

POSITIVE BEHAVIOUR, REWARDS, SANCTIONS AND DISCIPLINE POLICY

NIGHTINGALE FEDERATION SCHOOL's (DNEAT ACADEMY TRUST)

“ LET YOUR LIGHT SHINE “

UPDATED February 2024 and September 2023

FOLLOWING UPDATES TO:

- [Behaviour in Schools Advice for Headteachers and School Staff 2024](#)
- [Suspension and Permanent Exclusion Guidance 2023](#)
- [Behaviour in Schools Advice for Staff July 2022](#)

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

Aims

Nightingale Federation School has a therapeutic approach to behaviour management based on the Norfolk 'Steps' model. Our aims are:

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectations in all aspects of work.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To allow pupils to 'Let their light shine.'
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour which reflect the shared values and ethos and make the code of conduct clear to all. Parents are made aware of and are to uphold the home-school agreement.
- Ensure pupils and families develop a sense of respect and tolerance towards each other, academy staff and the wider community.
- Ensure our school offers a safe, supportive and positive environment for every child within it and that children do not suffer from learning loss.
- Pupils develop a sense of self-discipline through understanding the consequences of their own actions.
- Pupils are actively supported in developing the appropriate social skills and strategies in order to be more able to deal with difficulties and conflict.
- Pupils display positive learning behaviours and are actively involved in school life
- Set out the framework for rewarding positive behaviour, achievement and progress.

- To consistently and fairly implement reward and sanctions systems. Positive approaches towards modelling, rewarding and openly recognising good behaviour are encouraged at all times.
- Set out the pathway and procedures / sanctions to be applied should behaviour fall short of acceptable standards and to ensure sanctions are applied fairly and consistently
- Above all, staff are collectively committed towards providing a safe, happy and positive environment for all of our pupils and are expected to demonstrate individual responsibility in encouraging positive behaviour and dealing with reasonable incidents that may occur in appropriately agreed ways.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.” (Discipline in Schools - Elton Report)

Legislation and Guidance

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

- [Behaviour in Schools February 2024](#)
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations](#)

[2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an antibullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Our purpose is:-

- to maintain very good levels of good behavior to secure excellent learning
- to provide a consistent approach in rewarding 'Over and Above' behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit or disrupt learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors, outside agencies and school/trust management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage and regulate their own behaviour. Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general behaviour.

Rules

School rules are clear and kept to a minimum and are included in our home/school agreement and link to our school vision and values. They have been developed to be meaningful to children. Designed to allow children to 'let their light shine' through courtesy, good manners and mutual respect. They are to protect/safeguard children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop. It is also expected that children continue to behave appropriately when they are wearing their school uniform out in the community and school sanctions may apply if children bring the reputation of the school into disrepute.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that they repay a reasonable proportion of the cost. Any action however, will be with understanding and in keeping with that of a responsible parent.

1. Our behaviour expectations are that children should be:

READY – As per our agreed Home-School Agreement. Children should arrive at school on time, having had a good breakfast, wearing the correct school uniform. They should ensure that they have the correct sports/forest schools kit, a school bag, water bottle and proper outerwear, have their books, such as reading record, reading book and spelling book and home-learning in school on the correct days. **Above all, they should display the correct attitude to learning and be ready to learn.**

RESPECTFUL – One of our main school values- children are expected to show respect for themselves and each other through listening to their class teacher and their peers and taking turns in conversation. They should treat others as they would expect to be treated themselves: using kind words and exercising good basic manners such as, saying please and thank you and holding doors open for each other. They should also show respect for their classroom and the wider school environment by taking responsibility for keeping it tidy and by looking after the equipment that is provided for them. Children are to show respect for the school teaching and support staff at all times.

SAFE – Children are expected to follow our rules and instructions in order to keep themselves and others safe. They should walk around our building quietly on the left hand side, with their hands safely behind their backs or placed by their sides and, when indoors, use an appropriate voice level. Children should use equipment correctly under the guidance of their teacher to avoid any injury to themselves or others. They are expected to ensure they are in the right place at the right time and to inform a member of staff if they are going to be anywhere different e.g. going to the toilet during a lesson, going to a club at lunchtime.

These basic rules are displayed around school and regularly verbalised.

Behaviour Guidelines and Procedures

A 'no shouting' and 'no shushing' hands-up technique is in operation and shouting should be avoided as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Our Positive Handling and Use of Reasonable Force Policy clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Steps' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact which could reduce safety for themselves, the child or others. Running after a child should be avoided because it may place a child or a class of children in greater danger by doing so. A member of the Senior Leadership/Management Team should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Headteacher or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. Reflective Reflection/detention minutes or a further consequence will take place. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour. Protective consequences may be put into place as a result which can include restriction to inside play and learning. The school will make a risk assessment for a child who absconds.

Movement in and around School

All movement in and around school should be minimal and purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate verbal praise.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected and receive restorative support and discussions to help them alter their behavior if needed. Example: If observed running, a teacher will remind the child of the correct behavior "Walking feet, thank you" if the child continues to run then the child may be asked "Why do we not run inside a building?" They may then be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'Thank you, you can be safe and walk sensibly. Well done!' etc.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked and praised. Green smiley points or team points rewarded for good examples. Children will be praised for demonstrating good learning behaviours.

Children not lining up properly will be asked to go back and line up a further time. Children repeatedly taking time up by not lining up properly will be given a verbal warning- a second verbal warning requires a name move and reflection/detention minutes.

Children not waiting for the toilet appropriately will be asked to wait in the back of the line until again this can be done correctly. Children not using the toilet properly will be reminded to do so, receiving a warning- a second verbal warning requires a name move and reflection/detention minutes.

Children not following these movement/transition rules will receive thinking reflection/detention minutes when necessary after reminder.

Movement around School - Suggested Procedures for Large Groups

- Give out any instructions and set expectations.

- When moving whole classes or groups ensure that children are appropriately lined up before setting off.
- • Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left-hand side of the corridor.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners of rooms and corridors.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.
- Hands behind backs or in front for EYFS- KS2 pupils.

Movement around School - Suggested Procedures for Individual Children

- Children must walk around school, quietly, at all times.
- Children should walk to the left-hand side of the corridors.
- Pupils should wait for adults and groups to pass walking with their hands behind their backs.
- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).

- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers, teaching assistants and midday supervisors are required to perform supervisory duties including playtime supervision. Playtime supervisors are to stay separated and wear a yellow hi-vis jacket to be easily seen. Playtime supervisors, break-time supervisors and MSA's should be leading play.

A minimum of two staff members are required to supervise playtimes for each area. Supply teachers should cover the duty of absent teachers but should never be without support.

Members of the leadership team and class teachers are present on the playground by 8:40 am, when children are asked to arrive, and again after school to see them safely off the premises. When times are staggered SLT and Phase Leaders should be present from earliest KS start.

All staff should be fully aware of playtime procedures, rules, consequences, and rewards and apply them consistently. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff are responsible for keeping the outdoors and indoors areas clean and equipment should be used and put back after each mid-day playtime or break.

Staff are not to congregate or socialize together and must remain vigilant. Health and Safety Policy Addendum.

Upon (hearing the bell) or your staggered time, staff should go to the playground to collect their classes.

Upon hearing the bell/whistle on the EYFS and KS1 playground, children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. On the KS2 playground, upon hearing the bell/whistle, children should walk to their designated class lines, joining at the back of the line. When the children are quiet and settled, staff lead children in a class at a time, ensuring that they remain quiet and that there is no running or congestion.

Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point' or Green Smiley Points point.

In suitable weather conditions only- the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances' teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classrooms are never left unsupervised.

Playground procedures

To influence behaviour when dismissing children at playtime, lunchtime and home time teachers and TA's should supervise their own children in the corridor, putting

on coats etc and escort them to the external doors. Children should be advised by their teachers that they should put on their coats at the beginning of playtime. Children are only allowed back into school during playtimes at the teacher's discretion. Children are not allowed to remain in the building unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should only be used on the field as the playground space is too limited. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers and other adults on duty using our restorative approach. A senior member of staff may become involved according to the severity or frequency of the behavior.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training in the designated first aid room.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines and Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards:

Our Federation behaviour system is consistently managed through a coloured face system that is displayed in every classroom

1) General

- All children start each school day with their name on the 'Green Face' in recognition that they are following our basic behaviour expectations
- Favourable comments can and should be entered on pieces of work, (see Feedback, Assessment, Marking and Target Setting Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment and Marking and target Setting Policy).
- Recognition can be given to success of differing kinds in collective worship, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work should be displayed both in the classroom and corridors of the school.

- A visit to the Headteacher/Deputy Headteachers/Phase Leader for recognition.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Monitors, School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Green tokens or team points are given by all in school for good green behaviour.

2) Over and Above – Gold Face

As well as recognising and praising efforts, achievements and adherence to our basic school expectations, we actively encourage children to always strive to be even better. Therefore, pupils may be moved to the gold face in exceptional circumstances above and beyond daily expectations. For example: an exceptional piece of work, always displaying the correct attitudes and learning behaviours, reading more than the expected amount of times at home, helping pupils to get it right and show 'Care', and letting their light shine.

In exceptional circumstances, children will receive a special HT sticker in recognition for this or other work deemed of excellent quality and it is recorded on the weekly spreadsheet (see Recording and Monitoring in Sanctions section). Teachers may also wish to communicate over and above achievements to parents through the use of 'Praise Notes' sent via email or Tapestry, which celebrate the reasons for their child's exceptional attitudes and/or behaviours.

Gold behaviour will also offer the hard worker a gold star token or further team points for the gold star book. This is worth 10 green tokens or team points.

3) Certificates

A weekly Celebration Assembly will be held this will include praising 'Shining Light of the week'. Celebration assemblies are dedicated to praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude.

During this assembly, other certificates of achievement may also be presented relating to Maths, English, PE and sport.

Weekly Celebration assemblies will also celebrate the achievements of the class/house with the most behavior tokens/team points.

Headteacher Award

During our celebration assembly, an extra award may be offered for pupils who go above and beyond in a particular area, linked to our values and vision.

WOW's of the week!

Parents are invited to share excellent home achievements and these are shared in our newsletter and at our celebration assembly. These pupils will be recognised by the Headteacher/Deputy Headteacher in our celebration assembly.

Green smiley points or team points and House Points

Green smiley points or team points are awarded for work in class, on the playground and throughout school.

House Points are collated after receiving a number of Green smiley points or team points or when offered a House Point. Whole class points are counted at the end of each week and the winning class receives a treat for having the best behaviour that week.

Learning Attitudes and Core Values

At Nightingale Federation School's we expect high standards in the classroom and expect children to try their hardest to achieve everything they are capable of and let their learning light shine. Throughout the year children are introduced to the core values linked to our RE curriculum. These are characteristics which help us to be successful at school and in life and include working hard, persevering and concentrating, among others. A 'Growth Mindset' is also encouraged.

Presentation

Children are expected to use a legible and fluid handwriting style, present their work carefully and achieve their best in quantity and quality. Children are encouraged to do this during lesson time; however when it is felt that this has not occurred they may be asked to improve their presentation during their own time e.g. during a part of their break time. Presentation may be required to be improved during lunchtime reflection/detention minutes if there is a need for supervision.

Work Completion

Children are encouraged to complete their work during lesson time; however when it is felt that this has not occurred they may be asked to improve their presentation during their own time e.g. during a part of their break time or if still not complete they will be expected to complete work during reflection/detention. Children who refuse to complete work during lesson time will be expected to complete it

Behaviour Guidelines

Consequences

At Nightingale Federation School's we use a restorative approach. Pupils learn from experience, to expect fair and consistently applied consequences which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for reasonable flexibility to take account of individual SEMH/SEND needs and or pupil safeguarding and family circumstances.

Protective or academic consequences may be used to help children learn more appropriate behaviours e.g. restricted playtimes inside if they are unsafe or completing their work in their own time (playtime/lunchtime) if they refuse or waste time during lessons.

Note See also our policy on the 'Positive Handling and Use of Reasonable Force'.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy added to CURA and forwarded to safeguarding lead.
- If physical intervention of any kind is required, then this should be recorded in the Physical Intervention book within 24 hours. A copy to be sent to the Trust Safeguarding Lead and Access team.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident form.
- For pupils with persistent behaviour issues a Risk Assessment Reduction Plan will be put into place which will include strategies to de-escalate an incident.

We have an agreed system of consequences to register disapproval of unacceptable behaviour or attitudes to learning. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid suspension and/or permanent exclusion from school.

When consequences are applied, children should be helped to understand why what they have done is not acceptable and strategies discussed to help the child manage the situation better next time. Wherever possible, a reflective conversation should take place that day or the following reflection time.

Guidance on consequence for different behaviours has been created – Appendix A. Consequences may increase if behaviour is repeated or does not improve. All consequences are at the discretion of the school.

Where behaviour puts other children and staff at risk a Risk Assessment Reduction Plan will be put in place.

In cases of misconduct or if a child's behaviour was criminal or posed a threat to the public the advice of the police and other agencies may be sought.

We reserve the right to withdraw a child from a trip or extra-curricular school activity if their behaviour is of genuine concern, persistently disruptive to the

learning and outcomes of others, puts themselves, other children and adults at risk or puts the reputation of the school at risk.

At all times we will expect the parent to provide a supportive role in helping us to reduce any behaviours seen by the child. This makes up the home-school agreement to be signed and returned before the child starts school.

Behaviour outside of school premises from Behaviour in Schools 2022

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Non-criminal poor misbehaviour and bullying which occurs by pupils off the school premises or online and which is witnessed by a staff member or reported to the school may be managed or sanctioned:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. Families will be involved.

CONSEQUENCES PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

Professional judgment is required regarding which step best reflects the most suitable consequence given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher) Use normal strategies:

e.g. Polite but firm request. Consider repositioning, separating etc.

Step 1a (Classroom teacher) Give a warning - move to yellow:

A verbal caution will be privately delivered to explain to the child that their behavior is not showing that they are ready, respectful or safe. The expectation will be re-set. Move their name to the yellow face. Children should be fully aware of what this means and the possible consequences of moving to red if the behavior continues.

Children on yellow will lose 5 reflection/detention minutes of their lunch-time play and attend a reflective reflection/detention minutes discussion with a member of the Senior Management or Leadership Team. KS1 pupils this may need to be 5 reflection/detention minutes at morning play, depending upon the time of the incident.

Step 1b (Classroom teacher) Move to red:

If the behaviour continues, move the child to red and deliver a '30 second intervention' followed by a Restorative discussion at the end of the session. A protective or academic consequence may be implemented such as restricted access to outdoor play if behaviour is deemed unsafe or time to complete work missed.

Children on red will lose 10 reflection/detention minutes of their lunch-time and attend a reflective reflection/detention minutes discussion with a member of the Senior Management or Leadership Team. Parents may be contacted.

Step 2 (Classroom teacher) Thinking space

- Child sent to designated chair/safe space in class or if necessary a phase leader or alternative classroom.
- 5-10 reflection/detention minutes in order to reflect, calm down etc without causing disturbance.
- A restorative discussion at the end of the session.
- A protective or academic consequence may be implemented such as restricted access to outdoor play or play with others, if behaviour is deemed unsafe or time to complete work missed.

For persistent behavioural incidents:

- Discussion with Phase Leader/or SENDCO: if pupil is on the SEND register and consider school action
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents informed that behaviour is a cause for concern.
- Parents discuss school concerns and are informed of targets/support RA's and Behaviour Reports Plans
- Consider alternative strategies, inform other agencies.
- Referral to multi agencies i.e. Behaviour Support/Inclusion Team/ Just One Norfolk etc.

Internal Suspension (up to 5 days)

- Child has restricted contact with own class or classmates.
- Restricted access to playground, extra-curricular or enrichment activity.

- Parents, Executive Headteacher/Executive Deputy Headteacher included and a letter sent to Parents, Chair of Governors and Behaviour Support for the Trust. •
- Other agencies informed of likelihood of external suspension and if there is a possibility of permanent exclusion.

Further Consequences:

Follow latest government guidance

Fixed Short Term Suspension (up to 10 sessions per term) (Executive Headteacher)

Fixed Long Term Suspension (up to 45 sessions per year). (Executive Headteacher)

Pastoral Support Programme- may be implemented

- Teacher completes a Behaviour Assessment Profile/Risk Assessment to identify strengths and concerns.
- Behaviour RA, Behaviour Report and Risk Reduction addressed with parents and joint agencies.
- Pastoral meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed alongside specific sanctions
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Regular feedback to child (x 5), and at least three-weekly feedback to parents.
- Involvement of agencies, i.e. Inclusion, Social Care, Safeguarding, Behaviour Support, School-School.
- Consider Statement of Special Needs if more than one identified need and needs are complex
- Behaviour Plan/Report to last a minimum of 4 weeks/a maximum of 20 weeks, and reviewed regularly

Permanent Exclusion (Governors Panel)

- Parents, Chair and Clerk of Discipline Committee, Trust Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).

- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated. Breaches of the policy such as threatening behaviour, physical assault of adults or pupils, fighting will result in moving straight to Step 4 or 5

In circumstances permanent exclusion may be considered for a first or 'one off' offence or permanent exclusion may be considered for persistently disruptive behaviour.

One-off incidences may include but are not limited to:

- Actual or threatened violence against another pupil or a member of school staff;
- Sexual Harmful abuse behaviours or assault;
- Supplying or carrying an illegal drug, or discussion of and around usage by a child
- Theft
- Carrying an offensive weapon or using an item as a weapon;
- Deliberate damage to school or other property.

Recording and Monitoring

Issued consequences are recorded for each class on Arbor on a daily basis. Class teachers are then able to identify recurring patterns of behaviour and implement appropriate actions as identified in this policy. Behaviour across the school is analysed on a half-termly basis so that key children can be identified within year groups and comparisons made between year groups and phases. Monitoring not only helps to identify pupils who need extra support but may also identify particular teachers who may need support with their behaviour management within their class. This monitoring may encourage a parental meeting or joint-agency approach meeting to take place.

Children facing challenges

The school acknowledges that a small minority of children may for whatever reason struggle with self-regulation to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for an identified need and those in public care. For these

children neither the normal rewards or consequence procedures may be sufficient to support them or protect other children from their actions, however this will not exonerate them from consequences of persistently challenging behaviours. In these exceptional circumstances the school will make every effort to avoid permanent exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

A managed move may be sought in the first instance when persistent disruption reduces learning for others. Support will be sought through EHAP, the Trust-Wide and Norfolk LA Safeguarding and Inclusion Teams as well as through the support of the SENCO.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. Where appropriate this may be achieved through the use of:

- Behaviour Daily Reporting Cards
- Behaviour Risk Assessment and Reduction Plan
- Reflective Logs
- Update discussions as appropriate
- Home-School Agreement

These can be shared with parents, the inclusion team, school-to-school support, just-one-norfolk and the Norfolk LA safeguarding team.

Behaviour Report Targets

- Should provide limited and, above all, achievable targets for the child's behaviour e.g. "To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child. To stay on task during input is more achievable.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.
- Targets should link to the policy and to the child being on a Behaviour Report. If in doubt, consult a senior teacher/ phase leader. Regular feedback on progress should be given and targets reviewed every three weeks
- SMART small-steps targets at the start and as behaviour improves for them to become in-line policy or to set new areas to tackle or
- to remove completely from report when achievement is made or there has been no impact and a further sanction is required.

Parents may be informed their child is going on a report and will have targets to reduce their risk. As per the home-school-agreement we would expect positive support from the parents to all behavior reporting and consequences.

Links with other policies

- Assessment, Marking and Target Setting
 - Charging and Remissions
 - Positive Handling and Use of Reasonable Force
- Appendices

Appendix A- The school and trust-wide Arbor conduct and reporting consequence codes:

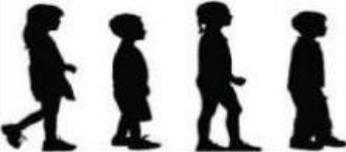
Level	Behaviour	Arbor Logging	Consequence
Level 1 Warning before yellow face or move to yellow	<ul style="list-style-type: none"> • • Not listening or calling out • • Noise- making noises • • purposefully • • Attention seeking behaviour • • Rocking on chairs • • Work avoidance • • Inappropriate voice tone, body language- disrespectfulness • • Off task • • Not lining up and listening • • Not walking sensibly down halls 	<ul style="list-style-type: none"> • • • Lack of attention • • • Failure to follow instructions • • Low level disruption to learning (e.g. calling out) • • Disrespecting resources • • Level 1 other 	<p>Children will be given a reminder</p> <p>Warning in the first instance Then 5 reflection/detention minutes' time and a choice to follow the rules or continue with their behaviour.</p> <p>If behaviour persists after warning 1 child moves to a level 2 consequence.</p> <p>If more than 3 warnings in a 1-week period they have a level 2 reflection/detention minutes session with HT and a notice goes home.</p>
Level 2 First instance (or moved down to) Yellow Face	<ul style="list-style-type: none"> • • • Name calling or teasing • Interfering or arguing • Dishonesty • Simple graffiti in book or on work- or scribbling out in their book or another pupil • Minor disruptive behaviour affecting learning of others • poking or pulling hair 	<ul style="list-style-type: none"> • Repeated refusal to work / follow instructions • • • Dishonesty • • Name calling • Minor physical assault (e.g. poking, pulling hair) Level 2 other 	<p>Level 2 is 5-minute reflection time-out after a warning and move down from Level 1 or straight to level 2.</p> <p>If after reflection/detention minutes the behaviour persists, the child will move to a level 3 consequence.</p>

<p>Level 3 Red face</p>	<ul style="list-style-type: none"> • Throwing non-threatening objects (book, rubber, work, bottle or other) • Aggravating behaviour • Harassment, threatening behaviour or bullying potential behaviours • Potential actions threatening unsafety • Persistently disruptive behaviour affecting the learning of others • Play fighting, hurting other children through rough play/movements (unintentional) • Persistent dishonesty • Hiding/ under table • work refusal 	<ul style="list-style-type: none"> • Persistent disruption of teaching and learning • Use of mobile phone / smart watch • on school site • Potential bullying behaviours (not online) • Potential online bullying behaviours • Physical assault (e.g. pushing, rough play) • Level 3 other 	<p>Level 3 is a 10-minute time-out reflection/detention minutes' and Key Stage Leadership involvement.</p> <p>Include parental call and/or behaviour email home and if it includes safety aspects or potential bullying will be logged by DSL.</p> <p>If constant and consistent behavior, the pupil may go on behaviour report</p> <p>Could spend more than one period of reflection/detention</p>
<p>Level 4 Red face Straight to SMT Parental contact made</p>	<ul style="list-style-type: none"> • Aggressive behaviour towards pupils or staff • Complete defiance • Significant Level 3 • Vandalism • Theft • Punching, kicking, slapping, hurting or hitting • Persistently disruptive behaviour • Physically threatening behaviour Behaviour which causes minor bodily harm to another • Throwing objects causing safety concerns • Leaving a class without permission/ running around school • Harassing/threatening behaviour causing concern to an adult/pupil Behaviour outside of school or online which falls inside of KCSIE/ or could bring the school into disrepute • Refusal to return to class from break-time 	<ul style="list-style-type: none"> • Persistent defiance • Ongoing disrespect to adults / peers • Inappropriate language or gestures (including swearing) • Threatening behaviour towards peers • Throwing equipment / objects (e.g. chairs, scissors) • Level 4 other 	<p>Immediate SLT involvement. 10-minute detention/ reflection time</p> <p>Moved to partner classroom SLT/ SMT involvement</p> <p>Internal or external suspension- use exclusion policy looking at if offence requires permanent exclusion</p> <p>Pupil placed in safe space until parental support. STEPS process</p> <p>Pupil placed on behaviour report</p>

Level 5 Red face Straight to SLT Parental contact made	<ul style="list-style-type: none"> • Intentional racist/discriminatory comments • Bringing in a weapon • Illicit items into school • Aggressive hurting of another child or placing themselves in extreme danger • Hurting a member of the school staff • Sexual harassment of another child • Severe vandalism • Bullying or targeting online, over messaging, outside of school or in school • Leaving a class without permission/ running around school • Attempting to leave the school grounds • Discriminatory remarks of any kind • Harmful Sexual behaviours • Spitting with intent • Throwing with intent • Repeated/persistent L3 and/or 4 behaviours • Punching, kicking, slapping, hurting or hitting intentionally • Persistently disruptive behaviour • Physically harassing and threatening behaviour causing concern to an adult/pupil • Behaviour which causes minor bodily harm to another • Severe behaviour outside of school or online which falls inside of KCSIE/ or could bring the school into disrepute (theft, vandalism, online behaviours) 	<ul style="list-style-type: none"> • Discriminatory language / behaviour: ableist (S) • Discriminatory language / behaviour: homophobic (S) • Discriminatory language / behaviour: racist (S) • Discriminatory language / behaviour: religious(S) • Discriminatory language / behaviour: sexist (S) • Discriminatory language / behaviour: social, emotional and mental health (SEMH) (S) • Sustained verbal abuse / bullying (not online) (S) • Sustained online verbal abuse / bullying (S) • Child on child abuse (S) • Attempting / leaving the school grounds without permission (S) • Severe damage to school property (S) • Spitting with intent • Possession of a weapon or illicit object / banned item (S) • Stealing • Use of aggressive / violent behaviour with intent to cause deliberate injury (S) • Physical assault on a pupil (S) • Physical assault on staff / volunteer (S) • Harmful sexual behaviours (including sexual harassment / violence) (S) • Drugs / alcohol / harmful substances (S) • Level 5 other (S) 	<p>Moved to their partner classroom for learning or Key Stage Phase Leader's.</p> <p>HT involvement</p> <p>Internal or external suspension- use exclusion policy looking at if offence requires permanent exclusion</p> <p>Action added to safeguarding site by DSL</p> <p>Outside agencies contacted for support as required</p> <p>Risk Assessment made and shared as appropriate</p> <p>Pupil placed in safe space until parental support.</p> <p>STEPS process</p>
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This list is not exhaustive and consequence are a guide to the minimum that may be implemented. Consequences may increase if behaviour is repeated or does not improve as a result of the consequence. All consequence are at the discretion of the school and trust.

Appendix B- Lining up Code

Listening code	Line up code	Transition code
<p><i>When the teacher shows me five I have:</i></p> <ul style="list-style-type: none"> •Hands free showing five •Eye on the teacher •Ears listening •Mouth quiet •Body still 	<p><i>When I am asked to line up I:</i></p> <ul style="list-style-type: none"> •Walk to the end of the line •Leave a person space •Keep my hands by my side •face forwards •Keep quiet and walk straight 	<p><i>When the teacher shows 1 I:</i></p> <ul style="list-style-type: none"> •Stand up <p><i>When the teacher shows 2 I:</i></p> <ul style="list-style-type: none"> •Stand behind my chair <p><i>When the teacher shows 3 I:</i></p> <ul style="list-style-type: none"> •Sit down or Line up 

Appendix C- Sample Behaviour Letter/Email

Dear

I regret to inform you that on a number of occasions during lessons your child's behaviour has been unacceptable for the following reasons:

The class teacher has discussed this at length with and has been assured that there will be no future recurrence.

The purpose of this letter is to make you aware of the situation.

The matter has been dealt with and there is no need at this time to contact the school.

(This is in accordance with the school behaviour policy a copy of which is always available on our website.)

Yours sincerely,
XXXX
Classteacher

Dear Mrs. O'Sullivan,

I have received the letter expressing concern regarding my child's behaviour during lessons. We have discussed this matter fully and expect an immediate improvement.

Yours sincerely,

.....(Parent's signature) Name
of Child.....
Class.....

Appendix D: Sample Behaviour Report/Target Card

Thomas Bullock CE Primary Academy Behaviour Card/Report/Targets

Name: Class: WB:

	8.50-10:35	Worship / Break	10.50-12.00	Lunch	12:50-2:00	2:00-3:15	SMT sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

My agreed behaviour targets for the next 4 weeks are:

This card must be given to a member of Support Staff or the Teaching Team after each session.

Appendix E: Norfolk LA Exclusion Codes

National standard list of reasons for exclusions

Please note the DfE expects schools from the beginning of academic year 2020/21 to cease the use of "Other" as a reason for an exclusion. September 2020 also sees the introduction of 5 new exclusion reasons. The expansion of exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as outlined below.

New Exclusion Codes	New Pupil Exclusion Reason
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OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology

New Exclusion Codes	New Pupil Exclusion Reason
PH	Wilful and repeated transgression of protective measures in place to protect public health

The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason	Includes but not exhaustive
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon Using something found in school including sticks, resources, equipment as a weapon to threaten or hurt
LG	Abuse against sexual orientation and gender identity	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media

PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against pupil	Fighting Violent or aggressive behaviour Wounding Throwing Obstruction and jostling
PA	Physical assault against adult	Violent or aggressive behavior Throwing Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements

Exclusion Code	Pupil Exclusion Reason	Includes but not exhaustive
		Swearing that can be attributed to racist characteristics Racist Comments or bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd/ Inappropriate behaviour Sexual bullying Sexual graffiti

DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol Substance abuse
DM	Damage to property	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	Theft	Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behavior Disobedience Persistent violation of school rules Raising of fire alarms falsely