


Policy:	<b>Behaviour Policy</b> October 2023	
Status:	Statutory	
Review Date:	3 years – October 2026	

### **Rationale:**

As a school we believe it is important to promote a caring and supportive learning environment which encourages positive behaviour choices and enables all members of the school community to feel secure and respected. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of our school curriculum.

The aim of this policy is to enable a consistent approach to behaviour management with clear expectations. It explains roles and responsibilities and lists rewards and consequences for behaviour.

Our aim is to promote confident, compassionate, independent, lifelong learners. We want all children to become creative, active and reflective learners, enabling them to be able to respond positively to the opportunities and challenges of a rapidly changing world and promote a commitment to lifelong learning.

We strive to create an environment where all children can flourish and grow which is underpinned by our motto, vision and values.

**Our Motto:** Spread your wings and fly.

**Our Vision:** 'Let your Light Shine' (Matthew 5:16)

### **Our Core Christian Values:**

**Compassion** – We care for each other and show sympathy.

We support one another, sharing experiences.

**Courage** - We are strong, brave and not afraid.

We support and encourage pupils to continue to do what you would normally do even when faced with difficult situations.

**Kindness** – We treat others as we want to be treated.

We show a tender, considerate and helping nature towards others

**Truthfulness** – We are honest.

We encourage honesty and truthfulness across our school community.

**Community** – We are stronger together.

We nurture positive relationships within the school and wider community.

**Endurance** – We keep going.

We encourage everyone to stick at it, even through tough times; keeping going and not giving up, confident we will come through.

This policy links to:

- Anti-Bullying Policy
- The Governors' Statement of Behavioural Principles document
- Policy for Special Educational Needs
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Suspension and permanent exclusions policy

## **Safeguarding Statement:**

This policy should be read in conjunction with the **Child Protection and Safeguarding policy**. The Headteacher and school staff should consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer, significant harm. This is particularly important in the case of a sudden and/or unexpected change in a child's behaviour. Where this is the case, staff should be directed to follow the school's Child Protection and Safeguarding policy. In particular, all staff must be alert to signs of possible **peer on peer abuse** (see section of the Safeguarding Policy).

## **Behaviour Policy**

The primary aim of the behaviour policy is not a system to enforce rules but is a means of promoting good relationships which are underpinned by our ethos and values, so that people can work together with the common purpose of helping everyone learn. The best results in terms of promoting positive behaviour arise from rewarding success and giving praise for effort, achievement and positive learning attitudes and in doing so develops an ethos of kindness and co-operation. We also know it is important to have a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently by all members of staff, all of the time.

We also recognise the crucial role that parents and carers play in achieving high standards. We ask that parents and carers help us by continuing to promote the school's ethos, including our 'let your light shine/be the best you can be' attitude which aims to develop children's ability to persevere in the face of new challenges, and to raise their self-esteem. We encourage parents and carers to contact school the moment they have any concerns.

### **1) Aims of the Policy**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring, respectful attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to managing behaviour throughout the school, working closely with parents and carers.
- To make boundaries of acceptable behaviour clear.
- To raise awareness about appropriate behaviour, including that which could be unsafe.
- To help pupils, staff and parents have a feeling of common purpose.

### **2) We expect staff:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, age-appropriate, interesting and stimulating curriculum.
- To create a safe and pleasant environment.
- To apply the school rules, rewards and sanctions clearly and consistently.
- To be an excellent role model.
- To form good relationships with parents and carers, so that all children can see that the key adults in their lives share a common aim.

### **3) We expect parents and carers:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.

- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To report any concerns regarding the conduct of pupils to the **school** and **not** to attempt to intervene directly.

#### 4) Promoting Good Behaviour in School

At Diseworth C of E Primary School, we adopt a whole-school approach to the development of high standards of behaviour. These include:

- Children are clear of our school rules.
- The school's **ethos** and **curriculum**, including PSHE/Citizenship, British Values, Assemblies.
- Encouraging pupils to act as good role models.
- A clear system for rewards and sanctions.
- Ensuring children have access to a range of visitors in school and a variety of visits offsite.

#### 5) Diseworth Primary School Rules

At Diseworth Primary, our school rules are the '**Three R's**':

**Respect** yourself  
**Respect** others  
**Respect** the community

#### 6) The School's Approach to Maintaining Good Behaviour

The core of our approach is the colour-coded system we have in every class. We say "It's Good to be Green."

The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, and allows pupils to easily see how they are doing in class. If a child has had a bad day, they always start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The children soon learn to associate being on Green with a feeling of having done the right thing.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then they are given a signal and a verbal warning. If poorer behaviour continues, then a Yellow Warning Card will be issued and the child's name will be moved to the 1<sup>st</sup> yellow warning section on the display chart. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, then there are consequences. For yellow card consequences, please refer to our behaviour code (see appendix 1)

Sometimes, just the threat of moving a child onto the Red section is enough to encourage them to change their behaviour. However, if necessary, the child's name will be moved from the Yellow section to the Red warning section. Persistent Yellow behaviour (see Behaviour Code) would equate to being moved to the Red Warning section which would then have a consequence of loss of playtime or lunchtime. See Behaviour procedure section below. Persistent or serious Red behaviour could result in a temporary/ permanent suspension. Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be rewarded for very good behaviour by being awarded house points and notes of praise which are sent home for the following:

- Positive attitudes, behaviours and effort in learning
- Positive attitudes, behaviours and effort in school activities, e.g. sporting event, trips and visits, sporting events, charity events etc.
- Displaying Christian values and our Learning Values House Points:

A system of house points operates across the school. Whilst they are linked to our Good to be Green System as described above, they can be used to recognise good work.

## **7) Rewards for good and excellent behaviour**

House points are given for good behaviour, for excellent contributions to lessons or to whole-school activities. Each half term, the total number of points for each house are announced and the winning house receives a reward and is awarded the House Cup.

House points can be given in various ways:

- for positive behaviours displayed in the classroom
- for positive behaviours displayed at lunchtime
- given by the Headteacher/ Senior Teacher for being awarded green cards or for an outstanding "Be the best you can be" attitude

Every child is given a house point card for members of staff to record when they give out house points. These are then transferred to the class tally chart. The

Classes can choose to have their own rewards, too. When an agreed number of rewards have been earned, the children help to decide on a special treat – sometimes it's a computer quiz session, a film show, bikes & scooters, sports games, board games etc.

Each week, one child from each class is chosen as the 'Star of the Week' for showing behaviours that meet our core values set out above. These children receive a special certificate and praise in front of the whole school. Each day, one child within each class is chosen as 'Star of the Day' for showing excellent contributions to class activities.

## **8) Self-Regulation:**

We believe that learning to manage our emotions and distractions around us are part of developing our own sense of self-worth and discipline. At Diseworth, we teach the children to recognise that all human beings will experience a range of feelings and emotions that are all a natural part of being. Zones of Regulation are taught to all children so that they are able to identify their feelings and select strategies to help themselves to self-regulate.

## **9) Restorative Approach and SEACA**

Within Diseworth school we have adopted the SEACA approach as part of our behaviour policy. S =Start refers to the initial phase of a process or event.

E= Emotion encompasses a wide range of feelings that influence behaviour and perception.

A= Actions are the behaviours or decisions taken in response to the initial start.

C=Consequences are the outcomes or results that follow from those actions, which can be positive or negative.

A=Alternatives refer to different options or choices available, providing an opportunity to change course or approach.

These elements collectively shape our experiences, guiding our journey through life's challenges. Chat history (SEACA) is a framework that helps individuals recognize and manage emotions before taking actions. When integrated with restorative practices, SEACA fosters empathy, accountability, and resolution. It encourages proactive emotional awareness, leading to more constructive and harmonious interactions in conflicts.

Restorative Approaches provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. There are many challenges in implementing an organisation or institution-wide approach since the restorative way challenges deeply-held notions about power and control and the urge to make things unpleasant for someone when they have done something wrong or 'misbehaved'. When harm has been caused by inappropriate, sometimes thoughtless, negative behaviour then all sides need;

Start - a chance to tell their side of the story and feel heard, to understand better how the situation happened

Emotion - how they feel about the situation to acknowledge emotion  
 Action - Understand if their action helped or hindered situation  
 Consequences - positive and negative  
 Alternative - understand how it can be avoided another time

### **SEACA**



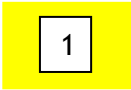
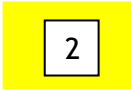

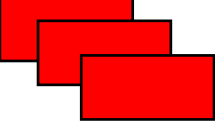





Start	Emotions	Action	Consequence	Alternative
What actually Started the issue?	How did the child feel about what started the issue?	What did you do?	What happened because of your action?	What could you have done instead?

This process can help themselves and others feel understood. It also helps the individual to find a way to move on and feel better about themselves. If conflicts and challenges are dealt with in a way that gets these needs met then those involved can repair the damage done to their connections with the others involved, or even build connections where there were none previously. They feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things right in their own way. Because they have been listened to, people in conflict are more ready to listen to others' perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

#### **10) Sanctions and consequences**

Our sanction system is highly structured and clear for all. Children are given helpful guidance and reminders but if they behave in a way they know is unacceptable or if they have been warned or asked then they are given a yellow warning and red warning, which have consequences. Parents are informed of these and if difficult behaviours persist we work closely with families and support where necessary to help modify their child's behaviour. In order to consistently apply our system and give the children opportunities to modify their behaviours we use visual contact, voice and proximity to help them make better choices however, this does not always work and we therefore apply a formal sanction system, these are detailed in our school behaviour code. See Appendix 1.

## Behaviour procedure:

Choices have consequences		
Step	Visual	Sanction
Step 1		Your teacher/adult will look at you to let you know that you are behaving in a way which you shouldn't
Step 2		Your teacher will have a quiet word about what you are doing. They may come and stand by you to provide a reminder
		Your name starts on a green each day. You may need a verbal warning and need write your name written on the whiteboard. Hopefully you will not move to a yellow or get a red card
Step 3	Name on whiteboard	If you choose to ignore reminders, your name will be written on the whiteboard and you will receive a verbal warning.
Step 4		If you continue to ignore the verbal warning you will receive a yellow card which means you will miss your break and use the time to reflect on your behaviour. Your parents will be informed.
Step 5		If you continue to behave in a way you have been asked not to or you repeat the poor behaviours for the second time in a week you will receive a second yellow card. Then different sanctions will be given. See the behaviour code.
Stop - Red		If you do something which affects your safety or the safety of another person you will be given an instant red card, you will also be given a red card if you are disrespectful to an adult or break 'The Diseworth Way' school rules. You will see the Headteacher and your teacher will send a letter home. This will be recorded on our school system and will be passed to your next school. A range of consequences will be given eg, missing breaks, lunchtimes, working in isolation etc.. See the behaviour code.
		If you receive 3 cards for similar or concerning behaviours we will contact parents and organise a meeting to help you improve your behaviour. This will include a behaviour card to help and some in school intervention support.
		If behaviours do not improve, you will have a 3 day break and lunchtime suspension to reflect on your behaviours. We will meet with your parents and help you, we will create a special behaviour plan with continued in-school intervention support.
		If behaviours do not improve you will have a 5 day break and lunchtime suspension, we will continue to work with your parents, offer in-school intervention support and we will access behaviour support services from the Local Authority.
		If behaviours do not improve we will apply a 1 day internal suspension. This includes missing break and lunchtime and you will have lessons in isolation (by yourself!)
		If behaviours do not improve we will apply a fixed period suspension. The length of the suspension will depend on the seriousness of the poor behaviour.
		If behaviours do not improve a fixed period suspension will be repeated.
		A permanent exclusion will be applied.
School reserves the right to, in consultation with your parents to accelerate or slow this process on each individual case.		

## 11) Suspensions– including Fixed Term Suspensions and Permanent Exclusions

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary as a last resort. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), suspension or exclusion may be the next option for the school. The decision to suspend or exclude a pupil can only be made by the Headteacher (or the Senior Teacher in the absence of the Headteacher) and will follow the DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023'.

Suspension or Exclusion will occur if:

- Children repeatedly violate the Behaviour Policy.
- Children seriously assault children or staff.
- Children commit serious breaches of the Behaviour Policy, including causing significant damage to property.
- Suspension from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

### Suspension procedure

- Most exclusions are a fixed term suspension and are of short duration (usually between one and three days).
- The DfE regulations allow the Headteacher to suspend 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 suspensions that would lead to a pupil being suspended for more than 15 days in a school term or missing a public examination.
- Following the decision to suspend, parents are contacted immediately where possible. A letter will be sent, giving details of the suspension and the date the suspension ends.
- Parents have a right to make representations to the Governing Board and the Local Authority as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed term suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting an individual Behaviour Plan will be reviewed (or written, if not already in place), which will include a review date.
- During the course of a fixed term suspension 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/carers.
- Records relating to suspensions will be stored confidentially.

### Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step of a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which may include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff. □ Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").
- Arson.
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

## **12) Children with Special Educational Needs and Disabilities (SEND) and those requiring an intervention to support their behaviour:**

Sometimes, children have particular needs or circumstances in their lives that make achieving consistently good behaviour difficult. The school rules will still apply to them, but the staff will employ different strategies to support them to make appropriate choices and be proud of their behaviour. The use of the 'Zones of Regulation' as a strategy to facilitate all children's understanding and reflection of their emotional state and how to regulate; this is a specifically important approach for the children who have particular needs or circumstances. The school will seek advice and involvement from external agencies (e.g. Educational Psychologist, Specialist Learning Services) where necessary. In addition to this, pupils will have an Individual Behaviour Plan identifying needs and support. Also, the school has adopted the principles of the, '5 Star behaviour system' which is a powerful and self-directed holistic behaviour system to encourage positive behaviour in children who for different reasons, struggle to comply with the school's behaviour policy. The 5 star behaviour system is adopted as an additional set of behaviour management targets and is negotiated with parents/carers and other agencies who might be working with a child; this system is used to work alongside the school's behaviour policy to reduce the risk of exclusion for pupils and works in conjunction with our system for self-reflection; adopted in line with the principles of the Zones of Regulation. The system supports children to function within the required optimum state of alertness and expectations for learning behaviour in line with the Diseworth school behaviour policy.

### **How and why the 5- star behaviour system works.**

1. An agreement of acceptable and unacceptable behaviours is discussed and made between the child and the adult working with them. This agreement is shared at optimum points during the school day with the child.
2. A set of 5 small, manageable, achievable and realistic targets are agreed with the adults working with the child – for example, speaking politely to others, completing a learning task in a manageable time scale, focusing attention for an agreed time frame, not using physical behaviour that can put themselves and others at risk. Each target takes the form of a star and each target comes with its own small reward (agreed between the child and the adults working with them). All 5 stars have to be achieved within an agreed period of time (e.g. half or full day) in order for the child to access their negotiated top reward.
3. The system is designed to ensure that at each of the 5- star target points, rewards are given thus enabling positivity and encouragement to strive for further success. The system is designed to reinforce good behaviour to keep the child motivated to make it happen again so they can engage in the Diseworth way of learning.
4. Adults model language of positive reinforcement at all points during the negotiations and in the discussions reflecting on behaviour. So, when a child tries hard to change their behaviour, the small steps are praised and they then know when they've done a good job.



5. When the child has proved they can meet all of their 5 stars and their behaviour has changed over a sustained period, then we can gradually stop using the 5 star behaviour system (to be agreed with all stakeholders). For example, we might gradually phase out a star from the system by increasing the length of time between targets until the child is functioning at the optimum levels of behaviour (in-line with school's behaviour policy) and they no longer need the system.

### **13) Behaviour and extra-curricular /out of school activities**

School is fully responsible for children's behaviour management for clubs held in school time such as lunchtime or run after school by our teaching staff or our wrap-around provision.

Clubs run by external companies are responsible for the children's management. Any issues regarding a child's behaviour will be brought to the attention of parents through the club leader. Any issues parents wish to raise about behaviour during a club run by an external company need to raise this with the club directly. School will work with the external companies to promote high expectations for behaviour during sessions and will work with them to resolve any issues that the company raise with school.

At out of school hours events taking place on the school site such as FODs, parents are fully responsible for their child's behaviour and management. If there are any concerns about the behaviour of a child attending such an event, it may be required that parents attend an event to ensure their child's needs are met. School staff will be present onsite at events but may have other roles to undertake.

### **14. DISCIPLINARY ACTION TAKEN AGAINST PUPILS WHO ARE FOUND TO HAVE MADE MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF**

Allegations of abuse are taken seriously and are dealt quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. We refer to Leicestershire and Rutland Safeguarding Children Partnership policies and procedures to manage any allegations. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. We are required by the Department of Education to outline the disciplinary action we will take against pupils who are found to have made malicious accusations against school staff. Subject to a full and robust investigation to identify the reasons behind the malicious allegation (such as a cry for help, a response to abuse outside school etc.), a fixed period exclusion may be levied and where necessary support in the form of counselling and grouping alterations may be needed. We will work closely with parents, the pupil and staff involved.

### **15. DISCIPLINE OUTSIDE SCHOOL TIME AND OFF THE SCHOOL PREMISES**

Staff have been given the power by the Government to discipline outside the school gates. We are required by the Department of Education to outline the disciplinary action we will take against pupils who display **non-Criminal bad behaviour and bullying off the school premises**, which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. As with all incidences of behaviour we will deal sensitively but robustly on a case-by-case basis and we will ensure we have effective communication with parents and carers. Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or

- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **16. SCREENING AND SEARCHING**

School staff can search pupils with their consent, *(the ability to give consent may be influenced by the child's age or other factors)* for any item which is unacceptable / banned in school. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. Parents do not have to be informed before a search, and authorised staff would be appropriately trained and supervised in carrying out the search. Such searching should take place with another member of staff present and in a neutral area and where possible and relevant with the parents involved / informed. Parents will be notified of any unacceptable / banned items found as a result of such a search and appropriate sanctions, in consultation with the child and parents will be applied dependent on the item and how it came into the child's possession as well as the age and intention of the child. Any illegal items will be referred to the police and / or appropriate bodies such as PREVENT.

## **17. USE OF REASONABLE FORCE**

*Please read in conjunction with our Positive Handling Policy.*

In very rare situations, where a child is refusing to follow a reasonable instruction, the law allows staff to physically intervene using 'reasonable' force. This would only be used as a last resort when behaviour is:

- Causing or highly likely to cause harm to themselves, another child or member of staff.
- Damaging property.

Staff working with pupils at risk of needing physical intervention undertake Team-Teach Training and are therefore able to physically intervene in a situation or restrain a pupil should this ever be necessary. Where a child presents a high risk of needing positive handling, a Pupil Specific Risk assessment and Individual Positive Handling Plan will be put in place. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary, for example in an emergency.

Should a child ever be physically restrained, the parents/carers of the child would be notified accordingly. Any parent who requires further information regarding physical restraint can request further details from the school office.

## **18) EXPECTATIONS / ROLES AND RESPONSIBILITIES**

### **Of the Children**

- Children suffering physically, mentally or emotionally would normally turn to a responsible adult. All complaints will be treated seriously. Children will be encouraged to talk about what bothers them and there will sometimes be a follow up with all of the people involved. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed.
- On other occasions the children themselves will be encouraged to handle the problem, or invited to modify their own behaviour to prevent a similar happening.
- Understand that some behaviour such as child on child abuse, sexual violence and sexual harassment has a zero-tolerance approach and that these behaviours are never acceptable and will not be tolerated.
- Where problems occur a buddy system may be set up with children being trained to ease problems with their peers.

- PSHE (personal, social and health education) and circle time as well as RSE may be used as a vehicle to address any issues that arise
- Where appropriate, additional measures may include a Zone of Regulation reflection sheet, behaviour modification sheet, behavioural plans and special home-school communications.

### Of the Staff

- It is the responsibility of all staff that the school rules are enforced and that children behave in a responsible manner at all times.
- Ensure that when behaviour incidents have safeguarding/ child protection implications such as child on child abuse, sexual violence or sexual harassment these are dealt with according to the child protection policy and that we have a zero-tolerance approach and that these behaviours are never acceptable and will not be tolerated.
- All staff in our school has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treats each child fairly and enforces the classroom rules consistently. The staff treat all children in their class and around school with respect and understanding.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All members of staff are aware of the regulations regarding physical intervention (please see documentation). Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or risk of significant damage to school property. The actions that we take are in line with government guidelines on the restraint of children and where possible, this is undertaken by those who are TEAM TEACH trained.
- School staff can search pupils with their consent, (*the ability to give consent may be influenced by the child's age or other factors*) for any item, which is unacceptable in school. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

### Of the Headteacher and the Deputy Headteacher:

- It is the responsibility of the Headteacher and the Senior 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 Headteacher and Senior teacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The leadership regularly monitor behaviour logs in order to identify patterns and support children and families in modifying behaviours.

### Of the **Senior Mental Health Lead:**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

## Of the Parents:

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to apply a sanction in line with the formal sanction system, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact their child's class teacher. If the concern remains, they should contact the Senior teacher or Headteacher and if they feel that this has still not satisfactorily been managed they should approach school governors as per the complaints policy.
- Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.
- Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the local authority requiring them to register their child at a school.
- For school-registered pupils, parents must ensure that their child attends punctually and regularly. If they do not, the local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.
- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty notice.
- Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a penalty or the local authority may prosecute them.
- Parents are expected to attend a reintegration interview following any fixed period suspension from primary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

## The 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 senior leadership team in carrying out these guidelines.
- The Headteacher and Senior teacher have the day-to-day authority to implement the school behaviour policy, but governors may give advice to the leadership team about particular disciplinary issues. The senior leadership team must take this into account when making decisions about matters of behaviour.
- Provide a safe and structured environment in which teachers can teach and children can learn.

## The Role of the Government

- To give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.




The Government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- Head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;

- Governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and that every teacher will be good at managing and improving children's behaviour.







**Diseworth C of E Primary School Behaviour Code:**  
**Respect yourself. Respect others.**  
**Respect the community.**

<p align="center"><b>Green Behaviours</b></p> <p align="center"><b>Positive Behaviours</b></p> 	<ul style="list-style-type: none"> <li>• Walking and waiting sensibly</li> <li>• Using polite greetings</li> <li>• Looking smart</li> <li>• Being ready for lessons</li> <li>• Polite participation and sharing of ideas</li> <li>• Sharing/ being kind</li> <li>• Being on task</li> <li>• Tidying up</li> <li>• Eating sensibly</li> <li>• Helping others</li> </ul>	<p align="center"><u>Possible Consequences:</u></p> <p>House points          Showing work to Headteacher/ Senior Teacher HT          Sticker          Praise Postcard sent home          Verbal praise          Something else agreed by your teacher.</p>
<p align="center"><b>Yellow Behaviours</b></p> <p align="center"><b>Unacceptable/ Inappropriate Behaviour</b></p> 	<ul style="list-style-type: none"> <li>• Interrupting others/ Disrupting learning</li> <li>• Deliberately annoying others</li> <li>• Mobile phone not handed in</li> <li>• Leaving class without permission</li> <li>• Using inappropriate language, swearing</li> <li>• Being unkind or rude</li> <li>• Refusing to try/ Not working</li> <li>• Making inappropriate noises</li> <li>• Throwing or misusing equipment</li> <li>• Calling out</li> <li>• Not listening/ paying attention</li> <li>• Pushing, shoving in line</li> <li>• Running indoors</li> <li>• In wrong place</li> <li>• Minor deliberate damage</li> <li>• Lies (older pupils)</li> <li>• Telling lies to get others into trouble</li> <li>• Persistent rough play</li> </ul>	<p align="center"><u>Possible Consequences:</u></p> <p>Warning(s)          Informal gesture: eye contact, frown, gesture.          Moving the child to a different seat.          A private reminder about the behaviour we wish to see- inviting them to make the right choice.          Repetition of task/ completion of work in own time.          Movement to a Yellow Card          Missing minutes of playtime- this could be between 5-10 minutes depending on age/ severity.          Time spent in another area of the school or classroom          Parents/ Carers informed          Apology &amp; apology letter/ reflection on behaviour</p>
<p align="center"><b>Red behaviours</b></p> <p align="center"><b>Serious incidents</b></p> 	<ul style="list-style-type: none"> <li>• Repeated Amber Behaviours</li> <li>• Destroying/damaging property, work or equipment</li> <li>• Making threats or being aggressive (in person or online)</li> <li>• Hurting others – body and or feelings</li> <li>• Absonding – running away or hiding</li> <li>• Making racist, sexist, homophobic or any other discriminatory comments or actions</li> <li>• Bullying – in person/ online</li> <li>• Stealing</li> <li>• Physical or violent assault causing injury</li> <li>• Sexualised behaviour or assault</li> <li>• Serious damage to property</li> </ul>	<p align="center"><u>Possible Consequences:</u></p> <p>Red Card          Working in an alternative class (for a lesson).          Sent to Headteacher/Senior Teacher.          Sent to Headteacher          Parents/ Carers informed          Behaviour Report/ Plan          Apology card/ apology letter/ reflection on behaviour          Internal suspension          External Suspension; (fixed term of session and/ or lunchtime).          Permanent exclusion.</p> <p>Serious incidents will bypass warning stages</p>




Where children miss a break or lunchtime, they spend the time reflecting on their behaviour and are supported by staff to do so using a 'zones of regulation' reflection sheet to aid them.

**The Zones of Regulation Reflection Sheet**

Blue Zone	Green Zone	Yellow Zone	Red Zone
			

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

What I did that was unexpected:





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My unexpected behaviour made people:



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What mood was I in: (put a ✓ in the box)

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What tools can I use to get to the green zone:

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What steps can I take to prevent this happening again:

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What is the consequence of my actions? (put a ✓ in the box)


## Appendix 2



### DISEWORTH C of E PRIMARY SCHOOL

Grimes Gate, Diseworth, Derby, DE74 2QD

Telephone 01332 810208

Executive Headteacher: Emma Pepper

Head of school: Lynne Heath

Email: [admin@diseworth.leics.sch.uk](mailto:admin@diseworth.leics.sch.uk)  
Website: [www.diseworthprimary.co.uk](http://www.diseworthprimary.co.uk)



Date \_\_\_\_\_

Dear Parents / Carers of \_\_\_\_\_

Today \_\_\_\_\_ behaviour has been a cause for concern. Despite our positive reminders, warnings of consequences and best endeavours of adults in school, to ensure he/she is behaving in accordance with our expectations, he/ she has continued not to follow adult requests and has **LIST SPECIFIC BEHAVIOURS** \_\_\_\_\_ .

We have already discussed these behaviours with him / her and explained the impact that these are having on his / her ability to learn in school as well as the negative impact on everyone else around him/her.

It is important for the well being, safety and learning of all children that \_\_\_\_\_ understands and follows our wellbeing and behaviour contract that has been drawn up. A copy of this contract has been sent home and we would appreciate it if you would discuss the above behaviours with him/her.

If \_\_\_\_\_ behaviour and attitude does not improve over the next few days we will be contacting you again to discuss how we can work together to ensure improvements take place.

Please acknowledge this letter by returning the slip below to school tomorrow.  
Yours sincerely

ADULTS NAME & signature

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#### **Behaviour letter – return slip**

Please return this slip to school tomorrow to confirm you have received this letter today

Name of child \_\_\_\_\_

Parent name \_\_\_\_\_

Parent signature \_\_\_\_\_

Date \_\_\_\_\_