St Saviour's C of E Primary School
Behaviour Policy

Ratified: Autumn 2025
To be reviewed Autumn 2026

Our behaviour strategy provides opportunities for reflection to enable the children to transform their thinking and consider their behavioural choices in order that they understand and take ownership over wiser choices in the future. In line with our school's Christian vision and values, the policy is based on our commitment to honest reflection, reconciliation and forgiveness. These are essential in our approach as they build bridges, create a peaceful common future and sustain peace. St. Saviour's school biblical vision is John 15 verse 12 'Love each other as I have loved you'. Jesus' love for us is unwavering and we set out to learn from him by showing every child how valued and loved they are so that they in turn, learn to love themselves as well as each other. We believe in 'Educating for Life' by encouraging the whole development of each and every child as a person made in God's image, unique, special and deeply loved by their Maker.

Intervention groupings

Where children are withdrawn from lessons for intervention groups, the TA/teacher will use adapted resources to follow the Stay on Green procedure and their status (green, yellow, red) will be transferred to the whole class chart on return to class.

Parental involvement

Parents are prime role models of behaviour for children. We recognise the importance of and value of parental support: teachers will engage regularly and openly with parents. Parents accept their responsibilities by signing a Home School Agreement. Where appropriate, we use home/school books to encourage positive behaviour from children. Any parent who has a complaint should first talk with the class teacher. Unresolved matters should be dealt with via the complaints policy.

Bullying

Bullying is wrong and damages individual children. Therefore, we do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.
Pupils who are bullying need to learn different ways of behaving.
We aim as a school to produce a safe and secure environment where all can learn without anxiety.
As a school we take bullying seriously. Our Anti-Bullying policy covers how we do this

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Further guidance is available in our 'Use of Reasonable Force Policy'. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property / committing an offence

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our safeguarding policy for more information.

Rewards

The emphasis is on a positive approach of encouragement and praise. Teachers use whole school and class rewards, including 'Stay on Green'. For example;

- Verbal praise
- Communicating praise to parents and carers via phone call, in person or written correspondence
- Certificates, value cards and star of the week/ term assemblies
- Recognition of achievement in our school newsletter
- Positions of responsibility through our Young Transformers programme
- Whole class or year group awards, such as a popular activity

'Stay on Green' Behaviour steps:

- One formal verbal warning (following informal warnings and positive behaviour strategies as appropriate).
- Yellow card on 'Stay on Green' display - time out in class 5 minutes.
- Red card behaviour: 10 minutes in an office/intervention room under supervision with work.
- If a child continues to receive red cards, parents/carers will be contacted by the teacher to arrange a meeting between parent, child and teacher to discuss behaviour issues.
- If 'red card behaviour' continues, then subsequent meetings will be called between parent, child, teacher and, subsequently, Phase Leader, Assistant Head, Deputy Head or Head Teacher.
- Where behaviour is an ongoing issue, the school may choose to provide a Pastoral Support Plan (PSP)/daily behaviour book. The behaviour book will be monitored daily with a view to ending this strategy when a suitable number of continuous 'green days' is judged to have been achieved. PSPs will be reviewed half-termly with parents/teacher.
- Warning's and sanctions will be recorded on CPOMS

Stay on Green in the Playground:

Duty staff will deal with any disputes and difficulties. This includes:

- Verbal warnings
- Yellow card - 'time-out' where children are asked to reflect on their behaviour.
- Red card – longer time out or sent to SLT if 'major inappropriate behaviour'. Note, children can go straight to red card/SLT if this is case.
- The teacher/TA/MDA must inform the class teacher at the end of playtime/lunch of red cards. However, these will not be transferred to class 'Stay on Green' chart.
- MDAs must complete CPOMS notification for any misdemeanours at lunchtime. These are kept as a record and must be reported verbally to the class teacher, who will inform parents – except in the case of serious injury (e.g. head injury, significant cuts) where parents will be contacted by office staff.

Trips:

Consideration must be made for those children whose behaviour may cause concern on trips. The child may be excluded from the trip on safety grounds. This decision can only be made by the EHT/HT. See Educational Visits Policy.

Minor inappropriate behaviour

Normally handled by the class teacher or support staff/MDA:

- Persistent inappropriate talking/calling out or interrupting/wasting lesson time
- Not following instructions – e.g. place in the classroom/entering the building at play/lunch time without good reason
- Behaving in a disorderly manner in lines
- Spoiling the classroom environment
- Play fighting
- Minor rudeness towards other children (except in cases of racism/sexism)
- Eating in the classroom during lesson time (except on health grounds)

Sanctions

Teaching/support/ MDA staff may keep children in at break times/enforce time-out for a short period of time to reflect upon behaviour. Class teachers are to keep a record on CPOMS.

Persistent issues will result in an initial letter or phone call being made by the class teacher to inform the parents of the problem and to arrange to meet with them. If the behaviour continues, SLT will be advised by the class teacher of the difficulties and will remain involved as the issue is dealt with under 'major inappropriate behaviour'.

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Please refer to the school safeguarding and harmful sexual behaviour policies for further information.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.
This could include measures like:

- Reintegration meetings
- Short term adapted timetable
- Daily contact with pastoral lead
- Communication book with personalised goals and comments

All staff receive training on the school's behaviour expectations at induction and at regular intervals throughout the year via inset training.

Major inappropriate behaviour.

Typically, these issues, which include persistent repetition of any inappropriate behaviour (having followed through on Behaviour Steps first), will be referred to SLT.
Persistent issues of minor inappropriate behaviour/ disruption during lessons (having followed behaviour steps/parent meetings)

- Deliberately ignoring adults, rudeness to adults or persistently refusing to follow their instructions.
- Putting themselves or other children at risk due to significant Health and Safety issues.
- Physical/violent abuse of another person, child or adult, staff member or visitor to the school or fighting.*
- Physical or verbal bullying, racist/sexist/homophobic offensive language *
- Any prejudice, discrimination or extremist views including derogatory language
- Vandalism. *
- Theft. *
- Any drug related issue. *

Sanctions

The sanction for this type of behaviour is a letter sent home requesting parents to meet with the teacher and/ or SLT to discuss the matter further. Playtime/lunchtime detentions will be set as appropriate. If the behaviour is repeated, a behaviour modification plan is agreed between the child, parents and class teacher. Extreme or repeated violence or racist/sexist/ homophobic abuse may result in temporary or permanent exclusion. See Suspension and Exclusions Policy for further details.

***Investigations**

A thorough investigation of these offences will be carried out by the teacher and SLT. If the offence is proven, the child may be suspended following the Suspension and Exclusions Policy.

Special educational needs

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.
The school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.
Where appropriate, the school will adapt rules and sanctions for SEND pupils.
The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.