

Scarning VC Primary School

Behaviour Policy 2026

Adopted by FGB: 10.3.26

Review Date: Spring term 2027

Purpose

 To encourage the development of positive relationships between children, teachers, parents and other members of the school community;
 To ensure consistency in the management of behaviour across the school;
 To identify positive approaches which can be used in the management of children's behaviour;
 To identify procedures to be followed when positive approaches to behaviour management fail.
To eliminate discrimination

Aims

- To develop children's self-discipline and self-control
- To develop children's proper regard for authority
- To enable children to be on task with their learning and to develop appropriate learning behaviours
- To enhance self esteem
- To promote our school values
- To encourage co-operation, as well as responsible independence
- To provide a healthy, safe and pleasant environment in which children are valued and can work to their full potential

These are achieved through having consistent approaches to rewarding good behaviour and having consistency when consequences are required for those whose behaviour falls short of the high standards, we expect at Scarning.

The "Values Based Curriculum"

The underpinning of good behaviour at our school will be our school values. We have devised a rolling programme of values which we hope to transmit to our children.

2024/25	2025/26	2026/27
Trust	Individual liberty	Democracy
Respect	Friendship	Enthusiasm
Rule of Law and Justice	Courage	Compassion
Hope	Politeness	Perseverance
Thankfulness	Truth	Co-operation
Caring for our World	Tolerance	Forgiveness

Red = Values inspired by the "Promotion of British Values" drive

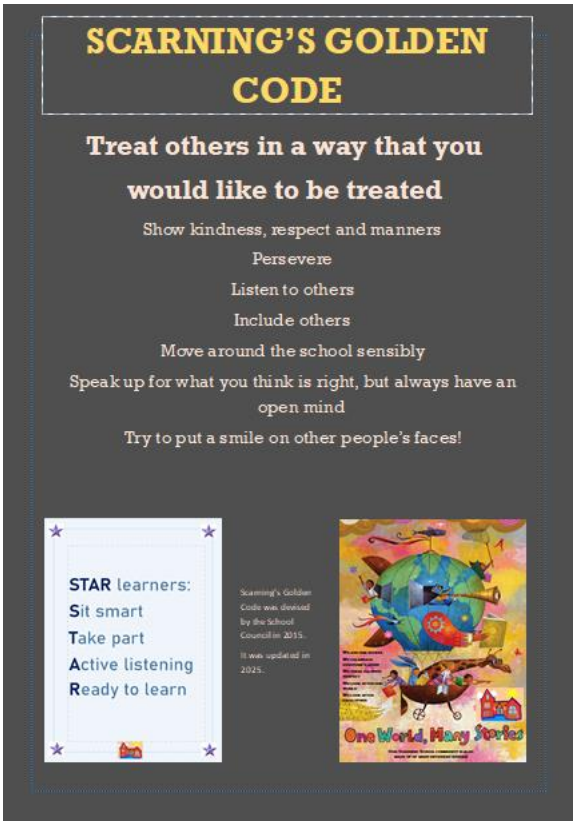
The values will be:-

- At the centre of our Assembly programme
- Discussed in class time
- Recognised through our half termly "Value Award"

RHSE

Underpinning the development of positive behaviours is the school's RHSE curriculum. This aims to equip children with a range of strategies designed to help them better navigate life in and out of school.

Scarning's Golden Code



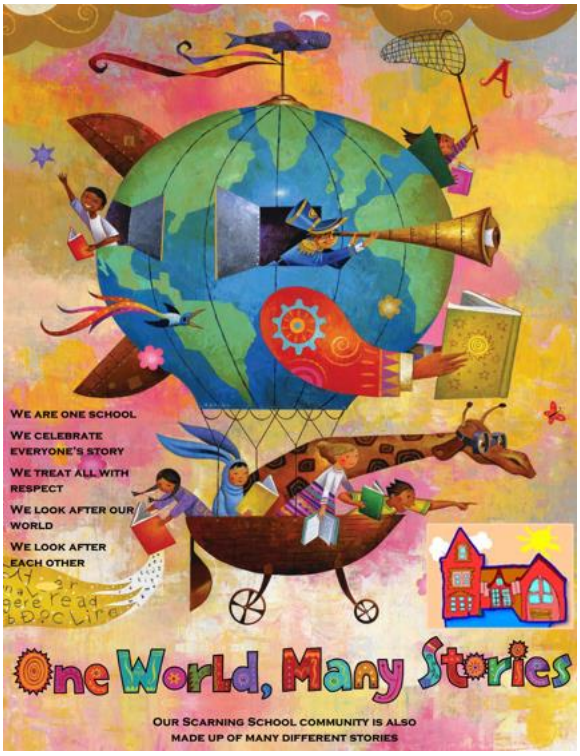
"Scarning's Golden Code" (devised in Nov 2015 by the School Council) is a behaviour code for the school. It has at its heart the "Golden Rule" of "*Treat others in a way that you would like be treated*".
To supplement the SGC teachers may also devise further class rules.

The code was revised in 2025.

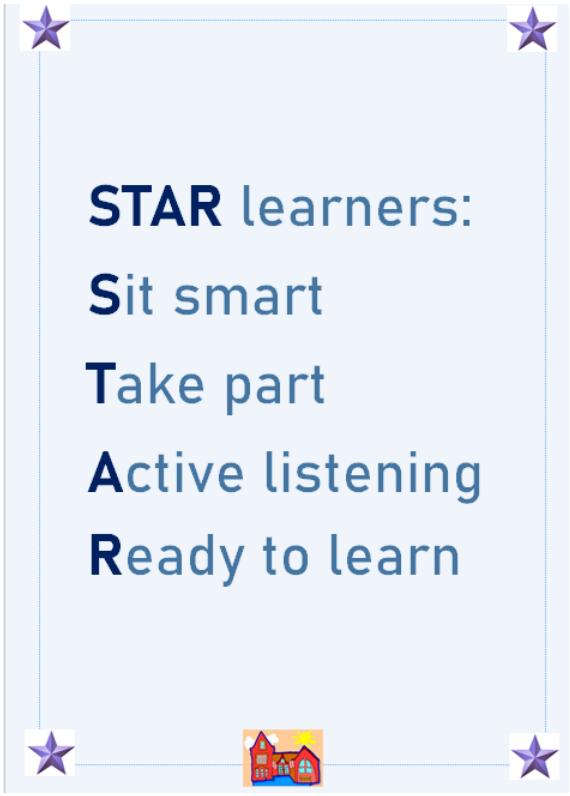
"Scarning's Golden Code" will be displayed clearly around school and in classrooms; and consistently referred to when dealing with behaviour.

We believe that it is the responsibility of all pupils to endeavour to follow "Scarning's Golden Code".

There are two other important posters that you will see displayed around school:



The ‘One world, Many Stories’ poster. This seeks to foster a sense of belonging to one community, with a recognition of the many different stories within our community.



The STAR Learners poster. This promotes focus and readiness for learning.

Anti-Bullying Statement

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidating behaviour has taken place we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate all bullying we do everything in our power to ensure that all children attend school free from fear. Further details of this can be found in our Anti-Bullying Policy.

Recognising good behaviour and consequences for poor behaviour

Recognising good beahviour

We praise and reward children in a variety of ways. For example:

- By awarding stickers, Dojo, stamps and certificates
- Year 1 to 6 operate class-based systems to celebrate positive behaviour. These systems allow children to achieve individual positive recognition throughout the school week.
- Teachers and Teaching Assistants nominate children from their class to be 'Stars of the Week'. Each 'Star of the Week' receives a certificate in the school celebration assembly on Fridays.
- Children take good work to show the Head Teacher or another adult – this may be communicated to parents and carers via a Blue Ticket communication card.
- A half-termly Headteacher's Award certificate for a child from each class
- A 'Gold Award' awarded to one child across the school on a half-termly basis

Managing behaviour challenges and incidents

The school employs a number of graded consequences, to ensure a safe and positive learning environment. Consequences are applied appropriately to each individual situation and child.

When pupils demonstrate unacceptable behaviour consequences will be used. Consequences are an important tool for maintaining good order and the calm learning environments pupils deserve but also helping pupils learn what is right and wrong, what is acceptable and unacceptable in school and society in general.

 Issue a verbal Yellow Warning to remind him/her of the appropriate behaviour.

 A Red Card might be issued if the behaviour is serious. The parents should be informed at this point. Consequences may include time in 'Time-Out', or time in another class.
The Red Card will be entered on to CPOMS and the headteacher tagged. Any member of staff can suggest a Red Card, but it does need to be discussed with the class teacher or a member of the SLT.

**We are mindful the 'Red Card' system might sometimes act as a negative trigger for certain children. It may therefore not be appropriate for the 'Red Card' system to be referenced with all children.*

 If the poor behaviour still persists, the child can be removed from class for a period of time. This could be into another class or under the supervision of a member of SLT. The

class teacher will contact the parents with the view of working together to improve the child's behaviour.

 Incidents of a very serious nature will be tagged as a 'Serious Incident' by the headteacher on CPOMS. The headteacher or Deputy Headteacher will then have oversight of the way this issue is dealt with.

 Repeated poor behaviour or one-off serious incidents may see the child receive an Internal suspension. Internal Suspensions are logged by the Headteacher. They typically will involve a child working away from their class for at least half a school day. Work will be provided by the class teacher and supervision arrangements will be in place to ensure the credibility of the Internal Exclusion is upheld. Parents will be informed. We recognise the nature of an internal suspension may vary according to age and need.

 Incidents of a prejudicial nature will be recorded as PRI's on CPOMS. These will be reported to governors and also to the LA in the annual return.

 Incidents of peer on peer abuse (child on child sexual violence and sexual harassment) are treated very seriously. When dealing such incidents we are mindful of our responsibilities, as outlined in our Safeguarding Policy. See Appendix A.

Some children's needs will require an Inclusion Support Plan that requires a leadership team led response to the emerging needs. This might include considering support from external agencies or the use of an in-school report card type system. This plan would be written in partnership with the parents, the child, the school's special needs co-ordinator, the Inclusion Lead and the class teacher.

<u>Incident Progression</u>

The following list is indicative, offering some level of benchmarking. We believe it is not helpful to ascribe very rigid levels and consequences to numerous possible incidents. Context, the child in question and the harm done are all variables.

e.g. 'Unkind words' is given as an example of something that might receive a Yellow Warning. Very often this would be the correct call, but we recognise that occasionally the 'Unkind Words' could be of a magnitude that they are deemed a 'Serious Incident'.

Yellow Warning	• Distracting others in class • Unkind words in the playground
Red Card	• A significant argument (could include physical actions) • Disrespectful attitude and/or significant rudeness towards a member of the school community • Damage to school property
Serious Incident	• Assaults on staff • Serious harm caused to another child • Disruptive behaviour of a highly challenging nature

<u>The role of the Children</u>

It is the responsibility of the children to uphold “Scarning’s Golden Code” and to take the opportunities given, through our RHSE curriculum, to develop their social, emotional and behavioural skills. These underpin almost every aspect of school, home and community life.

The role of the teachers and support staff

 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
 Staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
 Staff treat each child fairly and enforce the classroom rules consistently. Staff treat all children with respect and understanding.
 The class teacher and SLT liaise 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 an education social worker or a behaviour support service. This would be done in partnership with the SLT who, in conjunction with any external advice, may choose to implement a Inclusion Support Plan which is seen as an intervention strategy to support children in the school.
 The class teacher reports to the parents about the progress of each child in their class in line with the whole school policy.
 Staff are aware of the regulations regarding the use of force. The actions that we take are in line with government guidelines on the restraint of children. Please see our Restrictive Physical Intervention Policy for further details.

The Role of the Head Teacher

 It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of the children in the school.
 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.
 The Head Teacher keeps records of all reported serious incidents of behaviour.
 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts the Headteacher may permanently exclude a child. The school governors need to be notified of either of these actions.

The role of the parents

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school.
 Parents are expected, when their child starts at Scarning, to familiarise themselves with the Behaviour Policy.
 We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have any concerns about their child’s welfare or behaviour.
 If the school has to use reasonable consequences, parents are expected to support the actions of the school. If parents have any concern about the way their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Head Teacher and then the Governing Body. If these discussions cannot resolve the problem they may wish to consider the school’s Complaints Policy.

The role of the 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 Head Teacher in carrying out these guidelines.
 The Head Teacher has the day-to-day authority to implement the school behaviour policy but the governors may offer support and challenge re: behaviour. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term suspensions and permanent exclusions

 Only the Headteacher (or the Acting Head Teacher) has the power to suspend a pupil from school. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
 If the Headteacher suspends a pupil the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
 The Headteacher informs the LEA and the governing body about any permanent exclusion and about any suspension.
 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
 When the appeals panel needs to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and the LEA, and consider whether the pupil should be reinstated.
 If the governors' appeal panel decides that a pupil should be reinstated the Head Teacher must comply with this ruling.

Our school follows DFE and Norfolk County Council guidelines on exclusion and suspension. Our school will use NCC produced proformas (e.g. model letters) when managing exclusions.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and if necessary make recommendations for further improvements.

 The school keeps a variety of records of incidents of misbehaviour. CPOMS is the system we use (from April 2022) to record behaviour issues.

 The Head Teacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded. Records of Internal Suspensions are also kept by the Headteacher.

 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently

 Staff will assess children's "Behaviour For Learning" and their "Behaviour Within The School Community". See Appendix B.

- Assessment will take place 3 times a year using a scale of 1-4, against agreed criteria

Review

The governing body will review this policy every year. The governors may however review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Appendix A – from school Safeguarding Policy 2024

Child on child sexual violence and sexual harassment

6.14 At Scarning VC Primary School all staff are trained so that they are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- upskirting.
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

6.15 We recognise that children are vulnerable to physical, sexual and emotional abuse by other children or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between children; and that consensual and non-consensual sharing of nudes and semi-nude images and or videos[1] (also known as sexting or youth produced sexual imagery) is a form of child-on-child abuse.

[1] UKCIS guidance: Sharing nudes and semi-nudes advice for education settings

6.16 We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child-on-child abuse and they will always challenge this. It must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

6.17At Scarning VC Primary School we regularly review decisions and actions, and relevant policies are updated to reflect any lessons learnt. We look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we decide upon an appropriate course of action.

6.18 At Scarning VC Primary School all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. We will also offer appropriate support to the perpetrator and any other children involved.

6.19 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child-on-child abuse. The DSL will respond to any concerns related to child-on-child abuse in line with guidance outlined in Part five of '*Keeping Children Safe in Education*.' We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.20 We will work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren).

6.21 Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to The Harbour Centre Sexual Assault Referral Centre (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website. The DSL will always contact the police in cases of rape and

serious sexual assault as per the guidance When to call the Police: a guide for schools and colleges, National Police Chiefs Council.

Appendix B

BFL, BWSC and RA criteria

	Behaviour For learning	**Behaviour Within Whole School Community**	**Reading Attitude**
What does this mean?	• **learning behaviours** • **focus,** • **application** • **how well do they give themselves a chance to be successful as a learner?**	• **playground behaviour** • **respectfulness** • **assembly behaviour** • **movement around school**	• **Enthusiasm as a reader** • **reading regularly?** • **enjoyment of books?** • **independence** *(obviously elements such as how often child reads at home etc. are important, but this is not a judgment on parents)*
1	Does everything that could be asked of them to aid their learning	Very well behaved around school	Very enthusiastic; all we could expect; devours books
2	Generally approaches learning positively	Generally well behaved around school	Enthusiastic; reads regularly; enjoys books
3	Key aspects of their BFL need to improve	Key aspects of behaviour around school needs to improve	Aspects need to improve to help develop their reading
4	Their BFL is significantly hampering achievement	Significant and sustained impact on themselves and others	Very poor attitude to reading