

Tacolneston & Morley CE Primary Federation



Behaviour Policy

All policies at Tacolneston & Morley CE Primary Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Agreed: July 2023

Interim Executive Head Teacher: Mark Carlyle

Chair of Governors: Alan Kent

Review : July 2025

Behaviour Policy

All policies at Tacolneston & Morley CE Primary Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

Ethos

Our Federation of schools work within a Christian ethos based upon the teachings of Jesus. Our Behaviour Policy reflects the importance we place upon the Values For Life. In particular, the policy enables us to maintain an atmosphere of love, care, respect and forgiveness for all members of the community.

Aims

- to foster a happy, self-disciplined attitude and to value everyone's contribution;
- to promote adherence to an agreed set of principles of behaviour by pupils which will support effective teaching and learning;
- to demonstrate that our school is a caring community where everyone has rights and responsibilities;
- to develop positive expectations of behaviour in the children among the school community.

Code of conduct

To access the right to teach and learn effectively, we expect our children:

- to be punctual to lessons, properly equipped and ready for learning;
- to work hard, doing their best to achieve and develop strategies to learn independently;
- to demonstrate mutual respect by listening to each other and to instructions carefully;
- to use and share equipment sensibly and safely and respect each others' property and the school building
- to have a sense of pride, care for books and displays of work;
- to complete homework as required and hand it in on time.

To be safe and happy in school, we expect our children:

- to enter and exit the school in a calm and orderly manner;
- to walk carefully around the school;
- to be polite and helpful to others;
- to wait with staff at home time until a parent/appointed responsible adult collects them. Older children may have permission on written request from parent, to walk or cycle to and from school.

To enjoy a relaxed, happy and safe playtime, we expect our children:

- to play peaceably with each other;
- to settle disputes in a mutually respectful way;
- to report to a teacher immediately if there is an accident or a dispute which needs arbitration;

- to use playground equipment appropriately and return it safely to storage areas when not in use;

Rewards and Sanctions

We consider it is important that praise and rewards should have considerable emphasis within school and as a result all children will receive recognition for a positive contribution to school life. Such a contribution includes sound academic work, effort, enthusiasm and good behaviour, showing adherence to the code of conduct set out above.

Rewards

We reward pupils for working as part of the community – supporting one another and showing care for others. We do this in the form of House Points and Values for Life Certificates. We reward academic achievement through our merit system. Staff give general, verbal praise and encouragement during lessons and around the school. Children may be sent to show their work to the HT or the teachers and children in the other classes.

More formally, House Points are counted and celebrated each week. The accumulated points are added to points gained on Sports Day and the winning house receives a cup at the end of the academic year. Reward stamps or merits, which are recorded on the child's stamp card, will be awarded to all children who demonstrate a positive response to their academic work. On achieving a sufficient number of reward stamps in Key Stage 1 the child will receive a coloured star badge and in Key Stage 2 the child will receive a bronze, silver or gold metal badge.

In Celebration Assemblies, held on Friday mornings, a Value for Life certificate is awarded to pupils who have demonstrated this value in the previous week.

The Friday Flyer/Newsletter will list the children who receive these certificates each week so that their behaviour can be recognised and celebrated by the whole community.

Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future.

There is a relationship between the principles of our Equal Opportunities and Anti-Racism policies and the sanctions system. Rebukes and sanctions which are differentiated solely on the grounds of gender or race, are not acceptable.

There is a connection between our Behaviour policy and our Anti-Bullying Policy. Regular, consistent misbehaviour over a period of time, directed at another individual(s) will constitute bullying and will be dealt with according to the Anti-bullying Policy.

Procedures for managing unacceptable behaviour during Teaching/Learning time

Good to be Green– behaviour management system

Every pupil starts each day on 'Green'; all pupils aim to have a green day because 'It is Good to be Green!' The Behaviour Chart is displayed in each classroom, for each pupil. Pupils will have a green day if they follow our school values, but not meeting the expectations will lead to consequences. Staff praise children who demonstrate the school values. However, if the behaviour continues to deteriorate, the child is given a clear reason when moving to the next stage.

These are the procedures that need to be followed in order:

- Verbal warning
- Turn the Green Card over to the time to think card
- Change the card to an orange card
- Change the card to a red card
- Grey Card - seek support from SLT (See Serious Incident Section)

Sanctions Procedure

Under the Education Act 2006 schools have a statutory power to impose sanctions. These must be reasonable and proportionate to the circumstances of any given incident. Children should be familiar with our sanctions and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required when deciding which step best reflects the most suitable sanction, given the behaviour displayed. Depending on the nature of the offence this may include children going straight to a 'Red Card' or 'Blue Card'. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Procedure Steps	Actions
Step 1 (Class Teacher) Verbal Warning	<ul style="list-style-type: none"> - Behaviour Management strategies - Quality First Teaching - Verbal Warning - Reminder of values

TACOLNESTON & MORLEY CE PRIMARY FEDERATION

<p>Step 2 (Class Teacher) Stop and Think Final Warning</p>	<ul style="list-style-type: none"> - Use the phrase 'I have now changed your card to white / time to think because.....This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. - Turn the Green Card over to a time to think - Reminder of the values - Quality First Teaching
<p>- NO MORE WARNINGS FROM NOW ON - ACTION TAKEN</p>	
<p>Step 3 (Class Teacher) Orange Card</p> <p>If the behaviour improves, return to the normal seat. If behaviour worsens or if the child refuses, move to 4.</p>	<ul style="list-style-type: none"> - Child sent to sit on their own in the classroom if appropriate - Change the card to an Orange Card - Ensure the child understands that they can change their behaviour and go back to 'Green'. The child must understand that once on a 'Red Card' then the sanctions cannot be reversed - However, if behaviour improves the child goes back to 'Green'.
<p>Step 4 (Class Teacher) Red Card</p> <p>If behaviour improves, the child stays in class. Strategies implemented to support positive behaviour. If not or if the child refuses, move to 5.</p>	<ul style="list-style-type: none"> - Change the card to a Red Card - Loss of free time (up to 10 mins) at next available time - Talk through behaviour with the child during free time by the teacher. If a red card is given in the afternoon, then this time is taken through talking to the parent, either in person or on the phone, so that the child can start on green the following day - Reminder about values - Ensure the child understands the consequences if their behaviour does not improve. - Class Teacher to inform parents that they have ended the day on a 'Red Card' - Class Teacher to record very brief summary of 'Red Card' on Scholar Pack

TACOLNESTON & MORLEY CE PRIMARY FEDERATION

<p>Step 5 (SLT) Grey Card</p> <p>If behaviour improves, the child goes back to class, if appropriate. If not or if the child refuses, move to step 6.</p>	<ul style="list-style-type: none"> - Child escorted by a member of SLT out of the classroom - Time out of class. The aim is for the child to go back into class, once they have demonstrated an improvement in behaviour. - Loss of free time with member of SLT - Work with the child on reflection and unpicking behaviour - Up to 30 minutes working alone without causing disturbance - SLT inform parents - Meeting with parents arranged - Class Teacher & member of SLT. - If a member of SLT is not on-site them remove to a different classroom as an interim measure and inform a member of SLT as soon as possible. This will be picked up at the next available opportunity
---	---

<p>Step 6 Headteacher Internal Exclusion</p>	<ul style="list-style-type: none"> - Serious Incident Form completed by all staff involved in the incident and given to the Headteacher, where a decision will be made on internal exclusion. - Behaviour Plan/Risk Assessment implemented at this stage if appropriate - Referrals to outside agencies if appropriate
<p>Step 7 Headteacher</p> <p>Suspension or permanent exclusion</p>	<ul style="list-style-type: none"> - See Exclusion policy for guidance

Major Incidents (intervention by SLT)

They include:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Incidents which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Playtimes

Children who do not display the appropriate behaviours at breaktime or lunchtime will be given three verbal reminders about behaviour (these represent the first three steps in the behaviour sequence). A fourth reminder means that the child receives a red card and a member of SLT will be called to remove the child from the playground. The same sanctions for a red card will be followed. The member of SLT will record the incident on Scholar Pack and will inform the class teacher. The class teacher will follow this up with the parent.

If an incident is of a more serious nature then the pupil can be moved straight to red or grey card sanctions.

Intervention

Children who have social, emotional and behaviour difficulties are supported with a Pupil Specific Risk Management Plan written in conjunction with Head Teacher, the SENCO and the child's teacher. The child's parents or carers will be informed that the behaviour plan is in place and will be asked to sign the plan to acknowledge this. The plan will be reviewed regularly and may run alongside other intervention programmes in school. The 'Good to be Green' stages in this behaviour policy may not be applied in the usual way for pupils on a specific plan.

If a child is displaying harmful sexual behaviour, this is recorded as a safeguarding concern and the DSL will explore this matter with the parents/carers of the child. Refer to the Safeguarding Policy. Further work relating to Relationships & Sex Education may be required as a follow up to this incident.

Use of reasonable force

This school does not routinely use reasonable force to achieve its aims, however, if a child is violent or in danger of harming themselves, others or damaging property, restraint may be appropriate using the minimum force for the minimum amount of time needed until the child calms down. Only staff members trained in using the Step Up approach will carry out restrictive physical intervention and only if it is deemed reasonable, proportionate and necessary. Any use of restraint must be documented and parents informed. An alternative and preferred option to restraint in these situations would be to remove other children from the classroom to minimise injury or damage. A member of the Senior Leadership Team will take immediate action to involve parents. A serious incident form should be filled in and the situation discussed with the Head Teacher; Deputy Head Teacher or member of SLT. If a child is excluded for any reason the school will follow the DfE guidance on school exclusions.

<https://www.gov.uk/government/publications/school-exclusion>

Restorative Practices

All members of staff are trained in the key principles of positive behaviour management using the Norfolk Steps approach. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships. Being 'Restorative' focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. Restorative

practice is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. We also teach our pupils conflict resolution skills to empower them to manage minor disagreements for themselves and when to ask an adult to step in and help.

Policies which relate to this policy:

- Exclusion Policy
- Safe Touch Policy
- Positive Handling Policy
- Safeguarding Policy
- Lunchtime Supervision Policy