



Behaviour Policy

Approved by: Headteacher

28/1/2026

For Review

January 2027

Signed:

A handwritten signature in black ink, appearing to be 'HP', is placed over a light grey rectangular background.

..... Headteacher

Behaviour Policy

Rationale

Pupils' behaviour towards each other, and towards all adults whom they come across during the school day, is a measure of their development as young people. At Pensford Primary School our mission includes ensuring "that each member of the school community is enabled to fulfil their individual aspirations and to achieve their personal best". Our vision includes the statement that pupils "will understand how others live and learn together in a global community". In order to achieve these aspirations, we must have a strong and supportive behaviour policy. We recognise that children from a range of minority groups, including those in care and those who have recently left care, are statistically at risk of bullying and exclusion. We therefore work actively to support every single individual in school, no matter what their background.

Aims

1. To provide a structure in which the overwhelmingly positive behaviour seen in our school is recognised and rewarded. This policy is designed to ensure that "Exceptional standards of... behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong."¹
2. To support pupils who display negative behaviour so that "Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results"¹
3. To set out the steps taken in order to proactively prevent bullying in our school.

Part 1 – Positive Behaviour Recognition

Under the principle that we are constantly supporting children to achieve their "personal best", adults in our school should recognise and develop positive behaviour in our pupils by:

- giving verbal specific, positive praise regularly to all pupils
- focusing children on their learning and their achievements
- specifically teaching social skills as part of the PSHE programme for each class

Our specific reward system used in school is Class Dojo. This centres around our school values of Happiness, Excellence, Ambition, Respect, Togetherness and Independence (HEART!) as well as the key Dojo points may be given by any adult in school whenever a child demonstrates an aspect of these values in their work or in their interaction with others. Whenever practicable, we add a comment to the Dojo so that parents and carers² are informed about what their child has done well. In order that the reward can be immediate and impactful, staff are permitted to use either school devices or their own personal devices for the specific purpose of awarding Dojo points. This is consistent with the Trust-wide Online Safety policy in which staff are allowed to use Smartphones "in a professional capacity" and are allowed to do so in lessons "at certain times".

Points are collected individually and collated so that each House has a total for the term, which is celebrated on our website. (Our four houses are Attenborough, Bilk, Bright and Rowling and each child is put in a house when they join the school. This will be the same house as their sibling if they have one here, and otherwise allocated by the administrator in consultation with the Headteacher so as to keep a balance of numbers in each house.)

At the end of each week, in our Friday celebration assembly, the headteacher gives a 'Headteacher's Award' certificate to a child in each class. The child is usually chosen on the basis of the number of Dojo

¹ Ofsted Inspection Toolkit 2025, p 43

² We include carers whenever we refer to 'parents' in this document.

points they have earned that week. Class teachers also choose two children from each class for a 'Star of the Week' award. These are awarded for a specific demonstration of one or more of the school values.

Other awards may be given for particular instances of strong and positive demonstration of the school values, at the discretion of school staff.

We also encourage children to share achievements and awards from their participation in activities outside of school. These are shared in the celebration assembly too.

Part 2 – Dealing with Negative Behaviour

In the overwhelming majority of cases, any negative behaviour is dealt with by the first adult that notices it, or the first adult to whom it is reported. It will be dealt with through a 'restorative justice' approach by:

1. establishing the facts;
2. taking into account what prompted the behaviour, discussing it with the child or children concerned and giving them the time to reflect;
3. helping the children be clear about why it should not have happened and what alternative action they should take in the future;
4. ensuring that an apology takes place where necessary.

Support staff, including lunchbreak supervisors, teaching assistants, office staff and volunteers, will ask for a teacher's support in the above if and only if this is necessary in the circumstances. They will use their own judgement but – if in doubt – will consult with a teacher.

In rarer, more serious cases, a matter will be referred to the headteacher (or, in the headteacher's absence the Senior Teacher). This will always be the case when:

- a child's behaviour has resulted in another child or adult being physically hurt;
- a child has been rude to an adult;
- a child has refused to comply with the reasonable instructions of an adult;
- the incident involves, or potentially involves, bullying, discrimination against anyone with protected characteristics or any form of harmful sexual behaviour.

Note on discrimination: We use the definition supplied [here on gov.uk](#), and copied below, when determining whether discrimination has taken place:

Types of discrimination ('protected characteristics')

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

There may be other types of behaviour that an adult also feels should be referred to the headteacher.

In such cases, the headteacher will:

- carry out the steps 1-4 detailed above;

- determine whether the behaviour constitutes bullying (using the definition given below) OR sexual harassment OR child-on-child abuse OR discrimination against anyone with protected characteristics and, if so, record this and act according to the safeguarding policy;
- record the incident on CPOMS; employ an appropriate sanction, taking into account the behaviour, what prompted it and any previous incidents recorded on the behaviour log;
- if appropriate, implement individual tracking of a behaviour using the sheet in R:\Behaviour Tracking\Individual Tracking
- ensure that parents are informed, including the parents of any 'victim'.

Sanctions used:

In the majority of cases, sanctions will take the form of time out from an activity that the child who has shown negative behaviour enjoys. The length of time will be appropriate to the behaviour, what prompted it, any previous incidents and the child's age and stage of social development.

A restorative approach will also be taken, with a meaningful apology being made and overseen by a member of staff (always the Headteacher or Senior Teacher in the case of the serious cases detailed above.)

Physical intervention (reasonable force) and positive touch

Please see Appendix 1 for details of how we would use these strategies to support our children.

Searches and confiscation:

In line with the Department for Education guidance *Mobile phones in schools* (2024), the school may conduct a search for prohibited items where a member of staff has a reasonable belief that a pupil is in possession of such an item. Prohibited items include anything that could be used to cause harm, mobile phones and any other internet-enabled device. Pupils are not permitted to keep these in their possession during the school day. Pupils in Years 5 and 6 for whom an agreement is in place with parents for them to travel to and/or from school unaccompanied may bring in a phone. However, this should be handed to their teacher at the start of the day and will be returned at home time.

Searches will always be conducted in accordance with statutory requirements and with due regard for the pupil's dignity. A search will be carried out by the headteacher, or a member of staff whom the headteacher has authorised, and there will always be a second adult present. Only outer clothing and bags will be searched; staff will not conduct intimate searches under any circumstances.

If a mobile phone or other prohibited item is confiscated, it will be:

- kept securely by the school;
- returned to the pupil's parent or carer where appropriate;
- retained, erased, or disposed of if permitted by law and the DfE guidance.

Parents will be informed where a search has taken place or where an item has been confiscated, unless in exceptional circumstances when doing so would place the child at risk.

Part 3 – Anti-Bullying Strategy

We use the Department for Education's recommended definition of bullying³. This is that bullying is behaviour which is:

- repeated;
- intended to hurt someone either physically or emotionally;
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

³ <https://www.gov.uk/bullying-at-school/bullying-a-definition>

It takes many forms and can include:

- physical assault;
- teasing;
- making threats;
- name calling;
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger);

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Any incident of a child bullying another pupil will be referred to the headteacher and dealt with as outlined above. See also, our separate Anti-Bullying Policy⁴.

Note – We are aware that children in care, and those who have recently left care, are groups that are at additional risk of bullying and pay due regard to this risk when investigating any particular incident.

Part 4 – Roles and Responsibilities

The roles of school staff are given above in Parts 1-3.

The role of parents and carers⁵

The school works collaboratively with parents, or those in the role of a parent, so children receive consistent messages about how to behave at home and at school. We do this in the context of the fact that, by the time a child leaves school at 11, they have spent only around 9% of their lives in the school. We are fully aware that parents are very largely responsible for the remaining 91%, and therefore involve them wherever practicable in all aspects of school.

Specifically for behaviour, we explain the school values in the home school agreement, and we expect parents/ carers to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents quickly if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions with a child, parents and carers should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if the problem remains parents should follow the [Trust's Complaints Procedure](#).

The role of pupils

It is expected that pupils should become responsible and increasingly independent, and recognise that they should learn to accept responsibility for their behaviour. To assist in this process, we require pupils to:

- always aim for their personal best in all aspects of school life
- uphold the school values
- develop independence in a spirit of togetherness

The role of governors

⁴ [Pensford Anti-Bullying Policy 2025](#)

⁵ As a reminder, we include carers whenever we mention parents in this document

The local governing committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may occasionally support the Headteacher by helping him/her to reflection a particular disciplinary issue where it has been explained without giving personal details of those involved. More commonly, the headteacher would seek advice from the Trust Central Team in any case where a second professional opinion is useful.

Suspensions and permanent exclusions⁶

We follow The Partnership Trust's Exclusions Policy, which can be found here: [Trust Policies - The Partnership Trust](#) .

Points to note:

Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

We will pay particular regard to the circumstances of any children in care, or who have recently left care, who are at risk of exclusion. Wherever possible we will communicate with the relevant Virtual School in advance of any decision to exclude these pupils. In any case, we are aware of our obligation to report the exclusion of a child in care to the head of the relevant virtual school.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing committee and to the Trust Cnetral Team on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of significant behaviour incidents. This is kept securely using the online platform Child Protection Online Monitoring System (CPOMS) and all staff are given access. As a minimum, any incident that *required* the headteacher or senior teacher's intervention is recorded. Staff may record lower level incidents on CPOMS for information too, but must always alert the Headteacher to these.

The Headteacher keeps a record of any pupil who is excluded either for a fixed-term (a suspension), or permanently.

It is the responsibility of the governing committee to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. This is also monitored by the Trust Central Team.

Review

The headteacher reviews this policy every year by the end of November.

⁶ See also the DfE guidance, to which we adhere: <https://www.gov.uk/government/publications/school-exclusion>

Other relevant policies:

PSHE / RSE

Anti-Bullying

Child Protection and Safeguarding

Appendix 1 – Use of physical intervention: reasonable force and positive touch

Use of physical intervention (reasonable force) to manage negative behaviour

We work according to the Department of Education's guidance on the Use of Reasonable Force (2013). This is the latest version of the guidance, but if it is updated further before this policy is reviewed then we will follow the latest version. [Note added 19.12.25 – there will be an update to the guidance effective from 1st April 2026, which we will then follow.]

The current, guidance states that all members of staff have a legal power to use reasonable force and that the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The guidance also states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

It makes it clear that schools cannot use force as a punishment and that to do so would always be unlawful.

In our school, we will only use physical intervention in the circumstances described in the guidance.

Positive physical intervention (safe touch)

Staff members will not deliberately touch children except in circumstances described below.

Firstly, we would avoid touch if children are upset, by typically using a range of alternative strategies, including (but not limited to):

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display (shout, cry etc) and then regulate it down
- Talking slowly, firmly and quietly in an unhurried and unflustered way
- Providing clear predictable and consistently held boundaries

Sometimes, however, we recognise that there are situations in which *not* to provide a child with a calming touch would actually be inhumane, unkind and potentially psychologically or neuro-biologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child who is in an acute state of distress and/or out of control. Not to reach out to the child in such circumstances could be re-traumatising and neuro-biologically damaging as well as confirming or inviting anti-social behaviour patterns. Another example might be when a child is in physical pain having suffered an accident.

In these circumstances, we will have regard to all of the following factors when making the decision to use touch as a way of supporting the child:

- remaining in (or immediately escorting the child to) a place where another member of staff is also available;

- using gentle touch, for example on a shoulder or offering a hand for the child to hold;
- removing the touch as soon as it is no longer helpful, or is no longer necessary;
- always removing the touch (in a safe manner) if the child demonstrates either verbally or non-verbally that it isn't wanted.

Staff support for each other when deploying safe touch or reasonable force

We recognise that situations that are highly stressful for children can also be stressful for members of staff. When staff members come across a situation in which a colleague is using either safe touch or reasonable force, they will:

- ensure that the colleague who is managing the situation is aware that support is available (eg by making eye contact or saying "Hello <Staff Name>, can I help?")
- support their colleague according to their instructions, while making a professional judgement about whether engaging in reasonable force alongside the colleague would be helpful and appropriate;
- observe their colleague's actions and, if it appears that the staff member may be becoming dysregulated, or acting outside of this policy, swap in with them by saying "Let me help for a moment, <Staff Name>. I can look after <child name> if you wouldn't mind letting <Headteacher/ Senior teacher> know where we are."

All cases where reasonable force has been used must be recorded independently on CPOMS by all staff who witness the incident. This must take place as soon as possible after the incident has been concluded.

Use of safe touch must be recorded on CPOMS by the adult who has used this strategy, and any witnesses. The only exceptions to this are if it has been used solely due to an injury requiring first aid and/or lasted less than about 30 seconds. In this case, the normal recording of the first aid treatment is all that is required (see First Aid Policy).