

Vange Primary School And Nursery



Behaviour Policy

Date Approved by Governors:	September 2025
Next Review due by:	September 2026

Introduction

At Vange Primary School and Nursery we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

We recognise that **behaviour is a form of communication** and that children must feel safe and regulated in order to make positive behaviour choices.

Legal Framework

This policy is based on current Department for Education (DfE) guidance, including:

- Behaviour in Schools
- Suspension and Permanent Exclusion Guidance
- Use of Reasonable Force

Aims

- ◆ To develop a consistent and fair approach to behaviour management
- ◆ To help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs and property of others
- ◆ To encourage staff, children and parents to value good discipline
- ◆ To develop and promote children's self-discipline
- ◆ To help our children feel good about themselves and others
- ◆ To encourage children to cooperate with one another and with adults
- ◆ To create a positive and stimulating learning environment, having high expectations of our work
- ◆ To work alongside parents to encourage children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society

Expectations of the Children

At Vange, we classify behaviour into two types: valued / pro-social and detrimental

Valued / pro-social behaviour is defined as:

- Behaviour that is positive, helpful and intended to promote social acceptance.
- Creates helpful feelings in others.
- It is characterised by a concern for the rights, feelings and welfare of other people.

Detrimental behaviour is defined as:

- Creates unhelpful feelings in self and others.
- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others including derogatory language regarding protected characteristics.
- Behaviour that could be defined as difficult and/or dangerous

The Core Values

The Core Values of the school underpin all aspects of school life. We believe that if students can live out the values they will grow and mature into responsible, mature young people,

confidently able to manage their thoughts and feelings. The Core Values are as follows: Happiness, Curiosity, Self-awareness, Aspiration and Life-ready.

At Vange Primary School & Nursery we develop children's character through the teaching of the 3 B's:

- Be Safe
 - Be Respectful
 - Be Responsible
- (see attached Behaviour Curriculum)

Incentives

The main aim of this policy is to encourage pupils to display valued behaviour; this is reinforced with a system of praise and reward for all children.

Bee Bucks

The Bee Bucks are used to reward pupils' behaviour

Celebration Assembly

Each week the class staff will choose one child from each year group to award a 'core value' leaf and certificate and share with the school how their chosen child showed an example of the value. Each nominated child receives a coloured leaf which is placed on the school value tree.

Attendance

Attendance percentages are shared each week and displayed on the HERO (Here, Every day, Ready, On time) display in the hall. The winning class receives the attendance trophy for their classroom that week as well as an extra 15-minute break time and has the 'boom' sticker next to their % on the display.

Roles and Responsibilities

We believe the everybody has a role in and responsibility to model and teach valued behaviours:

Expectations of the staff

- Demonstrate good manners
- Practise self-discipline
- Teach appropriate response strategies and giving feedback when pupils succeed
- Show respect for every child as an individual
- Make every child feel valued
- Not accept bullying, anti-social responses in school at any time
- Be aware of vulnerable children
- Be fair and consistent
- Respond quietly, calmly, consistently and positively
- Criticise the reactions not the child
- Listen with empathy and tact

- Handle confidential information with sensitivity
- Have regular liaison and update meetings with relevant agencies
- Show an awareness of our conduct / appearance and the message it gives

Expectations of the Parents/Carers

- Recognising that an effective Behaviour policy requires close co-operation between parents, teachers and children.
- Discussing the school values with their child, emphasising that they support the values
- Attending Parents' Evenings and parents' functions
- Developing informal contacts with the school helps to reinforce their support for the Policy.

Behaviour Outside School

The school may apply this behaviour policy when a pupil:

- Is taking part in a school activity (e.g. trips)
- Is travelling to or from school
- Is wearing school uniform in public
- Displays behaviour online that impacts the school community

Consequences

There will be times when children struggle to meet expectations. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up and to make appropriate choices with regard to their behaviour.

Consequences could take the form of 'protective' or 'educational' depending on the behaviour displayed.

Protective Consequences

These protect the rights of others and remove a freedom to manage any harm and could include:

- An increased staff ratio
- Change of timetable
- Missing part of a break or lunch time
- A different working space (e.g. working outside the class or in a different room)
- Removal of a specific linked activity (e.g. missing a football session if the behaviour was linked to this)
- Exclusion

Protective consequences must always be accompanied/followed by an educational consequence so that the child can work towards regaining the freedom that has been removed.

Educational Consequences

These are required to motivate and support the child to behave differently next time and to teach the child the valued behaviour needed. They could include:

Completing 'The 3 B's Reflection Sheet

- Ensuring the child completes the task (providing it was achievable in the first place)
- Writing a letter of apology
- Rehearsing/modelling situation through the intentional teaching of valued behaviour
- Ensuring the child assists with repairs where they have caused damage (when possible and practical to do so)
- Intentionally provide educational opportunities for the child to learn about the impact of certain actions and behaviours.
- Providing the child with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Red and Yellow cards

A red card system is used for detrimental behaviours. Firstly, the child is given a verbal warning. Then, for repeated behaviour the child is given a yellow card to serve as visual warning and if the breach is repeated again, they are issued a red card. The red cards are dealt with by class teachers or whoever gives the red card through an educational consequence. This will include PPA cover, midday assistants and LSAs in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that working against the core values has consequences. Logical consequences may be used, for example:

1. Discussion around presented behaviours and reflection
2. Loss of a responsibility
3. Writing a letter of apology
4. Loss of play time/ lunchtime (this can be in the 'Time out' room)
5. Sent to a buddy class for 15 minutes with work
6. If the detrimental behaviour relates to football, football licenses may be revoked for a period of time (at the discretion of the adult revoking the license); a log of football violations will be kept

Searching, Screening and Confiscation

Staff may search pupils in line with DfE guidance where there is reasonable suspicion of prohibited items.

- Prohibited items include:
 - Weapons
 - Drugs or alcohol
 - Stolen items
 - Items likely to cause harm or disruption

Confiscated items will be dealt with appropriately and parents informed where necessary.

Reporting Detrimental behaviours

We use CPOMS to report all safeguarding concerns as well as significant behaviour concerns. Every member of staff has access to CPOMS and should complete a CPOMS incident report for the following:

- Any dangerous or harmful behaviour
- Where there have already been several lower-level detrimental behaviour incidents

- Where the learning was significantly disrupted
- Where behaviour was significantly disrespectful or rude.
- Where a child has needed a protective consequence (including red cards at lunchtime)
- Where there are concerns that behaviour was unusual for a child.

Staff must also record consequences that were given after difficult or dangerous behaviours.

Stages for dealing with detrimental behaviours

Depending on the severity and frequency of the behaviour(s), the stages below outline possible approaches.

1. The incident is logged on CPOMS along with the actions and consequences given.
2. The reflect, repair and restore process is carried out by a member of staff with the child who displayed detrimental behaviours. This enables the child to re-visit the experience when they are calm, relaxed and receptive to being reflective about the incident. It is important that this process is completed with any child who has had a protective or educational consequence (For lower-level behaviours, this may be a five-minute conversation but could be a longer process for more serious incidents).
3. If a child continuously displays detrimental behaviour, parents will be informed and a consistent management plan will be agreed and implemented with all staff and with the involvement of parents. The consistent management plan will outline how certain situations should be handled and it will also outline interventions that will be put in place to support the child's regulation and acquisition of the skills necessary to self-regulate.
4. At Vange Primary School, fixed term exclusions are protective consequences and the school will try any and all means to avoid it therefore, a therapeutic internal exclusion (TIE) may be conducted. Here, the child is removed from the class but remains on site for a half day or whole day depending on the severity of the incident and the age of the child. The TIE will consist of talking the child through their actions, arriving at alternative strategies and writing an apology where appropriate. It is important to recognise that children who struggle with self-regulation persistently may require repeated TIEs over time and this can be a long journey.
5. For more severe behaviours, a suspension may be more of an appropriate consequence for the child. Behaviours such as: fighting, verbal, physical, sexual or emotional abuse towards others, acts of vandalism and acting in a manner likely to cause danger to themselves or others may result in suspension. A suspension gives a clear warning to the pupil and their family that the behaviour demonstrated is unacceptable and must change if the child is to remain in the school; it allows a cooling off period and it enables pupils to learn in a safe and calm environment. If a suspension is issued, the school will follow the statutory guidance from the DfE. Prior to suspension, a range of strategies and, in the case of pupils with special needs and disabilities, reasonable adjustments will have normally been tried. A first suspension will normally be for one to two days; a second suspension may be for a longer period and the third suspension will normally be for five days. During each suspension, the Head of School will consider whether a further investigation of the incident is needed, whether the child should be permanently excluded, whether the pupil should have a managed change of school or whether external agencies need to be involved to prevent further exclusions. A

suspension letter must be written and signed by the Head of School and sent to the parent as soon as possible after the suspension (ideally on the same day). This letter must also be sent to the local authority (suspensions@essex.gov.uk).

6. The following behaviours could lead to permanent exclusion: serious incidents or assault including using threatening behaviour on another pupils, member of staff or visitor; endangering lives; persistent unacceptable behaviour, including frequent refusal to follow school rules and expectations as outlined above which has not been modified in suspension; possession of drugs/ drug paraphernalia and or alcohol and possession of a weapon. Work will be provided from the first day of suspension or exclusion and supervised education is provided from the sixth day of suspension or exclusion. During the period of exclusion, the child must not be in a public place during school hours. Pupils must not return to school property without consent from the Head of School and cannot attend school events during his time. If the decision is made to permanently exclude a child, the school will follow the DfE and Local Authority guidance (Suspensions and Permanent Exclusion Guidance).

Parents have the right of appeal to suspension or exclusion and should put this in writing to the Chair of governors.

7. After each suspension, the Head of School will call a reintegration meeting with the pupil and their family to discuss the child's return to school. In some circumstances a contract will be made between the family and the school with the intention of avoiding further exclusion. This may be in the form of a pastoral support plan which may include part time attendance.

Malicious Allegations

Where a pupil makes a deliberately false allegation against a member of staff, this will be taken seriously and may result in consequences in line with this policy.

Intervention

Sometimes it is necessary to use physical intervention. This may be to support, guide or escort a child. Please see our Physical intervention and Safe Touch Policy for how this should be carried out.

The curriculum and Learning (see our Behaviour Curriculum Attached)

We need to teach behaviour as we teach other areas of the curriculum. Our core values of Self-awareness, Happiness, Life-ready, Curiosity and Aspiration underpin our teaching of valued pro-social behaviours.

Training

All staff working with our children receive training in behaviour support, including annual refresher training on how to use safe physical non-restrictive intervention. Staff working with any child with high-level need are provided with appropriate training to support the child's development and needs.

Bullying

Please see our Anti-Bullying policy.

Inclusion

We acknowledge and understand that there are some groups of children who may need additional support in managing their emotions. There may be circumstances beyond their control which influence their emotions and behaviours. These include children in care or those who have a social worker, children with SEND and Young Carers. If needed, we will work with parents / carers and support workers to help provide a safe and secure environment where that can be supported to manage their circumstances. We may also make referrals to other support agencies or arrange a Team Around the Family meeting.

For the most part, the strategies above will work for most children; however, we recognise that sometimes a child will behave in a manner that is difficult, dangerous or harmful and we must ensure that we plan for this and support the child to change their behaviour. As an inclusive school, we will ensure we plan to meet the needs of these children. Where a child has a specific social or emotional need, it may be appropriate to complete a one plan and /or behaviour plan.

Our School Rules

We follow the **3 B's**:

- Be Safe
- Be Respectful
- Be Responsible


 **Good Choices Look Like:**

- Being kind and helpful
- Listening to others
- Trying your best
- Looking after our school

Bee Bucks Rewards!

At Vange, you can earn **Be Bucks!**

You might get Bee Bucks for:

- ★ Helping others
 - ★ Showing great behaviour
 - ★ Working hard
 - ★ Following the 3 B's
-  Save them up and **trade them for rewards!**

If You Make a Wrong Choice

That's okay — we all do sometimes!

Adults will:

1. Remind you
2. Give a warning
3. Help you fix things

 **Making Things Right**

You might:

- Talk about what happened
- Say sorry
- Fix any problems
- Practise better behaviour

We Understand Feelings

Sometimes big feelings make things hard.

We will help you:

- Calm down
- Talk about your feelings
- Make better choices

We Celebrate Success!

- Celebration Assembly awards
- Praise from teachers
- Rewards and Bee Bucks