

Viking Academy Trust



Behaviour Policy

Ramsgate Arts Primary School

The VIKING ACADEMY TRUST Behaviour Policy for Ramsgate Arts Primary School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 1 2022

Reviewed annually: Term 1

Last review date: Term 1 2025

Signed

A handwritten signature in black ink on a light-colored rectangular background.

Chair of Trust

Behaviour Policy

The Viking Academy Trust

Ramsgate Arts Primary School

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Behaviour Policy is specific to Ramsgate Arts Primary School

1. Purpose

The purpose of the behaviour policy is to outline the expected standard of behaviour from all children attending Ramsgate Arts Primary School (RAPS) so that every learner can succeed in a safe and calm environment. The policy details school ethos and how children and staff should conduct themselves and apply and respond to the behaviour policy so that every child can meet their potential.

The policy outlines how RAPS will:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Behaviour Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools Guidance 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education 2025](#)
- [Preventing and Tackling Bullying 2017](#)
- [Behaviour and Discipline in Schools: Guide for Governing Bodies](#)
- [Mental Health and Behaviour in Schools](#)
- [School suspension and exclusions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Child on Child Abuse

As outlined in [Keeping Children Safe in Education 2024](#), child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- Causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting
- Initiation/hazing type violence and rituals

This behaviour policy treats child-on-child abuse as serious misconduct and outlines sanctions in response.

4. Bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, name calling, mocking, gossiping, spreading hurtful and/or untruthful rumours, taunting, making offensive comments
Physical	Hitting, kicking, pushing, taking or hiding another’s belongings, any use of violence
Racial/Faith/Cultural	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying / online	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The definitions above are covered and expanded upon in full in our Anti Bullying Policy which also outlines the school response to tackling and preventing bullying. This behaviour policy is designed in conjunction with the Anti Bullying Policy.

5. Leadership and Management

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation. Termly behaviour overviews will be reported to the governing body by the Head of School.

5.2 The Head of School

The Head of School is responsible for the successful implementation and review of this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Behaviour issues are recorded on Bromcom and the monitoring of this system is the responsibility of the Head of School. Recorded incidents will be reviewed daily and appropriate response / action will be taken as a result.

5.3 Senior and Wider Leaders

The Deputy Head and phase AHTs will support the Head of School and school staff in the effective implementation of this policy. They will support colleagues to ensure that it is consistently applied.

5.4 Staff

ALL Staff are responsible for:

- Building positive relationships with children
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy and code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Positive Relationships

Fundamental to the success of any behaviour management approach is the foundation of positive relationships between adults and children within a school setting. EEF Research outlines that *“Pupil behaviour has multiple influences, some of which teaching staff can manage directly. Understanding a pupil's context will inform effective responses to Misbehaviour. Every pupil should have a supportive relationship with a member of school staff”*. Class based staff will ensure that they take action to build positive relationships with children and understand their influences. This will be achieved by:

- showing a positive regard and embrace qualities such as open-minded thinking, kindness, empathy and perseverance
- helping children to understand the impact of their actions and behaviours
- focusing on inclusion, wellbeing, and addressing barriers to learning

- listening, with purpose, to the children
- understanding and responding to behaviour in a child friendly and holistic way considering the young person in the context of their family, community and culture
- proactively develop responses to support learners' wellbeing and learners who may be at risk of disengaging or of being excluded
- modelling the behaviour they wish to see

When discussing or addressing behaviour, all staff will use consistent language choices.

When reminding children of positive behaviours

- “The rule” is statements
- “Remember to” reminders
- “Track the Speaker”
- Show me three good things.
- Reframing requests e.g: changing: ‘Please put your coat on’ to ‘Put your coat on thank you’.

When unpicking behaviours after a yellow/red card is given- a conversation based around a restorative approach

- What happened?
- I’m wondering why you did that?
- Who's been affected?
- What needs to happen next to put things right?
- What can we do next time?

When a child needs de-escalation strategies

- I wonder if...
- I imagine that ...
- I notice that... (WIN)

Also see examples of other scripted conversations Appendix 2.

Staff will be careful to speak to children regarding their behaviour in a calm and considered way. They will avoid blaming and shaming and use non-verbal signals first before quiet and private conversations are held with children to address particular issues.

7. Pupil Code of Conduct

Below is the code of conduct expected of children at Ramsgate Arts Primary School.

RAPS Golden Rules are:

- Be ready
- Be respectful
- Be safe

RAPS Values are:

- **Kindness** - *being nice to others.*
- **Collaboration** - *working together as a team.*
- **Resilience** - *trying our best and keeping going even when things are tough.*
- **Creativity** - *using our imaginations and creating things*

RAPS Safety Code:

- Remember to walk in and around school buildings
- Use toilets appropriately
- Tuck your chair in
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands

RAPS Playground Code:

- Ask if you need to leave playground
- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground
- Remember snacks and toilet

Pupils are expected to:

- Follow the school rules and safety & playground codes
- Demonstrate school values in their behaviours, attitudes and interactions
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Respect the property of others
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Show 'three good things' in lessons / assemblies: good sitting, good looking, good listening
- In lessons demonstrate SLANT: sit up, listen, ask and answer questions, nod your head, track the speaker

8.Rewards and sanctions

8.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- Super-Star Learner
- House Points
- Assembly certificates
- Stickers / table points / class points
- Letters/postcards or phone calls home to parents
- Special responsibilities/privileges
- Golden Time

8.2 Reception

All year, children receive house points and other praise rewards for good behaviour, learning and conduct. Children who behave well across the week are rewarded with 'Golden Time' on Friday afternoons. Reception classes have non-negotiables that are presented to the children and discussed daily. These include: not crossing the red line, not throwing. If children break the rules and non-negotiables, they have time out in the classroom. If this continues, they will go to a partner class. If the behaviour continues over the week, then the children will miss a section of their 'Golden Time' on a Friday afternoon.

8.3 Weekly Points Year 1

- Children have 5 points per day (25 points per week).
- If all points are kept, a praise text is sent to parents each Friday.
- All year, children receive stickers, house points and other praise rewards (superstar learning cards/whole class treats) for good behaviour, learning and conduct.

8.4 Weekly Points – Years 2-6:

- Children have 5 points per day (25 points per week).
- If all points are kept, a praise text is sent to parents each Friday.
- After 6 weeks, if all behaviour points are kept, children earn a RAPS badge-dates outlined on the Termly Key dates.
- If all points are kept at the end of Term 5, a silver badge will be awarded. If all points are kept at the end of Term 6, a gold badge will be awarded.
- If the whole class keeps all of their points, a gold star is added to the behaviour display board.
- Every week, if all 25 points have been kept, a praise text is sent to parents – *“Your child has kept all of their behaviour points this week and has been rewarded with Golden Time.”*

8.5 Individual Class Rewards:

- Class teachers will devise their own systems for children to earn class rewards. These will be suitable for the children within the class to take collective ownership for earning the reward. Systems may include: a number of cubes or marbles earned in a jar; a number of squares earned on a hundred square or similar. Progress towards each reward will be earned by excellent learning and behaviour. Rewards may include movie afternoons, additional play sessions etc.

8.6 Systems and Sanctions

Before any sanction is taken, the first step is always to praise children demonstrating excellent behaviour and meeting expectations.

Reception - Systems

Behaviour	Action
Poor Conduct and / or learning behaviour e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions	After non-verbal, indirect behaviour cues. Direct verbal warning is given with an explanation of the issue with the behaviour – e.g. <i>the rule is be respectful and you are talking at the same time as me</i> , followed by an explanation of how the behaviour could be improved. Reference to class posters and visuals will be made to encourage children to improve their choices with their behaviour.
Repeat of poor Conduct and / or learning behaviour	If the behaviour continues or fails to improve, the child will have some time out within the classroom. When appropriate a restorative conversation will be had with the child (using the WING statements). <ul style="list-style-type: none"> • What happened? • I'm wondering why you did that? • Who's been affected? • What needs to happen next to put things right? • What can we do next time?
Continued poor conduct after time out in the classroom.	If the behaviour continues, the child will spend some time in a partner class. After time out a restorative conversation will be had with the child.
Continued poor conduct after time out in partner class.	If the behaviour continues, time out in another classroom will be given. After time out a restorative conversation will be had with the child.
Continued poor conduct after time out	SLT will be called to support

- Parents will be informed of behaviour patterns.

Years 1- Systems

Behaviour	Action
Poor Conduct and / or learning behaviour e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor uniform standard, not addressing teachers or children appropriately.	After non-verbal, indirect behaviour cues. Direct verbal warning is given with an explanation of the issue with the behaviour – e.g. <i>the rule is be respectful and you are talking at the same time as me</i> , followed by an explanation/model of how the behaviour needs to improve. Reference to class posters and visuals will be made to encourage children to improve their choices with their behaviour.

<p>Repeat of poor conduct and / or learning behaviour</p>	<p>A yellow card will be shown to the child, rather than handed to them, and restorative talk will be had with the adult who issued it, whether that be straight after the yellow card is given, or after the child has had time to reflect on it.</p> <ul style="list-style-type: none"> • What happened? • I'm wondering why you did that? • Who's been affected? • What needs to happen next to put things right? • What can we do next time? <p>A warning that it may be changed to a red card if improvements are not made will be given. This card will be removed when improvements in behaviour are observed.</p>
<p>Yellow card remains with child at the end of a session (followed up by person who issues card).</p>	<p>Child misses' part of break/choosing/lunch time on the same day to discuss behaviour – use a restorative approach with the child.</p> <ul style="list-style-type: none"> • What happened? • I'm wondering why you did that? • Who's been affected? • What needs to happen next to put things right? • What can we do next time? <p>Expectations are re-set for the next session. 1 point lost – this must be logged on Bromcom by class teacher. Any missed learning will need to be completed.</p>
<p>Yellow card issued and no improvement in behaviour / decline in behaviour during a session / additional poor behaviour in a session (followed up by person who issues card).</p>	<p>The yellow card is exchanged for a red card verbally, explaining to the child why this is. When appropriate an explanation will be given for the reason for the issue - use a restorative approach. Expectations are re-set for the next session. Warning of consequence and next step explained. The red card can be removed completely if a child improves their conduct or can be exchanged for a yellow in response to how behaviour is improving.</p>
<p>Red card remains at the end of a session (followed up by person who issues card).</p>	<p>Child misses' part of break/choosing/lunch time on the same day to discuss behaviour – use a restorative approach with the child. Expectations are re-set for the next session. Any missed learning will need to be completed.</p>

	2 points lost and recorded on Bromcom by class teacher. Cards that have not been gained back are spoken about to parents/carers at the end of the day or over the phone.
Repeat of poor conduct / learning behaviour when a red card has been issued	Time out given in parallel / another class. Restorative approach used by adult during time out.
Repeated poor conduct / learning behaviour after time out	SLT intervention

- Parents will be informed of cards issues and recurrent behaviour patterns.

Years 2-6 - Systems

Behaviour	Action
Poor Conduct and / or learning behaviour e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor uniform standard, not addressing teachers or children appropriately.	After non-verbal, indirect behaviour cues. Direct verbal warning is given with an explanation of the issue with the behaviour – e.g. <i>the rule is be respectful and you are talking at the same time as me</i> , followed by an explanation/model of how the behaviour needs to improve. Reference to class posters and visuals will be made to encourage children to improve their choices with their behaviour.
Repeat of poor conduct and / or learning behaviour	A yellow card will be issued which will be kept on the child's desk / on the carpet in front of them. A warning that it may be changed to a red card if improvements are not made will be given. This card will be removed when improvements in behaviour are observed.
Yellow card remains with child at the end of a session (followed up by person who issues card).	Child misses' part of break to discuss behaviour – use a restorative approach with the child. <ul style="list-style-type: none"> • What happened? • I'm wondering why you did that? • Who's been affected? • What needs to happen next to put things right? • What can we do next time? Expectations are re-set for the next session. 1 point lost – this must be logged on Bromcom by class teacher. Any missed learning will need to be completed.
Yellow card issued and no improvement in behaviour / decline in behaviour during a session / additional poor behaviour in a	The yellow card is exchanged for a red card.

<p>session (followed up by person who issues card). Mid-day meal supervisors to tell class teachers who has received a card.</p>	<p>When appropriate an explanation will be given for the reason for the issue - use a restorative approach. Expectations are re-set for the next session. Warning of consequence and next step explained. The red card can be removed completely if a child improves their conduct or can be exchanged for a yellow in response to how behaviour is improving.</p>
<p>Red card remains at the end of a session (followed up by person who issues card). Mid-day meal supervisors to tell class teachers who has received a card.</p>	<p>Child misses' part of break to reflect and discuss behaviour – use a restorative approach. Expectations are re-set for the next session. Any missed learning will need to be completed. 2 points lost and recorded on Bromcom by class teacher.</p>
<p>Repeat of poor conduct / learning behaviour when a red card has been issued</p>	<p>Time out given in parallel / another class</p>
<p>Repeated poor conduct / learning behaviour after time out</p>	<p>SLT intervention</p>

Some behaviours will earn an automatic card or sanction:

<p>Poor behaviour – Automatic yellow card + sanction</p>	<p>Serious disruption in lessons and around the school Non-completion of classwork because of poor behaviour/attitude Poor attitude and lack of respect to people and property Poor language use Lying/Dishonesty Teasing / unkindness Silliness in toilets Damage to equipment or property through lack of care and/or attention Walking away from a member of staff Leaving a room without permission Leaving the playground without permission Hurting child or member of staff by careless action or lack of attention to safety (not deliberate) Deliberate disrespect of environment – throwing paper towels / rubbish on the floor</p>
<p>Serious misconduct Automatic red card + sanction</p>	<p>Deliberate pushing / shoving / barging with intent to hurt Physical harm to others – hitting, kicking, throwing something, biting etc. Swearing Repeated lying after previous incidence Deliberate actions that can cause harm – pulling chairs away, shutting doors on people</p>

	<p>Unsafe or unsuitable behaviour in toilets – locking doors and crawling out, throwing water, any misuse of toilet paper, soap, paper towels etc.</p> <p>Playing with locks/ codes / exit buttons around the school</p>
<p>Serious misconduct: Automatic SLT intervention</p>	<p>Any behaviour which puts safety of children or staff at risk.</p> <p>Any form of bullying</p> <p>Any form of child-on-child abuse</p> <p>Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</p> <p>Vandalism</p> <p>Serious damage to property or equipment</p> <p>Theft</p> <p>Fighting</p> <p>Physical or verbal aggression towards a child or member of staff</p> <p>Physical assault of a child or member of staff</p> <p>Racist, sexist, homophobic or discriminatory behaviour or language</p> <p>Possession of any prohibited items (for which a search can be made). These are:</p> <ul style="list-style-type: none"> ○ Knives or weapons ○ Alcohol ○ Illegal drugs ○ Stolen items ○ Tobacco and cigarette papers/ vapes/lighters ○ Fireworks ○ Pornographic images ○ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

8.7 Monitoring and Response to repeated incidents

All points lost as a result of cards issued must be recorded on Bromcom. The Head of School and Deputy Head are responsible for monitoring Bromcom behaviour issues.

Issue	Action
21 points or less by the end of the week	The Head of School or member of the leadership team will speak with the child to re-set expectations for the following week and miss some golden time. SLT will speak to parents that this has happened.
3 red cards in a week (not earned back or issued automatically)	Child will spend one session / lesson with the HoS, DHT or member of the leadership team completing class work after teaching input. Lunchtime will also be missed as a result of both cards. <i>Class teachers must verbally inform HoS/DHT to ensure sanction is prompt and let parent know.</i>
4 weeks of less than 21 points within a term	Behaviour Card issued (suitable for child)

	<p>This must be signed by a member of SLT at the end of every day. When card is completed, it must be handed to HoS to be retained.</p> <p><i>Class teachers must verbally inform HoS / DHT to ensure sanction is prompt, once agreed with SLT class teacher let parent know and reasons for issue of behaviour card.</i></p>
6 red cards in two consecutive weeks	<p>Behaviour Card issued (suitable for child)</p> <p>This must be signed by a member of SLT at the end of every day. When card is completed, it must be handed to HoS to be retained.</p> <p><i>Class teachers must verbally inform HoS / DHT to ensure sanction is prompt, once agreed with SLT class teacher let parent know and reasons for issue of behaviour card.</i></p>
3 red cards on the playground within a term	<p>Playground privileges removed and social skills support in place for a term. SLT to issue sanction and inform parents</p>

All lunch time incidents will be reported to the Assistants Heads for the Year group who will then log the cards, monitor and take appropriate action. Stage 1 / Stage 2 warning letters will be sent to parents after being issued 1 or 2 red cards. If 3 red cards are issued then the child will have playground privileges removed and social skills support in place for a term. A stage 3 letter will be sent to parents.

Should behaviour not improve or issues consistently be repeated, additional sanction and consequence may be implemented:

Timetable adjustment or reduction	<p>Parent meeting</p> <p>Hours in school adjusted to allow child to demonstrate required behaviours and become successful. Hours to increase over time.</p> <p>SLT & SENCo involvement</p> <p>Behaviour plan written</p>	
Internal Exclusion	<p>A child will spend a period of time out of class with a senior leader, completing class work.</p> <p>Parent meeting</p> <p>Behaviour plan written</p>	<p><i>Internal exclusion may be given after a stand-alone behaviour or child-on-child abuse incident. e.g. hurting children or staff with deliberate action, aggression, serious damage to equipment or property, leaving the school site</i></p>
Alternative Hours	<p>Consistent behaviour issues after internal exclusion may result in a child being sent home at lunchtime and being asked to return to school at 3:15 until 5:00 to complete the afternoon class work with a member of SLT</p> <p>Parent meeting</p> <p>Behaviour plan in place</p>	
Suspension	<p>Consistent behaviour issues after alternative hours may result in a child being suspended</p> <p>Behaviour plan</p>	<p><i>A suspension may be given without the sequence of internal exclusion and alternative hours: child-on-child abuse, uncontrollable aggression, seriously hurting a child</i></p>

		<i>or member of staff, behaviour which puts safety of others at significant risk</i>
Exclusion	Consistent behaviour issues after alternative hours and / or suspension may result in a child being excluded	<i>A child may be excluded for a significant incident or issue without other sanction being implemented previously.</i>
<ul style="list-style-type: none"> • Suspension: will follow DFE and Kent Guidance • Exclusion will follow DFE and Kent Guidance. • Viking Academy Trust Exclusions Policy can be found on the Trust website (www.vikingacademytrust.com) 		

8.8 Serious Incident Forms:

These must be completed after an incident where a child:

- Seriously hurt a child
- Harmed an adult
- Caused significant disruption
- Caused significant damage to property
- Had a prolonged period of disruptive behaviours
- Left the school site

Senior Leaders will direct staff to complete a serious incident form for other behaviour issues not listed above as appropriate.

[Serious Incident Form](#)

9 Support Strategies:

RAPS will implement a range of support strategies in response to the need of individuals. These will be used to support children to meet the behaviour standards expected at the school.

Behaviour Charts:

- If a child has identified barriers to consistently keeping points each week, an alternative method of tracking days where all points have been kept may be implemented to ensure a child can work towards RAPS badges
- A visual representation of each day where points are kept will be held in the classroom, enabling a child to work towards 15 days (which do not have to be consecutive). When 15 days have been achieved, the child can earn a RAPS badge.
- Alternative charts to track success may also be implemented and these will be designed to suit the needs to the child.

Behaviour Charts:

- Both class and / or playground behaviour chart may be issued.
- A grade of 1-4 is awarded for behaviour for each session throughout the day (class) or each break time session throughout the day. 1 is awarded for outstanding behaviour with 4 being the lowest grade possible.
- The chart must be signed by a member of SLT at the end of each day.

- If a child gets a 3 or 4 then a restorative approach must be used to unpick the behaviour.
- The number on the chart should be agreed at the end of the session, not as a punishment for a poor behaviour choice during the session.
- Any 4's on the chart result in the behaviour card continuing for another week
- Three 4's in a day or four 4's in a week result in an internal exclusion, when agreed with SLT. The teacher should inform the parent that this is going to happen, the day before the internal exclusion.
- Each new term is a "fresh start"
- Parents will be informed should their child be "at risk" of being placed on a behaviour card.

Catch Me Being Good Cards

- These may be used for children who would benefit from the promotion of good choices over the sanctions associated with a behaviour card
- Cards are separated in to boxes and staff members sign boxes when a child displays excellent behaviour
- When the card is completed, a prize is earned from a member of SLT
- A child may be asked to bring the card to a member of SLT at the end of each day

Pastoral Support

The school uses a range of pastoral support strategies to support behaviour including:

- Peer mentoring / buddies
- External counselling services
- Staff Mentoring
- Well-Being Support Worker

External Agency Support

The school will also consult external agencies to support children's behaviour. These include:

- LIFT (Local Inclusion Forum)
- Thanet Inclusion Support Service
- THRIVE
- NELFT
- Speech and Language Support

Behaviour Plans

Behaviour plans will be written by the SENCo and other relevant staff (e.g. class teacher, Deputy Head, Teaching Assistants) and shared with parents. They will contain detail regarding barriers and challenges that children face with their behaviours and outline strategies to support and overcome these. They will be shared with parents and regularly reviewed to ensure that strategies are appropriate and take in to account any advice given by external agencies. Staff will be supported by the SENCo and Senior Leaders to implement strategies effectively.

Arts Curriculum Pathway

The transition into the Arts Curriculum in year 3 can prove challenging for some children. The school has now developed Three 'Pathways' for the Arts Curriculum and Extended day. The intention is to offer an inclusive, gradual approach to access the Arts in a nurturing and progressive way.

Pathway One - Small group Arts Nurture, which has a smaller group of children with additional adult support and a 3.15 finish.

Pathway Two - Joining in the Arts curriculum with the whole class with no additional adult support with an earlier 3.15 finish.

Pathway Three - Full Arts curriculum with a 4.15 finish.

If the school feels a child will benefit from an Arts Curriculum Pathway support then towards the end of Year 2, a member of SLT will meet with parents to outline the Arts Pathway chosen for their child.

10 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

11 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy. Please refer to our child protections and managing allegations policy for more information on responding to allegations. The Head of School will also consider the pastoral needs of staff accused of misconduct.

15 Use of Reasonable Force

In line with DFE Advice Use of Reasonable Force

Nick Budge (Head of School), Daniel Holliday (Deputy Head), Louise Chidwick-Day (Assistant Head) and Emily Hughes (SENCo) are members of staff trained in the use of physical intervention and restraint via Team Teach.

De-escalation techniques should be employed before physical restraint is considered. Top tips for de-escalation.

- Avoid a battle
- Appear calm and controlled
- Allow time and listen acknowledge emotion
- Allow personal space don't crowd
- Set limits calmly, but firmly
- Offer help 'I am here to help'
- Try not to raise your voice
- Avoid prolonged eye contact
- Negotiate ways for the child to maintain dignity

In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (serious incident log form)

16. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

17.Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

18.Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

19. Training

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers. 'Team Teach' training for members of SLT is renewed every three years.

20.Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and governing body every year. It will be updated and reviewed in line with any changes to DfE guidance.

21.Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection
- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media
- Exclusions Policy
- Staff Code of Conduct
- Online Safety
- Managing allegations
- Whistleblowing

STATE THE REASON (e.g., “Is it a problem because...; Is it scary because ...; It’s a big deal because...; It’s hard because”.)

OFFER A STRATEGY (e.g., “We (or you) can do; that should help”)

GENERAL REASSURANCE (e.g., “Great; there’s always something that works, isn’t there?”)

Problem-solving script

Identify/label the issue - e.g. “This looks a bit tricky”

State the reason - e.g. “It’s tricky because...”

Offer a strategy e.g. “We can do” “That should help”

General reassurance e.g. “Great, there’s always something that works, isn’t there?”
“There’s always something we can do” “There’s always a way”

Hard to do/easy to do script

Identify/label the issue e.g. “This is quite hard/medium hard/easy to do isn’t it?”

State the reason e.g. “It’s hard/easy to do because”

Offer a strategy e.g. “O.K. so we need to make a plan .” “Maybe you could ask for help?”

General reassurance e.g. “Great; that was hard to do – but you asked for help and we did it” “There’s always something that works, isn’t there?” “There’s always something we can do”

Big deal/little deal script

Identify/label the issue e.g. “Sometimes we can get upset over little deals...”

State the reason e.g., “This is just a little deal because we can”

Offer a strategy e.g. “Maybe we can just wipe this milk up with a paper towel”

General reassurance e.g., “There we go. You see, that was not a big deal. That was just a little deal. There’s always something that works, isn’t there?”