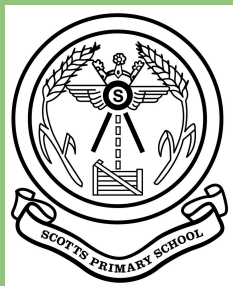




SCOTTS PRIMARY SCHOOL



Name of School	Scotts Primary School
Policy review Date	June 2025
Date of next Review	June 2026
Who reviewed this policy?	Ryan Kinnear
Date approved by Governing body	July 2025
Inclusion Governor	Lindsey Griffin
Headteacher	Ryan Kinnear
Chair of Governors	Tracey Walker

Behaviour Policy

Purpose of the Policy

This policy provides a framework for creating a happy, secure and orderly environment in which children can learn and develop into caring and responsible people. It is written for the benefit of all members of the school community, to allow everyone to understand the policy of the school and to apply it consistently and fairly.

Aims of the Policy

- To treat everyone, regardless of gender, sexuality, social or cultural background, race or religion fairly.
- To encourage a calm, purposeful and happy learning environment within the school
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued and pupils can achieve their full potential
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To set clear boundaries of acceptable behaviour
- To educate, uphold and celebrate our school values with all children

Children's responsibilities are to:

- Work to the best of their abilities and allow others to do the same
- Treat others with respect in all environments
- Be responsible for their actions, in school, outside of school and online.
- Follow the instructions of all staff
- Take care of property and the environment in and out of school
- Report any incidents of bullying or harassment, whether to themselves or to others, to a member of staff.
- To follow our guiding principles - BOLDER (page 2)

Staff responsibilities are to:

- Treat **all** children fairly and with respect in order to promote self-esteem and develop their full potential
- Create a safe and stimulating learning environment both physically and emotionally
- Use rules and sanctions clearly and consistently
- Be a positive role model
- Work in partnership with parents so that all children can see that they share a common aim, regarding behaviour both at school and at home
- Recognise each child as an individual and be aware of their unique needs

Parents' responsibilities are to:

- Be aware of the school rules and expectations, in line with school systems, including online behaviour
- Encourage independence and self-discipline
- Follow our online safety policy and engage in school guidance surrounding this
- Work in partnership with all school staff
- Be aware of the aims and guidance outlined in our equality policy
- To be familiar and supportive towards our home/school agreement policy

Our School Values

Our approach to promoting positive behaviour is rooted in our core school values.

We ensure that the children are fully aware of these through our 'house system' where every child belongs to one of our six houses. Each house is named after a positive role model which the children felt embody one of our values.

<u>House Captain</u>	<u>School Value colour</u>
(Martin Luther) King	Resilience
Banksy	Creativity and Innovation
(Florence) Nightingale	Fairness and Compassion
(Captain Sir Tom) Moore	Respect
(Frieda) Kahlo	Uniqueness
(David) Attenborough	Teamwork & Exploration

Children will be awarded a house point for demonstrating any of our values. At the end of each week our school council members will count the points and the winning house each week will be announced in the Monday assembly. The winning team at the end of the year will be awarded the house trophy. During Friday's weekly assembly, children are awarded with a certificate where they have demonstrated one of our school values.

Our Behaviour System

All classes follow the 'Good to be Green' positive reward system which is established at the start of every academic year. Additional rewards for good behaviour may include: stickers, certificates, awards, extra play and house points.

- Our guiding principles for behaviour encourage pupils to be BOLDER learners. These are introduced and agreed at the start of the new school year with classes.
- These guiding principles are:
 - Brave - *we don't mind making mistakes*
 - Organised - *we are ready to learn*
 - Learn responsibly - *we are responsible for our actions*
 - Driven - *we want to learn and aim high*
 - Energetic - *we get involved*
 - Respectful - *we care for our community*

The 'Good to be Green' system outlines "rewards" for good behaviour and "consequences" if a child fails to follow the rules and operates as follows:

- Each class has a chart with a green card for every child. Every child starts each day on a green card.
- Individual children's needs are recognised and considered when reinforcing our behaviour system and appropriate adaptations made.

Respect *Resilience* *Uniqueness*
Teamwork & Exploration *Creativity & Innovation* *Fairness & Compassion*

Gold	<i>'Above and beyond' effort and achievement:</i> • Gold card issued • Gold sticker given • Name recorded in the golden book by the HT • Receive a half termly treat with SLT.
Silver	<i>Extra effort</i> • Silver card issued • Silver sticker given
Green	Every child starts each new day on a green card.
Yellow	<i>Failure to meet behaviour expectations after an initial verbal warning:</i> • Yellow warning card issued/recorded (in case of playground incidents) • Explanation given and time to reflect upon behaviour choices. • A second yellow card results in a red card.
Red	Continued failure to meet behaviour expectations. Discriminatory, aggressive or abusive behaviour demonstrated. • Red consequence card issued • Reflection time upon their behaviour with an adult. • The child will attend the 'Reflection Room' at lunchtime (12:00-12:30) with an SLT member. • Recorded on CPOMS (electronic reporting system) • Phone call home to parents by an SLT member - this needs to take place before the child arrives home.

Online Behaviour Incidents

- All online behaviour incidents where the online safety policy or Acceptable Use Policies (AUPs) have not been followed will be investigated with all relevant parties. LA and other external support will be sought where required.
- Where required, behaviour consequences will be put in place to ensure all children remain safe online.

Serious Incidents and Persistent Misbehaviour

- The system can be bypassed and children sent straight to a member of SLT if the situation is deemed serious enough.
- All incidents of discriminatory, aggressive and abusive behaviour should be recorded on CPOMS.
- SLT to be made aware of children who persistently break the rules (persistent means 3 times in one week).
- Reasons for persistent misbehaviour will be considered in line with wider school policies including our Safeguarding policy and SEN policy.
- Behaviour strategies are decided through consultation with the parents of the child and staff, including the SENCo and/or Pastoral Team who can seek support from outside agencies where necessary. Strategies will be communicated through CPOMS.
- In some instances of either persistent misbehaviour or individual serious incidents, this may result in a fixed term exclusion (see LA Exclusions Policy). Advice may be sought from external agencies to support and advise ways forward in improving the individual's actions and behaviour.

Monitoring and review

- SLT will review this policy annually, to ensure that all procedures are up-to-date.
- The policy will be monitored and evaluated by SLT and the governing board in the following ways: -
 Analysis of recorded behaviour incidents on CPOMS,
 - Feedback from stakeholders,
 - Ofsted inspection judgements on behaviour
- Any changes made to this policy will be communicated to all stakeholders