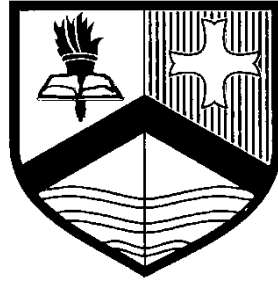


Scraptoft Valley Primary School



Behaviour Policy

Mission Statement

**Working together to give every child an excellent education in
a caring environment**

**Completed: September 2025
Ratified by Governing Body: 2nd October 2025
Review: September 2028**

Introduction

School Behaviour Policies should be understood and acted upon by all members of staff and pupils. They are needed for effective management of the classroom and the school as a whole. Behaviour management policies should not just be about containing pupils; they should be positive and enable the development of the child along with the desired improvement in behaviour.

This policy is designed to ensure that our school has effective measures to promote good behaviour and eliminate oppressive, and/or unacceptable behaviour.

Staff, children, parents and governors have all been involved during the writing of this policy. The school has a system of assertive discipline where children are rewarded for good behaviour and have consequences for behaving inappropriately.

The standards of behaviour will be consistently and fairly applied throughout the school.

For teaching staff the 'Duty of Care' is set out in the School Teachers' Pay and Conditions Document: "Teachers are required to maintain good order among the pupils and to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere". Linked to the 'Duty of Care' teachers also have a duty to act in Loco Parentis in the manner of caring and reasonable parents. This applies to all pupils in their charge at any time.

Statement of Intent

We will value all children and encourage them to show care, tolerance and respect for others. We will make clear our expectations for acceptable and unacceptable behaviour.

Mission Statement

Working together to give every child an excellent education in a caring environment.

Aims

- To create a school environment in which children have a right to learn and teachers have a right to teach free from disruptive behaviour.
- To promote a positive approach to life and work in this school through praise, encouragement and recognition of pupils who work well and show care and respect for others and their property. Objectives
- To ensure that every child develops academically, socially, physically, morally and spiritually to his/her full potential.
- To motivate all to have high standards of behaviour.
- To establish with all children, from Foundation Stage to Year 6, a code of behaviour which firmly establishes right from wrong. i.e. what is acceptable and unacceptable behaviour.
- To develop children's sense of responsibility.
- To develop skills for problem solving and conflict resolution.
- To develop children's self-esteem.

- To help children begin to learn empathy and tolerance.
- To ensure that the Governing Body and staff of the school have the right to establish and define the limits of acceptable and unacceptable behaviour.
- To ensure that parents are fully aware of our aims and objectives and are familiar with the guidelines for ensuring good behaviour and discipline.
- To seek the assistance of parents and where necessary have them work with the school on behaviour modification programmes with their children.

Parental Involvement

Parents have a vital role in the fostering of good behaviour. It is parents' responsibility to ensure good attendance, good time keeping, completion of homework and that children have any equipment they need for school e.g. PE kit. It is recognised that sometimes there are different expectations of the way children are expected to behave at home and at school. To support children and prevent any misunderstandings it is important that parents and school work in partnership.

All parents are informed of the system of assertive discipline in a variety of ways e.g. the school prospectus, the school web site, newsletters, initial visits to the school and meetings. Parents are informed about their children's behaviour at meetings, by letter, by phone, at parent/teacher consultations in the Autumn and Spring Terms, in SEN reviews, in School reports at the end of each year and by certificates.

Meetings with parents are recorded electronically (CPOMS)

Children's Involvement

Children's suggestions as to how to improve behaviour in the school are encouraged through individual conversations, through the school council and class discussion.

Anti-Bullying

Bullying is when a child/ren is/are systematically and intentionally victimised by others. This can be in a variety of forms including physical abuse, verbal abuse, teasing, making threats, name calling, psychological pressure and cyberbullying (bullying via a mobile phone or online e.g. email, social networks and instant messenger)

At Scraftoft Valley we take all reports of bullying seriously and do everything in our power to solve the problem, protect the victim/s and bring about an improvement in behaviour from the aggressor/s. Bullying is not acceptable and every effort is made to investigate the cause of any complaint and deal with it appropriately.

We encourage pupils to use the word **STOP** as a reminder about what bullying is and how to deal with it.

STOP - Several Times On Purpose

STOP - Start Telling Other People

We teach about friendship and anti-bullying both directly and indirectly in the curriculum and across the school. We also take part in annual Friendship weeks/days linked to National Anti-Bullying Week.

Our Procedure

Child report to adult (teacher, lunchtime supervisor, parent etc)

Class teacher is informed, investigates takes appropriate action and records

Resolved or if unresolved continue

Counselling – Victim(s) are given strategies to follow up if it should happen again
Aggressors receive appropriate consequences

Phase Leader is informed if problem is considered serious enough and investigation takes place, takes appropriate action and records

Resolved or if unresolved continue

Staff to make themselves aware of background to problem
Children are spoken to (parents may be informed) and, action is taken and recorded.
(Other staff are informed if necessary e.g. lunchtime supervisors)

Resolved or if unresolved continue

If it continues Headteacher / Deputy Headteacher are informed, parents are contacted and further actions are taken and recorded

Resolved or if unresolved continue

No improvement in behaviour will lead to a fixed term or permanent exclusion
**EXTREME CASES WILL BE IMMEDIATELY PASSED TO THE HEADTEACHER OR
DEPUTY HEADTEACHER**

Differentiation

Teachers will use a range of teaching and learning approaches and a variety of activities to engage and motivate pupils of all abilities. This process includes differentiation by:

Adjusting tasks

Providing different tasks

Use of a wide range of resources/materials which are selected to meet the pupils' needs

Support offered to pupils

The response to work and learning given by the teacher

Appropriate grouping of children

It is recognised that for a hard core of non-conformist pupils the school rules (see guidelines) may not work. Consideration must be given to putting these children on the Special Educational Needs (SEN) Register. These children may need the system for assertive discipline to be adapted e.g. A chart with a stamp every time the child follows an instruction. In such cases the class teacher will inform the Phase Leaders and other teachers in order to maintain consistency.

At this school we recognise that some children may be at particular risk of disaffection and exclusion and work with parents and outside agencies to support these children These children may include:

those with special educational needs

children in the care of local authorities

minority ethnic children

Travellers

young carers those from families under stress

children transferring from home to school

children transferring to secondary school

Special Educational Needs and Disability (SEND)

Every child at Scraptoft Valley Primary School regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfil their potential academically, socially, morally, culturally and physically.

Children may have Special Educational Needs in the way they behave and/or learn. These children are identified as early as possible and their needs addressed in accordance with the school's Special Needs Policy and with reference to the S.E.N.D. Code of Practice. It is recognised that low self-esteem and poor academic success can cause unacceptable behaviour. It is also acknowledged that unacceptable behaviour may result in low self-esteem and poor academic success.

When a child is on the SEND register for their behaviour the targets indicated on the Individual Education Plan (IEP) will reflect their need to improve their behaviour. Special home school behaviour records may be appropriate for these children. The BIP Learning Mentor will work with these children to support their behaviour in school in a range of ways.

Where appropriate help will be sought from outside organisations e.g. Children's Centre, Family support workers, our link officer from the Educational Welfare Service, Special Needs Teaching Service or Educational Psychologist.

Irregular attendance and truancy

Irregular attendance or truancy may be associated with disruptive behaviour and disaffection in school. Registers are monitored and referrals will be made to the Educational Welfare Officer (EWO) when there are concerns. Our Learning mentor works closely with the SENCO and SMT to ensure children are safe and supported.

Racial and sexual harassment

This school will not tolerate racial and sexual harassment. The school rules and strategies are designed to address these issues. All incidents of racial harassment will be taken seriously. Teachers will record incidents of racial harassment on children's behaviour records and report incidents to the Headteacher or Deputy Headteacher. The LA policy of reporting incidents is followed. Usually the parents of all children involved will be informed.

Suspensions / Exclusions

Where possible children at risk of permanent exclusion will have a Pastoral Support Plan/Programme. The details of this plan will normally be decided upon at a multi-agency meeting to which parents are invited. Unfortunately, in some cases exclusion may happen before the meeting can take place. Children will only be excluded following DfEE and LEA guidelines. A decision to suspend a child for a fixed period or permanently exclude will be taken only: in response to serious breaches of the school's discipline policy; and once a range of alternative strategies have been tried.

if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school After a period of suspension, it is important that children are helped to successfully re-integrate. Parents must attend a re-integration meeting at the school before their child will return to the classroom and normal school activities. The LEA will be expected to support any child returning to school after exclusion.

Zero Tolerance

At this school there will be zero tolerance for children who:

- • continually and/or consistently disrupt the education of others
- • put others at serious risk of injury e.g. throwing furniture
- • are involved in serious cases of racial and sexual harassment
- • are involved in serious acts of continual and/or consistent bullying
- • physically attack/assault adults in the school
- • seriously verbally threaten adults in the school
- • deliberately vandalise the school property

Restraint

This section forms the school policy on the use of force to control or restrain pupils. This school follows LEA and DfEE guidelines. The use of corporal punishment is not authorised. In the rare occasions where it is known or anticipated that a pupil's behaviour might require physical control or restraint, a specific plan will be drawn up for the pupil and communicated to all involved e.g. parents, staff and pupils.

- Reasonable force can be used in the following circumstances:
- where a criminal offence is being committed
- where pupils may injure themselves or others
- where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils when the action occurs on the school premises or during an authorised activity off the school premises

Teachers and other staff in the school may use reasonable force to restrain pupils. Where possible support staff are expected to call for a member of the teaching staff to deal with incidents where physical restraint is needed. Staff should be extremely cautious about using restraint and must be aware of the school's policy on discipline. Everyone has the right to defend themselves against attack provided that they do not use a disproportionate degree of force to do so.

Selected teachers and members of support staff receive Team Teach training from the Local Authority which focuses on building positive relationships with children. Holds and restraint are a last resort. If a child requires a hold, a personal handling plan will be created in conjunction with relevant agencies.

There are three broad categories where reasonable force may be used:

- in self defence, where risk of injury is imminent
- where there is a developing risk of injury or significant damage to property
- where good order and discipline are compromised (specific examples are given in the circular)

There is no legal definition of reasonable force, but three criteria are established for guidance:

- if the circumstances of the particular incident warrant it
- the degree of force must be in proportion to the circumstances the age, understanding and sex of the pupil
- Minimum force only should be used and never as a punishment.

Physical intervention can take a number of forms e.g.

- physical interposing between pupils
- standing in the way of a pupil
- holding, pushing or pulling
- leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back
- In extreme cases, more restrictive holds might be used.

Force that should NOT be used includes:

- holding round the neck or any other hold that might restrict breathing
- kicking, slapping or punching
- forcing limbs against joints (e.g. arms locks)
- tripping or holding by the hair or ear
- holding face down on the ground

All incidents when restraint has been used must be reported to the Headteacher or Deputy Headteacher and recorded as soon as possible. The following information should be detailed:

- names of pupils involved
- the time of the incident
- the place the incident occurred
- the names of staff or other authorised adults involved

Where the incident has been prolonged or where considerable force has been used the following details should also be recorded:

- names of all witnesses, pupils and adults
- signed witness statements
- the reason for force being used
- a description of the way in which the incident developed
- the pupil's response
- details of the incident including injuries and damage

The Headteacher or Deputy Headteacher will then:

- read the accounts of the incident
- interview all staff and pupils who witness the incident
- discuss the incident with the pupil or pupils who are directly involved. It is important that pupils are provided with the opportunity of giving their own version of events, particularly in cases of divergent opinion or fact, and they should be encouraged

and if necessary helped to prepare a written statement ensure that parents and/or guardians or other persons with parental responsibility (such as social workers) have been informed of all relevant facts

- Ensure that the LEA and the chair of the Governing Body have had the incident drawn to their attention
- Ensure that all concerned are aware of their rights of complaint

Each and every incident where restraint is used will have to be examined on its merits.

It is anticipated that complaints from parents will be rare but where parents believe inappropriate intervention has been used the school's complaints procedure should be followed. If the Headteacher concludes, after investigation, that a complaint has substance the appropriate action will be taken e.g. Child Protection/ Safeguarding procedures, disciplinary procedures.

Cases of pupils with special needs, or who provoke confrontation as a means of seeking attention, or who are testing the boundaries of the school's behaviour policies, may require referral to or consultation with specialist agencies. Such children should have their position on the special needs register checked.

Power to search pupils without consent

In addition to the general power to use reasonable force described in DFE guidance, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" (Section 550ZB(5) of the Education Act 1996):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Guidelines

From Foundation Stage to Year 6 children will be expected to follow 4 basic school rules:

- Follow instructions the first time.**
- Call people the name they wish to be called.**
- Keep hands, feet and objects to yourself.**
- Get permission before leaving the classroom.**

These rules are displayed in every classroom. (See Appendix 1)

All children who follow these school rules will be rewarded.

Good to be green

Good to be green Good to be green is the whole school behaviour system that creates consistent expectations across the school as well as ensuring everyone's reward/sanction system looks the same in every classroom.

The aim of Good to be Green is to promote high expectations for our children and for them to understand the consequence system if they do not follow the school rules and to see that there is recognition for good behaviour. Staff are expected to use their professional judgement for the children that they are working with.

For children on the SEN register or with additional needs, staff members are to use their judgement in conjunction with discussion with SENCo and/or phase leaders to ensure the system is effective for all children. Reasonable adjustments may be made for individual children if needed.

Each class will have:

- 1x class set which includes a class set of, green cards, stop and think cards, warning cards and consequence cards.
- 1 x praise pad
- 1x sticker box with a variety of 'good to be green' stickers
- 1 x raffle ticket book
- Class set of book marks or a class sticker collector chart

Good to be green raffle tickets:

- When a child displays exceptional behaviour, they will receive a raffle ticket which will go in the 'good to be green' tombola that is kept in a central location (the office)
- Each week, raffle tickets will be drawn from the box to take part in a special activity at the end of each half term. The box will be emptied each half term.

Prizes:

- Each phase leader will have a box of prizes in their room.
- When sticker charts/bookmarks are complete, children will receive a small prize

What does the behaviour system look like around the school?

Foundation stage:

- 1st warning - stop and think card (Children are given the opportunity to change their behaviour and return to their green card, teachers to use professional judgement on how long the child needs to be on stop and think)
- 2nd warning – warning card
- 3rd warning - time out in own classroom on spot
- 4th warning – consequence card (taken to another class, as rest of school) spend 15mins in the other class then return to their class accompanied by an adult

After lunchtime, all children will have a 'fresh start' and start back on green. If a child is persistently getting to 3 or 4 warnings in each session, to be logged on CPOMS to raise concerns.

After lunchtime, all children will have a 'fresh start' and start back on green. If a child is persistently getting to 3 or 4 warnings in each session, to be logged on CPOMS to raise concerns.

KS1

- Each class to set up display card holder, every child starts on a green card each day.

1st warning= stop and think card (Children are given the opportunity to change their behaviour and return to their green card, teachers to use professional judgement on how long the child needs to be on stop and think)

2nd warning= warning card (children cannot move back from this point, and will not receive their sticker for their bookmark/chart)

3rd warning= consequence card

- If a child reaches a 3rd warning, they will take the spare class consequence card to the phase leader with their work. This is so the phase leader can see straight away that they have been sent as a consequence. The child will stay with the phase leader for a period of time deemed necessary and will return to their class before the end of the lesson. There may be occasions where children require adult support to go to the phase leader's room.

- At the end of each day, the children can add a sticker to their book mark if they finish the day on green, when bookmark is full, the children will receive a reward

Year 3 and 4

- Each class to set up display card holder, every child starts on a green card each day.
- Each class to have a set of Rockstar in the making and you rock cards. Children can move up from green to show that their behaviour is above and beyond.
- The phase leader will agree on rewards for children who receive a Rockstar in the making and you rock card

1st warning= stop and think card (Children are given the opportunity to change their behaviour and return to their green card, teachers to use professional judgement on how long the child needs to be on stop and think)

2nd warning= warning card (children cannot move back from this point, and will not receive their sticker for their bookmark/chart)

3rd warning= consequence card

- If a child reaches a 3rd warning, they will take the spare class consequence card to the phase leader with their work. This is so the phase leader can see straight away that they have been sent as a consequence. The child will stay with the phase leader for a period of time deemed necessary and will return to their class before the end of the lesson. There may be occasions where children require adult support to go to the phase leader's room.

- At the end of each day, the children can add a sticker to their book mark if they finish the day on green, when bookmark is full, the children will receive a reward

Year 5 and 6

- Each class to set up display card holder, every child starts on a green card each day.
- Each class to have a set of silver, gold and VIP cards. Children can move up from green to show that their behaviour is above and beyond.

- Children who reach VIP will receive a lanyard with a VIP card attached to it to wear. They will have privileges (decided by phase leader and class teacher) for example, being able to sit on a cushion/having an extra G2BG sticker on their chart etc. The phase leader will agree the privileges set so that they are consistent across the phase.

1st warning= stop and think card (Children are given the opportunity to change their behaviour and return to their green card, teachers to use professional judgement on how long the child needs to be on stop and think)

2nd warning= warning card (children cannot move back from this point, and will not receive their sticker for their bookmark/chart)

3rd warning= consequence card

- If a child reaches a 3rd warning, they will take the spare class consequence card to the phase leader with their work. This is so the phase leader can see straight away that they have been sent as a consequence. The child will stay with the phase leader for a period of time deemed necessary and will return to their class before the end of the lesson. There may be occasions where children require adult support to go to the phase leader's room.
- At the end of each day, the children can add a sticker to their book mark if they finish the day on green, when bookmark is full, the children will receive a reward
- If a child's behaviour declines when they are on VIP, Gold or Silver, they will be moved straight back to a green card.

Restorative Conversations

When a child receives a consequence card, the teacher who gave the child a consequence card will have a restorative conversation with the child. This may take place when they return to the classroom, the next day or at a time where both parties feel ready to discuss what happened/an incident. The primary purpose of restorative practice (and restorative conversations) is to build, maintain, and repair relationships by creating environments of respect and accountability, empowering individuals to take responsibility for their actions, and fostering collaborative problem-solving to address conflict and harm.

Breakfast club

Breakfast club will use the behaviour system to ensure consistency of expectations. If a child receives a warning at breakfast club, they will start a fresh when they enter their classroom in the morning.

Breakfast club will have a raffle ticket book and a certificate book so that they are able to give the same rewards as in the classroom.

Teatime club

Teatime club will use the behaviour system to ensure consistency of expectations. Teatime club will have a raffle ticket book and a certificate book so that they are able to give the same rewards as in the classroom.

Appendices

Appendix 1 – School rules (displayed in every classroom)



Scraptoft Valley Primary School

School Rules



1) Follow instructions the first time



2) Call people the name they wish to be called



3) Keep hands, feet and objects to yourself



4) Get permission before leaving the classroom



Appendix 2 - Examples of Good to be Green



Scraptoft Valley Primary School – Home School Behaviour Record

Your child has been put on a daily report as of today for _____ week(s).

Your child is on report to support them to ...

Your child must remember to;

1. Bring this sheet to school each day and hand it to the teacher
2. Let you see the sheet after school each day

As a parent / carer, you can support both your child and the school by;

1. Reminding your child of our four school rules
2. Asking to see your child's sheet every day, reading it and signing it
3. Commenting if you wish
4. Where necessary, praise your child for a good day or expressing your concern if your child has not done well

We are disappointed that your child has chosen to behave in this way. It not only disrupts your child's learning but also the learning of others. We want to encourage your child to behave in a more acceptable manner. With your support and by working together, we are sure that we can succeed.

Please contact me if you wish to discuss this further.

Yours sincerely

Class Teacher

Date: _____

Name: _____ Week commencing: _____

Behaviour							Parent/Carer's comments and signature
Before Playtime	Playtime	After Playtime	Lunchtime	Afternoon	Afternoon		
Day 1 Date: _____							
Day 2 Date: _____							
Day 3 Date: _____							
Day 4 Date: _____							
Day 5 Date: _____							