • Punching • Throwing furniture • Physical or verbal bullying	Record behaviours on CPOMs. Logical consequence. Contact home by DHT or HT. Suspension by HT. Permanent exclusion if required.
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Appendix 2 Guiding, Escorting and Supporting.

The use of open and closed mittens allows an adult to hold, guide or escort a child without gripping

and is a non-restrictive hold, meaning the child can always come out of it (protecting their physical rights).

Students who are allowed to plant their feet may choose to drop or kick or spit at staff. Keeping the feet occupied with movement occupies the brain and reduces the disruptive options.

If the student digs their feet in resist the temptation to oppose the force, relax, give a little and the student will reduce resistance.

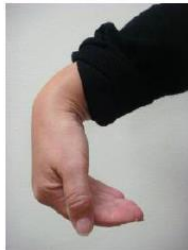
Remember the desired outcome is SAFETY NOT DESTINATION.

Open Mitten



- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed Mitten



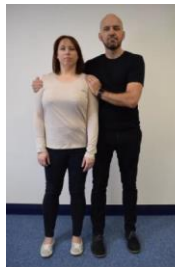
- Fingers and thumb together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Offering An Arm (for support, to guide or escort)



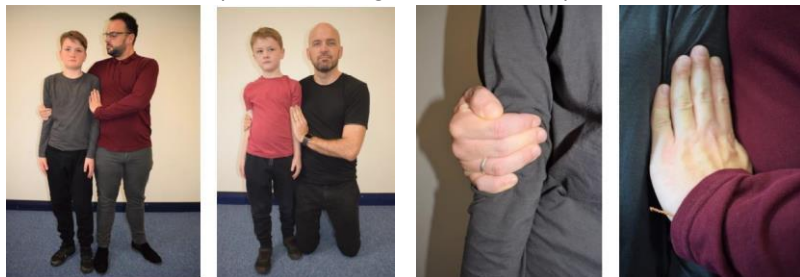
- Hip in
- Head away
- Sideways stance
- Arm is offered.
- Student accepts the invite.
- Draw elbow in for extra security.

Supportive Hug (to support, guide or escort)



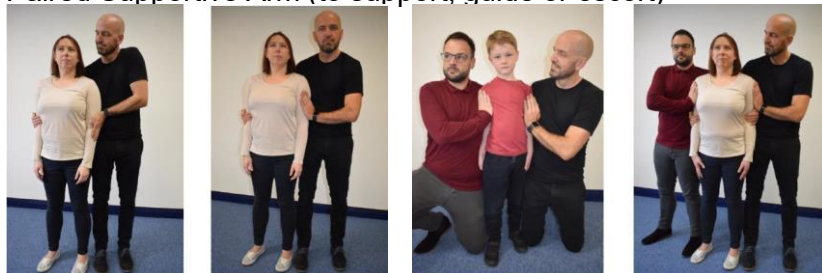
- To communicate comfort or reward:
- Hip in
 - Head away
 - Sideways stance
 - Closed mittens contain each shoulder.
 - Communicate intention.
 - Use 'de-escalation script' if needed.

Supportive Arm (to support, guide or escort)



- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow.
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention.

Paired Supportive Arm (to support, guide or escort)



Open Mitten Guide (to protect or turn)



- Open mitten hand, placed on the arm above the elbow.
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm.
- Communicate intention.
- Use 'de-escalation script' if needed.

Open Mitten Guide (to communicate)



Open Mitten Guide - paired.



Open Mitten Escort (to support, guide or escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders.
- Communicate intention.
- Move assertively (prevent kicking / dropping)

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.