



Behaviour and Conduct Policy

INTRODUCTION

This Behaviour and Conduct Policy outlines the expectations, strategies, and procedures for promoting positive behaviour and conduct within our school community. Our policy aligns with our ethos and endeavours to ensure we maintain a safe and respectful learning environment for all pupils.

AIMS AND EXPECTATIONS

1. Positive Learning Environment:

To promote an inclusive, respectful, and safe learning environment, where all members of the school community are valued and supported.

2. Behaviour Management:

To implement effective behaviour strategies, promoting self-discipline, rewarding positive behaviour, and providing consistent consequences for inappropriate behaviour.

3. Promoting Positive Relationships:

To foster positive relationships and mutual respect between staff, students, parents, and the wider community.

4. Pupil Engagement:

To actively engage students in their learning, demonstrating good attitudes and behaviour conducive to learning.

STRATEGIES AND PROCEDURES OUTLINED IN FULL IN OUR ANTI-BULLYING POLICY, PRIMARY POSITIVE BEHAVIOR POLICY AND ACTS AND CONSEQUENCES DOCUMENTS

1. Respect and Inclusion

1.1. Our school will promote respect for diversity and inclusion among pupils through the delivery of a broad and balanced curriculum that celebrates different cultures, identities, and backgrounds.

1.2. Anti-bullying procedures will be clearly communicated, and incidents promptly addressed.

1.3. Behaviour expectations will be explained explicitly to students and reinforced regularly through class discussions (creation and revisiting of class rules at the beginning of each term), assemblies, and specially organised events.

2. Behaviour for Learning

2.1. High expectations for behaviour and conduct will be set, emphasising the importance of self-discipline and personal responsibility. (See Appendix 1)

2.2. Classroom behaviour management strategies will include consistent implementation of rules by all teachers, clear routines, and explicitly taught expectations.

2.3. Teachers will provide a range of engaging and challenging activities that cater to different learning styles and interests to minimise disruptive behaviour.

3. Rewards and Consequences

3.1. Across Primary, a consistent rewards system will be implemented to acknowledge and celebrate positive behaviour, effort, and achievements. This will include individual and group rewards, such as praise, certificates, and public recognition.

3.2. Consequences for inappropriate behaviour will be fair, consistent, and proportionate. They will be applied in a manner that allows students to reflect on their actions and make amends where necessary. (See Appendix 2)

3.3. A restorative approach will be used to resolve conflicts and repair relationships, where appropriate, providing opportunities to reach a peaceful and constructive resolution.

4. Staff Expectations and Support

4.1. All staff members will model positive behaviour and conduct, promoting respectful interactions and displaying high levels of professionalism.

4.2. Professional development opportunities will be provided to support staff in implementing effective behaviour management strategies and maintaining positive relationships with pupils.

4.3. A Cause For Concern system for reporting and recording incidents of challenging behaviour is in place to ensure that patterns and trends can be identified and appropriate support can be provided.

4.4. All Staff must act to avoid the forming of low level disruptive behavior. There is no individual threshold of acceptable behavior, only the Escola Global threshold.

5. Parental Engagement

5.1. Regular communication with parents must be maintained to keep them informed of their child's conduct and behaviour.

5.2. Parental involvement will be encouraged through open-door policies, parent workshops/EG Talks, volunteering opportunities, and regular consultations.

5.3. Parents will be expected to reinforce the school's behaviour expectations and collaborate with the school to resolve any challenges that may arise.

APPENDIX 1

Expected Behaviour - The Behaviour Curriculum

Children who have transitioned into the school, between year groups or new joiners will have rules, routines and expected behaviours shared with them.

Working together as a whole class

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and purposefully within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment
- Respect other people's belongings and work

Working together in groups

We would like children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from an adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

Working alone

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

In the patio

We would like children to:

- Respect the boundaries by playing on the patio or sport pitch, but not at the front of the school
- If the patio is wet, clean feet on the way into school
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt
- Listen to adults on duty: respond courteously and promptly
- End any game as soon as line up is prompted by an adult, line up at the designated place, in a quiet orderly manner ready to return to the classroom

In the lunchroom

We would like children to:

- Walk into and leave the hall quietly showing respect for our neighbours
- Talk quietly
- Put up a hand if help is needed and wait patiently until a member of staff is at hand to attend them
- Demonstrate good manners
- Say 'please' and 'thank you' appropriately
- Use the crockery, cutlery and glassware correctly and carefully
- Remain seated until everyone at their table is ready to leave

In assembly

We would like children to:

- Enter and leave the hall quietly and in an orderly way showing respect for our neighbours
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Accept different styles of presentation and different expectations

On trips or at competitive events

We would like children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions

With visitors to the school

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If someone is not authorised, attract the attention of a known adult to that fact

At other times

When children are on the school premises we would like them to treat others as they would wish to be treated themselves at all times, whoever is responsible for them.

This means that they should:

- Be respectful towards all adults
- Be considerate towards one another
- Take care of the environment
- Leave equipment alone unless given specific permission to use it

APPENDIX 2

Cause For Concern Diary

As repeated low-level disruption can constitute a problem, the teacher should log these incidents in the behaviour log when a pattern of such behaviour, rather than isolated incidents, becomes apparent. As soon as the teacher believes this is necessary for a child, the head teacher and parents should be aware.

Teachers will log the following information in a cause for concern diary and share it with SFL and Coordinators and Head teacher:

- Warnings are given in the classroom
- Comments from other staff members
- Phone calls or emails to parents
- Details regarding students who have been sent to another class for a time out
- Notes from parent-teacher meetings.

Age Appropriate Sanctions

- Teachers must ensure all staff know if a child is under sanction or has behaviour targets.

Foundation Stage - Also see EYFS Discipline Policy

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age-appropriate language and trying to help them understand appropriate behaviour at school.
- During carpet sessions, children are reminded about the expectations for behaviour. If they do not follow these, then they are given a warning. If the behaviour continues, they are asked to sit in another area in the classroom, close to the teacher until they are calm and ready to rejoin the group.
- During free-flow sessions, children are reminded about the expectations for behaviour. They are on time-out for three minutes if they do not follow these. Then, teachers will explain how they'll have to sit quietly and have time to reflect. After a timeout, an adult will sit with them and explain how their behaviour impacted others.
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time-out session, they will be taken to another class in the EYFS department. The Headteacher will be called and will inform the parents immediately or at the end of the day, depending on the severity of the incident.

If a child displays repeated behaviour that is considered to be unprovoked, premeditated or excessively aggressive, parents will be required to collect them from school and keep them home for the rest of the day.

- Staff meet weekly to discuss children's behaviour and agree on strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SFL, the Head, and Parents/Carers.

KEY STAGES 1 AND 2

Behaviour that has a detrimental effect on teaching and learning or the well-being of a member of our community:

In the first instance, a teacher will ask a child to modify their behaviour; if this is ineffective a further warning will be given.

Should the behaviour continue, and a third warning is necessary, the child may be required to move to another place in the room, or in some cases, another classroom, where they are less able to disrupt or upset the lesson or their peers. They will also be required to spend part of patio time with the teacher or support for learning coordinator.

The teacher or SFL coordinator will take this opportunity to discuss the behaviour with the child, encouraging them to identify alternative, more appropriate behaviour choices. It is the class teacher's responsibility to inform parents/carers, on the same day, if this course of action has been necessary.

A list of acts and consequences can be found in the document of the same name.

The above may not be appropriate for some children with specific needs, and a separate programme devised by our SFL coordinator, in coordination with external specialists, will be in place for them.

Further possible consequences in accordance with Dept. for Education guidelines may include:

- **The setting of written tasks, such as an account of their behaviour**
- **Loss of privileges – for instance, the loss of a prized responsibility**
- **Time out from their class group (especially in conflict situations)**

Time out is a commonly used sanction, often a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under the supervision of school staff when their peers have been allowed to break. Parents must be informed when a child has been given a time out.

- **School-based community service, such as tidying a classroom, dining room or patio.**
- **Behaviour log.**

- **Temporary exclusion where children must remain at home for a set number of days (class tasks set on Google Classroom should be completed during this time).**

After a temporary exclusion the parents and child must meet the Head teacher/SFL coordinator before the child is allowed to rejoin their class. There may be conditions attached to the return to school such as a home/school agreement or proof that the family has sought professional advice.

- **Permanent Exclusion**

In the most serious of circumstances or after three temporary exclusions, permanent exclusion will be considered.

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