



Policy Document

Shorne Church of England Primary School

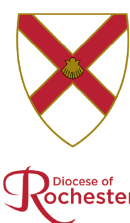
Behaviour Policy

December 2024

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1. Aims and Expectations

At Shorne C of E our behaviour policy is rooted in our commitment to fostering a safe, supportive, and inclusive environment where all members of our school community can thrive. Guided by the principles of respect, resilience, and community, we aim to cultivate an atmosphere that reflects the values of the Good Samaritan, encouraging kindness, empathy, and care for others.

Our policy recognises that children need a framework to guide them. It is designed to support and value all members of our learning community through encouraging everyone to co-operate thoughtfully. The policy also works hand in hand within the context of the schools' core Christian Values of Resilience, Community and Respect. This policy has been written with input from all stakeholders to aid consistency and fairness.

It takes into account the 2022 DfE non-statutory guidance 'Behaviour in schools Advice for headteachers and school staff' and the 2022-updated statutory guidance 'School suspensions and permanent exclusions'

2. Vision and Values

Respect: We believe that every individual is unique and valuable. Through our words and actions, we show respect to ourselves, others, and the environment, celebrating the diversity and dignity of all.

Resilience: We encourage our pupils to embrace challenges, learn from mistakes, and persevere in the face of difficulty, knowing that growth comes through effort and determination.

Community: Just as the Good Samaritan reached out to help a stranger, we aim to build a community where everyone looks out for one another, fostering a sense of belonging and collective responsibility.

Our slogan, Love, Learn, Live reflects the spirit of our school:

Love: Through our commitment to compassion and empathy, we encourage everyone to love and care for others, just as the Good Samaritan did.

Learn: We create an environment where children feel safe to learn, grow, and develop as confident individuals who can make meaningful contributions to their community.



Live: By promoting positive behaviour, we empower our pupils to live harmoniously with others, showing kindness and understanding in all their relationships.

Promoting Positive Behaviour

We expect all members of our school to uphold these values through:

- 🛡 Treating everyone with respect and valuing differences.
- 🛡 Demonstrating resilience in learning and behaviour, understanding that mistakes are opportunities to grow.
- 🛡 Contributing positively to the school community, helping and supporting others whenever needed.

Links with other policies and practices

This policy links with several other policies, practices and action plans including, but not limited to:

- 🛡 Anti-Bullying Policy
- 🛡 Anti-Racism Policy
- 🛡 Online Safety Policy
- 🛡 Acceptable Use Policies (AUP)
- 🛡 Child Protection and Safeguarding Policy
- 🛡 GDPR and Data Protection Policy
- 🛡 Relationships and Sex Education Policy
- 🛡 Complaints Procedure
- 🛡 Exclusion Policy

3. Praise and rewards

Class Dojo

Our behaviour system is built around the online system 'Class Dojo'. This system encourages positive behaviour for learning through the giving of House points (previously known as 'Dojo' or 'Monster' points). These points are recorded on children's individual profiles throughout the year and can be accessed at any time by



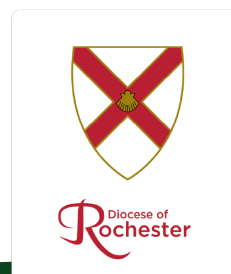
teaching staff. Parents are invited to join the system and can view their children's points and notes at their convenience.

The system also allows high levels of communication between teachers and parents. Primarily a learning tool, teachers and children can post updates about learning, excellent pieces of work and important reminders by using the Class Story facility. There is also a messaging tool, which can be used for brief communications between school and home. We recognise the importance of face-to-face communication and would expect any behavioural issues or concerns to be discussed in a more formal school-based environment.

Rewards for good behaviour

We aim to promote an ethos where the children develop a strong growth mindset and therefore learning and acquisition of knowledge is a reward in itself. However, there are times when we would like to celebrate their successes and therefore we have a system of rewards in place. This includes:

- 🏆 All staff verbally praise children throughout the day.
- 🏆 House points are awarded for displays of excellent learning behaviour.
- 🏆 Shining Stars certificates - Children who demonstrate our Christian Values of Resilience, Community and Respect are awarded a special certificate and appear on our Shining Stars Board on our website. These certificates are given out in the Shining Stars Celebration Worship at the end of each week.
- 🏆 Any child who has demonstrated excellent behaviour can be placed on the school's Recognition Board. This is shared with the children during our Shining Stars Celebration Worship.
- 🏆 Golden table- Any child who has demonstrated excellent behaviour can be picked to sit at the golden table at lunchtime
- 🏆 Raffle tickets – Any child demonstrating our core Christian values maybe given a raffle ticket which will be drawn at the end of the term and prize presented.
- 🏆 StAR Awards (Student Achievement Recognition) – Christian Values awards (Resilience, Community and Respect) are presented at the end of every term.
- 🏆 The school acknowledges the efforts and achievements of children, both in and out of school. Certificates for music, sports etc. are presented in our weekly Shining Stars Celebration Worship at the end of the week. The children are encouraged to bring into school certificates, medals or trophies, that acknowledge their achievements, to share during the Celebration Worship.



4. Consequences with Inappropriate behaviour

We accept that it is normal for children to test boundaries, but they need to know that there are consequences for deliberately refusing to respond to early warnings and prompts.

Banned items

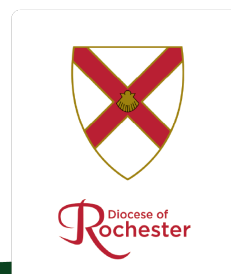
By law staff have the power to search a child without consent for 'prohibited items', including knives and weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Weapons, knives, child pornography and illegal drugs must be handed over to the police.

The Head of School and authorised school staff may also use reasonable force when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm.

5. Sanctions

The school will not tolerate physical violence, threatening behaviour, verbal abuse, bullying, racist, homophobic and sexist behaviour or any behaviour that is considered to be in breach of our values. This includes failing to follow instructions or complete assigned work.

Sanctions should be progressive and the purpose of sanctions in school is to change behaviour.



6. Classroom Sanctions

KS1

Progressive Traffic Light System

1. Verbal warning
2. Yellow card
3. Red card, KS1 record sheet to complete with the appropriate member of staff (parents informed)
4. Cards reset at the end of each day and throughout the day

KS2

Progressive Traffic Light System

1. Verbal warning
2. Yellow card
3. Red card, KS2 10 minute record sheet to complete with the appropriate member of staff (parents informed)
4. Cards reset at the end of each day and throughout the day

When behaviour has reached a certain level, depending on the severity and frequency of the behaviour, a restorative justice approach maybe used by a member of staff with all children involved in the incident. A form needs to be completed (with support where necessary) (Appendix) which encourages children to think about what went wrong and how to correct their behaviour next time.

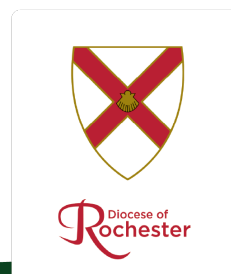
If a child receives three Red Cards in one week, this will result in them losing an entire lunchtime break. Frequent breaches or inappropriate behaviour may incur further loss of lunchtime breaks and possible internal exclusions. Parents will be invited into school to discuss the possibility of further sanctions. The school reserves the right to withdraw certain responsibilities or privileges i.e. buddy role, house captain, young leader or representing the school at extra-curricular activities.

Please note that the school reserves the right to adapt this policy in relation to children with special educational needs depending on circumstance.

7. Serious incidents

A serious breach of the school rules is an immediate Red Card. Breaches include:

-  physical violence



- 🛡️ verbal abuse directed at another person
- 🛡️ bullying
- 🛡️ deliberate damage to property
- 🛡️ In the event of a serious incident requiring an additional member of staff to attend the incident, a 'Blue Star' will be sent to the office and if necessary, the child will be directed to leave the classroom or the playground/field

8. Types of suspension/exclusion

Internal suspension

Internal suspension

Internal suspension is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. An internal suspension is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a fixed period suspension/permanent exclusion.

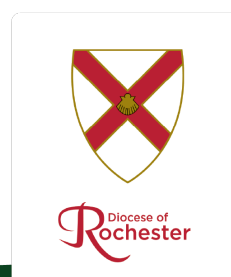
Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed period exclusion is necessary.

Fixed Period suspension

A fixed period exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusions

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Head of School will consult with senior leaders and the Chair of the Governing Body as soon as possible in such a case.



Fixed period suspensions and permanent exclusions

Only the Head of School has the power to suspend or exclude a child from school and this must be on disciplinary grounds. The Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a child permanently. It is also possible for the Head of School to convert a fixed period suspension into a permanent exclusion if the circumstances warrant this.

If the Head of School excludes a child, parents will be informed immediately, stating the reasons for the exclusion and the length of the exclusion. At the same time, the Head of School will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents about who they can contact for advice and how to make any such appeal. The Head of School must notify the LEA and the governing body about any fixed period suspension and permanent exclusions.

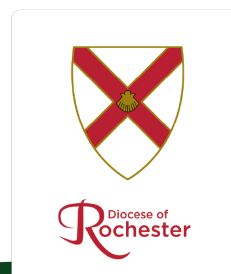
The Governing Body has a duty to consider parents' representations concerning an exclusion.

This will be done through a disciplinary committee comprised of at least three governors. The disciplinary committee must consider the reinstatement of an excluded child within 15 school days of receiving notice of the exclusion if:

- 🛡 the exclusion is permanent;
- 🛡 it is a fixed period of suspension of more than 5 days or takes the child's total days of suspension above 15 for a term; or
- 🛡 it would result in a child missing a national curriculum test

When a disciplinary committee meets to consider an exclusion, they must consider:

- 🛡 the circumstances in which the child was excluded or suspended;
- 🛡 any representation by the Head of School, parents and the LEA; and
- 🛡 whether the child should be reinstated.



9. Referrals

When a teacher has concerns about the behaviour of a child, they should refer the child to the SEND. The SEND will discuss the child with the Head of School to decide if the school strategies need to be adapted. Parents will be consulted if the school needs to adapt their behaviour strategies. These may include, a pastoral support programme put in place, referral to LIFT (Local Inclusion Forum Team) or seeking advice and involvement from outside agencies to support the child and the school.

10. SEND

Should a child display inappropriate behaviour despite additional strategies in place to support them then school procedures will be put in place as with any other child to manage the situation. If a child is preventing other children from learning then they will be given time out and supported. Should a child be verbally or physically aggressive to a child or member of staff, despite appropriate support and agreed strategies being put in place, the child will be managed according to the hierarchy of agreed intervention strategies, bearing in mind their appropriateness to meet individual additional needs.

11. Roles

The Head of School

It is the responsibility of the Head of School 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 Head of School to ensure the health, safety and welfare of all children in the school. The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School (or Deputy Head of School in the absence of the Head of School) 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 Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Parents/carers

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we will inform parents immediately if we have concerns about their child's welfare or behaviour.



Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.

12. Bullying (see anti-bullying policy)

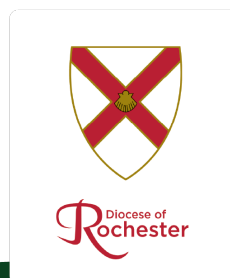
The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour. The safety of the children is paramount. If a child is deemed to have bullied another child, the adult dealing with the situation must record this on a Serious Incident Form and sanctions will be imposed. Serious Incident Forms must be passed onto the Head of School.

13. Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Head of School and authorised school staff may also use reasonable force when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm.

Staff have been trained in the skills and techniques recommended in situations where the use of reasonable force may be necessary.

- 🛡️ **Force** is used either to control or restrain and will only be used if other de-escalation attempts have failed.
- 🛡️ **Control** means either passive physical contact, such as standing between children or active physical contact such as leading a child by the arm out of a classroom.
- 🛡️ **Restraint** means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.



All members of school staff have a legal power to use reasonable force. It can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a child behaving in a way that disrupts a school event or a school trip or visit
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a child from attacking a member of staff or another child, or to stop a fight
- restrain a child at risk of harming themselves through physical outbursts



Behaviours (these are indicative only and as a community we may decide to change the severity or explicitly refer to certain other behaviours)		Result/Consequence
Green	Demonstrating our Christian Values and promises in everything we do: Resilience, Community and Respect	<ul style="list-style-type: none"> 🛡️ Verbal Praise 🛡️ House Point(s) 🛡️ Head of School certificates 🛡️ Recognition Board 🛡️ Golden Table
Level 1 Yellow	<ul style="list-style-type: none"> 🛡️ Not Following instructions 🛡️ Calling out 🛡️ Talking when we shouldn't be 🛡️ Interrupting 🛡️ Getting out of your place when we shouldn't be 🛡️ Running indoors 🛡️ Not working 🛡️ Answering back 	<p>Led by Teacher/Support Staff</p> <ul style="list-style-type: none"> 🛡️ Teacher checking reason for behaviour, taking into consideration Social, Emotional, Mental and Health needs/SEND. 🛡️ Verbal reminder to do the right thing. <p>If behaviours are repeated:</p> <ul style="list-style-type: none"> 🛡️ Verbal reminder to do the right thing 🛡️ Completion of work in own time - break/lunch/home (if in school, supervised by class teacher) 🛡️ Phone call to chat with parent

<p>Level 2 Orange</p>	<ul style="list-style-type: none"> 🛡 Repeated 'yellow', despite verbal reminders and discussion with parents 🛡 Not telling the truth 🛡 Throwing objects 🛡 Inappropriate physical contact – e.g. poking, flicking, pulling hair 🛡 Leaves room without permission (absent-mindedly) 🛡 Accidentally breaking things as a result of doing the wrong thing 🛡 Hurting unintentionally 	<p>Led by Teacher/Support Staff</p> <ul style="list-style-type: none"> 🛡 Teacher checking reason for behaviour, taking into consideration Social, Emotional, Mental and Health needs/SEND. 🛡 Verbal reminder to do the right thing. 🛡 Record incident on school's online behaviour log (Arbor) 🛡 5 minute reflection time at break/lunch <p>If behaviours are repeated:</p> <ul style="list-style-type: none"> 🛡 Restorative justice 🛡 Phone call or meeting with parent
<p>Level 3 Red</p>	<ul style="list-style-type: none"> 🛡 Deliberately breaking things 🛡 Rough play x2 🛡 Swearing 🛡 Encourages other to misbehave 🛡 Inappropriate language eg. Sexualised language, racist language 	<p>Led by Teacher/Support Staff</p> <ul style="list-style-type: none"> 🛡 Teacher checking reason for behaviour, taking into consideration Social, Emotional, Mental and Health needs/SEND. 🛡 Record incident on a serious accident form 🛡 Record incident on school's online behaviour log (Arbor) 🛡 Inform parent through phone call or meeting with parent 🛡 Lunchtime suspension 🛡 Restorative Justice <p>If behaviours are repeated:</p> <ul style="list-style-type: none"> 🛡 Record incident on school's online behaviour log (Arbor) 🛡 Record incident on a serious incident form 🛡 Inform parent through phone call or meeting with parent

		<ul style="list-style-type: none"> Refer the matter to a member of SLT Restorative Justice Positive Behaviour Report Card Member of SLT meets with child, teacher and parent
Level 4 Purple	<ul style="list-style-type: none"> Physical or violent assault causing injury or violence Sexualised behaviour or assault Serious damage to property e.g. vandalism Bullying Persistent homophobic/ Racist/ Sexist Abuse or use of inappropriate language Carrying, supplying or abusing drugs The bringing in of weapons 	<ul style="list-style-type: none"> Serious incident form completed by member of staff involved Record incident on school's online behaviour log (Arbor) <p>Actions led by member of SLT</p> <ul style="list-style-type: none"> SLT checking reasons for behaviour taking into consideration Social, Emotional, Mental and Health needs/SEND. Restorative Justice with all involved Meeting with parents and Head of School with follow-up letter home Lunchtime suspension Internal suspension all day Possible fixed period suspension Possible permanent exclusion Identifying appropriate support for child and family Signposting to other agencies Liasing with other agencies Provide SENCo or Family Liaison Officer support as required Back to school meeting and pastoral support plan where required.

Reflection Form

How are you feeling?



Happy



Sad



Worried/Scared



Angry



Surprised



Confused



Embarrassed/Silly

Draw a picture of/tell an adult what happened and who was hurt.

How can you make it better? Draw a picture/tell an adult.

Are you ready to go back to class/outside?

How are you feeling now?