Church Vale Primary School and Foundation Unit

Behaviour Policy

2026-2027

Our Journey to Promoting a Positive Culture of Trust and Safety at Church Vale

At Church Vale Primary and Foundation Unit we believe that the most important aspect in children feeling valued, safe, and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having

difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

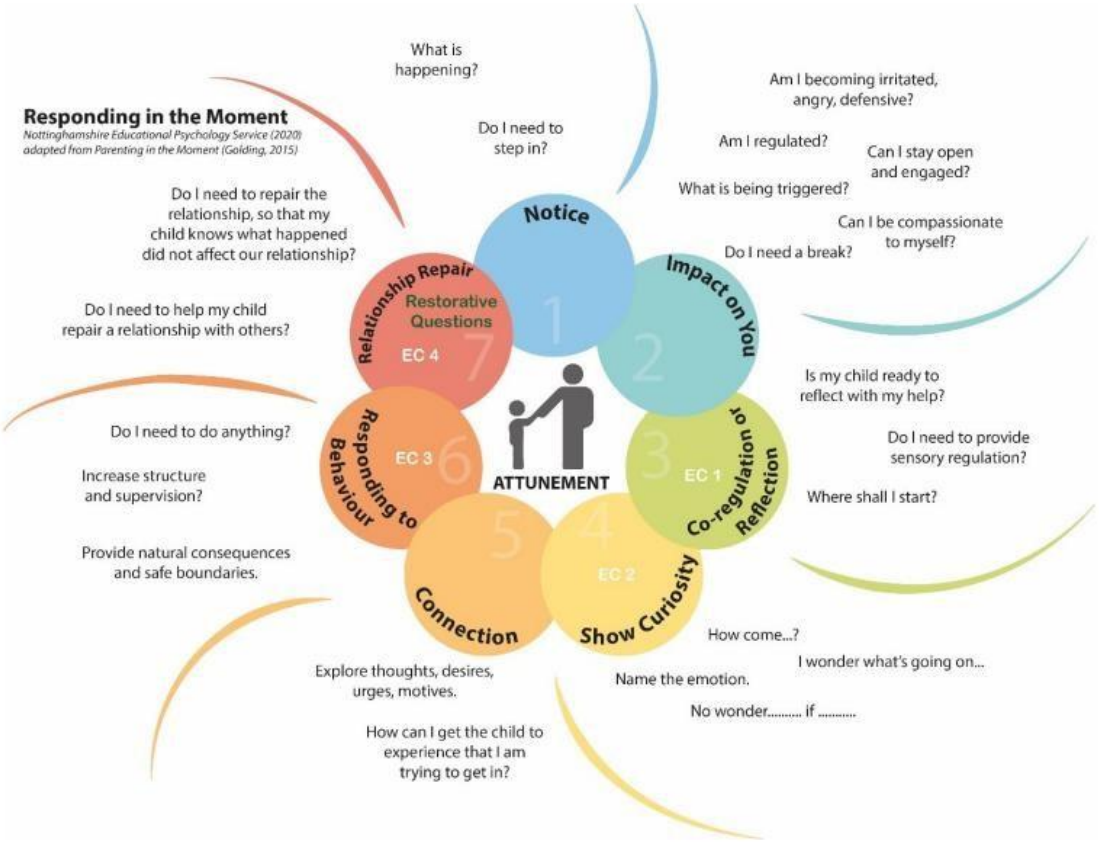
This policy is developed to ensure guidance for staff (and information for parents and governors) to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT. The aims of this policy are …

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

At Church Vale Primary and Foundation Unit, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We use the 'Zones of Regulation' to teach children about identifying their feelings and understanding how best they respond to their feelings in a safe environment at school. The Zones of Regulation organises our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our zones to meet our goals and task demands, as well as support our overall well-being. We teach our children that all the zones are ok- we routinely experience several of the zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable zone to be in, but what we strive for to manage learning well. All staff use the same language when speaking to a child about the zone they find themselves in and coach them to feel 'green' again, using strategies which the child knows works for them. We want to encourage the children who may find it difficult to behave safely, to understand and manage their behaviour more safely.

As a school, we have had training to become relational and trauma informed, working with the educational psychologists at Nottinghamshire County Council. We recognise that behaviour often reflects unmet needs which can be met through a relational connection. Therefore, to change the behaviour we must connect and respond to the unmet need in the best way that we can. We will consider all the influences of the child's behaviour, such as environmental, family and peer groups. Restorative approaches have been shown to reduce exclusions, improve attendance and attainment (Payne & Welsh, 2017). Within trusted relationships, children and young people can learn, accept their individual strengths and areas for development and explore difficult, strong emotions and experiences with a view to moving forward.

Responding in the Moment is a model for relationship-based conversations and interactions, particularly in the face of strong emotions and challenging behaviour. Created by Nottinghamshire Educational Psychology Service (2020), this model combines the practical elements of Emotion Coaching and Restorative Practice, underpinned by the attachment informed work of Kim Golding (2015). This model has helped to inform our school approach to responding to challenging behaviour, as shown in the next section of rewards and sanctions.



Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

House points are awarded to all children for good behaviour or effort. All children are sorted into their house team from F2 onwards. House points are added up weekly and celebrated in the special Friday assembly.

Teachers award stickers and stamps.

Teachers may send children to the headteacher to discuss good behaviour or show work to be proud of.

Each week, a child is rewarded 'star of the week' and will be awarded a certificate by the headteacher in assembly. This can be for anything positive.

-The school acknowledges all the efforts and achievements of children, both in and out of school.

-The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

-We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher will remind the child of the expectations in school. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident, and this is reported to the headteacher. The child will spend time with the headteacher to discuss their actions.

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Staff will not always inform parents of low-level incidents of behaviour.

We have developed the Church Vale Charter for the whole school community and these will be the expectations that we use with the children daily. Sanctions will be based on contravening these.

Church Vale Charter

1. We will always try our best, shoot for the stars in behaviour and work.
    - Anything is possible
    - Individual Liberty
2. We will respect others, their beliefs and the community we live in
    - We are the Church vale community
    - Tolerance
    - Mutual respect
3. We will take responsibility for the choices we make and the words we use
    - We are self-aware
    - Individual Liberty
    - Rule of law
    - Mutual Respect
4. If we see something wrong, we will speak up and if something makes us unhappy, we will tell someone
    - We look after our Church Vale family

- Democracy
- Rule of law
- Individual Liberty

Green is the British Values

Blue is our Church Vale Values

Black are the rules that the children, staff and families will live by at school. The 'Church Vale Charter'

Stages of sanctions as agreed in the Behaviour policy:

1. Informal reminder
2. Verbal warning – move to emotional coaching or continue with this approach.
3. Send out of the classroom- this may be to a different class to calm down or to complete a sensory break- teacher will judge this.
4. SLT are involved to support the child in regulating back to feeling green and ready to learn.
5. Professional judgement is reserved to further meet the needs of the child. Examples of this include but aren't limited to alternative provision, part time timetable, report, removal of treats and rewards such as clubs, discos and any other aspects of rewards and treats, removal of outside trips where health and safety is a concern or if it was a treat/reward, internal suspension, managed move, fixed and permanent exclusion.

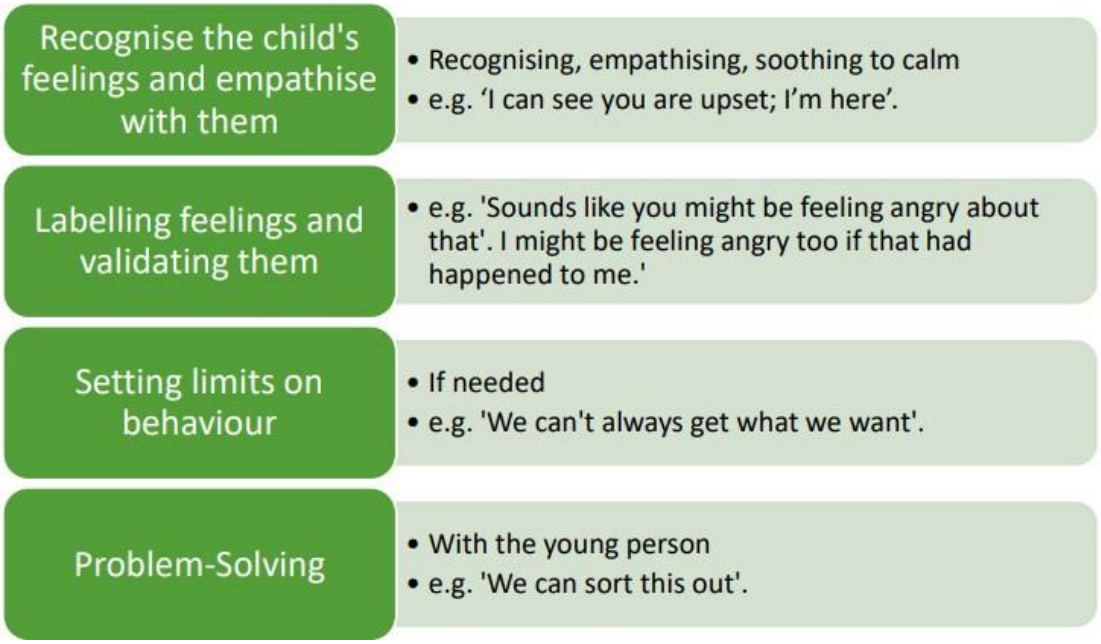
A member of staff will use their judgement based on the behaviour presented to them and may move to step 4 immediately should they need to. The head may also use their professional judgement to move to step 5 immediately should they need to.

Our staff have had trauma and attachment training for emotional coaching. They will apply this training on a case-by-case basis- this will depend on the child's behaviour being presented and may take a number of hours.

Emotional coaching steps:

Four Steps of Emotion Coaching (Emotion Coaching UK)

'Connection Before Correction'



A school 'bio club,' which runs at dinner time, will be made available by invite only to children who may need support at dinner time with regulating behaviour or following school rules. Parents will be informed of the invite to bio club to support the school in their involvement. The aim of the club is to provide a smaller space with less children to explore the world and build relationships.

The class teacher discusses the school rules with each class. In addition to the school rules, classes may also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. We have a specific Anti-bullying Policy - reviewed September 2023. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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. The actions that we take are in line with government guidelines on the restraint of children and recent LA Coping with Risky Behaviours Training (CRB).

Bullying

At Church Vale, we foster a safe and positive environment. Children are taught about bullying regularly through the PSHRE curriculum and online/cyber bullying through the computing curriculum. Children are taught what to do should they think they are being bullied and know they can go to any member of staff in school to disclose this. Church Vale does not tolerate bullying of any kind, including cyberbullying, prejudice-based and discriminatory bullying, and online harms whether inside out outside of the school environment, including on social networks. We will always deal with issues that affect our children both in and out of school to endeavour to keep children safe and work with parents to support with issues, too.

Staff members will record an incident on scholar pack and alert SLT. SLT will work with the children and parents involved to resolve the issues. SLT will implement the sanctions using the behaviour policy.

Church Vale is compliant with the Human Rights Act - KCSiE 2023 provides clarification on the application of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations, such as Church Vale, to respect and protect an individual's human rights when they make individual decisions about them. Under the Human Rights Act, it is unlawful for schools to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity.
- Article 14: requires that all the rights and freedoms set out in the Act must be protected and applied without discrimination,
- Protocol 1, Article 2: protects the right to education.

(KCSiE 2023 Part Two paragraphs 82 to 92 particularly at paragraphs 89 and 165).

The role of the class teacher and staff at Church Vale

It is the duty of all staff to promote self-discipline and proper regard for authority among pupils, as well as positively encourage good behaviour and set good examples. Supply staff are to be made aware of Behaviour Handbook and Supply Teacher booklet.

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.

The class teachers 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head teacher.

The class teacher liaises with the SENCo, 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 SENCo. (See SEND & Inclusion Policy)

The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

If a child misbehaves at lunchtime the mid-days deal with issues a. We also keep a record of any incidents that occur at lunchtimes: lunchtime supervisors give written red card details of incidents. These incidents are dealt with by the Senior leadership team.

The class teacher will teach their class about the Zones of Regulation. This is a tool which encourages children to identify a feeling and what 'colour zone' the feeling will fall in. Children are taught about each colour zone and are given tools and coping mechanisms to enable them to feel calm and content again- back in the green zone.

The role of the Headteacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, 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 Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour on scholar pack.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents/carers

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 on the school website, and we expect parents to read these and support them.

To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. This is signed by both pupils and parents. We try to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions with a child, 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 the class teacher. If the concern remains, they should contact the headteacher. If the concern remains, parents should follow the school complaints policy.

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 Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head teacher (or deputy / acting headteacher in the absence of the head) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents 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. If a social worker is involved with the child being excluded, they will be notified, too.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

When establishing the facts in relation to a suspension or permanent exclusion

decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

The head will also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

During suspension, pupils will still receive work to do at home. For permanent exclusions, work must be set for the first 5 days. It is the responsibility of the parent to ensure that the child is not in a public place for the first 5 days of the exclusion.

After exclusion, the school will work with the child and parents to reintegrate the child into the school with a successful start. A meeting with the child and parents will take place to establish how this will happen.

The head can cancel an exclusion that has already begun, if governors have not already met yet. On this occasion, parents will be invited in for a meeting to discuss the circumstances

that led to the exclusion being cancelled. Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

A panel involving governors and local authority will meet to decide on a permanent exclusion.

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant schools must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

Pupils with special educational needs (SEN) or a disability can be suspended or permanently excluded from school. Schools are not allowed to suspend or permanently exclude a pupil because they have a disability or additional needs the school cannot meet.

School will engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, school should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head teacher records those incidents where a child is sent to him/her on account of challenging behaviour.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded on MIS.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. This is reported in the termly Head teachers report to governors. Also, behaviour monitoring is reported.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government, LA or school introduces new regulations, procedures or initiatives or if the governing body receives recommendations on how the policy might be improved.

Signed: J.Yardley

Date: 01.09.2026

Review: September 2027