



## SUMMARY BEHAVIOUR & DISCIPLINE POLICY – September 2025

The school has 5 main school rules. These are revisited regularly at school level, class level and with individuals. The rules are:

- **We walk around school**
- **We look and listen when someone is speaking to us**
- **We follow all adult instructions, doing as we are asked the first time we are asked**
- **We respect our own and each other's property**
- **We keep unkind hands, feet and tongues to ourselves.**

### Expectations

#### *In lessons:*

- Pupils to sit still, using appropriate body language
- Pupils to listen to adult instructions
- Teachers to support pupils during independent tasks and not sit at their desk
- To look and make eye contact when someone is speaking
- To not make inappropriate responses
- When moving rooms, to transition appropriately, supervised by adults.

#### *Around school:*

- To walk around school calmly
- Recommended that in FS and KS1 children walk with their hands behind their backs, modelled by adults
- Recommended that in KS2 children walk with their hands by their sides, modelled by adults
- Teachers do not lead class, but follow, allowing them to see the whole line
- To walk down the left hand side of the corridor
- To be silent moving around school, including walking into, during and walking out of assembly
- Walking up and down stairs, holding the handrail, in single file.
- In stairwells, teachers position themselves on the middle landing of the stair well in order to supervise those on a higher and lower level.

### ***On the playground:***

- Teachers to escort children to the external door
- Children to walk onto the playground
- To stop for whistles appropriately:
  - Stand still on first whistle
  - Move into lines on second whistle
- Litter to be put into the bin – if litter on playground children to be asked to put litter in the bin on the second whistle
- To not cause physical damage to another person
- To not damage any property
- To follow all adult instructions
- Adults to model appropriate behaviour, particularly when solving disputes and problems, including dealing calmly with challenging behaviour.

### ***Toilets:***

- Pupils to walk in sensibly
- Pupils to use toilets appropriately
- Pupils to go to the toilet at playtime and lunchtime – KS2 children are escorted along corridor at the beginning of these times and supervised while they visit toilets and wash hands, then escorted to external doors
- If children go to the toilet during lesson time, they lose that time from their next available break time, unless otherwise agreed by parental note/verbal agreement, e.g. due to medical issue

### **Implementation of policy:**

- Through circle time/PSHE
- Through interventions and 1:1 support
- Through the teaching of expectations and constant reinforcement
- Through a whole school approach – to be main focus in assemblies etc. during first week of implementation, then reinforced in first week of each new term.

### **Responsibilities:**

#### ***Pupils:***

- To follow rules, in order that all pupils have the opportunity to shine, and learning time is maximised
- Prefects/school council/house captains/buddies to act as role models and support the implementation of the policy
- School council to have an appropriate role as regards to implementation of the policy
- Playground buddy systems to be used appropriately
- To take responsibility for their own actions

- To be polite, considerate and caring

**Staff:**

- The Head Teacher to fully support the staff's authority to discipline.
- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere
- A consistent and whole school approach by **all staff**
- The use of positive reinforcement
- Good behaviour is modelled and children are rewarded for displaying good behaviour
- Clear and explicit expectations given
- **All staff** are responsible for **all children** in school

In line with the staff conduct policy:

- Adults should not use force as a form of punishment
- Should try and diffuse situations before they escalate
- Inform parents of any behaviour techniques used
- Be mindful of factors that may impact on a child's behaviour, e.g. bullying, abuse and take appropriate action.
- Report behaviour incidents on CPOMs

**Parents:**

- To be aware of school rules
- To co-operate with the school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school's authority to discipline children.

**Traffic Lights/Good to be Green:**

- A 'traffic light' system is used to give a consistent approach – Good to be Green
- All children begin the day on a 'green' light
- If a child chooses behaviour that is inappropriate an initial warning is given
- If behaviour continues, the child is moved to 'amber'
- If behaviour still continues, child is moved to 'red' and is sent from the classroom to a specified class – child sent out for 15 minutes – Foundation stage children to sit on a 'spot' for 5 minutes.
- The child will then go back to having a 'green' light.

- If behaviour occurs at a time when sending a child from class is inappropriate, e.g. at the end of a lesson, a playtime may be missed – it is the responsibility of the adult keeping a child in to supervise that child during this time.
- If two red lights in one day, the child should be sent to the phase lead/AHT and a playtime is missed.
- If more than three red lights in one week, the child should be sent to DHT/HT and a further 2 playtimes are missed. Parents should be notified.
- Consistently poor behaviour, or an extreme incident should go to HT.
- On **all** occasions, children sent out of class should be sent with work from their teacher.
- Children who do something particularly well, helpful, are consistently displaying school values, can be moved onto silver or gold.
- If a child moves to silver, a reward can be given by the teacher – extra stickers, house points. If a child moves to gold, a reward can be given by DHT or HT.
- The same system should be used at lunchtimes, with a child standing by the wall on a 'red'. This should be seen as a discrete time – warnings should not be carried over.
- Any lunchtime behaviour that needs to be reported to class teachers, DHT or HT, will be done so by, or delegated by the principal midday supervisor.
- Staff should support midday supervisors with regards to discipline, but ensure that children are not punished for the same incident twice.

#### Class exchanges:

- 6A – 4A
- 6B – 4B
- 5A – 3A
- 5B – 3B
- 2A – 1A
- 2B – 1B

#### **Rewards:**

When and as often as appropriate, positive behaviour will be rewarded with one or more of the following:

- Praise by adults (feedback specifying the behaviour that is being acknowledged)
- Peer group praise (clapping, name read out in assembly etc)
- House points
- Stickers
- Stickers on individual sticker chart
- Prize from Head Teacher for a full sticker chart
- Head Teacher or Deputy Head Teacher sticker
- Phone calls home to parents
- School values pupil of the week
- Pupil of the week postcard and button badge
- Pupil of the half term (certificate, badge and voucher)

- Pupil of the year – category specifically for Attitude and Behaviour (certificate, trophy and voucher)

### **Consequences:**

- All unacceptable behaviour will be addressed by the adult explaining what the child has done which is unacceptable.
- This will be explicit enough that the child is clear how to rectify their behaviour.
- It will not be a generalised comment which merely labels a child as naughty.
- Staff will avoid long drawn out and repetitive explanations
- Staff will avoid the use of phrases which limit a child's capacity to make amends e.g. "You always..."; "You never..."
- Explanations should be clear and specific enough that the child themselves can articulate what they have done wrong.
- The following is a list of sanctions which are used in school, but it should be noted that this is not a definitive list and other sanctions may be used for individual children or specific situations.
  - A verbal reprimand (feedback specifying the behaviour that is being addressed)
  - Change of 'traffic light' from green to amber
  - Change of 'traffic light' from amber to red and short a period of time spent "isolated" within a neighbouring class. The child is expected to explain to this class teacher what they have done which is unacceptable.
  - Expecting work to be completed at home, or at break or lunchtime
  - Missed break or break period of lunchtime (lunch itself will never be missed, but may be taken whilst supervised in a classroom or senior leader's office)
  - Referring the pupil to a senior member of staff
  - Letters or phone calls home to parents
  - Agreeing a behaviour contract
  - Suspension

### **Misbehaviour** is defined as:

Failure to follow school rules

Failure to follow adult instructions

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork

Displaying an inappropriate attitude (e.g. non-compliance, defiance, confrontation, insolence or deliberate discourtesy)

Misuse of or deliberate damage of a minor nature (e.g. defacing books or work) to school property

Swearing/use of language which is considered to be inappropriate/foul

### **Serious misbehaviour** is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment i.e. unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour (e.g. interfering with clothes)
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism (wilful damage to property)

Theft

Aggression towards other pupils or adults

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The key to outstanding behaviour is high expectations from all adults in school and consistency of approach.