



## Behaviour Policy

Governors' Committee Responsibility:	FGB
Staff Member:	Senior Leadership Team
Review Period:	1 year
Date policy accepted by the Governing Body:	Autumn 2025
Date for review:	Autumn 2026

### Our School Rules



## **Aims and Expectations**

It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We believe there is a strong link between behaviour and high-quality teaching. This is why all of our staff model and maintain high expectations. "Effective behaviour management is inseparable from effective teaching." (Coe *et al.*, 2021)

The policy is based on the principle that all children will be encouraged to develop high standards of behaviour and discipline according to their age, maturity and ability and that they should be treated and valued as individuals. Equal opportunities are an integral part of promoting good behaviour and discipline within the school. All staff are role models for the children and actively encourage high standards of behaviour. Through this combination of high standards and effective role modelling we are showing children how each of us can live life in all its fullness.

## **Vision and Values**

We believe that learning can only be achieved in an environment rooted in respect and love for each other. By growing this environment and understanding we allow our children to flourish. This can only be achieved by working together as a school community to commit to these rules, to show faith in each other and to reap the fruits this will grow.

Our philosophy is then further strengthened by our Christian Values. Each of our partnership of schools has their own school such as Wisdom, Thankfulness, Compassion, Forgiveness, Perseverance, Friendship and Koinonia (Belonging) which are chosen by all stakeholders and reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions.

At the start of the academic year, each class teacher sets out their expectations for children in their class to follow the school and class rules and that it is their responsibility to try their best at adhering to the rules throughout the school day, including when participating in school extra-curricular clubs or learning off site on school visits. We also talk to the children and remind them that they have the right to:

- be safe
- learn
- be happy
- have an opinion

We also remind children of our shared expectations:

- Walking around the school with our hands behind our back, which helps them to regulate and keeps our environment clean and tidy
- Saying 'Good Morning...' to adults when they enter a room
- Saying 'Thank you very much' to adults when they leave the room

This is everyone's responsibility to enable this to happen.

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.

## Our School Rules



Our three school rules are fundamental to ensuring the wellbeing and education of everyone in our school community and apply to all. Children with specific emotional regulation difficulties will be given extra support and reasonable adjustments to help them abide by these rules. These adjustments will be coordinated by the SENDCo and class teacher in partnership with parents. We would also seek to anticipate the possible triggers of negative behaviour for children with SEND and implement preventative measures to ensure these children have the best chance to succeed.

### Teaching behaviour

We recognise that behaviour that supports children to learn must be taught both at home and at school. We invest time in the curriculum for explicitly teaching our expectations of behaviour and ensuring all children understand why we have the rules in place. "Consistency does not mean unthinking and identical responses to behaviour, but shared high expectations, understood by all." (EEF, 2019)

We aim for all children to develop the intrinsic desire to learn and behave well and we support children to move through the stages of extrinsic motivation through meeting their individual needs.

We use both rewards and sanctions to support children's developing behaviour, with a clear emphasis on positive reinforcement of desirable behaviour.

### Rewards

Positive behaviour is recognised and rewarded in different ways. These can include:

- ✓ verbal praise
- ✓ stickers and stamps
- ✓ Class Dojo/House Points – collected weekly with a reward at the end of the half term
- ✓ a choice of favourite activity
- ✓ positive messages home to a parent
- ✓ special mentions in assembly
- ✓ special attention from a senior member of staff

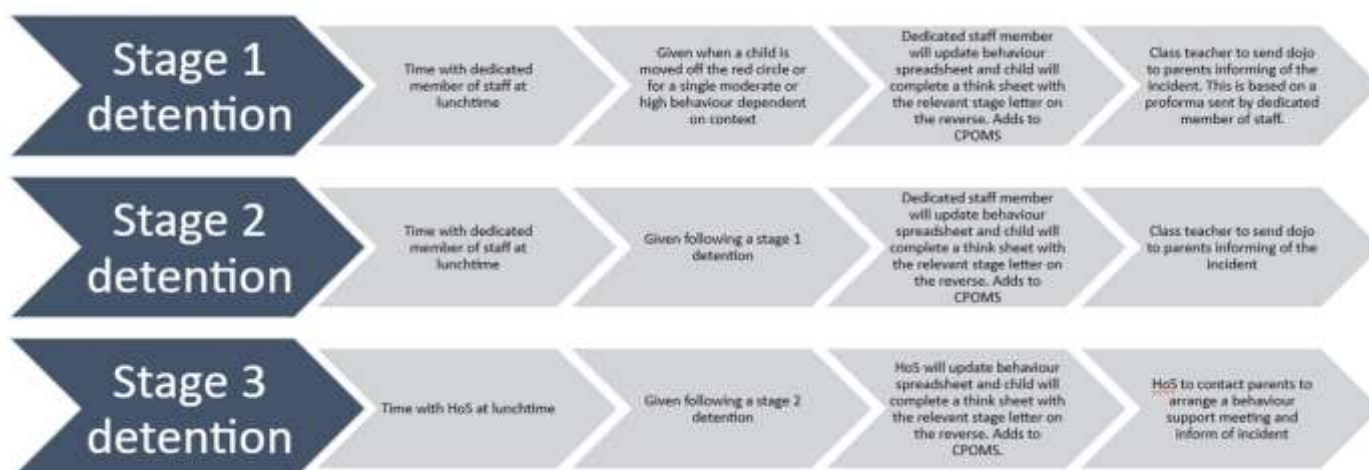
"In many circumstances, proportionate sincere recognition of the students' achievement is the most valuable award available." (Bennett, 2017) Our staff know that building relationships with children and acknowledging their positive behaviour is key. This is why we award 3 House Points via Class Dojo every day

for each child who has followed our school rules and had a positive day. However, we also recognise that children’s capacity to behave well changes over time and that adjustments to both the nature of the rewards, and the behaviour which merits them, will be needed to support each child.

### Detention and Pastoral Support Plans

The process for detentions is set-out on the traffic lights document in appendix 1. The behaviours that will result in a detention are either repeated yellow behaviours or a single incident of red behaviour. Depending on the severity of the red behaviour, this could result in an immediate exclusion.

There are then three stages of detention:



During this detention, the child will complete a reflection sheet with the relevant member of staff. This allows them to reflect on what they have done wrong and think of the choices they could make. This shows them that forgiveness can be achieved through accepting our actions and trying to do better next time.

For children who reach stage 3 detentions, we will then take the consideration of putting a Pastoral Support Plan (PSP) in place at the meeting with the parents. Children who receive a PSP will then have clear support and intervention to help them improve their behaviour which will be led by the Pastoral Manager and in conjunction with the SENDCo in regards to children on the SEND register.

If a child on a PSP still exhibits negative behaviours, then as a school we would follow the sanctions agreed upon within the PSP.

If a child is still exhibiting behaviours that would result in isolation after this, then the consideration would be made to exclude the child for a fixed-term.

### Break and lunchtimes: Reflection Time

If a child’s behaviour compromises the wellbeing of others at breaktime, they should receive a verbal warning with explicit instructions of how they need to correct their behaviour. If the poor behaviour continues after the verbal warning, the adult on the playground should have a conversation with the child explicitly teaching why the behaviour is unacceptable, and keep the child with them on a **Reflection Time** until the child is calm enough to continue playing.

If the behaviour requires additional support, the playground staff should contact the class teacher at breaktime, or a member of SLT at lunchtime. If this occurs, a note explaining the circumstances should be added to CPOMS by the playground staff, and sent home on Class Dojo by the class teacher/SLT.

## **Bullying**

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 and allow them to live life to its fullness. (See Anti-bullying Policy).

## **Reasonable Force**

Staff only intervene physically to restrain children or prevent injury to a child (i.e. In an emergency) or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## **Searching, screening and confiscation**

The School reserves the right to search the content of any mobile devices on the school premises where there is a reasonable suspicion that it may contain illegal or undesirable material, including pornography, violence or bullying. No equipment with recording capacity should be brought to school and only Year 6 children are allowed to bring mobile phones into school for travel reasons. All mobile phones should remain off and away while the child is in school.

The Executive Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school identifies as an item which may be searched for.

## **The role of all staff**

It is the responsibility of the class teacher to ensure that the three school rules are enforced in their class, and that their class show the correct behaviours for learning. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. We treat each child fairly, with respect and understanding.

If a child repeatedly behaves in such a way as the wellbeing or education of others is compromised, we will follow our supportive consequences approach. If required, we will liaise with external agencies, as necessary, to support and guide the progress of each child.

## **The role of the Executive Headteacher**

The Executive Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors/Trustees have been notified.

The Head of School has the day-to-day authority to implement the school Behaviour Policy and consults the Executive Headteacher when it is moved to the suspension stage. Governors/Trustees may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and Permanent Exclusions (See our separate Exclusion Policy for more detail)**

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

If the Executive Headteacher excludes a pupil, he/she informs 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 parents are then informed how to make any such appeal.

The Executive Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Each case will be looked at individually. In certain cases, a board may be convened including members of SLT, Governors/Trustees and any other appropriate services to discuss the situation before making a decision.

The Governing Body/Board of Trustees itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

## **The role of Parents**

The school works collaboratively with parents using a communication system called Class Dojo.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. The Home-School Agreement is given to parents/carers on entry to the school and we try to build a supportive dialogue between home and school.

## **Tolerance at our school**

Inappropriate comments or remarks made towards another person in our school will not be tolerated. Any racist or prejudiced incidents will be recorded and reported the Governing Body. We expect every member of our community to feel safe and supported and this policy aims to ensure this.

## **References**

Bennett, T. (2017). *Creating a Culture: How School Leaders Can Optimise Behaviour*. Department for Education.

Coe, R., Cordingley, P., Greaves, E., & Robinson, C. (2021). *Great Teaching Toolkit: Evidence Review*. Evidence Based Education.

Education Endowment Foundation (EEF). (2019). *Improving Behaviour in Schools: Guidance Report*

## Appendix 1 - Traffic light system and consequences

EYFS/KS1

KS2



Everybody starts on Green/Sun each day.

The aim is to start and end the day on green.



**Yellow Circle/Cloud - Time To Think**

A child's name will be added to the yellow circle for repeated low-level behaviours. A child can move back to the green when they show they are able to regulate and make good choices.

Continued low-level behaviours will result in the child's name being added to the red circle.



**Red Circle/Thundercloud**

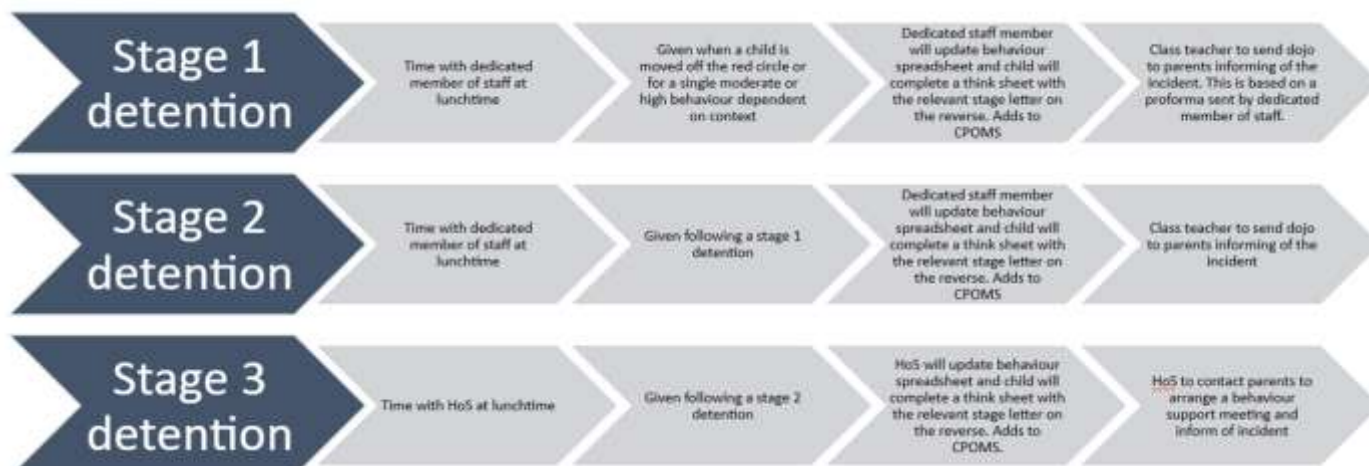
**EYFS/KS1 - Immediate 5min time out in class**

**KS2 - Miss 5 minutes of next break**

Once on the red, a child will receive the initial sanction above.

If a child continues to show low-level behaviours their name will be communicated to SLT for a 'Time-In'

### Consequence flowchart



## Appendix 2 - Low, Moderate and High Behaviours

Behaviour	Examples	Consequence
<p><b>Low-level</b></p> <p>Child &amp; class teacher</p>	<p><b>Examples of:</b></p> <ul style="list-style-type: none"> <li>• Being rude to anyone</li> <li>• Talking when they should be listening/working</li> <li>• Calling out</li> <li>• Dropping litter or food on the floor</li> <li>• Wandering around the classroom</li> <li>• Being in the school without permission during break &amp; lunchtimes</li> <li>• Failing to hand in homework on time</li> <li>• Behaviour that contradicts the school values</li> <li>• Inappropriate &amp; disruptive interruptions</li> <li>• Unkind remarks</li> <li>• Bad language (one off)</li> <li>• Answering back</li> </ul>	<p><b>We may choose to:</b></p> <ul style="list-style-type: none"> <li>• Provide a reminder about the reason for appropriate behaviour</li> <li>• Provide a task to allow catch up with missed learning</li> <li>• Send a homework reminder email home</li> <li>• Support with managing emotions &amp; attitudes</li> </ul>
Behaviour	Examples	Consequence
<p><b>Low/Moderate Behaviours</b> (Teachers have discretion as to whether these behaviours are low or moderate given the context and professional judgment)</p> <p>Child &amp; class teacher</p> <p>Senior Leader may be involved</p> <p>Parents/carers may be involved</p>	<p><b>Examples of:</b></p> <ul style="list-style-type: none"> <li>• Continuing any low-level behaviours</li> <li>• Damaging property</li> <li>• Swearing or using offensive/discriminatory language to anyone</li> <li>• Using equipment in a dangerous way</li> <li>• Refusing to engage or participate in learning activities</li> <li>• Refusing to follow or ignore any reasonable instruction from an adult in school</li> <li>• Taking property which does not belong to them</li> <li>• Unintentionally hurt or upset someone through thoughtless behaviour</li> </ul>	<p><b>We may choose to:</b></p> <ul style="list-style-type: none"> <li>• Speak to the child about their behaviour</li> <li>• Move the child to the red circle immediately</li> <li>• Use an appropriate restorative consequence (e.g. to complete tasks not done, and/or write a letter of apology)</li> <li>• An appropriate Senior Leader may be involved</li> <li>• Record the behaviour on CPOMS</li> <li>• Give the child a 'time-in' consequence</li> </ul>
	<p><b>If the adults in the school feel there is a concern with repeated low/moderate behaviours, they may request a meeting with your parents/carers.</b></p>	

Behaviour	Examples	Consequence
<p><b>High-level</b></p> <p>Child &amp; Senior Leader with Headteacher</p> <p>Parents/carers will be involved</p>	<p><b>Examples of:</b></p> <ul style="list-style-type: none"> <li>● Continuing with any low/moderate behaviours</li> <li>● Fighting</li> <li>● Spitting</li> <li>● Stealing</li> <li>● Bullying another person (see antibullying policy)</li> <li>● Continuing to use any discriminatory language towards someone</li> <li>● Hurting or upsetting someone deliberately through inappropriate behaviour</li> </ul> <p><b>Escalation of High behaviours in a continuous, deliberate &amp; extreme manner, including:</b></p> <ul style="list-style-type: none"> <li>● Arguing in a verbally aggressive manner with any child or adult</li> <li>● Making aggressive physical actions towards any child or adult</li> <li>● Causing damage to property</li> <li>● Behaving in a way which is dangerous to themselves or others</li> </ul>	<p><b>You can expect us to:</b></p> <ul style="list-style-type: none"> <li>● Record the behaviour on CPOMS</li> <li>● Give the child a ‘time-in’ consequence</li> <li>● Contact parents/carers &amp; meet to discuss the behaviour</li> <li>● Consider suspension for a fixed-term</li> <li>● Devise an appropriate restorative consequence to help make meaningful links between behaviour &amp; consequences</li> </ul> <p><b>If there is continuing escalation, you can expect us to:</b></p> <ul style="list-style-type: none"> <li>● Record the behaviour on CPOMS</li> <li>● Contact parents/carers &amp; meet to discuss the behaviour</li> <li>● Set specific behavioural targets on a report for two weeks which includes reporting to Senior Leaders regularly</li> <li>● Use a reduced timetable to support successful attendance at school</li> <li>● Consider suspension from school for a fixed-term period, after a review by the Executive Headteacher depending on the nature and context of the incident</li> </ul>
<p><b>Additional</b></p>	<p>We are an inclusive school but there may be times when a mainstream school is not a supportive enough setting for an individual child.</p> <p>If, after all support measures, high level challenging behaviours that risk harm or persistently disrupt the learning of others, may result in permanent exclusion.</p> <p>If a serious one-off incident occurs, this may also result in permanent exclusion.</p>	