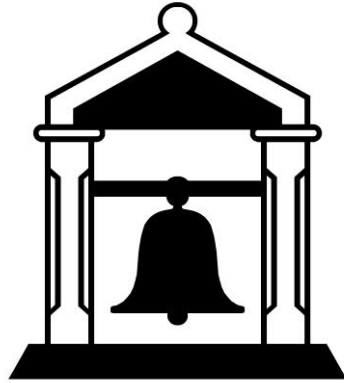




Scalford C of E Primary School

Behaviour Policy 2025-6

‘Always try to do our best so that we can shine’

Also see policies on: Attendance, Inclusion, Anti-bullying, Exclusions, Physical Interventions, Keeping Children Safe, E-Safety

Headteacher: Mr Tremarco

Chair of Governors: Mrs K Bloodworth

Signed copy in school office

Date: 6th October

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This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social, spiritual and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults and to know how to make positive contributions to our community and wider society.

Good behaviour should be promoted in a consistent way in order for the children to feel safe and secure, the school to be orderly and to set the tone for learning. Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour.

The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is therefore designed to promote good behaviour, rather than merely deter anti-social behavior.

AIMS

It is a primary aim of our school 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, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims:

- To provide a framework for a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- To encourage everyone to act with courtesy, kindness, honesty and consideration.
- To encourage independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure a calm, positive, working atmosphere where the boundaries of acceptable behaviour are clear to all.
- To build the child's self-esteem by placing the emphasis on praise and reward.
- To promote an environment in which everyone feels happy, safe and secure.
- To promote our Christian values, as a Church of England school through fairness, consistency and working with every individual.

THE ROLE OF STAFF

- To endeavour to raise children's self-esteem and develop their full potential academically, socially and morally.
- To treat all pupils fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To respect and acknowledge people's differences.

- To promote a positive work ethos and professional relationships.
- To have high expectations of the children with regard to behaviour, and strive to ensure that all children achieve to the best of their ability.
- To seek support and advice from SLT as required.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

The Headteacher:

- Supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Keeps records of all reported serious incidents of misbehavior.
- Has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

THE ROLE OF THE PARENT/CARER

Parents/carers have a vital role in fostering good behaviour. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We set out the school vision and values in the school admission booklet and we expect our parents and carers to support us.

Difficult behaviour is frequently linked to poor school performance and we seek the support of parents/carers to ensure their children take schoolwork and behaviour for learning seriously.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions for poor behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

THE ROLE OF THE CHILDREN

Children will be consistently reminded of appropriate behaviour both in and around school. All children will be encouraged to respect and care for themselves and other people, to ensure a happy and positive environment for everyone. We emphasise the positive and consistently praise good behaviour, but we will not ignore poor behaviour.

The general classroom guide for good behaviour is:

- Treat others with respect
- Be honest with yourself and others
- Listen carefully when people talk

- Be kind, polite and helpful
- Allow ourselves and others to try to do their best

THE ROLE OF THE GOVERNORS

The governing body has the responsibility for agreeing this policy on standards of discipline and behaviour, and of reviewing their effectiveness.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher should take this into account when making decisions about matters of behaviour.

GENERAL GUIDANCE

The effectiveness of sanctions comes through them being exercised following a warning. The teacher's response should be appropriate to the behaviour. When implementing sanctions, staff should be firm and clear and also consistent with the school expectation that all children are treated with respect.

The teacher should make it clear that it is the behaviour rather than the child that is to be addressed. However, the child should always be reminded of the responsibility for their behaviour. The child should be given the opportunity to discuss their behaviour, during the behaviour management process, so that they begin to recognise their actions and are given the opportunity to improve, through self reflection, alongside a clear system.

All staff monitor inappropriate behaviour which may be as a result of exposure to unsuitable material via any electronic device used to access films, programmes and the internet. We expect our children and their families to consider age related information sharing within our Primary School setting.

Significant or persistent poor behaviour is recorded by staff which is shared with the Headteacher who regularly monitors behaviour.

INCLUSION

Our aim at Scalford Church of England Primary School, is to be all inclusive. We recognise that all children have individual needs, and in some cases, it may be appropriate to provide alternative behavioural structures, such as:

- Individual reward systems
- Individual targets/rules
- Regular monitoring by staff and the Headteacher and reports to parents/carer.

Persistent poor behaviour should be reported to the SENCO / Head teacher so that if required, additional behavioural support may be available from external agencies.

MOVEMENT AROUND SCHOOL

Due to the layout and space within the school, good behaviour when moving around the school is crucial. To promote this:

- All staff "meet and greet" children as they enter the school in the morning in order to begin each day in a positive way.

- Whenever children return from break/lunch, staff will be in their classroom to welcome children back in.
- Teachers are to ensure that all children move around the school in a calm, orderly way, re-enforcing “good habits”.
- Before children leave their classrooms for playtimes, lunch times or at the end of the school day, members of staff should ensure that they are calm.

MOVEMENT OUTSIDE OF SCHOOL (link to lunchtimes and PE at village hall)

- All staff should be aware of the importance of good behaviour, especially when crossing roads.
- Children should be encouraged to be calm, quiet and attentive when crossing roads.
- Rewards such as house points, will be used as a positive reward system to encourage good behaviour walking to and from the village hall and whilst in the village hall.
- The school rules, rewards and sanctions still apply when at the village hall and walking around the village.
- The teacher/Headteacher will be in charge during the lunchtime period and they will report back to relevant teacher/Headteacher where appropriate, as soon as they have returned to school.
- The teacher will be responsible for behaviour management during any time off the school premises, such as the village hall during PE or school visits. Sports coaches are supported by a member of staff to ensure consistency in line with our behaviour policy.

POSITIVE REWARDS

At Scalford Church of England Primary School, we seek to celebrate the positive behaviour displayed by our pupils. As a result there are numerous ways in which children can gain positive reinforcement and encouragement. These are:

- Oral praise and feedback
- Stickers
- Weekly Certificates from the Headteacher recognising Shining Stars
- Weekly Headteacher award for outstanding effort/achievement
- House points
- Yearly achievement cup awards

The school acknowledges all the efforts and achievements of children, both in and out of school. The School values information regarding children's wider achievements beyond school, thereby recognising personal endeavor and positive motivation. The school celebrates achievements outside school at our half termly Gold Book service in Church.

SANCTIONS

For school to create and maintain a positive learning environment, the child must be aware of sanctions and to understand that for all actions there are consequences. The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We follow a simple system of Green (for great) - Children who appear on the Green board regularly will be rewarded accordingly. We use Amber (warning) – this promotes an opportunity to improve, but if behaviour continues to decline they are placed on Red – this is if the child chooses not to follow school rules. Children will be sent to the Headteacher if poor behaviour persists when they have been placed on the Red board. Red behaviour may be logged on My Concern.

Consideration to Children with Special Educational Needs or Disability (SEND) is agreed and followed by all staff on an individual basis as appropriate.

The school has a 'children first' section at the beginning of each staff meeting whereby cases of good or poor behaviour is discussed as a whole staff (when appropriate).

In some circumstances, it may be appropriate for a time out to occur during a lunchtime or playtime. If this is the case, during the loss of break/lunchtime the class teacher must ensure adult supervision. This would never affect the consumption of drinks/snacks or meal times.

For persistent/more significantly poor behaviour the following sanctions may be applied:

- Parents/Carers to meet with class teacher and Head teacher (if appropriate)
- Formal letter home
- Lunchtime exclusion

ONLY IN THE MOST EXTREME CIRCUMSTANCES WOULD THE FOLLOWING APPLY:

- Temporary or permanent exclusion.

The class teacher discusses the school rules with each class. In addition to the school rules, each class *may* also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of poor behaviour and it is deemed necessary, the class teacher may discuss these with the whole class.

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 of any kind from others in line with our anti-bullying policy.

Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of reasonable force by staff, as set out in the document; The Use of Reasonable Force in Schools Published 17 July 2013 by the DfE

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

Any incident of restraint, reasonable force or restrictive intervention will be recorded within 24 hours of the use of any measures. This will be recorded in the 'Bound and Numbered Book' which is kept in the office. In line with GDPR records will be kept for 75 years after the birth of the child. Parents will be informed as soon as practicable when any incident of restraint, reasonable force or restrictive intervention has been used on their child. The parent will be encouraged as soon as practicable to sign and date that they have been informed on the 'responsible parent' line of the book.

Fixed and Permanent Exclusions

We are an inclusive school and do not wish to exclude any child, even when the exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis and reports its effectiveness to the governing body and, if necessary, makes recommendations for further improvements.