



## Behaviour Policy 2021

Our Behaviour Policy runs in line with our vision around the school community being **rooted and grounded in love** (Ephesians 3), and is delivered through our 5 Commitments of Care, Creativity, Collaboration, Courage and the Christian Faith. It also takes into account the fundamental British values of respect and tolerance. What this means in practice is that we take a positive approach to behaviour management with high expectations whilst at the same time promoting forgiveness and a fresh start approach.

We expect everyone to **treat others just as you want to be treated** (Luke 6), by:

- Looking after the school and everyone in it
- Being polite and friendly to everyone
- Trying your very best
- Taking responsibility for your own behaviour

**Children** are expected to follow this guidance at all times, so that everyone can feel happy and safe and enjoy their time in school

**Staff** are expected to:

- Reinforce the principles of this policy consistently at all times
- Create an effective teaching and learning environment where all are working together to meet the needs of all children
- Treat all children fairly and with respect, using sanctions clearly and consistently
- Participate in the school system for rewards and sanctions
- Keep a record of unacceptable behaviour in class
- Work with other agencies, where appropriate, to support children
- Be good role models in their interactions with others
- Form positive relationships with families
- Contact families if there is a concern about the behaviour or welfare of their child

**Families** are expected to:

- Support the school as set out in the Home/School Agreement
- Be aware of the school's expectations and discuss appropriate behaviour with their child
- Support what their child is doing in school
- Know that they and their child will receive support when it is needed, including working with other agencies when appropriate

To promote positive behaviour in school we will;

- Discuss and reinforce our expectations through class and whole school activities
- Listen to the children's opinions and involve them in decision making through the School Council, circle times and pupil voice work
- Provide opportunities for children to discuss and reflect on their behaviour, for example by writing a letter of apology or engaging in mediation activities
- Identify and praise good behaviour

Rooted and grounded in love



- Reward good behaviour with stamps entered onto individual books which contribute to the whole school reward scheme
- Celebrate children's achievements through awards such as Achievement Awards, Artist of the Half Term and Excellence Awards
- Make effective use of our pastoral team to support well-being. This may include ELSA (Emotional Literacy Support) work

### **Dealing with unacceptable behaviour**

Although for most of the time during the school day everyone works and plays in line with the expectations above, on occasion there may be instances of behaviour outside these. Most incidents of low level, unacceptable behaviour will be dealt with by the staff within the classroom or the staff on duty at break times (including lunchtimes). Lower-level unacceptable behaviour may include calling out, talking instead of listening, disturbing other children, incomplete work (within reason) or moving around the room when they should be seated. At break times unacceptable behaviour may include rough play, name calling, ignoring instructions from adults and misuse of the equipment. More serious unacceptable behaviour may include fighting, deliberate damage to school property, persistent rudeness towards adults and discriminatory (such as racist or homophobic) comments.

To help reinforce this, a yellow and red card behaviour system is used. A verbal warning will be given, followed by a 'yellow card'. If the unacceptable behaviour continues, then a 'red card' will be given. A 'red card' will mean the child will spend the next lunchtime in the 'time out' room, supervised by school staff. For serious incidents a 'red card' may be given immediately. If a child is given a 'red card' the class teacher will contact parents/ carers. A list of behaviours that warrant yellow or red cards is included at the end of this policy.

Sanctions for unacceptable behaviour following a 'yellow card' may include:

- A verbal warning
- Changing position in class
- Missing 5 minutes of break time to reflect on behaviour
- May be removed from own class to work in a different classroom
- Seeing a senior member of staff

Sanctions for unacceptable behaviour following a 'red card' may include:

- Missing lunchtime to reflect on behaviour and write a letter of apology if appropriate
- Further withdrawal of class or school privileges
- Informing families by face to face contact or telephone

All sanctions/consequences should be applied fairly and promptly so children have the opportunity to reflect on their actions and how they can make amends for these. Once this has taken place we would expect no further action to be needed, with a fresh start encouraged.

When persistent disruptive behaviour is on-going, contact will be made either in person or by phone with families in order to discuss this and to agree strategies to ensure an improvement. Further support may be sought from the Educational Psychologist, Enhanced

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Mainstream School or the Primary Mental Health Worker as appropriate. Where children have been identified as having social, emotional and mental health needs or another form of disability, reasonable adjustments to this policy will be made in line with recommendations from other agencies under the terms of the Disability Discrimination Act.

### **Records**

All records of Red Cards are kept electronically through the CPOMS system. Low-level incidents are kept within class teacher records. Major incidents are recorded in the School's Major Incident Book; incidents of hate crime will be reported termly following NYCC online procedures. A copy of this information will be put in the child's record file.

### **Exclusions**

The Headteacher has the authority and responsibility for giving fixed term and permanent exclusions to individual children for repeated acts of misbehaviour or a serious act of misbehaviour (examples are listed at the end of this policy). In such cases procedures set out by NYCC will be adhered to (see DFE Exclusions Guidance & Trust Exclusions Policy). Exclusions will be reported to the LA, the governing body and the Trust Board as detailed in the guidance.

### **Safeguarding**

In very rare cases there may be behaviour incidents that would fall within the remit of the school's Child Protection Policy and it may be necessary to escalate these incidents beyond this policy. This may involve other agencies such as the Prevention Service, Children's Social Care or the Police.

### **Implementation and Monitoring**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently and fairly throughout the school, and to report to the Governing Body, when requested, on the effectiveness of the policy.

March 2021  
Review March 2023

### **Verbal warning or 'yellow card' behaviours include:**

Talking not listening  
Calling or shouting out  
Talking over others  
Running in school  
Name calling  
Lying  
Being rude to others  
Wasting time in class/not getting on with work

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Distracting others (touching others, making noises, fiddling with equipment)  
Minor damage to school equipment  
Moving around the room when they should be seated  
Pushing or being rough towards others  
Being in the wrong place: in school when they should be outside or outside when they should be inside

**'Red card' behaviours include:**

Threatening behaviour towards others  
Swearing  
Racist or homophobic comments  
Repeated name calling or rudeness to others  
Ignoring instructions from school staff  
Ignoring repeated warnings from school staff (laughing, eye-rolling)  
Fighting & violent behaviour  
Deliberate breakage of school equipment

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