



Love each other, as God loves us.

Contents

1. Aims.....	Error! Bookmark not defined.
2. Legislation and statutory requirements.....	Error! Bookmark not defined.
3. Bullying	Error! Bookmark not defined.
4. Roles and responsibilities	Error! Bookmark not defined.
5. Pupil code of conduct.....	Error! Bookmark not defined.
6. Implementation	Error! Bookmark not defined.
7. Rewards and sanctions.....	Error! Bookmark not defined.
8. Behaviour management.....	Error! Bookmark not defined.
9. Pupil transition	Error! Bookmark not defined.
10. Training.....	Error! Bookmark not defined.
11. Monitoring and reporting arrangements.....	Error! Bookmark not defined.
12. Opportunities for Spiritual, Moral, Social and Cultural Development.....	10
13. Links with other policies.....	10
Appendix 1: written statement of behaviour principles.....	12
Appendix 2: levels of behaviour	13
Appendix 3: code of conduct	15

At Frodsham CE Primary School we endeavour to:

- Create a warm and welcoming ethos centred on shared Christian values
- Develop happy, confident and resilient children who show respect for themselves and others and make a positive contribution to their community
- Make learning fun inside and outside of the classroom by providing a broad range of exciting and rich learning experiences which challenge and motivate all children
- Recognise every child is unique, meet their individual needs and celebrate their achievements
- Encourage all to be the best they can be

Our core Christian values are: Love, Respect, Kindness, Community, Faith, Resilience.

Presented to Staff and Governors: February 2026

Next review September 2026.

Person responsible: Deborah Hughes

Rationale

at every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community that strives to create a Christian ethos supporting our children to follow Jesus' teaching which supports a culture of mutual respect, consideration and care for others.

The main aim of our school behaviour policy is to promote good behaviour by identifying character strengths being displayed and developed through the use of role models known as conduct ambassadors, positive rewards and not simply through enforcing rules and sanctions. Our policy is a means of promoting good relationships so that the whole school community can work together with a common purpose of helping everyone to learn in an effective and considerate way.

The ethos of our school is that we expect every member of the school community to behave in a considerate way towards others. *'Love Thy Neighbour as you would want to be loved'. Mark 31:12.* We always treat children fairly and apply this behaviour policy in a caring and considerate way, promoting the Christian values of love, kindness and respect. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and independent members of our whole school community.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. 'Behaviour in Schools' July 2022

Leaders and other staff create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive. 'Ofsted, New Inspection Framework Toolkit' November 2025

1. Aims

- To provide a consistent trauma informed approach to behaviour management.
- To foster the Christian values promoted by our whole school ethos.
- For pupils to have high self-esteem and to recognise character strengths in themselves and others.
- For pupils to behave with consistently high levels of respect for others, showing good manners towards each other and all adults.
- For pupils to show respect for the school's learning environment including equipment and adhering to the school uniform policy.
- For pupils to play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- For pupils to consistently have highly positive attitudes and commitment to their education, fostering a love of learning so they are highly motivated and persistent in the face of difficulties.
- For pupils to show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others.
- For pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.
- To develop a caring, positive, happy and safe environment.
- To create a positive and productive learning environment, where low level disruptions are rare and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.
- For pupils to take responsibility for their own choices and understand the consequences of their own actions.
- For pupils to understand the appropriate learning behaviours that should be on display in order for pupils to achieve their best.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- 3. Bullying

3: Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

4. Roles and responsibilities

4.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice and support to the headteacher about particular disciplinary issues.

4.2 The headteacher and deputy

The deputy headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will approve this policy.

The headteacher and deputy will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and through learning walks and gathering pupil voice, the deputy will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and throughout the school day.

It is the responsibility of the headteacher 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 the children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour which is monitored by the deputy. All class are responsible for reporting orange or red behaviour incidents or any communication from parents about behaviour in their class via CPOMS, which is monitored by the headteacher and the deputy.

The headteacher 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.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and treating children fairly, with respect and understanding
- Modelling positive behaviour
- Teaching children the importance of positive learning behaviours
- Ensuring that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, when moving around the school and during school visits
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Using the visual behaviour scale
- Recording any orange or red behaviour incidents on CPOMS
- Teaching children how to regulate their emotions making reference to the zones of regulation

The senior leadership team will support staff in responding to behaviour incidents.

Midday Assistants take the responsibility for implementing our whole school behaviour policy by liaising with class teachers.

4.4 Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in our behaviour booklet for parents, and we expect parents to read these and support them. 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 inform parents immediately if we have concerns about their child's welfare or behaviour. Any incidents recorded as 'red' will result in a parents being contacted by school. Wherever possible, parents will be notified of positive behaviour including notification of Shine Your Light awards. Parents are encouraged to promptly discuss any concerns they may have regarding their own child's behaviour with the class teacher.

If the school has to use reasonable sanctions to deal with a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by contacting the Chair of Governors (see website for contact details).

5. Pupil code of conduct

Children are expected to:

- Behave in an orderly and self-controlled way, showing love and kindness to everyone in our school community
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Display positive learning behaviours
- Be a positive role model to younger pupils
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

See appendix 3

6. Implementation

Ways to promote positive behaviour.

- Clear school rules known by everyone throughout the school.
- A consistent policy and strategy that is implemented by every member of staff across the school.
- Having the highest expectations of behaviour and attitudes to learning across the school.
- Teaching the importance of effective learning behaviours, developing increased *independence, resilience to setbacks and persistence in the face of difficulties*
- Establishing class rules at the beginning of the year and make sure that they are displayed around the classroom next to a list of character strengths.
- Establishing clear boundaries for children within the classroom and around school.
- Agreed whole school rewards and sanctions.
- Remaining calm and always being fair and consistent.
- Modelling positive behaviour.

- Highlighting positive behaviour by making explicit which character strength children have displayed and what they have done well.
- Providing mastery in learning to ensure that children feel capable and challenged.
- Welcoming classroom environment that promotes safe guarding and creative thinking and provides a calm space.
- Consistent use of praise across the school.
- Giving children special responsibilities.
- Celebrating children's achievements in class, through collective worship and at lunchtime.
- Establishing strong home/school links and working closely in partnership with parents.
- Regular pupil voice activities to ensure collaborative approach

7. Rewards and sanctions

Each class has the same school rules on visual display which are show respect, be a friend and always try your best. Classes spend time (at the beginning of the year) thinking about how they need to interpret the rules for their class (what the rules mean for their year group). These are referred to as positive celebrations of behaviour and as reminders when expected behaviour is not being shown. Next to the whole school rules are class rules which the children devise with their teacher at the beginning of the year. What makes these rules relevant to individuals is the link to character strengths. A poster is displayed next to the rules which identifies 24 character strengths and what these may look like. In each classroom, next to the rules, a vertical behaviour chart is displayed. The chart is divided into four colours; from the top: gold, silver, bronze, green. The children in the class have their photograph on the chart.

All children start on green and should aim to stay at least here. Children are recognised and rewarded for showing particular character strengths. It may be a character strength that is a class focus or an individual target. Teachers make it explicit why a child has been recognised by sharing the character strength they have displayed, what behaviour they have shown and why this is important. If a child goes above and beyond and makes a 'conscious effort' to be a 'Conduct Ambassador' they move up the scale. The child comes to the front and puts their picture on the next stage of the chart. They are given a bronze, silver or gold sticker depending on where they are on the scale and are told which character strength they have displayed. When staff see a child with a bronze, silver or gold sticker they should praise the child and ask why they have received it. Children with a gold sticker receive a conduct ambassador certificate in Shine Your Light award assembly. Children are recorded in the class behaviour record. Children who have worked hard are also acknowledged in Shine Your Light assembly. They are given a sticker and they appear on the School Newsletter.

Children are also encouraged to work well as a class and encourage positive behaviour collectively. Each half term, children, alongside their class teacher, will choose an appropriate end of half term reward for positive behaviour. The class teacher will choose an amount of points the children need to earn to receive their reward. Focus behaviours are also identified and these are rewarded with double points as an incentive. Class teachers support the children by explicitly teaching ways they can show these desired behaviours to earn the class reward. Those children who choose not to, should be sanctioned via the behaviour steps outlined in the list of sanctions below.

We believe in forgiveness and having the opportunity to thrive. Children are also spotted for making positive behaviour choices around the school and this is celebrated in Shine your Light worship for example, they may have shown love to a friend who was upset, they may have shown kindness when sharing equipment or resilience when they were struggling with their work. We also encourage peer recognition and use our termly values as a focus to display any acts of kindness or respect etc that the children have recognised in one another, which is then discussed in our shine your light worship.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Moving children up the behaviour scale
- Bronze, silver and gold 'Conduct Ambassador' stickers

- Members of school staff acknowledging and praising children wearing 'Conduct Ambassador' stickers
- Gold 'Conduct Ambassador' certificates
- Chosen end of half term class reward

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Any children who are not following the school values and classroom rules will action the following steps:

- 1: Staff will remind the class about our high expectations of behaviour and praise those showing the desired behaviour.
- 2: Staff will remind children that reflection time will be issued if the desired behaviour is not shown.
- 3: Reflection time will be issued and the child will move onto orange. (This is not displayed but recorded in a private manner but told verbally to the child).
- 4: During reflection time, staff will use a restorative approach to discuss appropriate behaviours, allowing time for the child to reflect and consider how best to conduct themselves to move back onto green.
- 5: If the behaviour continues, or if there has been an incident that includes physical behaviour, children move onto red and a further reflection time will be issued with Mrs Kirby or Mrs Hughes and a phone call home will be made. Children who receive two orange behaviours in one week will also trigger a red and a phone call home.

School also have a responsibility to recognise when reasonable adjustments must be made to those children with behaviour difficulties. These children should be known to the headteacher and the deputy and a behaviour plan must be in place.

See appendix 2 for levels of behaviours resulting in moving down the behaviour scale

8. Behaviour management

As a trauma informed school, we use our understanding of social and emotional development and learning within all our approaches to behaviour. Behaviour patterns that relate to an emotional state can vary in severity and magnitude. In order to help identify appropriate support for children in heightened emotional states we have graded levels of behaviour and possible consequences for these actions.

Class teachers will highlight positive behaviours in the class and encourage children to support peers who are showing level 1 behaviours. They will give explicit guidance to children so they know what they need to do to improve their behaviour and move up the behaviour scale. Children will be taught the importance of positive learning behaviours- how to study effectively and do so, developing increasing independence, resilience to setbacks and persistence in the face of difficulties

Rewards and positive strategies will be used regularly throughout learning to promote and support a change from negative behaviour to positive.

Staff will use positive language and try to change negative self-talk in order to support pupils when displaying inappropriate or negative behaviours e.g. I really like it when, I know that you can

'Be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you.'
Ephesians 4:32

8.1 Behaviour management strategies

- When dealing with difficult behaviour, staff remain kind, keep calm and consistent. Giving children a cooling down period prevents a confrontation with an audience watching and gives staff time to think.
- When dealing with behaviour incidents with individual children, staff must ensure that they are in an open space and in a visible area.
- Use eye contact with the child and allow them time to explain. Staff to address the behaviour and not the person.
- Provide the opportunity for children to explain what happened and encourage them to take responsibility for their actions using restorative practice.

- Clear behaviour strategy outlined in this policy to be implemented consistently across the school.

8.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules next to the whole school rules and character strengths.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour will be outlined in pupil learning plans, or behaviour plans.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual behaviour plan and review it on a regular basis.

8.4 Uniform and Appearance

We view our school uniform as a way of celebrating the community of Frodsham CE Primary, where everyone is equal and part of God's family. All children are expected to wear school uniform as outlined in the uniform policy. Non compliance includes:

- inappropriate items of clothing e.g. trainers, items without logos or the wrong colour, branded items, hooded tops, boots, socks with patterns/ logos
- hairstyles, lines, colours and inappropriate accessories
- nail varnish and make up
- jewellery (with the exception of small earring studs)

We expect all pupils and parents to conform with this policy, but in the event of persistent breaches, we will endeavour to work closely with parents/carers to resolve the situation. When making these decisions, the child's age, vulnerability, how easily and quickly the breach can be remedied and the availability of parents will all be considered. As a church school, we aim to resolve any uniform/appearance non-compliance as quickly and as easily as possible.

If a child breaches the school uniform or PE policy, the teaching staff will:

- discreetly talk to them to find out why they are not in correct uniform and remind them what they must wear
- remove the item, if possible, until home time, including nail varnish/ make up
- provide spare uniform, if appropriate
- send a standard letter to parents to inform them of the breach of uniform policy and ask them to rectify for the next day
- contact the parent to discuss the continued breach of uniform and resolve the situation swiftly
- issue a sanction for persistent defiance of school rules following the behaviour procedure. This could include: being removed from the classroom; missing playtime or as a last resort fixed term exclusion.

All staff are committed to upholding and consistently maintaining the uniform policy.

If a child forgets their swimming kit, school will attempt to contact parents/carers to bring a swimming kit to school immediately, however we do have spare clothing if needed.

We understand that there may be some exceptional and unavoidable situations where children may have to come to school without a part of their school or PE uniform for example an item has been lost or damaged. When this is the case, we ask parents to contact us on the day to confirm the reason. On non-uniform days it is still a requirement to dress children in clothes that allow them to take part safely in all play activities.

8.5 Exclusions Policy

In cases of very bad behaviour children can be temporarily excluded for a certain number of days or permanently excluded from school. These measures are very serious and we hope to avoid them by home and school working together.

The procedure governing exclusion is contained in The Department for Education Guidance 2012 (Exclusion from maintained schools, Academies and pupil referral units in England). This policy must be read in conjunction with that document.

- Exclusion means that a pupil does not attend classes for a certain period of time, or even permanently.
- Exclusion is a last resort rather than a form of punishment.
- Examples of when exclusion is used include:
 - Fighting and violence against pupils and adults
 - Verbal abuse and swearing
 - Threatened violence and aggressive behaviour towards pupils and adults
 - Bullying
 - Vandalism and theft
 - Persistent disruptive behaviour including violation of school rules and disobedience

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she informs the parents immediately giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The procedure for fixed term exclusion:

1. The Head teacher investigates the incident.
2. A phone call is made to parents asking them to come to the school.
3. A letter is prepared informing parents of the reasons for exclusion and the length of time for exclusion. Their right to appeal is outlined. The class teacher arranges work to be completed at home during the period of exclusion.
4. Governors and LA are informed of the exclusion.

The procedure for permanent exclusion:

Refer to the current Department of Education guidance on their website or publications.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. The SENCO will endeavour to contact previous settings to collect information of pupils transferring to our school.

10. Training

Our staff are provided with training on managing behaviour when needed. Behaviour management will also form part of continuing professional development.

11. Monitoring and reporting arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every 12 months. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing body every 12 months.

- The class teacher monitors minor classroom incidents.
- Any incidents of orange or red are recorded on CPOMS by the class teacher
- Midday Assistants give details of any incidents to the class teacher or head teacher where appropriate.
- A major incident, which occurs in the class/ playground, will be recorded by the headteacher in the school behaviour file.
- Parents will be informed verbally of significant incidents or any incidents recorded as red
- All incidents of bullying will be recorded within the behaviour file.
- Any racist incidents will be recorded and stored on file in the school office.
- Termly learning walks will be recorded and shared with staff

12. Opportunities for Spiritual, Moral, Social and Cultural Development

As a Church of England School our behaviour policy is based on Christian values. *'Everything should be done in love.'* *Corinthians 16:14*. This school starts with the belief that all people are good, because they are made in the image and likeness of God. Help and encouragement are given to pupils to strive to make right choices and reflect on the effects of behaviour on others. It encourages self-discipline. It is applied in a spirit of reconciliation and forgiveness, and the opportunity to start again.

Through positive behaviour management we will provide opportunities for pupils' spiritual and moral development in the following ways:

- Modelling and encouraging respect for one another, our school environment and resources.
- Treating others, as we would expect to be treated ourselves.
- Taking responsibility for the choices they make.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

	Date	Reviewed by	Notes
Policy received	March 2015	S. Jones	Following review of the previous policy S. Jones consulted the children and staff on how to change sanctions to minimize low level disruption in class and around school. The suggested changes were made.
	March 2017	S. Jones	
Policy received	April 2019	H. Griffiths	Following review of the previous policy H. Griffiths consulted the children and staff on how to change sanctions to promote positive behaviour and minimize low level disruption in class and around school. The suggested changes were made and the policy was rewritten.
Policy updated	October 2020	H. Griffiths	Policy updated. Appendum added due to COVID19.
Policy updated	October 2021	H. Griffiths	Policy updated.
Policy updated	September 2022	H. Griffiths	Policy updated.
Policy updated	September 2023	H. Griffiths	Policy updated. Uniform and Appearance added
Policy updated	September 2024	H. Griffiths	Policy updated. Addition of CPOMS for recording Removal of: - points being shared

			during Shine Your Light - - Platinum Time -Top Table
Policy updated	January 2025	D. Hughes	Policy updated: Removal of old quote, addition of school vision statement. Explicit reference to learning behaviours added Reference to responsibility of class teachers to teach and encourage appropriate learning behaviours Reference to zones of regulation to help children regulate their emotions Addition of children being positive role models to younger children Amendment to clear steps in sanctions if children do not follow school values or class rules with reference to restorative approaches. Reference to responsibility of the class teacher to record any incidents of orange or red on CPOMS. Removal of weekly golden time. Removal of class spreadsheet and move to recording on CPOMS. Addition of class half term reward and identification of focus behaviours needed to earn points. Addition of reasonable adjustments and adaptations will be outlined in learning plans or behaviour plans added. Addition of the use of pupil voice for collaborative approach Removal of staff speaking in a quiet voice and not shouting. (But reminding calm and kind).

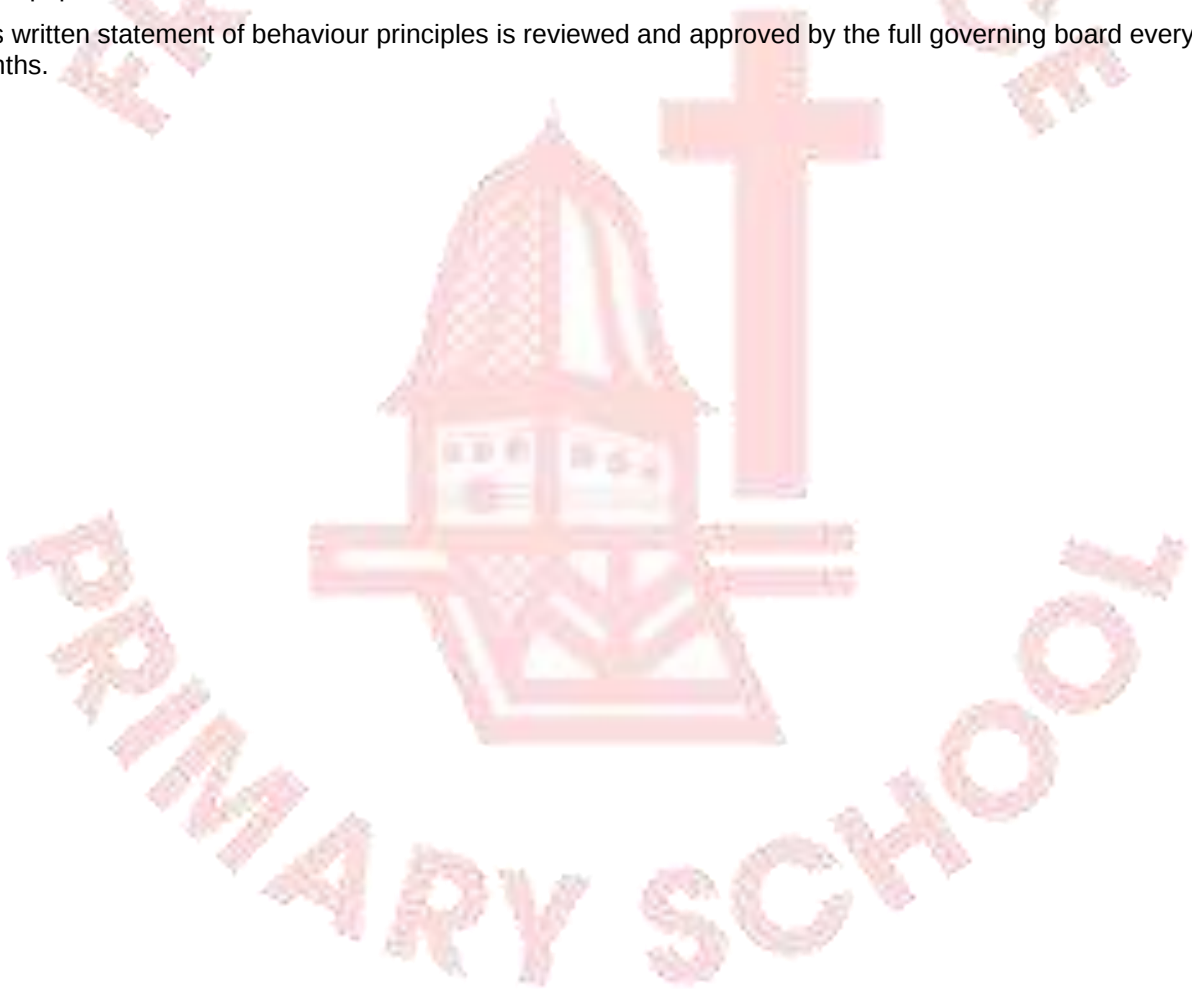
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Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the full governing board every 12 months.



Appendix 2: Levels of behaviour

The levels of behaviour range from level 1 to level 4.

- Level 1 is low-level interruptions.
- Level 2 and 3 indicate more serious behaviours.

Level 4 have other Health and Safety implications and would warrant a separate plan or policy.

Level	Behaviour	Possible Consequence	Response
1	Irritating or rude noises Wandering round the classroom Lounging on desks or the floor Calling or shouting out Dropping litter Not displaying appropriate learning behaviours	1. A quiet word or reminder from an adult. 2. Verbal warning If behaviour continues, move onto reflection time as outlined in our sanctions section of the policy.	
2: orange	Unhelpful or uncooperative behaviour Throwing objects Swearing in conversation Making fun of another child's learning Being unkind about a child's family Pushing Telling lies Teasing or taunting Misuse of the toilets Walking away from an adult when being spoken to Doing no work	Timeout in the classroom. Timeout to another class, some missed playtime for reflection Suspension from after school clubs and sports team for a session Children will be asked to catch up any missed work during playtimes and lunchtimes.	CPOMs
red	Stealing Damaging property/ Writing graffiti Swearing or spitting at another person when angry or upset or to cause upset Physical violence e.g. fighting, kicking etc (is it level 4?) Name calling relating to race, gender or appearance Misuse of classroom equipment Stone throwing or dangerous play Racism Refusal to follow instructions Bullying Leaving the classroom without permission Answering back/arguing with an adult	Sent to Headteacher Phone call home Timeout to another class and some missed playtime for reflection and suspension from after school clubs and sports team for a week. Racist, disablist, HBT incident form completed Bullying Form to be completed. Raised with SLT if there is a possibility that a Parent Attended In School Exclusion or Fixed Term Exclusion may be an appropriate sanction. Repetition may result in a Parent Attended In School Exclusion or Fixed Term Exclusion.	CPOMs Parent Meeting Review need for IBP for children at risk of exclusion.

	Refusing to follow a timeout		
level 4	Inappropriate touching e.g. a pat on the bottom or pulling down trousers Extreme physical violence Behaviour that puts other children or adults at risk or in danger Prolonged bullying or threatening/violent behaviour	Fixed Term Exclusion / Parent Attended In School Exclusion Repetition may result in a permanent exclusion. Serious Incident form must be completed in detail and passed to SLT immediately.	Review by inclusion team. Referral to outside agencies. Parent attended in school exclusions.

Level 4

Adults should remove children and themselves from immediate danger. Support should be called for and the child with the behaviour issue should be observed from a safe distance. It may be necessary to call for support from another class. By standing in doorways or choosing a good vantage point this should be possible. A serious incident form will be written. Children displaying these behaviour patterns will be given additional support plans and staff and parents would need to consult the policy for children at risk of exclusion. Parents and carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially. Investigations into Health and Safety requirements may be appropriate at this stage.

This policy recognises that as adults in a learning community we have a responsibility to ensure that our provision promotes inclusion, values diversity and scaffolds all learning and experiences to meet the needs of the children. Inappropriate behaviour is a signal that at some level we are not meeting the needs of that child.

Appendix 3: Code of conduct

Children must:

- Not talk when the teacher is talking/teaching
- Sit properly on their chair – all four legs on the floor
- Ask permission to leave their seat
- Wear correct uniform
- Not draw/doodle on their hands, body, shoes or books
- Not read or draw when an adult is talking
- Respond and show good manners when spoken to by an adult
- Not answer back or challenge what an adult has said
- Be silent and still after the second whistle
- Make low level noises (humming, whistling) which distract others
- Look after school equipment and leave pencil cases at home
- Tidy their classrooms before break time, lunch time and at the end of the day
- Take water bottles out at lunchtime and not come into the classroom
- Use kind words and behaviour towards others
- Keep water bottles in an agreed place in the classroom
- Not have fidgets – individual allowances will be made for subtle fidgets

Adults must:

- Be role models
- Follow the behaviour policy
- Be consistent – language, follow up, positive reinforcement, consequences, rules, expectations, respect, reinforced routines, environment
- Meet, greet and smile everyday
- Address all occasions where a rule has been broken to show no tolerance
- Remind children of expectations
- Recognise, celebrate and praise good role models
- Identify which character strength a child has displayed before giving a bronze, silver or gold
- Give opportunity for children to reflect on their behaviour, using restorative approaches
- Provide self regulation/check-in activity at the start of the day and after lunch daily
- Reinforce the 4S rule around school
- Accompany children to and from the playground on all occasions
- Use key phrases/script
- Always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

*** Image of behaviour sanction poster ***

