

Statutory

Behaviour and Mental Health Policy

Purley CofE Primary School

Date of policy: Autumn 2024

Review Cycle: Annual

Reviewed and approved by: Ethos & Welfare Committee Autumn 2025

Ratified by: Full Governing Body - Autumn 2025

Next Review date: Autumn 2026

Learn to love, love to learn



'Let all that you do be done with love', 1 Corinthians 16:14

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Purley Church of England Primary School

Behaviour and Mental Health Policy

Policy Statement

Our school's Christian ethos and values system provides a strong foundation for everything we do at Purley School. We encourage our pupils to be caring, supportive and to demonstrate our core values of **love, courage and wisdom**.

All staff support pupils through positive learning experiences: promoting self-esteem and self-worth through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies.

All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment.

This behaviour policy is the plan for the majority of our children. Others may need a more flexible approach at times of anxiety and change.

Our School Rules



Our School Values

The Purley Church of England School values have been developed in consultation with the children and in consideration of the Christian values:

Show **love**: We respect the school and everyone in it (for example, we are honest, polite, caring, helpful, look after property)

Show **courage**: We try our best in everything we do and stand up for what is right

Show **wisdom**: We make wise decisions in the way that we behave

Purpose

At Purley Primary School our role is to develop the whole child. We prepare them for their role as an active citizen, contributing positively to their community now and in the future. As a Church of England School, we are inspired by Paul's instruction "Let all that you do be done in love" (1 Corinthians 16:14).

Aims

To provide simple, practical procedures for staff and learners that:

- Ensure that there is an inclusive environment for all learners where positive behaviour is recognised
- Provide clear guidance for staff members and our school community, by establishing clear boundaries regarding acceptable behaviour to ensure consistency throughout the school.

Roles and responsibilities

At Purley Primary School, all adults will model and teach children pro-social behaviours. We promote increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and learning.

The Headteacher and Senior Leaders are responsible for:

- Ensuring that the school has a behaviour policy and procedures in place that are in accordance with Government guidance.
- Making the Behaviour and Mental Health Policy available to parents.
- Ensuring all staff undertake appropriate behaviour training.
- Monitoring the effectiveness of the policy.
- Promptly addressing behaviour considered to be 'dangerous' to provide protection to all members of the school community.
- Promoting self-regulation amongst all members of the school community.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable behaviour constructively (see Anti-Bullying Policy).

The Governors are responsible for:

- Participating in learning walks to monitor how the children's behaviour in school reflects our vision and values.
- Monitoring data on behaviour incidents and exclusions via the Ethos & Welfare Committee.
- Convening a governors' disciplinary meeting if required.

Parents are responsible for:

- Accepting and supporting the school's Behaviour and Mental Health Policy and Anti Bullying Policy.
- Recognising and understanding the context and need for equity in the school and the benefits it can have for all.
- Making children aware of appropriate behaviour in all situations, offering encouragement and sanctions where appropriate
- Keeping the school well informed about situations at home that could affect their child's behaviour in school.
- Attending meetings when requested.

Pupils are responsible for:

- Being **ready** for their own learning.
- Being **respectful** to the school community and environment.
- Being **safe**, taking responsibility for their own actions and knowing the consequences they will have.

Recognition

We recognise pro-social behaviours in a range of age-appropriate ways. These include verbal praise, use of sticker charts and recognition boards.

Consequences

All children need support in developing pro social skills. As a school, we are supported by West Berkshire's Therapeutic Thinking approach, to ensure that our children receive provision matched to their individual needs (see appendix 1- behaviour policy in practice). Children who exhibit unsocial and antisocial (difficult or dangerous) behaviours will be supported in the form of appropriate consequences.

At Purley Primary School there are two types of consequences which are used in tandem:

- **Protective consequences (definition)**

Removal of, or limited freedom to manage harm to self or others.

- **Educational consequences (definition)**

The learning, rehearsing or teaching so the freedom can be returned.

Reporting Behaviour Incidents

Behaviour incidents will be recorded using CPOMS when support other than class level intervention is required. Anonymised data will be shared with the Ethos & Welfare Committee. We will work with parents to provide our pupils with the right support at the right time, and keep them updated about their child's behaviour. This might include letting them know if the pupil has broken the school rules, for example, as well as celebrating successes and improvements in behaviour.

School Exclusions

Exclusions may be required for the safety of children and adults, and to allow time for school staff to create a new plan to support the child.

Depending on the levels of behaviour and severity of specific incidents, the Headteacher may consider a **fixed term exclusion** at any time. While they are excluded, staff will plan how the child will be supported upon their return to school. If the child chooses to continue with unacceptable behaviour, and have further fixed term exclusions, then we may decide that a **permanent exclusion** is necessary.

(See the school's *Suspension and Permanent Exclusion Policy*, written with reference to DfE Guidance July 2022: Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement, for further details)

Mental Health and Behaviour

We recognise that both anti-social and unsocial behaviours can be a sign of mental health needs. The staff, including the Headteacher, SENDCo and ELSAs (see below) work together to regularly analyse behaviours and review and improve support for children.

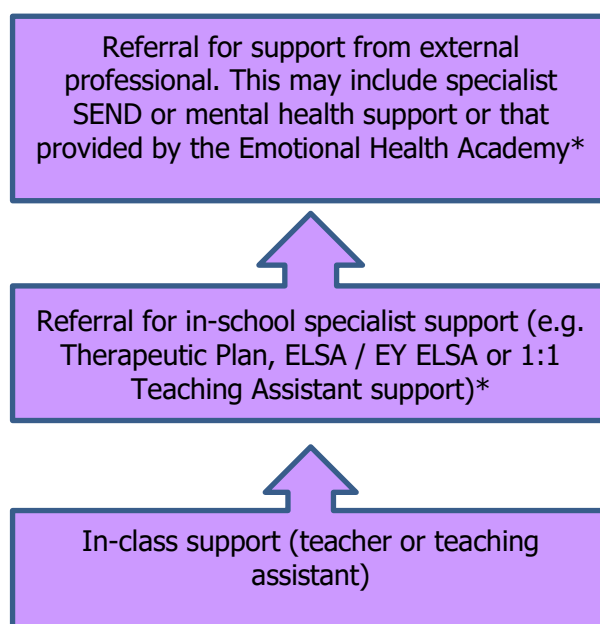
At our school, we recognise the value of [Mental Health and Behaviour in Schools](#) as an important document to help staff understand and support children who might be at risk of experiencing mental health difficulties.

We have a **layered approach** to supporting pupil mental health and emotional wellbeing at Purley CE Primary School, and it may be appropriate for a pupil experiencing mental health difficulties to

engage with the support of our specialist trained staff. Our school offer comprises of different levels of trained professionals.

At class level, through PSHE and Stormbreak sessions, an awareness of self-regulation is taught to pupils.

For those pupils requiring further individualised support, timetabled sessions with our **ELSA [Emotional Literacy Support Assistant]** or **EY [Early Years] ELSA** may be provided. Our School also benefits from the support of an Emotional Health Worker via the West Berkshire Emotional Health Academy, who can offer pupil or parent support.



* Any support as detailed above will require completion of a referral form, which must be shared with and signed by parents. Sessions can only be carried out with parental consent.

Reflect and Re-set

After a behaviour incident involving difficult behaviours, a pupil will be given the opportunity to reflect and suggest a way forwards in an age-appropriate way. Children will have an opportunity to communicate their feelings, the impact of their behaviours and suggestions for how to move forwards.

Restorative Practice

After any antisocial behaviour, a restorative conversation will need to be held for everybody to explain how the situation made them feel and agree a way forwards. This is important for all people involved.

Bullying

At Purley Primary School, we have a zero-tolerance policy regarding bullying. Please see the separate Anti Bullying Policy for further information.

Behaviour Offsite

A pupil's behaviour outside school, for example on school trips, or away sporting fixtures, is subject to this policy. Behaviour in such circumstances will be dealt with as if it had taken place in school.

Monitoring and Evaluation

This policy will be reviewed regularly and will be updated in response to new guidance, legislation and/or development to the approach as necessary.

The Headteacher reports termly to the Governing Board to enable them to monitor and evaluate the impact of the school's policies, practices, and procedures.

Review

Leaders should ensure the policy is reviewed annually; therefore, a review date should be included when published:

Appendix 1 Behaviour Principles ADDED SEPT 2025

This statement has been prepared and approved by the Governing Board of Purley Church of England Primary School.

It is informed by our Behaviour and Mental Health Policy, our Christian ethos, and our core values of Love, Courage and Wisdom.

It reflects our commitment to maintaining a safe, inclusive and nurturing environment where every child can flourish.

Behaviour Principles

Every pupil has the right to feel safe, valued and respected, and to learn free from disruption, discrimination or fear.

All members of the school community are treated with dignity and respect. Discrimination, harassment or bullying of any kind are not tolerated.

Staff and volunteers model pro-social behaviour, promoting kindness, empathy, self-regulation and forgiveness.

Positive relationships and restorative practice underpin our approach. Pupils are supported to reflect, repair and learn from their actions.

Rewards, consequences and reasonable force (where necessary for safety) are used consistently and proportionately, focusing on teaching and supporting positive behaviour.

The Behaviour and Mental Health Policy is clearly communicated to ensure shared understanding and consistent expectations.

Exclusion is only used as a last resort and always followed by reintegration and support planning.

Pupils are encouraged to take responsibility for their behaviour and understand its impact on others through PSHE, Stormbreak and restorative conversations.

Parents and carers are valued partners in promoting positive behaviour through open and supportive communication.

Commitment to Safety and Wellbeing

Violence, threatening behaviour or abuse—by pupils, parents or staff—will not be tolerated under any circumstances.

We are committed to safeguarding the wellbeing of all members of our community and promoting a culture of love, courage and wisdom in every interaction.

Review

This statement is reviewed and approved annually alongside the Behaviour and Mental Health Policy by the Ethos & Welfare Committee on behalf of the Full Governing Board.

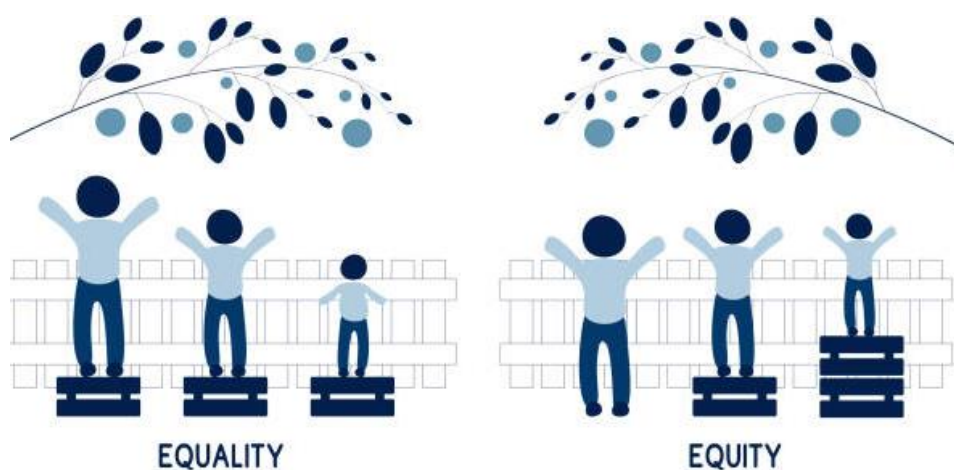
Appendix 2 Behaviour Policy in Practice

Our School Rules

These are displayed using various imagery throughout the school. Pupils have been encouraged to design posters to communicate clearly the 3 rules. See below an example of icons used to promote the rules.



Equity and Equality



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

Equity focuses on eliminating differences between groups when those differences can be addressed.

At Purley Church of England School we advocate for each child to receive the resources, experiences, appropriate interventions, and support in their learning to achieve their full potential. We aim to address differences in a positive and supportive manner, removing barriers and supporting pupils to achieve and succeed.

Appendix 3 Consequences

Protective consequences:

Removal of, or limited, freedom to manage harm to self or others. These are actions taken by staff to ensure all pupils and adults feel safe in the school environment.

These may include:

- An increased staff ratio and specific staff support given at break and work requiring completion to be completed at break times or sent home, and supported by parents/carers
- Adaptation of access to outside space, day or residential trips, or extra-curricular activity
- Access to a calm room/space
- Escorted in social situations
- Differentiated teaching space
- De-escalating language
- Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary

Educational consequences:

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions and the effect of anti-social behaviour, and to aid internalisation of pro-social actions to avoid repetition.

These may include:

- Third person role play to understand peer/adult feelings
- Social stories
- Completing or re-doing tasks to the expected standard for the child, to be completed at break times or sent home
- Restorative meetings with child and parent/carer
- Assisting with repairs or the planning for repairs/conversation and exploration

Appendix 4 Pro-social and Anti-Social behaviour

Pro-social behaviour

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
- Pro-social behaviour is characterised by a concern for the rights, feelings, and welfare of other people.

Pro-social behaviour can be taught in various ways:

- Personalised PSHE curriculum
- Positive relationships
- Role modelling
- Advocacy of the school values
- Consistency of therapeutic language, scripted where appropriate
- Routine
- Prioritising pro-social behaviour
- Planning alternatives to anti-social behaviour e.g., pro-social ways of accessing rest breaks for those who need to leave the classroom.
- Feedback and recognition (decide what this will look like in your context)
- Comfort and forgiveness
- Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem

Unsocial and anti-social behaviour

- Behaviour that causes harm to an individual, a group, to the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person



**PURLEY CHURCH OF ENGLAND
PRIMARY SCHOOL**

Our three rules for our school community are simple.
We ask everyone to be:



Ready Respectful Safe

| | |
|---|--|
| <p>Adult Behaviour</p> <ul style="list-style-type: none"> • Calm, consistent, fair • Give first attention to best conduct • 'Relentlessly bothered' • Meet and greet with a smile • Recognise over and above positive behaviours | <p>Praise</p> <ul style="list-style-type: none"> • Verbal Praise • Sticker Charts • Treasure Chest • Postcard, phone call or email home • Recognition Board—learning behaviours/powers • Pride of Purley Award |
| <p>Consequences</p> <ul style="list-style-type: none"> • Protective consequences Removal of, or limited freedom to manage harm to self or others. • Educational consequences The learning, rehearsing or teaching so the freedom can be returned. • Logged using CPOMs to enable effective monitoring and support. | <p>Restorative Conversation</p> <ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future? |

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

Appendix 5b Purley Church of England School Behaviour Blueprint Poster for Pupils



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| <p>Consequences</p> <ul style="list-style-type: none"> • Protective consequences We might limit your choices to help keep everyone safe. • Educational consequences We will help you learn and practice the right choices so you can have your freedom back. • Logged on CPOMS We write things down to help you and make sure you get the right support. | <p>Restorative Conversation</p> <ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future? |