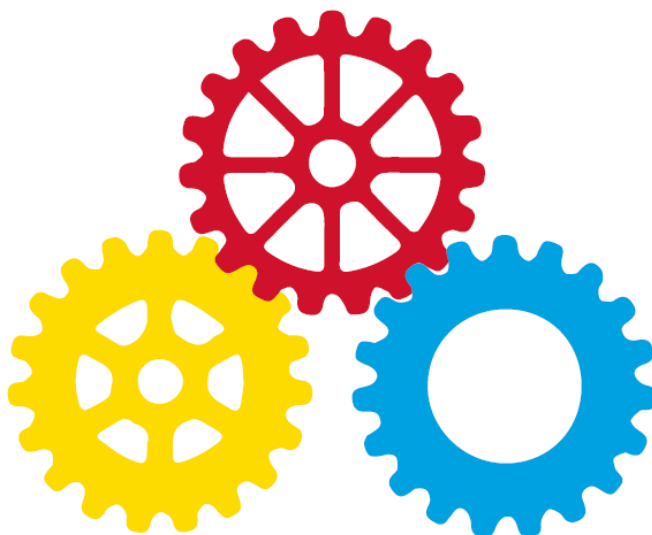


Positive Relationships and Behaviour Policy



North Scarle Primary School

‘Choosing to be Successful’

Approved by:	Full Governing Body	Date: May 26
Last reviewed:	Review and updated May 2026 (Staff)	
Next review due by:	May 2026	

Our School Vision

As an **inclusive** primary school, we work towards unlocking the potential of ALL our children, regardless of their starting points and perceived limits, so they can be happy and become the most **successful** version of themselves.

We aim to achieve this by providing a safe, nurturing and **inspiring** learning environment that supports our children both physically and emotionally.

Our successes are built on shared values and high expectations, provided by an aspirational and **enriched** curriculum and a supportive community.

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.” (Herman Cain)

Our School Values

Happiness

Learn

Succeed

Statement of Intent

This Positive Relationships and Behaviour Policy is designed to support the way in which all members of our school community can work together to create an environment where everyone feels happy, safe and secure. North Scarle Primary School is a place of safety where clear boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief; where everyone makes the choice to be successful in every facet of their life.

Key premises of our approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication of an emotional need (whether conscious or unconscious), and we must respond accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Pupils with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."

- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. (See our Stages model).
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for a child's SEMH needs.

Through our vision, 'Choosing to be Successful', our values 'Happiness, Learn, Succeed' and using the 'Secrets to Success' as tools to enable us to be the very best versions of ourselves, we expect our children to be great ambassadors for our school whether they are within our four walls or not.

Legislation and Guidance

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

[Behaviour in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Restrictive interventions, including the use of reasonable force, in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

In accordance with the Protected Characteristics in the Equality Act 2010, at North Scarle Primary School we do not discriminate against the behaviour of anyone, be they staff or pupil, on the grounds of their: -

- Age, Disability, Gender Reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex or Sexual orientation.

Roles and Responsibilities

Class Teacher/Support Staff

The class teacher and support staff will:

- Ensure that the school rules are always applied fairly and consistently
- Ensure that classes behave in a responsible manner both in the classroom and when moving around the school
- Hold high expectations of children's behaviour
- Treat each child fairly, with respect and understanding
- Always recognise positive behaviours
- Apply rewards and sanctions fairly and consistently. Record issues promptly on pink/slips CPOMs and record accordingly
- Follow procedures outlined in this policy and liaise with the SENCo where support is needed in managing behaviour of individuals
- Consult with parents/carers where there are any behavioural concerns. (Repeated Stage 1s where there is evidence of no change in behavioural attitude, but the behaviour has not escalated. Stage 2, where behaviour has escalated and required a pink slip. Stage 3 HT will meet with parents also.)

Headteacher

The headteacher will:

- Implement and monitor the effectiveness of this policy throughout the school and, where appropriate, report to governors (formal review and analysis of incidents on both pink slips and CPOMs half termly, with reports written per large term. Stage 3 incidents that involve significant harm/threat will be reported on the day to the Chair of Governors).
- Support the staff in the implementation of procedures outlined in this policy and guidance.
- Keep records of any significant behaviour incidents using CPOMs
- Liaise with external agencies as necessary in order to support individuals with specific needs
- Follow guidance from the DfE and LA if a fixed term or permanent exclusion is deemed necessary.

Governors

The Governing Body will:

- Be responsible for reviewing and approving the written statement of behaviour principles
- Review this behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness, holding the headteacher to account for its implementation (every governor on every visit into school will make an observation and recording of behaviours seen)

Parents/Carers

Parents will:

- Support their children in adhering to the pupil code of conduct
- Inform the school of any change in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Respect staff decisions regard the school's rewards and sanctions, specifically the 'Stages of support for negative behaviour'
- Support the staff with concerns they raise and cooperate with the school in addressing any behaviour issues
- Engage constructively with staff regarding behaviour issues and support agreed strategies for improvement
- Promote positive behaviours at home and at school
- Contact the school if they have any concerns

Children

The children will show they are ready, respectful and safe by:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quickly (without running) and quietly around the school
- Treating the school buildings and property with respect
- Wearing the correct uniform
- Taking responsibility for their actions and consider the effects of their actions on others
- Uphold the school values of Happiness, Learn and Succeed
- Follow our schools Golden Rules at all times.

School rules/expectations

Golden Rules

Discussed, shared and written with the children are our expectations of the children's behaviour and expressed in the 'Golden Rules' which we follow:

- We will respect each other and our property
- We will be friendly, kind and helpful
- We will try our best and work hard
- We will be honest and truthful
- We will take pride in ourselves and each other

The Golden Rules are clearly displayed throughout the school and in classes. Through these rules we aim to enforce the following rights for children and staff.

We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good work and positive behaviour

We believe that all staff who work in our school have the right:

- To expect to teach/guide in an environment without disruption
- To take firm action to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of good behaviour and high levels of effort in class or any other place around the school
- To be supported when needed by parents/carers, colleagues and senior staff
- To be respected by all children

Actions and Decisions to be made by the class teacher and the children:

Classroom Expectations: The adults and children in each class should decide on a list of classroom expectations together. These should be written as a 'Class Charter' during the start of the Autumn Term, signed by all class members, displayed in class and referred to throughout the year.

Promoting Positive Behaviour (praise, rewards, language, relationships)

Praise and Rewards

Our pupils and staff are considerate of each other and our surroundings and always strive to behave in a positive way. The rewards for such behaviour are intrinsic, and we recognise that feeling good about something you have done is a very significant reward. We also aim to *reinforce positive behaviour with descriptive praise* and recognition through rewards such as:

- Individual and Class points
- Individual and Whole class rewards
- Head teacher awards
- Walls of Success
- Success Assemblies (inc Pride Cup/Secrets to Success/Read to Succeed certificates)

Individual and Class Points:

Each pupil has a S.T.A.R. (Sensible, Thoughtful, Achieving, Respectful) booklet. Pupils can achieve STAR points by displaying STAR behaviour in lessons, playtimes and around school in general. STAR points will be awarded:

- ❖ By the class teacher/session leader to a STAR pupil in every lesson (1 per lesson)
- ❖ By MSAs in each class during in time lunch (1 per classroom)
- ❖ By MSAs over the course of outside lunch time (1 per MSA + PE coach)
- ❖ By support staff/Headteacher/Governor or external visitor (LA advisor/visiting HT) to pupils displaying STAR behaviour generally around school
- ❖ By session leaders when sessions take place out of school (on trips etc)

STAR behaviours include: pupils who are Sensible, Thoughtful, Achieving, Respectful. They may also show exceptional manners, acts of kindness and behaviour that goes above and beyond, showing they are meeting our vision, values and secrets to success!

When a pupil is awarded a point, they will give their booklet to the adult to be stamped (adults may pass this info to the class teacher for them to follow up and stamp the pupil's booklet).

Individual Rewards

Pupils will get the opportunity to exchange their points for prizes each time **a new goal** is reached. However, pupils can also save their STAR points and continue up to the next goal if they wish to hold out for something a little bigger/better in their eyes. (This will also support the children to think about the concept of saving and delayed gratification in a world where everything is often available very much in the moment.)

Whole Class Rewards

Each class has devised their own system for collecting class points, including putting stars/counters in a jar, recognising the combined effort and excellent behaviour and attitude of the whole class.

Each time a class fills their jar (or reaches their target point), they will receive a whole class reward.

Rewards must be:

- Discussed and agreed with the children at the start of the year
- Include up to 5 rewards
- Rewards may be updated as the year progresses

Ideas for rewards include: additional play, park trip, pj day etc

Headteacher Award:

Children showing exemplary behaviour/effort/work will be sent to see the Headteacher and will receive a Headteacher Award Sticker.

Wall of Success:

- There are 'Success Walls' in every classroom which is a display of learning from children who have been in the celebration assembly (framed and changed weekly) and a mix of other learning from the curriculum.

- Class teachers will remind children that examples of exemplary learning due to their attitude, efforts, concentration, pride etc can and will be added to the walls at any time and for all to see.
- Class teachers will choose children to share their learning either directly with the headteacher or during a 'Success Assembly'.
- Walls of Success displays will be updated regularly by staff.

Success Assemblies:

- Staff will select 3 pupils from each class to present learning from across the previous week which reflects the work of a North Scarle Learner/S.T.A.R
- Class teachers will each choose one of those pupils to be their class Pride Cup winner.
- Class teachers are responsible for completing the PRIDE CUP winners form in the staffroom by Monday lunchtime.
- The Class teacher is responsible for contacting parents by the end of the day on a Monday to let them know who has been awarded the Pride Cup and to invite them to the following Monday's assembly.
- Class teachers will ensure learning is ready for presentation in the assembly
- The Headteacher will regularly include on the school newsletter a 'Celebration of Success' segment naming children who have received the Pride Cup and for other recognitions of success including activities out of school.
- Secrets of Success certificates (attitudes to learning) will also be presented during our Values assembly on a Friday. Staff may choose who and what for, number not limited.
- Read to Succeed certificates will also be awarded during the Values assembly.

"Every child deserves a champion. An adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be." Rita Pierson

Connection before correction – Positive relationships

We want to support children to make good behaviour choices and it is vital that good relationships underpin this. We aim to follow the 7 steps outlined below:

1. Am I regulated?

Before entering into a discussion with a child about their behaviour it is essential that we ask ourselves if we are regulated before we proceed. Has the child's behaviour triggered something in us? Are we in danger of making the situation worse? If you feel that you are not the right person to deal with the situation please ask for help.

2. Is the child regulated?

We use the language of upstairs brain and downstairs brain with the children. In order to have a meaningful interaction about a behaviour incident a child needs to be able to access their upstairs brain where they can think logically. If a child is in distress or fight or flight mode this is not the right time to begin a conversation about the incident.

3. Regulate -

We need to support the child to get to a place where they are regulated and able to reflect on the incident. BOSS have produced a regulation toolkit that you should refer to for strategies to help regulate.

4. Curiosity and Understanding -

We should aim to 'get curious, not furious' and seek to understand why the child might be behaving in this way. What are they trying to communicate with their behaviour? We should avoid shaming the child during any discussion about the incident. Things you could say, once they are calm are; 'can we talk about what has just happened?' 'I'm really interested to know what has happened so that I can help you.'

5. Acceptance and Empathy –

Empathy drives connection and it is vital that children feel they are understood if they are in crisis. We can show the child that we empathise with their situation by saying that we understand how difficult this is for them. 'I know that this is hard for you and I'd like to help' is an example of the language that we could use.

6. The correction step -

Once all the steps have been followed it is important that the child receives a consequence to their behaviour. You should now be in a place where this can be discussed calmly with the child and they are able to reflect on what has happened. The school's behaviour policy should be followed at this point but it may be that a more individual consequence is put into place. For example, if a child has created a mess in an area they should be supported to tidy this up.

7. Repair the relationship

in order for a warm and respectful child/adult relationship to continue it is very important that it is made clear to the child that no damage has been made to the relationship. This will need to be explicitly told this in order to move on and reduce any anxiety around the situation.

Responding to behaviour (sanctions/consequences)

Using a Restorative Approach

Traditional		Restorative
What's happened?	→	What's happened?
Who's to blame?	→	Who's been harmed and in what way?
How should we punish them?	→	What needs to happen in order to put things right and ensure this never happens again?

At North Scarle we have adopted the principles of a restorative approach to address issues relating to behaviour. The restorative approach is to challenge, with support, those that behave inappropriately, to find a solution that is meaningful and meets the needs of those that have been harmed.

The approach is based on using five questions to address incidents of conflict or inappropriate behaviour. They are:

- What's happened?
- What were you thinking when it happened?
- How are you feeling now?
- Who has been upset by this?
- What needs to be done to make things right?

We also will ask the children - How could we make sure that this doesn't happen again?

The focus is on the harm done to others, responsibility and problem solving, any unmet need behind the behaviour and rebuilding and strengthening relationships within school including those between children, those between members of staff and children, those between members of staff and parents and those between parents. It does not focus on rule-breaking, blame, guilt or adversarial processes.

Sanctions will still be applied, where appropriate, as a consequence of unacceptable behaviour but will be in conjunction with a process that encourages those involved to consider the five key questions above.

Sanctions and consequences

Staff should be fair and consistent in their reactions to children who may exhibit aspects of undesirable behaviour. The imposition of a sanction should not be based on the tolerance level of an adult being exceeded but because the child has broken a golden rule. Responses to undesirable behaviour should be as economic as possible and at North Scarle we do not raise our voices at children. Sanctions should be applied in an appropriate and consistent manner. As much as possible, pupils must not be denied access to specific areas of the curriculum.

Stages system:

A 'staged' behaviour system is clearly displayed in all classrooms and is referred to by all members of staff when discussing children's behaviour and the expectations that we have of them in school. It is vital that all children understand the levels of behaviour and can recognise sanctions that match the stage their behaviour has reached.

Stages in brief (for full details see Appendix 2)

	Sanction
Stage 1	A friendly reminder A verbal warning
Stage 2	Time in – pupil asked to move away from activity and take time within class to reflect. Teacher will provide time as soon as possible to reflect with ensure regulated, restored positivity. Pink slip (potential for CPOMs)
Stage 3	Sent to Headteacher. Parental involvement. CPOMs Potential loss of rewards and enrichment opportunities reviewed.

At North Scarle all staff should be fair and consistent in their reactions to children who may be breaching one of our Golden Rules, therefore we use a staged system so all pupils, staff and parents are aware of the steps which will be taken.

Steps for the progression of sanctions:

- **Stage 1 - Friendly reminder** – Just that! A friendly reminder to stop a child doing something they should not be doing.
- **Stage 1 - Verbal Warning** - Child still not making the right choice after friendly reminder **or** child receives a verbal warning for blatant misbehaviour eg: throwing a pencil across the room/making a silly noise to make others laugh.
- **Stage 2** – Child still not making the right choice. Child will move to the class 'Time in' zone. When possible, the class teacher will move to reflect with them on their behaviours. This is recorded on a 'pink slip' and kept in the classroom. Pink slips will be reviewed weekly by HT and reported to Gobs each ½ term.
- **Stage 3** - Child still choosing to make the wrong choices. They will take their work and complete with HT for the remainder of the session. This behaviour is recorded on CPOMs and the child's parents will be contacted for a discussion about behaviour. In the case of a serious behaviour incident, a child can be sent straight to 'Stage 3'.

In most circumstances, pupils are given a clean slate at the beginning of each lesson so that they have a fresh start and make better choices. However, if a pupil is not ready to go back into the classroom for the next lesson, as they continue to display challenging behaviour choices, then it is up to the discretion of the CT/HT to decide when the best time is for the pupil to return to class and the pupil will continue to work outside the classroom environment. This will also be recorded on CPOMs.

On return to the class a verbal agreement will also be made, where the child is given a further chance to improve. The teacher or other staff members should remind the child of their agreement and offer ways to support them in managing it.

Positive praise is given for children who are able to, or trying to, make better choices and repair the harm that has been done.

Serious behaviour incidents:

Our school does not tolerate incidents of bullying or discriminatory behaviour, including homophobic or racist incidents 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 our school free from fear. Details of procedures can be found in our Anti Bullying Policy / Procedures.

Serious forms of misbehaviour, as highlighted above and including physical harm and/or aggression can result in a child being sent directly to the Head Teacher. Here, the Head Teacher will deal with the situation appropriately, depending on the circumstances. Parents / carers will be called into the school for a discussion. The aim of the school at this stage will be to solve the situation in a restorative way. This could result in pupils being given an **Individual Behaviour Plan or a Pastoral Support Plan**. (see Support for Pupils).

In instances where the child/children or parent are not willing to accept support or do not keep to their Individual Behaviour Plan or PSP, the school may be forced to take further action.

If behaviour is extreme the school will use its powers to internally exclude, or may exclude children for a fixed period. If the behaviour persists the school may seek to use its power to issue a permanent exclusion.

Exclusion

In extreme 'Stage 3' circumstances a child may be excluded from school. The Head Teacher 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 Teacher may permanently exclude a child. Permanent exclusions will only be made after careful consideration and with the agreement of the Governing Body following the appropriated LA procedure. This extends to and will include breaches of the school's online safety policy. Please see school's suspension and permanent exclusion policy.

Support for pupils (inc SEND) (differentiated, IBPs, SENCo, pastoral support)

Individual Behaviour Plan

To support some children's behaviour, they will be provided support to improve their conduct through an 'Individual Behaviour Plan'. The plan is not meant to be seen as a punishment, but as a way of breaking down the school day into smaller units of time. The aim of this is to help monitor the pattern of behaviour, and to standardise all staff actions following an incident of the undesirable behaviour/s so that the pupil gets consistent responses. It will also support home school communication.

Pastoral Support Plan (PSP)

A PSP is used to support pupils who are at risk of suspension, permanent exclusion, or reduced attendance. It provides a time-limited, evidence-based intervention to address behaviours negatively impacting learning and inclusion, ensuring that support is tailored to the individual needs of the pupil, whether or not they have identified special educational needs or disabilities (SEND).

Outside Agency Support

Where it is felt that the school has done what it can within its stages, rewards and capacity to support children with behavioural difficulties but there are still concerns we may seek further support from outside agencies e.g. Educational Psychologists, Health Service, Social Services, BOSS, PRT. These services will provide us with further advice and ways to support the children. North Scarle School follows the EBSA and Behavioural Ladder of Intervention in Lincolnshire when identifying needs and support in school.

Use of restrictive interventions (including reasonable force and seclusion)

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

Please see our separate policy on 'Use of restrictive interventions (including reasonable force and seclusion)' for further information and guidance.

Recording and Monitoring Behaviour

Recording Pupil Behaviour

Pink Behaviour Incident report forms (Appendix 4) are available for ALL members of staff to complete and can be found in the staffroom and every classroom. Minor behavioural incidents are reported via this system so that behaviours can be communicated between members of staff and dealt with at a low-level. The headteacher would not usually get involved at this level but the forms have the indicator to say whether it has been shared with HT/parents or added to CPOMs. The HT checks these weekly to ensure behaviours have been dealt with and patterns are not occurring. All slips are reviewed and analysed ½ termly and reported to governors each large term.

CPOMs – when should behaviour incidents be logged?

HT review CPOMs regularly and create actions based on issues and trends, to ensure support at the right times and in the right places. The member of staff dealing with an incident should log the following incidents/issues on CPOMs if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school).
2. Racist incidents (these also need to be reported separately to the HT)
3. Swearing/verbal altercations
4. Stage 2 – at discretion of HT/CT
5. All Stage 3

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Linked policies

Child protection and safeguarding Policy

Anti bullying policy

Suspension and Permanent Exclusion Policy

Online Safety policy.

Sexual Violence and Harassment Policy

Use of restrictive interventions (including reasonable force and seclusion)

Electronic Devices

Pupils are permitted to bring mobile phones to school, however, inline with our safeguarding policy and mobile devices policy, pupils must not keep these devices on their person during the school day. The school rules for all pupils are:

- school must be informed that a pupil is bringing a mobile device into school

- the child/parent must take the device to the school office where it will be locked away safely until the end of the school day
- the pupil will collect the device once they have been released by the class teacher and passed through the entrance/exit gate (green side gate)
- pupils will not take devices such as personal mobile phones; cameras or ipads etc into school.

In an instance where a pupil's personal electronic device is reported in school, the headteacher has the authority to inform the pupil that they must hand the device over or that their locker/bag/tray will be searched and parents informed. If a device is retrieved, then this will be locked away until the end of the day. Parents will always be informed if a search has taken place and regardless of whether the device has been found or not.

If staff are concerned that the electronic device has been used inappropriately, which may include:

- Accessing the school's internet
- Searching the internet for inappropriate content
- Showing/sharing or sending messages that will impact negatively on another pupil or the school
- Contains images of pupils in school (whether permission was given or not)
-

The headteacher has permission to search the device, however, in this instance, the headteacher would wait until a parent has been contacted and informed of the need to search the device and actions that may be taken.

Monitoring and review

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusions and suspensions

Use of pupil support units, off-site directions and managed moves

Incidents involving restrictive intervention, including the use of reasonable force

Incidents of searching, screening and confiscation

Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the headteacher and shared with the governing body at least 3 times per year.

The data will be analysed from a variety of perspectives including:

At school level

By age group

At the level of individual members of staff

By time of day/week/term

By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

1Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per above). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing board/committee name] annually.

Statement of behaviour principles – at North Scarle Primary School:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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, sanctions and reasonable force 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 suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

‘Choosing to be Successful’

**We are great ambassadors for our school and follow our
GOLDEN RULES!**

- We will **RESPECT** each other and our property
- We will be **FRIENDLY, KIND** and **HELPFUL**
- We will try our **BEST** and **WORK HARD**
- We will be **HONEST** and **TRUTHFUL**
- We will take **PRIDE** in ourselves and in each other

	Stage 1 Class Teacher/Lunch Staff	Stage 2 Class Teacher/Lunch Staff Additional Adult involvement Informal parent communication	Stage 3 Headteacher and formal Parental Involvement
Stages of support for negative behaviour	Class teacher to manage within the classroom. Use of tone and body language, friendly reminder and if needed a follow up of a verbal warning. Class teacher will take the time and the opportunity to explain to the child why their behaviour is negative and how they can correct it.	Child will move to 'time in' zone in class or 'time away' if at lunch. Complete reflection. During this time the teacher will reflect with the child and support them in returning to their learning. (At the discretion of the teacher a child may miss some of their break (either morning break, lunch) for further reflection or to complete missed work. This is recorded on a 'pink slip' and kept in the classroom. Pink slips will be reviewed by the HT. Pink slips will be recorded on CPOMs when a parent is spoken to. An additional adult may be called upon to support Parents will be updated for actions below:	Child still choosing to make the wrong choices after returning from Stage 2 go to Stage 3. They will take their work and complete with the HT for the remainder of the session. This behaviour is recorded on CPOMs and the child's parents will be contacted. In a review with the HT/CT and parents, a discussion will also be held on the appropriateness of a child attending visits and/or partaking in whole class rewards. The HT will reserve the right to remove participation rights if it is deemed unsafe.
Examples of actions which may lead to this stage Staff should exercise 'flexible consistency' ensuring all pupils have the ability to succeed.	- Calling silly names - Unkind comments that upset others - Lack of participation - Taking other children's classroom equipment - Telling lies - Inappropriate use of equipment - Rocking on chairs - Disrupting lesson - Talking while the teacher is talking - Calling out - Being disrespectful toward adults	- Repeated Stage 1 behaviours - Escalation of poor behaviour - Hiding/unresponsive behaviour - Dangerous actions such as throwing objects (no harm to others) - Violent outbursts (no harm to others) - Leaving the classroom without permission - Refusal to participate - Swearing	- Continuous name calling (bullying) - Racial comments - Homophobic comments - Repeated stage 2 (3 or more reflections in a day) - Physical bodily harm - Absconding - Vandalism - Bringing dangerous items into school
Examples of behaviours bypassing a stage and leading straight to stage beyond		A child may go straight to Stage 2 because of: Deliberate unkindness Threatening others to cause upset Name calling or swearing Deliberately damaging property Deliberately hurting other's feelings Mindfully ignoring the instructions from a member of staff	In the case of a serious incident, a child can be sent straight to Stage 3. Here, the HT will deal with the situation appropriately, depending on the circumstances. Stage 3 behaviours may lead to internal exclusion and could lead to a fixed term or permanent external exclusion. Physical aggression to another resulting in visible harm (e.g. bruising, scratch marks, bite marks etc) Stealing Use of racist or homophobic abuse Threatening others to intimidate Major theft or vandalism Swearing or extreme rudeness to an adult Putting self or others in danger Lying to seriously implicate others Unacceptable use of the school's or personal electronic devices and failing to follow the school's acceptable use policy for online safety

Lunchtimes

Lunchtime Rules:

- We **wash our hands** before eating
- We **sit down quickly** and **talk quietly**
- We show **respect** to **all staff** at lunchtime
- We **sit sensibly** on our chair
- We remember to **say 'please' and 'thank you'**
- We use our knife, fork and spoon accurately
- We wait until we have an empty mouth before we speak
- We **put our hand up** if we have a problem
- We **remain seated** until we are given permission to **tidy up and clear our plate** when we have finished
- We **walk** when we are in school and in the corridors on the way to the playground

REWARDS:

- **STAR points inside and outside**
 - 1 STAR point per class inside
 - 1 STAR point per adult on duty during outside play

SANCTIONS:

For ANY pupil NOT following the routines or rules of lunchtime -

	Sanction
Stage 1	Friendly Reminder
	Verbal warning
Stage 2	Removal from activity 5 mins time out (from outdoor play session) Pink behaviour incident form completed and given to Class Teacher
Stage 3	Sent to HT Miss remainder of lunch break Parents informed/ CPOMS Additional consequences discussed and agreed

Printed on PINK paper

Behaviour Incident Report Form

Name of child: _____ **Year group:** _____

Date: _____ **Time:** _____

Main Behaviour Category (please circle): verbal physical cyber homophobic racist sexist sexual

Adult child was reported to/first responding to incident: _____

Reported to (please tick all that apply): Class teacher Head teacher Family

Recorded on CPOMs (agreed with CT. Must be if parent informed) Yes / No