



# Behaviour Policy

Statutory

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Role Responsible: Executive Head

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## **Our Vision for Behaviour**

We believe that children should look forward to coming to school and feel confident and happy in their learning environment. We aim for all members of our learning community to feel proud of each other and particularly the behaviour and conduct of our children. We expect that all staff and children alike will feel positive about their experiences every day and be inspired to tell others about the positive behaviour of our school. We recognise that exemplary behaviour underpins effective teaching and allows teachers to concentrate on providing challenging, independent learning experiences for pupils and allows pupils to concentrate on their learning. All members of the learning community have a responsibility for managing behaviour in a positive manner and ensuring they act as good role models for pupils at all times. All staff are active participants in building a positive school culture which has been clarified in the whole school culture code **“The Way We Do Things Matters”**

## **Aims**

Every person is considered to be of value, irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. We aim to create positive, law-abiding citizens of the future and provide a positive learning environment so that all children can achieve their full potential.

Through this policy we ensure:

- That every child has the right to feel safe, valued and happy within the school and free from any kind of intimidation
- We do not tolerate any kind of anti-social behaviour whether of a physical, emotional or verbal nature aimed at groups or an individual
- That we address concerns about behaviour, which will be taken seriously and will always be dealt with to the best of our ability
- We promote good behaviour and adopt appropriate sanctions when needed
- We will encourage consistency, clarity and fairness in response to positive, negative and improved behaviour
- We recognise the importance of a calm and orderly learning environment for all children in which all children are enabled to reach their full potential

## **Whole School Approach to Behaviour**

Where teaching is well matched to children’s needs, abilities and interests, the frequency of incidents of poor behaviour is dramatically reduced. We promote a positive classroom environment where mutual respect is essential in developing an effective learning community. The school has simple, clear and well communicated expectations for behaviour which are consistent across all areas of the school and are displayed as visual reminders in all classes.

- All staff are trained to use scripted language when reminding children about behaviour including the use of positive sentence starters.
- Scripted language can also be seen through our positive behaviour plans and our interactions with children.

- Visual timetables are on display and are used in all classrooms to support effective transitions and establish effective routines
- Visual reminders of the expectations of good sitting, good listening and good looking are on display in every classroom
- A visual reminder of the whole school approach to rewards and sanctions (the weather chart) is used in every classroom
- A visual reminder of the school values is on display in each classroom
- Positive examples of behaviour which supports our school values are celebrated in assembly each week
- Playground Buddies and lunchtime helpers are trained to support positive lunch and playtime behaviour and act as strong role models for behaviour in the playground.
- The school operates a no shouting policy and children are taught to respond to universal stop signs such as clapping and the countdown.
- There are clear routines for transitions such as entering and leaving the building and moving around school

### **Behaviour for Learning - a Code of Conduct for All Members of Our School Community**

Behaviour for Learning is that which demonstrates the right attitude, reflects high expectations and underpins being an effective role model and an effective learner.

We demonstrate this commitment to learning and positive attitudes through:

- Coming to school prepared with the right equipment, correct uniform and clothing, well rested and with a positive attitude to learning each morning
- Respectful and active listening and speaking with good eye contact, not interrupting when any member of our community is talking, not shouting out
- Positive body language which demonstrates our positive attitude to learning by sitting up smartly and attentively
- Being polite, respectful and courteous to each other at all times and in all our interactions
- Offering regular praise and encouragement to each other and celebrating each other's success
- Sharing and working together equally with all members of our school community
- Showing our respect for each other's beliefs, culture, ideas and opinions and respectfully accepting differences of opinion
- Coming into and leaving school in a calm and orderly manner
- Allowing learning to take place without disrupting or distracting each other
- Keeping our classrooms and all our school resources and equipment tidy and well organised

## **Inclusion**

We work together in partnership with a range of professionals, specialist services and other settings to ensure that pupils at risk of exclusion are appropriately supported and monitored. Where there are special arrangements in place for a particular child, these will be communicated appropriately to all adults who have a responsibility around the individual.

Children who are on the Special Educational Needs Register have appropriate targets set for them in their My Learning Plan. Children who have specific behaviour needs may also have additional adult support. The SENCO and the behaviour mentor have an overview of the needs of individual children and should be consulted when support is needed with regards to behaviour.

Children who may require additional support with improving their behaviour may have specific strategies in place such as an individual reward chart with targets which they take to their classes, time out cards, lunchtime support, behaviour mentor support, specific sanctions and rewards. These are implemented and monitored by the SENCO and the leadership team.

## **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

The school has simple, clear and well communicated expectations for behaviour which are consistent across all areas of the school and are displayed as visual reminders in all classes which are accessible for all ages and stages of children's development. Pupils with additional needs may need specific and tailored support to achieve good standards of behaviour. Pupil behaviour will be considered in the context of their individual needs and circumstances. The school recognises its duties under the Equalities Act 2010 and the Children's and Families Act 2014 and makes its best endeavours to meet the needs of children with SEND and will secure the provision set out in a pupils EHCP and work with outside agencies in order to support this.

Preventative inclusion measures which may be used to support children with additional behaviour needs may include (not an exhaustive list)

- Short sensory breaks to refocus and prevent cognitive overload
- Use of positive behaviour plans which identify potential triggers unique to each child
- Use of scripted language to reinforce rules and expectations
- Support of additional adults in the school who have specialist training e.g. behaviour mentor, school counsellor, mental health first aiders and other specially trained teaching assistants
- Use of targeted resources such as the emotions scale, now and next boards, sensory equipment etc
- Adapted reward times and reward systems

## **Leadership**

The Senior Leadership Team and school Behaviour Mentor take day to day responsibility for managing behaviour, communicating with parents and dealing with incidents as they occur. Promoting good behaviour is the responsibility of all members

of staff. It is the responsibility of all members of staff to ensure that they are aware of the school behaviour policy and systems in relation to behaviour and that they implement them consistently and fairly. New staff will receive an induction into the behaviour approach and expectations and regular training and briefings will be provided to all staff as part of the schools ongoing commitment to professional learning.

### **The Pastoral Team**

The school operates a pastoral team who have the appropriate training and expertise in order to monitor and support pupil behaviour. This includes members of the SLT, SENDCo, and the Behaviour Mentor. The Pastoral team will meet regularly to review records of pupil behaviour, particularly for those pupils who are vulnerable or have additional needs. The pastoral team will make decisions and referrals on further support that may be appropriate for children who need support beyond the whole school approach. Additional support may include:

- Bespoke support from trained Behaviour Mentor
- Access to a Mental Health First Aider
- Referral to the school counsellor
- Interventions such as Play Interaction or Volcano in My Tummy
- Referral to specialist support agencies and partners such as SEMH Team, Educational Psychologist or the Language and Communication Team

### **Help Card**

Each class has a red card to send for assistance in emergency situations.

### **Promoting Good Behaviour in the Playground**

There is a playground code of conduct which has been drawn up by the Pupil Leadership Team in consultation with their classes. This sets out the expectations of positive behaviour in the playground as well as consequences of poor behaviour in the playground. There are clear expectations for behaviour in the playground which are reinforced by lunchtime staff who have all had training on how to manage the behaviour in the playground in line with school policy and expectations. SLT are on duty each lunchtime to provide support where necessary and ensure that lunchtimes are calm and orderly.

### **Rewards for Positive Behaviour**

#### **Golden time**

Children work towards earning up to 20 minutes of Golden Time; this takes place on a Friday afternoon. The activities operate on a rotational basis, including use of MCT, games, construction and art. Children earn Golden Time through showing positive behaviour all week. Children who do not show positive behaviour throughout the week may lose some or all of their Golden Time. This is at the discretion of the class teacher.

## **Class Rewards**

Stickers, whole class reward systems and smiley faces are highly regarded by teachers, children and parents. They are regularly used by teachers and TAs to acknowledge positive behaviour and hard work.

## **Golden Book /Celebration assemblies**

Teachers nominate one child from their class to be mentioned in the Golden Book celebration assembly each week. These children receive a certificate in Friday's celebration assembly. Parents are invited to attend Friday assemblies.

## **Sanctions**

We have fair, consistent and clear sanctions at our school to ensure any negative behaviour is dealt with promptly, and that children have a chance to improve and take responsibility for their own behaviour in the future. We take children's individual needs into consideration when applying sanctions e.g. SEN, disability or the circumstances of other vulnerable pupils. Where possible, positive scripted language and de-escalation techniques will be used to help prevent poor behaviour escalating. The aim of issuing a sanction to children is always to restore a calm and safe environment and reduce the recurrence of poor behaviour. Where poor behaviour is reoccurring, further support needs will be considered in line with school resources, or through referral to relevant agencies such as Early Help. If staff suspect that a pupil may be suffering or be likely to have suffered harm, the DSL will be contacted and the school Safeguarding Policy systems and processes will be implemented.

## **Action Taken Following a Sanction**

Where a sanction has been issued that follows time out of the classroom or is more serious (e.g. reflection time or suspension) actions will be taken to help children understand how to improve their behaviour in the future. This may include

- Following the issue of a pink slip, a phone call will be made to inform parents of the sanction and the reason for the sanction.
- A targeted discussion with the child before reintegration into the classroom
- A consideration of whether specialist behaviour support may be needed which may include outside agencies
- Consideration as to whether a child may benefit from interventions such as Volcano in my Tummy, Play Intervention Therapy or the School Counsellor

## **Class Based**

Classes in F1 to Year 6 operate a 'weather chart' to reinforce behaviour expectations. All children begin each day with their name on the sun. Good behaviour is rewarded by the child moving their name up to the rainbow. Poor behaviour and/or refusal to follow instructions may result in the child moving their name down to the first white cloud. If poor behaviour continues, the child moves their name down again and after the third time will receive a pink slip. This system is consistent across all classes and provides a strong visual reminder of the rewards and consequences for all children.

## **Pink slips (withdrawal from class)**

Pink slips (time out) are used when a child does not change their behaviour and has

received three warnings. Each class has a partner class where they will send children with a pink slip for a short period of reflection or to diffuse a situation. The slip will include information on why the child has been given time out of class and for how long they must remain in the partner class before returning. The length of time out should be appropriate to the age and understanding of the child but will generally not exceed 15 mins. The behaviour mentor will keep a record of every pink slip for monitoring and follow up purposes and to identify patterns and areas of the school where more support may be needed.

### **Out of school hours and/or off school site**

Children are expected to behave in an appropriate manner whether inside or outside of school. When participating in clubs, trips or sporting events where the child is representing the school, there is an expectation that their behaviour will be exemplary. Behaviour will also be dealt with in line with school sanctions. The school has the power to impose sanctions for inappropriate behaviour that take place in the community out of school hours if it is brought to the school's attention. For example, a child may be verbally abusive to a member of the public and be known to attend our school or in the case of Child on Child abuse. A member of the public may report the incident to school, who will have the power to impose sanctions in the same way as if the incident took place in school.

### **Sanctions Following a Serious Incident**

Any serious incidence of poor behaviour will be dealt with by the Senior Leadership Team and the Behaviour Mentor and will be logged in the pupil incident folder and SIMS, which will be retained for two years.

### **Withdrawal from Classroom**

Following a serious incident e.g. fighting, violence, persistent and deliberate disruption, swearing or intentionally damaging school property or injuring a pupil or member of staff, immediate action will be taken and the child may be removed from class for the remainder of the lesson, a half day or in serious cases, for the rest of that day. The child will be put in an appropriate and safe place whilst the incident is investigated and support and appropriate supervision will be provided. It may be necessary to prevent pupils leaving a space in order to protect them, their peers or other adults. This would be a safety measure rather than a disciplinary sanction. Parents will be informed on the same day if a child has been removed from the classroom. Incidents of removal are carefully monitored by SLT and the Pastoral Team to identify patterns and concerns or to indicate where more specialist support may be needed.

### **Reflection Time**

Following withdrawal, the Head of School may decide that the child is to be withdrawn from class for a period of time appropriate to the seriousness of the incident and in considering the age of the child and their individual needs. Parents will be informed of this decision immediately. During this reflection time parents bring the child directly into school and collect them from the office. The child will eat their lunch and take breaks at

different times from the rest of the school. Work will be set by the class teacher and supervision will be provided from an appropriate adult.

### **Detention**

For serious incidents or where there has been persistent poor behaviour, the Executive Head Teacher may decide that the child needs to serve one or more detentions. Detentions will take place after school and will last until 4:15pm. During a detention the child will complete work appropriate to the incident e.g. tidying a classroom, finishing class work, writing a letter of apology. In every case, parents will be informed prior to the detention taking place so that they are able to arrange the collection of their child. The law does not require parents to consent to detentions; however, if keeping a child for detention after school poses any safeguarding concerns, this will be our prime consideration.

### **Suspension and Permanent Exclusion**

If a child has had several serious consequences such as removal from classrooms, and detentions and there has been no significant improvement in behaviour and incidents continue, or if the incident is particularly severe the Executive Head Teacher may decide that the child is to be suspended from school for a period of time or in extreme cases, permanently excluded. The Executive Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Head Teacher may also exclude a pupil permanently. It is also possible for the Head of School to convert a suspension into a permanent exclusion, if the circumstances warrant this. If the Executive Head Teacher suspends or excludes a pupil, parents will be informed immediately giving reasons for the suspension or exclusion. At the same time the Executive Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Board of Directors. The school will inform the parents about how to make any such appeal.

The Executive Head Teacher informs the Trust Board about any permanent exclusion and about any suspension beyond 5 days in any one term. Once a child has been suspended they may have a PSP (Pastoral Support Plan). This means that all agencies involved with the child and the parents have regular meetings in order to set achievable targets for the child to work towards keeping the child in school. Following a suspension, the child and their parents will be met on the first day back, by a member of SLT to discuss the suspension and their future behaviour. The member of staff then takes the child back to class and the teaching staff support them in their reintegration.

### **Team Teach – Positive Handling**

Children who are deemed to be at risk of injuring themselves or others or have been restrained in school may require a Positive Handling Plan (PHP). This document is agreed between parents, the child where appropriate, class teacher and the senior leadership team. This will be in accordance with the school's Positive Handling Policy. All staff have delegated authority to handle a child where they pose a risk to another child or adult, themselves or serious damage to school property. Staff are trained in Team Teach approaches for the safe handling of children in line with the Positive Handling Policy.

## **Child on Child abuse**

Children abusing other children is not acceptable inside or outside of school or online.

Examples of child on child abuse include:

- Bullying/Online bullying
- Abuse in personal relationships between peers
- Physical abuse-hitting, biting, kicking, pulling hair
- Sexual violence, sexual assault
- Sexual harassment-sexual comments, remarks, jokes
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude/semi-nude images or videos
- Upskirting-taking a picture under a person's clothing without their permission
- Initiation/hazing type of violence and rituals-harassment, abuse or humiliation used to initiate a person into a group

*(For further information, refer to 'Keeping children safe in education 2025' and "Sexual violence and sexual harassment between children in schools and colleges, September 2021')*

All staff are trained every year so that they can recognise the indicators and signs of child on child abuse and know how to identify and respond to reports. Even if there are no reports in school, staff understand that child on child abuse may still be happening. Staff will challenge any inappropriate behaviours that are abusive in nature and will not downplay behaviours as 'just banter,' 'just having a laugh,' 'part of growing up' or 'boys being boys' (KCSIE, 2025). Above all, the school aims to provide a safe environment for all children so that individuals feel confident in coming forward to report the abuse.

When incidents arise, they will be reported to the Head of School and such incidents will be recorded on an Incident form. All incidents will be investigated fully and records will be maintained. If children are in imminent danger, staff will immediately inform the Designated Safeguarding Leads verbally and then record this on CPOMs. Parents of the victim and perpetrator will be informed of the outcome. Staff will always adhere to the principles of confidentiality, only discussing sensitive information with colleagues who need to know.

Following the investigation, further support may be necessary for the perpetrator and the victim. If required, a Mental Health First Aider, Behaviour Mentor or the School Counsellor are all accessible. Additional actions taken for the perpetrator may also include withdrawal from class, seclusion, detention and exclusion.

As part of the curriculum, children will be taught about safeguarding, including how to stay safe online. The curriculum, through Personal, Social and Health Education and Relationships Education, tackles in a safe and age appropriate way, issues such as healthy and respectful relationships, what respectful behaviour looks like, bullying, gender roles, stereotyping and equality, consent, body confidence and self-image.

## **Mental Health and Behaviour**

Mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff in school will observe the child day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. The school will provide support through access to Mental Health First Aiders, the school Counsellor and other external professionals if required.

## **Reporting of Racism and other Equalities Based Incidents**

In accordance with the Race Relations Amendment Act, the school does not tolerate racist behaviour whether from an adult or child. All incidents of suspected racism are recorded and investigated. Incident forms are kept in the Executive Head Teachers room and should be used when any form of racism or suspected racism takes place. This applies to adults and children. This means any name calling or other derogatory verbal reference to a person's race, culture or ethnicity as well as physical abuse or harassment.

Any stereotypical or negative reference to a person in a derogatory manner as well as references to their sexuality, gender, class or disability should be reported on an incident report. When completed, a copy of the incident report should be sent to the Executive Head Teacher. The incident will be investigated and the person reporting the incident will receive notification of action taken. Action may include writing a letter of apology to the victim, missing break time as well as a discussion about actions and consequences. If a child is the perpetrator in a racist incident, their parents/carers will be informed.

Our policy on dealing with racist incidents will be made known to all members of the school community annually. Racism will be studied by pupils of the school on a regular basis as part of Personal, Social and Health Education. Assemblies, PSHE lessons, role play, discussion and video are some strategies that will challenge racism within our school.

## **The Role of Parents**

The school policy on behaviour is actively promoted through transition evenings with new Foundation Stage and Year 3 parents, curriculum evenings and as part of the school's induction process for newly arriving pupils. The behaviour policy is available to every parent who wishes to see it from the school office and on the school website. The school seeks to build positive relationships with all parents in order to support working in partnership to maintain standards of behaviour. Parents always informed where there are concerns regarding their child's behaviour and will be invited to discuss any support needs they may have. On the rare occasions that children are removed from class for time out or seclusion sessions, parents are always informed. Where a suspension happens, there is a planned reintegration meeting with relevant members of the pastoral team, pupils and parents.

## **The Role of All Staff**

The Senior Leadership Team (SLT) will communicate this policy to staff, including all support staff and lunchtime supervisors, at the beginning of every academic year in conjunction with Child Protection Procedures. The Behaviour policy will form part of the

induction process for ECTs and any other newly arriving staff. All new staff arriving at school will receive an induction into the whole school behaviour policy from the Behaviour mentor. The policy will be available on the website and it is the responsibility of all staff to ensure they are clear about behaviour systems and expectations and to seek further guidance if required. **It is the responsibility of all staff to**

- Uphold and reinforce the school behaviour policy, uniform policy and expectations
- Provide a calm and safe environment for all pupils
- Modelling the expected behaviour and positive relationships
- Communicate expectations, routines, values and standards explicitly to all children in a way that is age and stage appropriate

### **The Role of Pupils**

The Pupil Leadership Team will discuss elements of the policy as and when they arise. Pupil surveys and questionnaires will be used to assess pupil understanding of school rules and any issues arising at the whole school level. Pupils will have a copy of the school and class rules displayed in their classrooms. Pupils are encouraged to develop their independence in achieving the expected standards of behaviour and where necessary additional support will be provided for children who need help understanding or following the behaviour expectations.

### **Complaints Procedure**

Should there be any complaint about the implementation of the behaviour policy from pupils or parents, they can lodge a complaint through the school complaints procedure. These should be addressed to the Head of School in the first instance, who will attempt to resolve the complaint. If the complainant is not satisfied with the way the Head of School has dealt with the complaint, or if the complaint is against the Head of School, then they should contact the Executive Head Teacher. A paper copy of the school complaints procedure is available from the school office and online through the school website.

This policy, like all other school policies once agreed, is not optional. All staff are expected to follow the procedures consistently and without variation. The Senior Leadership Team (SLT) and other relevant staff will be responsible for monitoring the application of the behaviour policy. If staff wish to discuss changes in policy, it is expected that they will raise this, following appropriate procedure, with those responsible for monitoring. Failure to follow this policy may result in disciplinary action.