Behaviour and Pastoral Policy 2025-26

Our School Motto: Rooted in joy, Growing Together, Learning for Life, is a foundation to our learning environment. We want to promote a caring and supportive place, where all feel secure, are respected, and are able to promote behaviour in a positive atmosphere. The development of social skills and good behaviour is an integral part of the curriculum through the delivery of PSHE. It needs a consistency of approach from all adults in the school.

Aims

We aim to:

- Ensure consistency and care.
- To be fair and seen to be fair.
- To treat all with respect.
- To have clear expectations.
- To provide opportunities to learn academically and socially.

Core Strategy

Our core strategy will be to provide and encourage personal development through the PSHE curriculum and Jigsaw scheme of work, whose core principles cover Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Our positive approach will be consistent in that:

- We understand that it is ok to make mistakes.
- We are thoughtful and respectful.
- We try our best in work and play.
- We look after our school and everything in it.
- We speak and listen with consideration.
- We encourage each other to make the right choices

Rewards for good behaviour

Incentives for good behaviour will be in the expectation given by all staff and by the role models of other pupils. This will create good relationships and a sense of achievement. Rewards will be for social and academic behaviour and effort.

Rewards will include:

- Non-verbal and verbal praise.
- Positive marking of work and comments for future development.
- Head Teacher and Deputy stickers – for exceptional pieces of work.
- House points- totalled together to win the cup.
- Class rewards – Nursery –Stickers Reception and Y1 ‘Monster points’ (Class Dojo) Y2 – stickers. KS2 – House points.
- Class Certificates – Given out during Growth Mindset assemblies (KS1 and 2)
- House Captains – Chosen by staff for their model behaviour.

Response to Negative Behaviour Foundation Stage

- Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- Adults will model and guide supported interaction with other children, so they learn how to make good friendships, co-operate and resolve conflicts peaceably.
- The teacher may choose to move a child to a different place if they are causing injury to another child/children/staff. Occur. The child will have an instant time out of five minutes or longer if they need time to regulate with a supportive adult 1:1.
- The teacher will talk to the parent for persistent negative behaviour or a serious incident.
- The Head teacher may choose to speak to the child or the parent.

Response to Negative Behaviour KS1

Year 1:

- A positive approach will be made to negative behaviour, by promoting and recognising expected behaviour.
- The teacher will respond verbally. Eg. 'This is your warning for calling out'.
- The teacher may choose to move a child to a different place if the behaviour continues.
- The child may be asked to miss 15 minutes play time or dinner time if behaviour still continues.
- The teacher will talk to the parent for persistent negative behaviour or a serious incident.
- The Head teacher may choose to speak to the child or the parent.

In Term 5/6 Year 1 will follow the C-System (see below)

Year 2:

- A positive approach will be made to negative behaviour, by promoting and recognising expected behaviour.
- The teacher will respond verbally. Eg. 'This is your warning for calling out'.
- Staff will use the C-System suitable for KS1 which follows the **Stages of Behaviour Guidance**

KS1 C-System

- Warning – Verbal warning - "This is your warning for...."
- C1 - second verbal warning - "This is your C1 for....."
- C2 - third warning (and automatic 15 minute detention) "This is your C2 for....."
- C3 - removed from the situation and sat with an adult to complete work "This is your C3 for....."
- C4 - removed by Headteacher/Deputy or SLT and spend time working alone. Possible internal exclusion.

The C-System refreshes after break and lunchtime and all behaviours from a C2 onwards is recorded on CPOMS.

Response to negative behaviour (KS2)

- A positive approach will be made to negative behaviour, by promoting and recognising expected behaviour.
- The teacher will respond verbally. Eg. 'This is your warning for calling out'.
- Staff will use the C-System suitable for KS2 which follows the **Stages of Behaviour Guidance**

KS2 C-System

- C1 - First verbal warning - "This is your C1 for....."
- C2 - Second warning (and automatic 15 minute detention) "This is your C2 for....."
- C3 - Removed from the situation and sat with an adult to complete work "This is your C3 for....."
- C4 - Removed by Headteacher/Deputy or SLT and spend time working alone. Possible internal exclusion.

The C-System refreshes after break and lunchtime and all behaviours from a C2 onwards is recorded on CPOMS.

The C-System is an accumulative system that runs through the day. When a C4 has been given, the child should be kept out of either the morning or afternoon sessions.
After calming down, they will be spoken to by the Head teacher/Deputy or SLT who will determine when he/she feels the child is ready to return to the classroom. A C4 will be recorded by the Head teacher and a letter will be sent home informing the parents.

For KS1, certain behaviours will automatically result in a C3 and a child will be **sent straight to the Head teacher or Deputy**. These may include

- Bullying/racism
- Fighting or intention to harm another child/staff

For KS2, certain behaviours will automatically result in a C4 and a child will be **sent straight to the Head teacher or Deputy**. These may include

- Bullying/racism
- Fighting or intention to harm another child/staff
- Bringing or using dangerous objects to school (e.g. knives)

Persistent Negative Behaviour

1. The teacher will make contact with the parent.
2. Regular C2s may lead to children not being allowed to represent the school in sport/music but will be allowed to come to training.
3. Whilst off-site educational visits are seen as a valuable learning opportunity, teachers making risk assessments will have to take into account pupil's behaviour when deciding whether to include them.
4. The Headteacher will phone or request a meeting with parents.
5. Investigation with SENCO/SLT/Learning Mentor and outside agencies on reasons for underlying persistent behaviour.
6. On rare occasions the Head teacher may feel that the formal process should be activated to remove the child from the school temporarily. Such exclusions are an extreme step and will only take place when long term misbehaviour is not responding to above strategies and learning of others is seriously hindered. (See SEN/Exclusion policies), or when an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action. At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil.

Lunchtime Behaviour

Positive play will be monitored by SMSAs and all staff involved in break and lunchtimes.

When there is negative behaviour displayed the following procedures will apply:

- Verbal warnings
- If behaviours persists then the child will be sent to the safe house on a C2 where they will be spoken to by a member of staff and spend 15 minutes reflecting on their choices.
- Violent and harmful behaviour will result in a child being sent immediately to the safe house or head teacher.
- Persistent negative lunchtime behaviour will result in a meeting with the class teacher.

Detentions (KS2)

These will be held during lunchtime. If a child receives a third C2 in the weekly period (Monday to Friday) then they miss the whole of lunchtime on their third visit.

Stages of Behaviour Guidance

Our Stages of Behaviour Guidance gives further information on the different types of behaviour that we might see and the stage the school would consider this to be at. The possible consequences are then shown against the different stages.

The use of Team Teach

Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Governors

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently.