



Great Sampford
Primary School

Behaviour Policy

Updated : January 2025
Review : January 2026

Aims & Values

At Great Sampford Primary School we want our children to be happy and confident, to be sociable and enthusiastic and feel listened to. We want them to feel safe, love learning and respect each other.

We have five simple rules that form the basis of our positive behaviour policy, these are:

- We do our best
- We are ready to learn
- We are honest
- We respect each other and ourselves
- We take pride in our school and the environment

This policy sets out the expectations of behaviour at Great Sampford Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for any behaviour incidents should they arise.

Aims

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all

All teachers are responsible for dealing with incidents in and around school. If in doubt they can refer to the Head Teacher.

Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been consulted.

Role of Parents

The school seeks to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school 'Expectations and

Consequences Toolkit' (appendix C) and expectations on the school website and home-school agreement.

As set out in the home-school agreement we try to:

- build a supportive dialogue between the home and the school
- inform and involve parents if we have concerns about their child's welfare or behaviour.

We expect parents to support their child's learning, and to co-operate with the school. If the school has to use reasonable sanctions due to a child's behaviour, it is essential that parents support the actions of the school. However, if a parent has a concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy or Head Teacher. If these discussions cannot resolve the problem then the school Governors should be contacted (via the school office). In instances where a parent wishes to make a formal complaint then additional guidance can be found in the school complaints policy which can also be found on the school website.

Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

The Governors will follow the agreed grievance procedure in cases of a complaint as set out in the *Complaints Policy*.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management & Organisation

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Expectations and Consequences Toolkit; and Procedures (Appendix C)

Praise and reward for good behaviour is the **key** to creating a positive atmosphere where the children have the opportunity to succeed. The Expectations and Consequences Toolkit and related procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. These should:

- Be kept to a necessary minimum
- Be positively stated
- Give clear choice and consequence options
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be *consistently* applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole

If the school Expectations and Consequences Toolkit is broken the staff will need to know:

- What caused the issue
- What happened
- When and where
- How often
- In whose company
- In what circumstances

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between Stage One and Two behaviours (minor) and Stages three and higher (major).

Encouraging and Affirming Good Behaviour

We seek to inspire children to achieve high standards of discipline and academic achievement by praise, encouragement and positive reinforcement of good behaviour. Some indicators are:

- Celebration Assembly
- Head Teacher Award
- Kingfisher Award
- Awarding of 'The Sampford Smile'
- Linking of behaviour rewards with personal and team success.

Consequences

The approach that is taken encourages pupils to understand that their behaviour can have an effect on the rights of others and as a result will have consequences. Regular reminders referring to the school Expectations and Consequences Toolkit are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of a consequence should be characterised by certain features:-

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required
- There should be a clear distinction between different levels of behaviour,
- It should always be made clear that it is the (unacceptable) behaviour rather than the person that is the cause of concern.

Possible consequences include:

- Expression of disapproval
- Redirection
- Referral to a leadership team member or Head Teacher
- 'Time out' class exclusion
- Missing part of playtime or lunchtime
- Lunch time isolation or Lunch time (fixed term) exclusion*
- Fixed term exclusion*
- Permanent Exclusion* (using: *DfE guidance August 2024, 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement').

An incident form should be completed if there is any allegation of bullying.

Consequences are decided using our 'Expectation and Consequence toolkit'. (Appendix C) this toolkit will form the basis of the discussion with the child to ensure consistency.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

There are five stages of intervention:-

Stage One/Stage Two: The class teacher will deal with the situation (first offence/minor),

Stage Three: A member of senior leadership team is involved (for more serious incidents/ attitude/ continuation of inappropriate behaviours),

Stage Four: The Deputy Head Teacher or Head Teacher is involved.

Stage Five: The Head Teacher is involved.

Parents may be invited to talk to the class teacher or Deputy/Head Teacher at any level if the situation is such that this is deemed to be beneficial by either party. The approach favoured by the school is 'early intervention' in order to prevent a situation/behaviour escalating and to avoid potential instances of bullying.

Examples of behaviour that are deemed to be inappropriate include (but is not exhaustive):-

- Fighting
- Swearing
- Any form of bullying – physical or verbal or emotional
- Rudeness to all members of staff, parents or pupils
- The threat of or actual physical violence towards another child or adult

Equally it should be recognised that a parent may bring a matter to the school's attention which will be listened to and dealt with appropriately. All initial communication should be with the child's class teacher in the first instance.

Time to discuss issues with the children is important and may take place during Personal, Social, Health Education (PSHE) lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school. Where it is felt necessary help from the Educational Psychologist and/or Emotional Health and Well-being Service may be called upon.

Year 1 - Year 6

- Children's names all start on green
- If children show excellent behaviour or learning behaviour they can be moved on to gold / Super Student
- If children are stopping other children from learning they are given a verbal warning
- The second time, a child's name is moved to orange
- A third offence, the child's name is moved to red and they are taken to the adjoining class for up to ten minutes in KS1 or fifteen minutes in KS2. They may take work if appropriate.
- At the end of the morning all names, apart from those on gold, are moved to green
- If a child's name is repeatedly moved to the red, this would be considered a Stage Three behaviour.

Anti-Bullying

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bullying is a deliberate and **repeated** act usually directed at one person. It may be instigated by one individual or a group. It is the threat or use of aggression (verbal or physical) with the intention of hurting another person and often results in pain and distress to the victim.

Bullying can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal name calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet , such as email misuse
- Mobile threats by text messaging, calls etc.
- Misuse of associated technology , i.e. camera & video facilities

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed.

- The member of staff should speak to the child/children involved
- The member of staff involved should try to ascertain the true details by:
 - Taking the incident seriously
 - Keeping calm. Never overreact but act with calmness and fairness, even while showing displeasure with the child's/children's behaviour
 - Listening to both/all sides of the reported incident
 - Reassuring the victim
 - Make sure that all parties involved understand what behaviour/action is being disapproved of and why
 - Being seen to treat all parties fairly and with a consistent approach
 - Trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent the reoccurrence of unwanted incidents.

All suspected incidents of bullying should be reported to the Head Teacher or Deputy Head Teacher so that the situation/individual can be monitored. If in the judgement of the Head Teacher, the incident is believed to be bullying, parents will also be informed. Actions will be

discussed and agreed together in order to prevent an escalation of the problem. An incident form must be completed and followed up by the Head Teacher.

When incidents have been identified as bullying the following steps will be taken by the class teacher or Head Teacher:

- Inform the parents of both parties
- Involve them in agreeing a course of action
- Monitor and report back at regular intervals.

It is important for school and home to work together as a team and be pro-active in dealing with the issue in a consistent manner. By working together bullying behaviour can be eradicated.

It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions re-occurring.

On most occasions this will be from within the school and home. However on rare occasions outside agencies may need to be involved.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also reports to the Governing Body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. Teachers should fill out an incident form for all behaviours of stage three or above, The Head Teacher records those incidents where a child is sent to them on account of bad behaviour. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Physical Intervention

Very few, if any, of the children behave in an aggressive or violent manner. For children who present challenging behaviour, prevention and avoidance are always our first measures. However, certain situations may arise for school staff in which physical intervention may be required in dealing with conflict. *We follow the Local Authority's Guidelines for Physical Intervention.* Every incident where physical intervention has been used must be reported to the Head Teacher as soon as possible - but always on the same day. The incident must be recorded on a physical intervention recording form and reported to Governors. A copy of the form will also be placed on the child's records. (Appendix A - Physical Intervention Form)*

Parents will be notified in a timely fashion, by the class teacher or Head Teacher, if any form of physical intervention is used.

Appendix A: Physical Intervention Form

Appendix B: Incident Report Form

Appendix C: Expectation and Consequence Toolkit

Appendix A: Physical Intervention Form

USE OF FORCE TO CONTROL OR RESTRAIN PUPILS INCIDENT RECORD

Details of pupil or pupils on whom force was used by a member of staff (name, class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used	
Reason for using force and description of force used	
Any injury suffered by staff or pupils and any first aid and/or medical attention required	
Reasons for making a record of the incident	
Follow up, including post-incident support and any disciplinary action against pupils	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: Name and role: Signature: Date:	Report countersigned by: Name and role: Signature: Date:

Appendix B: Incident Report Form**Great Sampford Primary School**
Incident Report Form

Child's Name:	Date:	Entry Number:
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Other Children Involved:	When and where did the incident occur?
	Form completed by:

Incident Details

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Other Information (e.g. previous incidents)

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Stage 1 2 3 4 5	Behaviour incident	Racial incident	Bullying	Parent informed Yes / No
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Action Taken

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Appendix C: Expectation and Consequence Toolkit

Expectations & Values				
Happiness	Respect	Resilience	Confidence	Independence
	Always trying your best Listening to others, including adults Walking in the school building Talking sensibly in lessons Staying calm Putting your hand up to give an answer Being helpful to everyone Using equipment correctly when needed Talking respectfully to adults Being confident in yourself Trying to work independently Always have a go			
Rewards				
Verbal praise Kingfisher Award Sampford Smile The Wall of Awesomeness Written comment on work Head Teacher Award	Display work Meet with the Head Teacher Praise at home Super Student in class Housepoint Sticker			

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Actions	Actions	Actions	Actions	Actions
• Interrupting the lesson • Not on task and wasting time • Talking while the teacher is talking or during assembly • Distracting other children • Making irritating noises, gestures or actions • Unsafe movement around the classroom / school • Deliberately dropping litter/food • Not allowing children to join in games • Interfering with another person's property • Continuing to play after the bell • Not lining up appropriately • Being in school at break times without permission • Anti-social behaviour including deliberately passing wind or belching • Play fighting	• Persistent stage 1 behaviour • Deliberately not completing task set • Minor deliberate damage to another child's or school property • Disrespectful dialogue about another child or adult • Swearing in a non-aggressive way • Misuse of classroom equipment e.g. dangerous use of scissors • Throwing or flicking objects in the classroom • Misuse of toilets or wash areas • Lying • Playing games on an iPad without permission • Looking into the room whilst people are changing	• Persistent stage 2 behaviour • Malicious poking, biting, pushing, pinching or prodding • Spreading hurtful rumours about another child or adult • Lying to get another person in trouble • Making fun of another child /deliberately winding them up • Swearing in an aggressive way • Anti-social behaviour e.g. spitting on floor • Leaving the learning environment without permission	• Persistent stage 3 behaviour • Verbal abuse • Refusal or not accepting instructions (after a warning) • Disrespectful language to another child or adult including sexism or homophobic comments. • Verbal threats of violence • Deliberately targeting another child or adult • Inappropriate physical behaviour • Significant deliberate damage to another child's or school property • Racist or minority group remarks or behaviour • Spitting at another person • Stealing • Inappropriate touching	• Persistent stage 4 behaviour • Physical violence resulting in actual physical harm • Leaving the school premises without consent • Vandalism • Racism • Throwing furniture • Deliberately throwing stones or other objects at another person or property • Aggressively swearing at another person • Actions which affect the health, safety welfare or learning of members of the school community • Inappropriate touching without consent
Consequences	Consequences	Consequences	Consequences	Consequences
• Reminder of expectations • Non-verbal warning • A quiet word • Reminder of the school rules • Redirection • Moving to another working area (in own class) • Report to teacher if necessary	• Verbal warning • "Time out" / isolation (in another class) • Isolation for part of playtime • Behaviour logged in class incident book • 1:1 dialogue with teacher (with another adult present) • Informal dialogue with parent • Teacher informed	• Teacher informed • SLT informed and interview pupil • Meeting with SLT to devise action plan which may involve a behaviour chart • Home School communication book • Incident form completed • Time out • Isolation for playtime or part of lunchtime • Loss of privileges • Parent & Teacher discussion	• Lunchtime isolation • Head Teacher to interview pupil • Meeting with Head Teacher to devise action plan which may involve a behaviour chart • Regular contact with parents including face to face meetings • Incident form completed	• Parent informed • Formal meeting with the Head Teacher and parent to devise action plan • Isolation • Lunchtime Exclusion • Fixed Term Exclusion • Permanent Exclusion • Governor Involvement • Local Authority support explored/requested/implemented