



Love, Learn, Aspire

'Let all that you do be done in love.' 1 Corinthians 16:14

Preston Primary (VC) School

Behaviour Policy

Approved by: Full Governing Board
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Date: November 2025

Approval

Approved by: Full Governing Body	
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Version

Version	Author	Notes
V1.0	I Luitingh	Hertfordshire STEPS replaced with Therapeutic Thinking Hertfordshire Changes to formatting
V1.1	I Luitingh	Added section 7.1 and 7.2

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1. Introduction

- 1.1 This policy has been based on principles agreed by the Governing Body.
- 1.2 This behaviour policy is based on the Therapeutic Thinking Hertfordshire approach and takes into consideration the school's values as well as the school's aim: 'Let all that you do be done in love'. (1 Corinthians 16:14)
- 1.3 At Preston, we believe that all children and adults have the right to feel and be safe, to learn in a stimulating environment and have the right to respect.

2. Our Aims

- 2.1 Our aims are to make sure that all children Love, Learn and Aspire

3. Secrets of Success

- 3.1 We encourage children to use Chris Quigley's 'Secrets of Success' in their learning behaviours. The 'Secrets of Success' are:
 - Improve
 - Understand others
 - Don't give up
 - Try new things
 - Work hard
 - Concentrate
 - Push yourself
 - Imagine

4. Therapeutic Thinking Hertfordshire

- 4.1 We use the Therapeutic Thinking Hertfordshire agreed approach. All staff receive annual accredited training. This is a therapeutic approach to behaviour management and we use de-escalation, positive language and behaviour strategies based on this approach. A flowchart (Appendix 4) is used to identify next steps in behaviour, when to implement an Assess Plan Do Review (APDR) plan as part of SEND needs and/or when to implement a Risk Reduction Plan.

5. Consistency

- 5.1 Children will be treated fairly and consistently by all staff. Relationships are based on mutual respect so staff will expect to be treated respectfully by children. Staff

are expected to model good relationships between themselves and with children, and to actively cultivate good relationships between children. The Pupil Parliament is involved in initiatives to improve behaviour and had an active voice in developing reporting systems used in this policy.

6. Expectations

- 6.1 Staff have high expectations of pupils and this is clearly set out in class rules. Good behaviour is expected at all times. Teachers make sure that clear routines are in place by having a daily timetable for the class. Outside of the classroom, clear timetables for lunchtime and clubs ensure the children know the routines.
- 6.2 Children are regularly praised, taking into consideration the school's 'Secrets of Success' and growth mind-set (Carol Dweck) approaches. Staff constantly recognise achievement and good behaviour in class and around the school. Once a week, during the Celebration Assembly, there are opportunities for the school to celebrate good behaviour and good manners formally.

7. Roles and Responsibilities

Role of the Governing Board

- 7.1 The governing board is responsible for:
 - Reviewing and approving the written statement of behaviour principles (appendix 1)
 - Reviewing this behaviour policy in conjunction with the headteacher
 - Monitoring the policy's effectiveness
 - Holding the headteacher to account for its implementation

The Headteacher

- 7.2 The headteacher is responsible for:
 - Reviewing this policy in conjunction with the [governing board/committee name]
 - Giving due consideration to the school's statement of behaviour principles (appendix 1)
 - Approving this policy
 - Ensuring that the school environment encourages positive behaviour
 - Ensuring that staff deal effectively with poor behaviour
 - Monitoring that the policy is implemented by staff consistently with all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Role of Teachers and Support Staff

- 7.3 Teachers plan and deliver effective, interactive and interesting lessons in which children are challenged and supported to achieve. We believe that by creating more pro-social experiences, the children are more likely to feel better about learning and themselves and therefore more likely to make pro-social behaviour choices.

Role of Pupils

- 7.4 We expect children to take responsibility for their behaviour in line with our school values. They are also expected to develop positive attitudes towards their learning by following 'The Secrets of Success' and a growth mind-set. Throughout the school day, children are expected to participate in lessons and to behave in a way that enables other children to take part in lessons.

Role of the Parent/Carer

- 7.5 The role that parents play in supporting their children's learning and development is highly valued. It is important that parents get in touch with the school if they have a concern. The class teacher is the first point of contact and meetings can be set up via the office. Positive two-way communication can enhance a child's outcomes across all areas of school life.

8. Rewarding Good Behaviour

- 8.1 In line with the principles as set out in Therapeutic Thinking Hertfordshire, 'Secrets of Success' and a growth mind-set, praise will be the most consistent positive reinforcement strategy used in school, and we focus on all the opportunities we have to praise children's successes in their learning, attitudes, manners, and behaviours.

8.2 Exceptional behaviour and achievement will be constantly reinforced.

8.3 The rewards used at Preston:

- Instant personalised praise to individual children from all staff members.
- Recognition during weekly the Celebration Assembly where children are rewarded a certificate to achieve their progress towards the school's Secrets of Success. Any achievement outside of school is also celebrated. The children's learning journey is also shared.
- Good learning shown to the Headteacher or other staff as appropriate.
- Good learning on display in class.
- Public displays of exemplary learning and behaviour.

9. Sanctions for Inappropriate Behaviour

9.1 Sanctions may be applied when behaviour is not in line with our school expectations. In general terms the following consequences are worked through (parents will be informed from stage 4 onwards).

9.2 Depending on the behaviour, one or more of these levels may be skipped and any consequence can apply straight away.

9.3 Sanctions for inappropriate behaviour in class:

1. A verbal warning and a reminder of appropriate behaviour will be given.
2. Time out in classroom.
3. Time out in another classroom.
4. Loss of part/all of break time/lunchtime.
5. Referral to Headteacher.
6. Internal suspension for a given period.
7. Fixed term suspension for a given period.
8. Permanent exclusion.

9.4 Sanctions for inappropriate behaviour at play or lunch time:

1. A verbal warning and a reminder of appropriate behaviour will be given.
2. Time out from game.
3. Loss of part of break time or lunchtime.
4. Loss of all of break time/lunchtime.
5. Referral to Headteacher.
6. Internal suspension for a given period.
7. Fixed term suspension for a given period.
8. Permanent exclusion
9. Each step will be logged in order to ensure consistency.

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- 9.5 Children in some circumstances could lose the privilege of representing the school in a variety of ways due to not meeting school behaviour expectations. This decision will be made by the headteacher and discussed with the child and parents.
 - 9.6 A member of staff will inform parents of any behaviour that has led to a child receiving sanctions (from stage 4 and above). In case of dangerous behaviour, the headteacher will contact parents. Dangerous behaviour is determined by using the Therapeutic Thinking Hertfordshire Risk Assessment Calculator.
 - 9.7 Children have the opportunity to complete a 'Think Sheet' to reflect on their behaviour or to record an incident. Younger children will be supported with this.
 - 9.8 Behaviour incidents will be recorded on the school's electronic reporting system, CPOMS. This enables the school to build a clear picture of re-occurring behaviour issues and address them.

Children who continue to display inappropriate behaviour

- 9.9 On occasions where a child's behaviour requires intervention within a lesson, in most circumstances, we aim for the child with the challenging behaviour to be removed using Therapeutic Thinking Hertfordshire approved guidance, rather than the rest of the class.
- 9.10 Some children need additional support to address their emotional and behavioural needs. These pupils may be on our Inclusion Register and may have a Pastoral Support Programme (PSP) or a Risk Reduction Plan. As part of these plans, personal targets for improving behaviour will be set and recovery programmes will be put in place. If the child needs further support, referrals to outside agencies such as Hitchin Primary Behaviour Support Service or Educational Psychologist will be made. The behavioural expectations and how these can be met will be discussed with the parents and the pupil. These targets are reviewed every half term.

10. Bullying

- 10.1 All schools are required by law to have a Behaviour Policy and measures in place to prevent all forms of bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- 10.2 Bullying is the use of aggression with the intention of hurting another person, which is unprovoked, repeated over a period of time that intentionally hurts another individual or group physically or emotionally. Bullying can be short term or continuous over long periods.

Child-on-Child Abuse

- 10.3 Child-on-child abuse occurs when a young person is exploited, bullied and/or harmed by another child; everyone directly involved in child-on-child abuse is under the age of 18. Child-on-child abuse can relate to various forms of abuse:
 - Cyberbullying: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on

social networking websites) or sending or posting offensive or degrading images and videos;

- Racist and religious bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, sexist and transphobic bullying: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;
- Homophobic bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist bullying: targets a person solely based on their disability, this can include manipulative bullying where the perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

10.4 It is important to remember that bullying can also be a combination of the above.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.
- Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence; taking or hiding someone's belongings.
- Racist: racial taunts, graffiti, gestures, making fun of culture and religion.
- Sexual: unwanted physical contact or sexually abusive or sexist comments
- Homophobic: because of/or focussing on the issue of sexuality.
- Online/cyber: setting up 'hate websites', sending offensive text messages, emails and abusing victims via their mobile phones or online games.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

10.5 It is important to understand that bullying is not the odd occasion of falling out with friends, name-calling, arguments or when a trick or joke is played on someone. It is bullying if it is done several times on purpose.

10.6 Children sometimes fall out or say things because they are upset. When one-off problems of this kind arise, it is not classed as bullying. It is an important part of the children's development to learn how to deal with friendship breakdowns, name-calling or pranks. We all have to learn how to deal with these situations and

develop social skills to repair relationships. Through our PSHE curriculum, we will address friendship issues and help children understand others.

11. Procedures for Reporting and Responding to Bullying Incidents

- 11.1 All staff respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.
- 11.2 Sometimes children feel scared or worried to report incidents. The Pupil Parliament and the children created a system to report bullying quickly and effectively. The complete the slip as set out in Appendix 3 and hand that to a member of staff.
- 11.3 Procedure for reporting and responding to bullying allegations:
1. Report all bullying allegations and incidents to staff.
 2. Any perceived bullying will be recorded and investigated. If it is evident that a bullying incident has occurred, this will be recorded on a bullying incident form.
 3. Staff will make sure the victim(s) is and feels safe (added to bullying incident recording)
 4. Appropriate advice will be given to help the victim(s)
 5. Staff will listen and speak to all children involved about the incident separately.
 6. The problem will be identified and possible solutions suggested.
 7. The bully (bullies) may be asked to reflect on their behaviour. Other consequences may take place and appropriate sanctions applied (see sanctions).
 8. Parents will be informed and will be invited to come into school for a meeting to discuss the problem.
 9. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. It will also be recorded and kept in a file in the Headteacher's office. Investigation notes will also be kept with report form.
 10. The Headteacher will report the number of bullying incidents termly to the Governing Board and the Local Authority.
 11. The Safeguarding Governor will present reports on serious bullying incidents to the Governors.
 12. If necessary and appropriate, the Designated Safeguarding Lead in the school, Social Services or police will be consulted.
- 11.4 Children know through the school values and expectations that harassment (including protected characteristics) and name-calling will not be tolerated. All children know that they should tell a member of staff if they are victims of, or if they witness harassment linked to any of the protected characteristics.

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- 11.5 All incidents of racial or sexual harassment are taken seriously and dealt with immediately. We will follow the same approach as set out in the 'Procedure for reporting and responding to bullying allegations' above. Any racial-based incidents or harassment will be reported to the Local Authority.

12. Suspensions/Exclusions

- 12.1 The decision to suspend or exclude can only be taken by the Headteacher.
- 12.2 Suspensions are fixed term exclusions, which means a pupil is suspended from school for a fixed amount of time.

13. Exclusion is the Permanent Removal of a Child from School.

- 13.1 A letter will be sent to the parents detailing the reasons for a suspension/exclusion and the period of the suspension. Parents can make representations to the Governing Body and in some circumstances appeal against the Headteacher's decision. For more information see the DfE's guidance on exclusions:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

- 13.2 The Local Authority is also notified of the suspension/exclusion.

14. Physical Restraint/Safe Holding

- 14.1 Physical contact will be used as a last resort, with de-escalation strategies to be used in the first instance. Parents will always be informed of these incidents and given the opportunity to discuss it.
- 14.2 Staff should follow their Therapeutic Thinking Hertfordshire training guidance in the appropriate types of safe pro-social touch. If a child leaves the school premises and absconds, police must be called; a member of staff will not follow the child.
- 14.3 For more information please refer to our 'Reducing the need for restrictive intervention in school' policy.

15. Searching, Screening and Confiscating

- 15.1 Preston Primary School is committed to effective safeguarding. In the rare instance where a search may need to be carried out, staff are aware of their legal duties in line with the DfE guidance below:

16. Remote Learning

- 16.1 It may be necessary for children to learn off-site or via our online platform, Google Classroom. Children will be expected to behave in line with the expectations in school. See our 'Guidance for Remote Learning'.

17. Behaviour outside of school

- 17.1 In exceptional circumstances, the school may become involved in incidents that take place outside of school. This may be to support families or children. If the school needs to get involved in incidents out of school, it will be coordinated by the School Family Adviser and may involve other external agencies such as the police or Social Services. However, it is more likely that parents will request the school to support exceptional incidents outside of school.

18. Concerns/questions

- 18.1 Parents are encouraged to meet with their child's class teacher if they have any concerns or questions regarding school behaviour. It is important that the school and parents work closely together to address any behaviour issues as children may choose to disclose incidents at home.
- 18.2 Parents can make an appointment to speak to the class teacher via the school office. If needed, the headteacher will be consulted. If parents feel that an incident has not been resolved, they may wish to refer to the school's Complaints Policy.

Appendix 1 - Written statement of Behaviour Principles

Rationale and purpose:

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE Guidance (Behaviour in Schools – Advice for Headteachers and school staff: The role of school leaders), DfE guidance: Mental Health and Behaviour in Schools 2018, and the Equality Act 2010.

The purpose of this statement is to provide guidance to the Headteacher when drawing up the school's Behaviour Policy in order for this policy to reflect the shared beliefs, values and aspirations of the governing board, the staff, the parents and pupils, as well as taking full account for the law. It is important that staff feel supported by the governing board when implementing the school's Behaviour Policy.

This is a statement of principles, not practice. It is the Headteacher's responsibility to draw up the Behaviour Policy.

When drawing up the Behaviour Policy, the Headteacher must take the following into account:

- The Governor's Written Statement of Behaviour Principles · The DfE Guidance (Behaviour in Schools – Advice for Headteachers and school staff)
- The Education and Inspections Act 2006
- The Equality Act 2010

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school website.

Preston Primary School Behaviour Principles:

1. Every pupil has the right to feel and be safe, the right to respect and the right to an education.
2. All pupils, staff and visitors are free from discrimination.
3. All adults on site, including volunteers, model good behaviour and respectful relationships.
4. All adults have high expectations of pupils' behaviour and attitudes to learning to ensure pupils are resilient and self-assured.
5. The behaviour policy is understood by pupils and staff.
6. Through restorative conversations, pupils can develop empathy, self-discipline and emotional resilience in order to develop strong systems to self-regulate.
7. Children should be encouraged to take responsibility for their actions and the possible impact of their behaviour on themselves and others.
8. Staff, in line with the school's behaviour policy, use rewards, sanctions (consequences) and reasonable force consistently.
9. Consequences should enable pupils to reflect on, and learn from a situation and to make reparations where possible.

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10. Exclusions and suspensions will only be used as a last resort, as set out in the school's Exclusion Policy, which outlines the processes involved in suspensions and exclusions.
 11. Families are involved in behaviour incidents to enable the school and the pupil's family to work together and build good relationships.
 12. The Governing Board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Preston's behaviour principles is built on the Therapeutic Thinking Hertfordshire approach:

- To promote the inseparable link between teaching, learning and behaviour
- To improve staff confidence and safety
- To support the inclusion of those with difficult or dangerous behaviours
- To reduce exclusions
- To teach behaviour through building relationships, role modelling, consistency, scripts and routines, positive phrasing, planning, comfort and forgiveness, and reward, feedback and recognition
- To provide an individualised, graduated response when the behaviour might be a result of an unmet educational, mental health or other needs or vulnerabilities

This written statement and any policies based on this applies to all pupils when in school, when engaged in any extra-curricular activities (residential and non-residential) and travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils and/or parents towards school staff will not be tolerated. The school will update the Parent Code of Conduct on an annual basis and this will be shared with parents.

Appendix 2 – Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidence d O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.

4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Appendix 3 – Think Sheet

Think Sheet		
Name:	Class:	Date:
Who is involved?		
How are you feeling? 		
Write or draw what happened. 		
What can you do to fix it? 		
What could you do better next time? 		

