

# Reepham Church of England School Behaviour Policy



We at Reepham Church of England Primary School are expected to be thoughtful and considerate towards others. We will respect everybody in our school, the school building and everything in it. As a Church of England school, we see all children as a 'gift from God', we value all of God's children equally and protect them all from any type of bullying or harassment.

Our school vision is 'Be Known. Be Loved. Belong.' Our behaviour policy and practice is based on this school vision where every adult and every child should feel known, loved and that they belong to our Reepham Family.

The foundations of our school behaviour policy and our school rules apply to all pupils and adults within our school:

## **Be Kind**

## **Be Safe**

## **Be Your Best**

When managing behaviour in the school we will refer to these 3 easy to understand statements and use a restorative approach, for example *"Were you being kind? What would have been the kind thing to do? How did it make you/others feel?"*

Examples of what this could mean:

Be Kind=

We play nicely

We help others

We encourage our friends

We look after property

We are honest

We treat everyone fairly

We do not lie

We do not hurt others

Be Safe=

We follow rules

We take responsibility

We don't endanger ourselves or others

Be Your Best=

We work hard

We listen

We will be role models

Restorative conversations should involve an approach where a pupil whose behaviour has fallen below an acceptable standard takes part in a conversation with a teacher or other appropriate adult in the school. The aim of the conversation is to ensure that the pupil recognises where their behaviour or conduct has fallen short of the expected standard.

This conversation should also involve understanding how such behaviour impacts adversely on others in the school community and the steps that the pupil must take in future to ensure their behaviour is acceptable. It should also involve identifying any barriers the child has in meeting standards of acceptable behaviour and how these barriers can be removed.

### **Behaviour Management at Reepham Church of England Primary School:**

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Pupils will be taught that there are reasonable consequences to their actions and these consequences can be both positive or negative.

All children should be regularly reminded about standards of behaviour expected, the school rules and the consequence of breaking them.

***The schools overarching Behaviour System is visual.*** All children start on Green and can move up (to ultimately reach Gold) or move down (to ultimately reach Red) based on their behaviour and learning behaviour.

Our Christian value of forgiveness leads us to reset this every day providing all pupils with a fresh start.

**Positive consequence:** praise and reward to celebrate good behaviour. Where a child gets on gold they will receive a reward, these are class specific and range from stickers to team points. Staff will make it explicit why they have reached gold so others understand the behaviour that led to the positive consequence.

Unsatisfactory behaviour is detailed in different stages below:

**Stage One** – moved to Orange: a warning is given- pupils are given the opportunity to correct behaviour

**Stage Two** – moved to Red: There is a negative consequence (a sanction)

The consequence will be linked to the level of offending behaviour and may include:

- > 'Time out of classroom' with another member of staff/ Headteacher;
- > Child to see Headteacher or designate for specific reprimand;
- > Discussion with parent;
- > Exclude from activities (not educational learning);
- > Miss part of playtime;
- > Restorative action eg clean up their mess, help set up for a lesson;
- > Insist on letter of apology, or a formal verbal apology from the pupil.

**Persistence of unacceptable behaviour:**

If any of the above behaviours persist despite sanctions, our behaviour strategy will expand over the next three stages.

**Stage Three** – 2x on red per week. The Headteacher is notified and discusses this behaviour with the child (and teacher). Missing a playtime may be used

**Stage Four** – Repeated Headteacher intervention. Parents/carers are called to ensure joint working. Exclusion from playtimes or non-educational activities may be used

**Stage Five** – Further moving to Red and/or further Headteacher intervention. Parent/carers are contacted to come in and create a behaviour plan

Please note: not all negative behaviour will result in parents being notified, this will often be at the discretion of the Headteacher. In the statements above, the “Headteacher” may be substituted for another senior or middle leader. Sometimes unsatisfactory behaviour may result in certain stages being skipped, this will be done at a Senior Leaders discretion.

Appendix 1 includes definitions of different terms used throughout this policy.

### **Bullying:**

Bullying is incidents of targeted behaviour, on purpose and over time. The school does not tolerate bullying of any kind, in person or by any digital means. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The school will put in restorative work with both the perpetrator and victim of any incidents to ensure they are swiftly resolved.

### **Monitoring of Bullying/ Extremely Poor Behaviour:**

Bullying or extremely poor behaviour will be recorded on the schools safeguarding system. The Headteacher will then take responsibility for communicating with the individuals involved and the parents/carers. The Designated Safeguarding Lead will check other safeguarding records to see if the children involved have any file open, they will complete the online form as to what action was taken. Homophobic incidents, Racist incidents, Gender/sexual harassment and cyber bullying will always be recorded on the school management system and be followed with an action.

### **Other monitoring:**

Weekly Safe & Well meetings as part of weekly staff meetings, staff will be asked about pupils behaviour and low level instances will be noted by SLT to watch for emerging patterns.

### **Multi-agency Assessment**

A multi-agency assessment will be considered for pupils with continuous disruptive behaviour when school-based interventions (like behaviour plans or SEN support) have failed to improve the situation. It is essential when behaviour suggests underlying unmet educational, mental health, or social needs.

This includes:

- **When behaviour poses a danger:** Immediately, if the behaviour threatens the safety of the pupil, staff, or others.

- **Persistent defiance/disruption:** When school-based strategies have been exhausted and behavior continues, indicating possible undiagnosed needs.
- **Prior to exclusion:** Before using permanent or long-term suspensions, to identify root causes and provide appropriate support.
- **Suspected safeguarding issues:** If the behaviour suggests the child is suffering, or likely to suffer, harm, necessitating a referral to local children's social care.
- **When Special Educational Needs (SEN) are suspected:** To assess for needs that require, or might lead to, an Education, Health and Care (EHC) plan.

These assessments often involve initiating an Early Help and/or a Pupil Support Plan (PSP) process, in partnership with parents to access external services.

### **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

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE's Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or if there is a threat of damage to property. The actions that we take are in line with government guidelines on the restraint of children.

N.B.1- It is the policy in this school to comfort children appropriately

N.B.2- Any new statutory government rules will be followed and will supersede our own policy.

### **Confiscation and prohibited items:**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

*Mobile phones:* The school has a specific policy on the use of mobiles phones. In summary pupils should not have mobile phones out whilst on the school site and should not use them to 'record' school staff, other pupils or activities.

#### **Fixed-term and Permanent Exclusions:**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Deputy Headteacher may be given this power only if the Headteacher has agreed it and is not available physically onsite. This can only be done in line with the Exclusion Policy.

#### **Transitions and Off-site Behaviour:**

The above policy also applies at times of transition, before, during and after the school day.

Sanctions will be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus/transport on the way to or from school.

If a pupil on the school register engages in unsatisfactory behaviour outside of school and beyond the school day, and this is reported to us we will usually discuss this behaviour with the child and may report it to their parents and any other necessary services.

If we witness or have unsatisfactory behaviour reported to us of a pupil who is not on our school register, we will usually pass this information to their school, if known.

#### **Poor Behaviour at Breakfast and After-school Club:**

The decision may be made for a child to be banned from the school's wrap-around-care provision; this decision will not be reached lightly but may be necessary for the following reasons:

- Reasonable Steps to make adaptations for them to attend after school club have not been effective or able to address their need
- Significant support is being used during the school day which cannot be replicated in the provision
- The behaviour is likely to compromise the health and safety of both staff and pupils that attend.
- There is significant risk of exclusion during the school day and we want to remove additional time beyond the statutory school, as we are considering a reduced timetable

Banning from after school club should not be seen as an exclusion and is managed through this policy, this strategy is used in line with a Stage Two consequence: removal from activities (not educational learning).

#### **Pupils with special educational needs and disabled pupils:**

The school must take account of any special educational needs when considering sanctions and rewards. We have a legal duty under the Disability Discrimination Act 2005 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the

disability, however this does not mean pupils with an additional need or disability are exempt from actions related to poor behaviour that is not improving.

### **Individual Roles:**

All staff and adults working/volunteering within the school will follow the policy as outlined above. Staff will receive regular training in behaviour management, both formally and informally and this will always be part of staff induction. See appendix 1 and 2 for staff specific guidelines on applying this policy.

#### *Specific role of the Headteacher*

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 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. Any incidents of Bullying, Racism or Homophobia are also recorded, this will be reported to the Governing Body through the Headteachers report.

The Headteacher has the responsibility for giving suspensions (fixed-term exclusions). For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child (see Exclusion Policy).

The Headteacher has the delegated responsibility for removing children from non-educational activities (eg extended provision or clubs). This does not count as an exclusion, see Exclusion Policy.

#### *The Role of 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 the school prospectus, we make this policy available on the school website and new parents are signposted to it, as we expect parents to read and support the school rules.

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.

If the school has to use reasonable sanctions to punish a child, 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 complaint may be submitted (see Complaints Policy) or an appeal process can be implemented.

Parents will understand that not all incidents of negative behaviour will be reported to them, however they may ask about any such incidents.

Parents will follow our Christian ethos and the value of forgiveness when they consider follow up actions.

Parents will not interfere in relations not related to a child in their care.

#### *The Role of the Governing Board*

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

**Amendments eg during a time of National Pandemic:**

Whilst the principles of this policy remain in place additional behaviour rules may be used such as social distancing, hand-washing and following one-way systems. New rules will always be communicated to the pupils and included in Risk Assessments. Where a pupil does not follow these rules the usual sanctions will be put in place.

**Review and consultation:**

Parents, pupils and staff will be consulted on the policy before it is ratified by the Governing Board. All parents are informed of the policy and it will always be available on the school website. Appendix 4 includes information on our most recent consultation.

**Appendix**

**Appendix 1: Definitions**

Definitions

Poor 'learning behaviour' is defined as a child disengaging or actively not paying attention to work, eg being distracted or "day-dreaming"

Unsatisfactory behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Persistence or serious unacceptable behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Making malicious allegations against students, staff or other people
- Smoking/ Vaping
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
  - o Knives or weapons
  - o Alcohol
  - o Illegal drugs
  - o Stolen items
  - o Vapes, Tobacco, cigarette papers
  - o Fireworks
  - o Pornographic images
  - o 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)

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 NSPCC: <a href="#">Helping Children Deal with Bullying &amp; Cyberbullying   NSPCC</a>

Malicious allegations are defined as:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding and allegations of abuse against staff policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Note:

- The terms parent/carers are used interchangeably in the above policy.
- Definitions and lists used throughout the policy may not be comprehensive.
- Acknowledgement is given to the fact there may be emerging actions, objects or activities that could be added to the above lists and definitions, in this instance the Headteachers view will be the final point of reference.

### **Appendix 1: Guidelines for staff**

#### **GUIDELINES FOR STAFF ON BEHAVIOUR MANAGEMENT**

- Be positive
- Use and promote our Christian Values, especially honesty and forgiveness
- Promote and reward good behaviour, consequences can and should be positive
- Set high standards all around the school and apply rules firmly and fairly
- Deal with incidents (do not ignore poor behaviour)
- Avoid confrontation –maybe cooling off time is needed
- LISTEN
- Establish the facts
- Act only when certain
- Use from the range of consequences
- Avoid physical contact unless a child is about to hurt himself or another child, then this should be minimal
- Avoid humiliating children
- Avoid shouting (However, it is acknowledged that a loud voice can be effective in gaining attention, stopping a behaviour pattern or conveying disappointment to a group. If a teacher believes a loud voice is required they may want to get a member of the Senior Leadership Team to ensure this technique is used appropriately).

- Avoid blanket punishments
- Do not threaten with things that cannot be done
- Report to the Headteacher/ senior staff concerns

### Communication

It is essential that all staff keep each other informed about incidents.

This is especially important at hand over times play/lunchtime

Staff have agreed to give their full support for each other in cases where children have to be sent to another classroom for 'time out'

### **Appendix 3: Step by Step Guidance**

Each class will have a coloured chart. In the middle is green, children can progress positively to sit be across all classes.

Every child will begin the day on the green.

If a child is to be moved onto orange or red they should usually get a warning first.

Children may move up or down if behaviour improves or declines.

If a child finishes on Gold there should be a positive consequence such as a sticker, team point or a reward postcard being sent home to the parents.

If a child moves down they should be asked to identify their behaviour:

**Are you being Kind?**

**Are you being Safe?**

**Are you being your Best?**

This may be the start of a restorative conversation to ensure they understand how there behaviour makes others and themselves feel.

If a child is on the red more than once in one week they should be reported to the Headteacher.

Examples of behaviour that may warrant straight to red:

- Hitting another child or adult
- Extreme disruptive behaviour
- Kicking/throwing furniture or items of stationery
- Shouting at adults or children

- Damaging property
- Abusive language
- Intimidating behaviour

These guidelines are not exhaustive and teachers are expected to use their common sense. Where a member of staff has concerns over any behaviour or discipline they see in another class they must address it with senior leadership and/or the Headteacher. At this point it will be monitored and addressed.

The Headteacher has the right to supersede this guidance either at events, during specific times or with a specific member of staff; in this instance clear alternative will be put in place.

#### **Appendix 4: Consultation**

Pupils consultation 2024:

Main finds were pupils of all ages believe the schools behaviour policy is fair.

They linked the visual behaviour display, pupils of all ages found it simple and easy to follow.

The behaviour systems made them want to behave, they believe negative consequences such as moving your name down were proportionate.

The behaviour system means all teachers, coaches and visitors can manage behaviour fairly.

They asked us to further consider:

- > Ensure there is a consistent positive consequences for getting on gold.
- > Ensure when they have to move their name down they are not embarrassed.
- > Consider if when moved to red they can get back to green, not only make it back to orange.

Ratified: January 2026

Review: January 2027