Swanton Morley VC Primary School

'Love Your Neighbour as Yourself.'

Date policy reviewed	April 2026
Signed	Ruth Robinson

Behaviour Policy.

Purpose and Aims.

At Swanton Morley VC Primary School, our Christian Vision is 'Love Your Neighbour as Yourself' taken from Mark 12:31 NIV and is underpinned by the nine core values we encourage in all our children and adults. These Values are taken from Galatians 5:22-23 NIV. 'But the fruit of the Spirit is **love, joy, peace, forbearance (patience), kindness, goodness, faithfulness, gentleness and self-control**. Against such things there is no law.'

1) Love – for ourselves, others and our world.
2) Joy – positive mental health is key.
3) Peace – be at peace with who we are and what we have.
4) Patience – to appreciate that learning and growing takes time and perseverance.
5) Kindness – to use kind actions and words towards ourselves and others.
6) Goodness – to be caring and understanding. We are all different, unique and worthy.
7) Faithfulness – to be true to God, to know right from wrong.
8) Gentleness – to be calm towards ourselves, others and our environment.
9 Self-control – to manage our own emotions and wants.

The aim of this policy is to not only ensure we can provide a safe, calm, caring and supportive environment in which every child can flourish, but to foster excellent behaviour and learning in all of our pupils so that they embody our Vision and Values.

Adults as Role-Models.

All our adults recognise that behaviour is a language – a way in which we communicate with others – and needs to be both modelled and taught consistently and constantly.

All our adults have high expectations of pupils' conduct and behaviour which are applied consistently and fairly, but also take into account a child's specific circumstances and needs.

All staff have a positive approach to behaviour, recognising that sanctions do not guide behaviour and that it can be very easy to get into a negative cycle. At the same time, we reinforce there are always consequences to actions and times of reflection may be needed.

Our Senior Leadership Team visibly and consistently support all staff in making sure this Policy is applied. They ensure that all adults display the same Values – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control – in their relationships with pupils and with each other.

A Positive and Consistent Approach – Recognition, Rewards and Support.

We have adopted a number of approaches to praise and reward pupils in line with our Vision and Values.

1) Team Points: Children collect team points through their behaviour and attitude etc. Each child is allocated to one of three teams when they enter the school. Team points are collected in a central location and counted at the end of each school year to find the winning team.

2) Commendations: are individual to the pupils and are given to reward exceptional effort or achievement on a particular piece of work or activity they have taken part in; or for making a genuine and exceptional contribution to the Vision and Values of our school. Pupils start with a Bronze commendation card and progress through Silver, Gold and then Platinum as they move through the school. Commendations will

always be recognised by the Head teacher, and when a card is completed this will be celebrated by the whole school in our Celebration Collective Worship.

3) Weekly Celebration Collective Worships: We take the opportunity to recognise and celebrate pupils' achievement in school and in representing the school in external events such as sporting tournaments. Each week the teachers nominate a **'Star of the Week'** from their class to reward high standards of work and a **'Love Your Neighbour'** award to recognise excellent behaviour, with our focus on our Vision and Values. The recipients receive a certificate to take home. We also take this time to share completed Commendation awards and to praise achievement in other areas such as swimming and sports.

4) Golden Time: is a timetabled period during each week when children have the opportunity to play/make free choices. All children automatically start with an allocation of reward time and additional time can then be earned throughout the week.

5) Other Class/Year Group Systems.
In addition to these rewards, individual classes may have their own schemes that relate to specific areas of learning or targets within the class, for example Merits or Reading Stars etc.

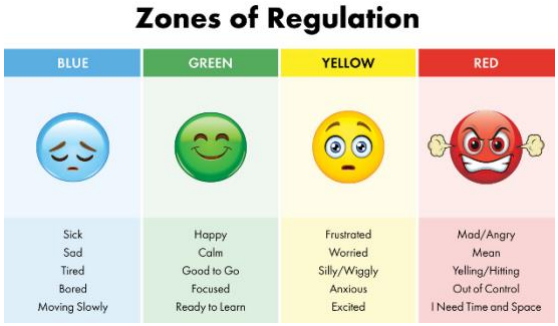
Supporting our Positive Approach – Restorative Practice

In accordance with our 'Life Lessons' PSHE curriculum, we teach pupils how to identify and regulate their emotions to help make positive choices and manage their behaviour. When pupils make mistakes, we encourage them to reflect on their actions and take responsibility for their behaviour, prompting them to think about how to repair relationships with others and reflect on how to 'put things right'. The main goals are to improve and develop in the children:

1. Increased self-control, i.e., the ability to stop and think before acting when upset or confronted with a conflict situation.
2. Self-responsibility.
3. Problem-Solving in social situations using vocabulary such as "if…then" and "why…because."
4. Increased understanding and use of the vocabulary of emotions.
5. Increased ability to recognise and interpret similarities and differences in the feelings, reactions and points of view of self and others.
6. Increased understanding of how one's behaviour affects others.
7. Increased knowledge of, and skill in, the steps of social problem-solving.
8. Increased ability to apply social problem-solving skills to prevent and/or resolve problems and conflicts in social interactions.

Though the content and delivery of lessons may vary across the year groups according to age and understanding, the approach is the same. Each day in each class, a Pupil of the Day is chosen and receives compliments from their teacher and classmates, as well as other systems that show to anyone who visits the class that they are the special pupil for that day.

A Positive and Consistent Approach - When behaviour falls below expectations.



Pupils are best able to learn from their mistakes when they are calm. We help children to identify their emotions using the 'Zones of Regulation' approach where pupils are given simple language to help them communicate to staff and peers when they are struggling to regulate themselves (the red zone) and give

them positive strategies to support them to calm themselves and get back to a mindset that enables reflection (the green zone). Strategies used can include taking deep breaths, having a brain break, physical exercise such as sensory circuits and drawing/writing down their feelings.

Our first step as adults is always to respond calmly and consistently in line with our School Vision and Values. It can also be appropriate to remind pupils of the zones of regulation in order to ensure pupils are calm enough to listen and manage their behaviour.

Norfolk Steps Training:

We are a Norfolk Steps school and all members of staff are training in Norfolk 'Step On' which ensures a consistent and considered approach to managing children's behaviour. All staff are trained in deescalation strategies and non-restrictive physical intervention strategies to support pupils with behaviours that challenge or behaviours that harm. Teachers work in partnership with parents to ensure that parents are informed about any their child's behaviour in school and where necessary, individual behaviour plans and risk assessments will be created to support staff and pupils to manage behaviour consistently.

Some members of staff are also trained in Norfolk 'Step up' which includes restrictive physical interventions strategies. These strategies can be used to prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

We follow the restrictive interventions, including use of reasonable force, in schools' guidance from the DfE at all times, ensuring that if any restrictive physical intervention is used with pupils, it is used as a last resort and is reasonable, proportionate and necessary. Any use of restrictive physical interventions must be recorded using our significant incidents form and parents will be informed as soon as possible.

Consequences:

We ensure that, wherever possible, pupils have linked consequences to their behaviour to support them to learn from their mistakes and prevent future harm. It is essential that there is an educational consequence. Educational consequences provide the individual with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences.

Protective consequence: Removal of a freedom to manage harm e.g.	**Educational consequence:** The learning, rehearsing, or teaching so the freedom can be returned e.g.
• Increased staff ratio to supervise pupil(s) • Limited access to outside space • Escorted in social situations • Differentiated teaching space • Suspension	• Completing work • Rehearsing expected behaviour • Restorative meetings • Assisting with repairs • Educational opportunities • Conflict resolution / peaceful problem solving.

A. *Inside the classroom*:
Typical Stages:

1. A polite **reminder** of what is expected in line with our Vision and Values and **repeat** as a polite warning (RR)

2. A **'calming down time'** in the classroom (working/sitting away from others as the teacher decides) or just outside it, to become calm and reflect on their behaviour.
3. **External 'Time out'**, away from the classroom, with a designated adult, (work provided by teacher) and recorded on CPOMS. Head teacher/SLT will be made aware and there may be a time deduction from break or lunch time.
4. **Internal Suspension** with a designated adult (with work provided by teacher) – usually half or whole day(s) – Parents informed. Supervised by a senior teacher Includes a de-brief and reintegration by a senior teacher. Recorded on CPOMS.
5. **External Suspension** (ES) – up to and including a permanent exclusion, away from school. Reintegration interview for the child with parents and Head teacher. Recorded on CPOMS and sent to LA.

Stage 3 is at the discretion of the teacher. It will typically be for a set amount of time. The designated adult would record the details on CPOMs. When children had completed their 'Time out' they would return to the lesson to prove they could behave and reintegrate and to have the opportunity to 'put things right' as part of an educational consequence. A return within the same day could result in the Head teacher being informed. Parents may also be informed. Teachers may also proceed to stage 3 so a designated adult can resolve 'on going issues' so as not to disrupt the learning of the rest of the class.

If any incident of inappropriate behaviour is deemed to be particularly serious, further stages may be triggered immediately. A serious assault in class would not result in stage 1 being invoked. This would more appropriately escalate directly to stage 4 or 5. Similarly, serious incidents deemed to be under the umbrella of bullying (physical, verbal etc) the Anti-Bullying Policy should be followed. Decisions to use internal or external suspensions are made by the Head teacher or, in his absence, the deputy head teacher.

Advice will be sought from outside agencies as appropriate in order to support and resolve issues of challenging or disruptive behaviour.

B. *Outside of the Classroom:*

If an incident occurs at break time or lunchtime, the same steps as apply in the classroom should be followed, with some adaptations.
Depending on the severity of the issue, the child will be spoken to first (stage 1) and reminded of the zones of regulation to help them become calm and able to think better. They can be given time away from others whilst still outside to do this. (stage 2) If necessary, they can be sent back into school to sit outside the staffroom/head teacher's office for some 'external time out' (stage 3). At stage 3 a member of the SLT will become involved and supervise accordingly. Stages 4 or 5 will be immediately instigated by the Head/Deputy if the incident that occurred at break/lunch warrants this. The consequence of missing some or all of break or lunchtime will be used where necessary in order to provide an opportunity to reflect/learn and/or as a protective consequence.

Recording Incidents

Behaviour incidents, including exclusions, are recorded and monitored through CPOMS. The class teacher will keep this updated, and it will be regularly monitored by the head teacher and SLT who will be responsible for following up any actions.

Suspensions

Internal Suspension (Stage 4)
Serious misdemeanours or continued poor behaviours may require a period of in-school suspension. Only the head teacher, or in their absence the deputy head teacher can make this decision, which is never taken lightly. Under these circumstances, a child will be directed to complete work away from other children, but under the supervision of a designated adult for the remainder of the day. The child will work using materials provided by the teacher. Break times and lunch times will be separate from other children i.e. inside,

separate area wherever practicable. Parents will be informed. Persistent internal suspension would most likely be commuted to stage 5 – a fixed term suspension (off site).

Suspension (Stage 5)
A fixed term suspension (temporary – up to 45 days in one school year) would be invoked for extremely serious misdemeanours. Only the head teacher can do this, or the Deputy head teacher in their absence. The appropriate forms for suspension must be completed as soon as possible and sent to the appropriate authorities. The following codes are used to classify a serious offence:

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
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.
PH	Wilful and repeated transgression of protective measures in place to protect public health

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Pupil behaviour outside the school will be dealt with in the same way as behaviour inside the school where it is considered that there is a clear link between the inappropriate behaviour outside the school, and the risk of it harming the education, welfare and discipline among the pupils as a whole.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

• 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.

[Behaviour in schools: Advice for headteachers and school staff, February 2024]

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school. The headteacher may decide to permanently exclude a pupil from school:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The Department's Guidance for parents and carers on behaviour, suspension and permanent exclusion, can be found here https://www.gov.uk/government/publications/school-exclusions-guide-for-parents

Confiscation, Searching and Screening.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. https://www.gov.uk/government/publications/searching-screening-and-confiscation

Monitoring and Review

References can also be made to the following policies: SEN, PSHE, RSE, SMSC, Anti-Bullying, Safeguarding and Touch (including Positive Handling).

This policy will be reviewed on an annual basis.