

Garton on the Wolds CE Primary School

Behaviour Policy 2025

Respect, Aspire, Achieve



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we

enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

Behaviour Policy

Introduction

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Children Act 1989 ▪ Education Act 1996 ▪ Crime and Disorder Act 1998 ▪ School Standards and Framework Act 1998 ▪ Education Act 2002 ▪ Anti-social Behaviour Act 2003 ▪ Education Act 2005 ▪ Education and Inspections Act 2006 ▪ Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007 ▪ Education (Penalty Notices) (England) Regulations 2007 | <ul style="list-style-type: none"> ▪ Education and Skills Act 2008 ▪ Apprenticeships, Skills, Children and Learning Act 2009 ▪ Equality Act 2010 ▪ Education Act 2011 ▪ Education (Penalty Notices) (England) (Amendment) Regulations 2012 ▪ School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 ▪ Education (Penalty Notices) (England) (Amendment) Regulations 2013 ▪ <u>Education (Independent School Standards) (England) (Amendment) Regulations 2014</u> |
|--|--|

The following documentation is also related to this policy:

- Ofsted School Inspection Handbook (DfE 2022)
- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Children and young people with harmful sexual behaviours (Simon Hackett 2014)
- Harmful Sexual Behaviour Support Service (hsbsupport@swgfl.org.uk)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy and caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise that pupils' behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We are aware that during a school inspection the inspection team will make a judgement on behaviour and attitudes by evaluating whether:

- we have high expectations of pupil's behaviour and conduct and whether these expectations are applied consistently and fairly;
- pupils:
 - ☐ have a positive attitude to their education;
 - ☐ are committed to their learning;
 - ☐ know how to study;
 - ☐ are resilient to setbacks;
 - ☐ take pride in their achievements;
 - ☐ attendance and punctuality is good.
- the relationships between pupils and school personnel reflects a positive and respectful culture;
- school personnel and pupils have created a school environment where all forms of bullying are not tolerated;
- school personnel deal with incidents of bullying quickly and effectively and they work hard to prevent bullying from spreading.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline.'

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed, but not as a means of disciplining pupils.

We have in place a room specifically to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty

to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects.'

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the designated safeguarding lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015', we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism.' This duty is known as the prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.'

We have decided that the following items are prohibited in this school, namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We have a duty to recognise and report all forms of harmful sexual behaviour and to discuss any concerns with parents, provided that this would not put the child at risk.

We understand that 'harmful sexual behaviour is any behaviour expressed by children that is developmentally inappropriate, may be harmful towards themselves or others, or abusive towards another child or adult (Hackett, 2014).'

We will report any form of sexual behaviour using our CPOMS safeguarding system, such as:

- pulling down other children's skirts or trousers;
- looking up skirts;
- talking with others about sex and using adult slang words;
- talking about sexual activity as seen online or on television;
- repeated questions about sexual activity;
- displaying abusive or sexually violent behaviour;
- sexual assault;
- inappropriate sexual contact;
- following or leading others into secluded areas;

We believe in early identification and effective intervention of any form of harmful sexual behaviour that is displayed by a pupil or pupils. We strongly support the new Home Office-funded 'Harmful Sexual Behaviour Support Service' that provides advice and relevant resources for any school that has concerns about a child displaying any kind of harmful sexual behaviour.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

To sustain a caring school where;

- Everyone is valued, respected and safe, and where all pupils can learn and be taught successfully.
- Co-operation, mutual respect, self-esteem and self discipline are all encouraged.
- A sense of community with an atmosphere of stability, security and success prevails.
- High expectations of discipline are demanded and positive attitudes are demonstrated.
- Self confidence, knowledge and potential is fostered to enable each child to make a useful, rewarding and valued contribution to adult life.
- A consistent approach promotes good behaviour.
- The partnership between home and school extends the link with the wider community.
- Children are treated equally.
- Children are protected from the risk of radicalisation and extremism.

Expected Code of Conduct Around the School

Each September class teachers should go through the Good to be Green rules with pupils; ensuring that all pupils understand school expectations.

The Good to be Green rules will be used across public areas of the school – these will be displayed in all areas.

Staff Roles and Responsibilities

Headteacher/Leadership Team

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure that all school personnel, pupils and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;

- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure that schools take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the senior leadership team will:
 - ☐ maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes;
 - ☐ ensure pupils move around the school in an orderly manner;
 - ☐ praise good behaviour;
 - ☐ celebrate successes;
 - ☐ the good performance of school personnel;
 - ☐ take action if school personnel do not follow this policy;
 - ☐ consistently inform parents of this policy;
 - ☐ ensure school personnel praise good behaviour and work;
 - ☐ ensure school personnel understand the additional needs of all pupils in their care;
 - ☐ monitor the number of sanctions and rewards given by individual school personnel;
 - ☐ have in place clear strategies for pupils who are likely to misbehave;
 - ☐ ensure school personnel are aware of these strategies and apply them;
 - ☐ have in place support mechanisms for pupils with behaviour difficulties;
 - ☐ ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties.
- ensure the health, safety and welfare of all children in the school;
- work with the school council and school personnel:
 - ☐ to create a set of school rules that will encourage good behaviour and respect for others;
 - ☐ to annually discuss what are our expectations of behaviour towards each other by considering the following:
 - Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?
 - How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?
 - How well do we promote a range of positive character traits among pupils?
- have in place the following health and safety control measures:
 - ☐ the Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges policy;
 - ☐ the Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children policy;
 - ☐ the Safeguarding and Child Protection policy;
 - ☐ safeguarding procedures in place;
 - ☐ all safeguarding policies;
 - ☐ their role in safeguarding and child protection.
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing:
 - ☐ pupil attitudes to school and learning;
 - ☐ the views of pupils, parents, school personnel and governors;
 - ☐ the number of fixed-period and permanent exclusions;
 - ☐ incident logs, rewards and sanctions;
 - ☐ the number of reported cases of bullying;

□ strategies to improve behaviour and discipline.

- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

Teaching Staff

Good classroom management and organisation can help to promote positive behaviour.

So therefore teachers should:

- Promote Good to be Green in classrooms and throughout the school.
- Greet their class at the entrance of their classroom, on the playground or the outside door at the start of day.
- Walk out with their class at the end of day and be a presence on the playground, including PPA days.
- Be punctual when collecting children from the playground at the end of playtimes and lunch hours.
- Supervise children in cloakroom areas and when walking from one area of the school to another – either the teacher or the teaching assistant to be present in the cloakroom area at all times during busy periods.
- Provide well prepared and challenging lessons.
- Extend and motivate all pupils.
- Ensure the classroom is interactive, inspirational and a safe environment.
- Encourage children to move around the classroom and school in a calm manner.
- Give special attention to grouping pupils, considering ability, peer relationships and behaviour.
- Encourage pupils to talk to everyone in a socially acceptable way.
- Praise and reward polite and considerate behaviour.
- Establish classroom rules, routines and expectations early in the year.
- Use circle time and PSHE lessons actively to help pupils acquire positive behaviour skills including assertiveness and to discuss negative behaviour.
- Demonstrate Christian and British Values.
- Maintain confidentiality at all times

Non-Teaching Staff

Non-teaching staff have a fundamental role in promoting appropriate behaviour around the school, especially when the pupils are under their sole supervision.

So therefore non-teaching staff should:

- Promote Good to be Green in classrooms and throughout the school.
- Be punctual.
- Liaise before the lesson starts on what their role is within the lesson and organise their resources before the lesson commences.
- Be aware of the established classroom and public area rules.
- Encourage pupils to move around school in a calm manner.
- Encourage pupils to talk to everyone in a socially acceptable manner.
- Praise good behaviour.
- Encourage pupils to organise, look after and use equipment appropriately.
- Demonstrate Christian and British Values.
- Report any concerns to the class teacher so that procedures can be followed.
- Maintain confidentiality at all times.

Rewards Procedure

Our school believes that it is important to recognise and reward good behaviour.

The weekly Celebration Collective Worship will recognise and reward good behaviour and achievement across school.

The Good to be Green behaviour system rewards pupils in different ways:

- Pupils can gain stickers for their Good to be Green bookmarks if they demonstrate positive behaviour in and around the classroom/school.

- Privilege cards can be given by members of staff to pupils who have shown exceptional achievements and behaviour in school.
- Good to be Green postcards will be sent home, through the post, to the parents of children who have demonstrated excellent achievement and behaviour throughout the week.

All children are also allocated a House. The houses are: Jupiter, Mercury, Neptune and Saturn. House Points can be given by members of staff to children for many reasons, including for demonstrating good behaviour

Class teachers can also implement their own reward systems within their classrooms. These may involve table points, writer of the week, politest person etc.

Individual children may have behaviour management plans where additional rewards can be given.

Guidelines for Dealing with Inappropriate Behaviour

- Be assertive, referring the child back to the rule which has been broken.
- Be fair and consistent.
- Deal with poor behaviour calmly - do not shout or lose your temper.
- Listen to explanations and reasons from all children involved.
- Be positive and build relationships.
- Carry out the decisions you have made.
- Criticise the behaviour not the child.
- Use the sanctions procedure.
- Be inclusive

Do not

- Humiliate the child.
- Raise your voice.
- Over react.
- Be sarcastic.

Sanctions Procedure

These are applicable throughout the school day including during educational visits and extra-curricular activities. We follow the Good to be Green behaviour system throughout school – this system follows a stepped approach (see Appendix A) to dealing with inappropriate behaviour.

Step 1 – Child to be initially told by the member of staff that their behaviour is not appropriate – this should be linked to the school/class rules.

Step 2 - Child continues to behave inappropriately. A yellow card to be given and the child is to be instructed to put the card in their Good to be Green slot.

If the child's behaviour improves they can work themselves back to green within that session.

Step 3 - Child continues to behave inappropriately. Remind the child they are on a warning card and the next step will be a red card.

Step 4 - Child continues the behaviour. Red card given and consequence to be given the same day where possible (miss play). If the behaviour happens in the final session of the day, it is important that a consequence is still carried out the next day.

Class teacher to inform parents either on the playground or by phone.

Step 5 - Behaviour continues after a red card has been given. Member of the management team to be informed.

Class teachers will keep a log of children who have received yellow or red cards using the school's CPOMS system.

Behaviour-Related Logs

For behaviour incidents, an online incident form will be completed on CPOMS (see Appendix B) will be completed by the member of staff involved.

Parents will be contacted and appropriate action taken.

The management team will be informed. When a CPOMS behaviour log is created it will automatically alert members of SLT via e-mail.

Foundation Stage Pupils

Foundation stage pupils are learning to mix, share and co-operate. Their first few terms at school are preparation for accepting and complying with the code of conduct. Consequently, it is not expected that children will receive behaviour-related logs, unless there is no other option, until Year 1. Transgressions should be discussed with the child and, where appropriate, reported to the class teacher.

The Role of Pupils

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- liaise with the school council to make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

The Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

Pupil Support

Pupils whose behaviour does not improve following the above procedures should have an individual behaviour plan formulated. An analysis of the situations which lead up to the child's poor behaviour needs to be made in order that greater understanding can be achieved by all parties. It is of great importance to involve, and engage the support of, parents at this stage. The Headteacher, class teacher, parents and child, if appropriate, should work together to establish a small number of achievable behaviour targets which can be rewarded at home as well as school, if possible.

It may be necessary to review the needs of particular children with behaviour problems within an agreed timescale. (At least every six weeks to ensure consistency.)

The school may also work with outside agencies to provide additional support to pupils. These include:

- ❖ Clinical psychologist – referral by G.P.
- ❖ Pupil Referral Service – give advice to school.
- ❖ Education Behaviour Service.
- ❖ Educational Psychologist – referral by the school.
- ❖ Educational Welfare Officer – liaises with parents in cases of unauthorised absence.
- ❖ Social Services – referral by the DSL or DDSL.
- ❖ Early Help and Safeguarding Hub.
- ❖ Inclusion

Other support provided to pupils can be regularly check ins with a member of school staff; this will normally either be a member of the leadership team, the class teacher or the ELSA lead.

Special Educational Needs

The school will work consistently to promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Careful consideration has been given to whole-school approach to behaviour so that it meets the needs of all pupils in school, including those with Special Educational Needs, so that all children feel they can belong in the school community and high expectations are maintained for all pupils.

Some behaviours are more likely to be associated with particular types of SEND for example a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of support being provided.

The school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include:

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training staff in understanding conditions such as autism.

Any preventative measures will take into account the specific circumstances and requirements of pupils concerned.

Child-on-Child Abuse

School safeguarding policies are followed in response to any incidents of child-on-child abuse.

The school uses the CPOMS Safeguarding system to log any incidents and then incidents are dealt with in line with the school safeguarding and behaviour policies.

Staff are provided with training on the indicators of child-on-child abuse and what to do if they have any concerns or if any disclosures are made to them.

Exclusion

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other

persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for an internal fixed term, external fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Continuing verbal abuse to staff and others
- Continuing verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Continuing indecent behaviour
- Deliberate and continuous damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Sexual abuse or assault
- Supplying an illegal drug
- Arson

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion in the future and working alongside parents. This might be accompanied by an internal exclusion.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 5 days in a school term or missing a public examination.

If a child has been excluded for a fixed period, school should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate, the parents and pupil. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Explore a placement at other settings to avoid exclusion.
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies.
- Allow the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

Training

We ensure that:

- all school personnel:
 - ☐ have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
 - ☐ are familiar with the following documentation:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children.
- all school personnel understand and undertake their role in safeguarding and child protection effectively.

The Behaviour Policy is shared with all staff annually and forms part of the induction process for any new members of staff. Behaviour expectations are also outlined in the Staff Handbook, which is updated annually and shared with all members of staff.

This policy will be reviewed annually as part of the School Improvement Planning process.

Policy Written By	Senior Leadership Team and Governing Body
Approved By Governors	October 2025
Review Date (Or before if necessary)	September 2026



It's Good to be Green – Behaviour Steps

5

Step 5

Behaviour continues after a red card has been given. Member of the management team to be informed.

4

Step 4

Child continues the behaviour. Red card given and consequence to be given (miss play).

Class teacher to inform parents.

**Consequence
Card**

3

Step 3

Child continues to behave inappropriately. Remind child they are on a warning card and the next step will be a red card.

2

Step 2

Child continues the behaviour. Warning card to be given.

If the child's behaviour improves they can work themselves back to green.

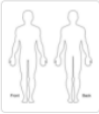
**Warning
Card**

1

Step 1

Child to be initially told that their behaviour is not appropriate – linked to the school/class rules.

Appendix B

Student	Begin typing a student's name
Incident	
Categories	☐ Attendance ☒ Behaviour Related Log ☐ Cause for Concern ☐ Child Contact ☐ Child Protection ☐ Contact with External Agency ☐ Home Issues/ Parenting Issues ☐ Medical Issues ☐ Parent Verbal & Aggressive Incidents ☐ Parental Contact ☐ Safeguarding ☐ SEND ☐ Team Teach Incident Behaviour Related Log Subcategories ☐ Aggression Towards Pupil/s ☐ Aggression Towards Staff ☐ Bad Language ☐ Cyber Bullying ☐ Homophobic Incident ☐ Racist Incident ☐ Self-Injurious Behaviour ☐ Sexualised Behaviour ☐ Stealing ☐ Verbal Bullying ☐ Violence
Linked student(s)	Begin typing a student's name Type a student's name to link them to this incident.
Maps	
Date/Time	29/08/2021 20:04
Status	Active
Assign to	Begin typing a staff member's name
Files	Click to browse or drag a file to upload
Alert Staff Members	Begin typing a staff member's name Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.
Agency Involved	