Victoria Road Primary School
Behaviour and Conduct Policy

POLICY DOCUMENT

Approved by: FGB March 2025

Date: March 2025

Date of next review: March 2028

Our Aims:

We believe that every child has the right to learn; no child has the right to disrupt the learning of others. To ensure that pupils become responsible and effective members of society we aim to:

- Ensure a safe, caring and happy school.
- Ensure appropriate behaviour and language throughout the school.
- Encourage and praise greater effort in both work and behaviour.
- Provide a system of rewards to encourage good behaviour and the use of assertive discipline techniques to tackle persistent poor behaviour.
- Ensure a whole school approach to discipline which is used and approved by all staff in the school – teaching and non-teaching.
- Ensure that parents are informed and are aware of the disciplinary procedures.
- Promote good citizenship.
- Prevent bullying.

This is achieved through a continuous and consistent approach by all.

Our Vision/Values:

Our school vision is to promote a community that works together to create an environment where everyone feels safe to learn, rise to challenges and achieve their very best. We expect everyone to uphold these values and we commit to working with families and their children to provide a partnership of high quality education inspired by sharing values and beliefs.

Our School Values underpin everything we do and believe in. These are our five school values:

- **Respect**
- **Fairness**
- **Courage**
- **Honesty**
- **Enjoyment**

Our Behaviour Systems:

Stop and Think Card

This is a visual reminder to allow children to stop and think about their behaviour and gives them an opportunity to regulate their behaviour before it escalates to a yellow.

Good to be Green - the Traffic Light System (Appendix 1).

Good to Be Green is used in the classroom to highlight behaviour which demonstrates the school values, supports effective learning but also addresses any behaviour which could disrupt learning. The children start on a green card each morning and afternoon as we set high expectations and expect the children to be ready to learn. The card is changed to yellow as a warning. The child can earn their green card back at this stage, but if behaviour is disruptive and ongoing their card will be turned to red.

In Reception Class (Caterpillars) there is a visual warning step, where the child's card is turned vertically, before issuing a yellow card. In Reception Class, children are also able to earn themselves a gold card for demonstrating the School Values.

During times outside the classroom, (break and lunch times) children are given a verbal warning to help them make the right decision. If a child continues to make the wrong choice they will be asked to sit out and reflect on their behaviour. Further to this the child will be spoken to by a senior leader and removed from the situation.

Rewards:

Our school uses a range of awards reflecting the school values:

- **Dojos** - Electronic points which each child collects in class and from adults around the school. These are awarded for any positive behaviour e.g. good manners, good effort in learning.
- **Merits -** Given out during assembly to pupils demonstrating the school values.
- **Other Awards –** Headteachers award, VIP (termly), Move it Award, Attendance Ted, Punctuality Pup, stickers, positive praise in children's contact books or pass on positive remarks to acknowledge good learning and behaviour.
- **Class Council -** Meets regularly with Mrs Evans to discuss various aspects of school life including conduct.

Our Conduct Procedures and Processes:

Despite our high expectations of good conduct at all times, there may be rare occasions where this does not happen. In these situations, each incident will be dealt with according to the details of the misconduct. Whilst all incidents of misconduct are unacceptable, we recognise that some incidents are more serious than others. In this situation we take into account whether this is a recurrent behaviour, so all teachers maintain a behaviour log so they can quickly identify and address any patterns of misconduct.

At Victoria Road we have a tiered, three-stage system of managing behaviour.

Misconduct (these are examples and not an exhaustive or exclusive list)	**Procedures and expectations – these are for guidance only and staff are expected to use their professional judgement when considering the context of the incident.**	**What should be recorded and where**
Tier 1 Low level incidental behaviour which includes incidents such as: ● Running in the school buildings ● Messing about in the toilets	● The adult who has observed the incident speaks to the child ● Check that they understand what they have done ● Ensure that they understand why that action is an issue ● Reinforce the correct behaviour	These could be recorded onto CPOMs if deemed appropriate.

● Talking during assembly ● Persistent calling out in class ● Lack of manners / consideration for others (thoughtlessness)	● If appropriate, inform the class teacher	
Tier 2 Mid-level behaviour which can include deliberately targeting another child or acting with intent to upset them such as: ● Excluding someone from a game ● Spreading lies ● Pushing and shoving ● Refusing to follow instructions (defiance) ● Stealing ● Laughing at or mocking other pupils ● Back chatting adults It should be noted that a repeated pattern of these types of incidents would result in the actions being viewed more seriously than a single incident.	● Speak to all children who were involved in the incident (dependant on age, they can be required to write their version of events) ● Class teacher to be informed ● Class teacher to speak to all once they've weighed up the evidence and come to a decision ● Appropriate consequence to be given e.g. loss of some or all of a playtime – consequences should not impact on learning time. Warning card to be given (following Good to be Green procedures) if learning is affected ● Remind children of our language code i.e. Green and Red language if appropriate (see appendix 5) ● Depending on seriousness, pupil to speak to senior leader. ● Parents to be informed if appropriate – all incidents of physical behaviour to be reported.	The Class Teacher must be informed of these incidents and they may be deemed necessary to record on CPOMS.
Tier 3 Highly disruptive or serious misconduct which might also lead to children and/or adults feeling intimidated such as: ● Spitting ● Racist or other comments or name calling which limit equality e.g. homophobic and sexist comments (these also need to be recorded in a separate log)	● The class teacher must be informed ● Speak to all children who were involved in the incident (dependant on age, they can be required to write their version of events) ● Class teacher to speak to all once they've weighed up the evidence and come to a decision ● If it is deemed appropriate, a decision may be made to split children into different zones on the playground. ● Escalated to ELT (Extended Leadership Team) / or the Head Teacher depending on the seriousness of the incident	These must be added to CPOMS along with a copy of the completed 4W form. In the event of any racist, sexist or homophobic incidents then SLT need to be informed in

• Intentionally physically hurting another person • Running away from the classroom or school building • Persistently stealing for gain e.g. money • Swearing • Intimidating others e.g. making threats or behaving in a threatening way • Persistently recurring behaviour from Tier 2 • Sexualised behaviour • Bullying including cyberbullying	• Behaviour logged onto CPOMS • Children to complete a 4W form and parents informed either by letter, telephone call or inviting in to a meeting (see appendix 2, 3 and 5) • If the incident is of a racist, sexist or homophobic nature, it needs to be logged on CPOMS under 'bullying incident' or 'racist incident' as these incidents have to be reported to Governors and the Local Authority.	person so that they can report it to the appropriate authorities.

However it must be noted that frequency and intent can change the seriousness with which an incident is viewed.

Record keeping – for pupils causing concern a record of instances of misbehaviour will be logged using CPOMS, these will be reviewed by the Inclusion Manager and Head Teacher so patterns can be monitored. Where a parent has raised a concern, staff will give feedback to them so they are aware of the outcome.

Behaviour Support Plans and Pastoral Support Plans (see appendix 4)

If a child's behaviour cannot be modified after such efforts, then it may be appropriate to put in place a more formal behaviour plan. This will be based on in-house records and assessments. The plan is a clear set of agreements of targets, procedures and consequences. The child, parents and all adults involved must be informed of its contents. It should be regularly monitored and reviewed by the class teacher and Inclusion Manager.

Exclusions:

Exclusion will be considered appropriate where the health and safety of staff and / or pupils is seriously compromised. In cases of extremely serious behaviour breaches, parents will be notified that their child will be excluded and the reason for this. The governors and Local Authority will be involved at this stage. Internal exclusions involve being taught separately from the rest of the children, with separate break times. Records of all external exclusions are sent to KCC and paperwork is provided for parents. Before the child is readmitted to school, a meeting between parents and the school will be arranged. The purpose of the meeting is to discuss the way forward to minimise the risk of such behaviours being repeated. A written record of the discussion and commitment to the plan will be agreed between the child, the parents and the school. These records are kept on file at the school. For further information please read the DfE guidance, School Suspension and Permanent Exclusions.

Positive Handling:

Positive handling techniques should only ever be used in cases of extreme necessity and will always be reasonable and proportionate. There is no right to restrain or use physical force and so any use should be considered very carefully. Whenever possible, a trained member of staff should be called on for assistance.

Bullying:

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

DfE Definition of Bullying:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those who are being bullied to defend themselves.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can take many forms and include:

- Physical: hitting, kicking, taking belongings.
- Verbal: name-calling, insulting, racist remarks.
- Indirect: spreading unpleasant stories, excluding someone from social groups or being the subject of malicious rumours.
- Cyberbullying (sometimes referred to as online bullying): sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Screening, Search and Confiscating:

The law allows schools to confiscate, retain or dispose of a pupil's property so long as it is reasonable in the circumstances. It also gives powers to search without consent for prohibited items. For further information please read the DfE guidance, Searching, Screening and Confiscation.

Roles and Responsibilities:

The role of pupils:

- Display our School Values at all times.
- Put full effort into the learning opportunities that they are given.
- Be tolerant of others, regardless of race, gender, religion or age.
- Take responsibility for their own actions.

The role of parents:

- Support the school's Behaviour and Conduct Policy.
- Reinforce our School Values, vision and aims by talking regularly with their children about behaviour.
- Encourage and celebrate all successes and accept sanctions where appropriate.
- Sign the Code of Conduct for visits and Home School Agreement.
- Encourage respect for their child's school, staff and peers.
- Keep the school informed about any issues that might affect their child's wellbeing.

The role of staff:

- Model high standards of respect and behaviour and promote the school's values.
- Respect children and listen to their views without discrimination.
- Establish and maintain clear and consistent expectations and boundaries.
- Encourage pupils to make positive choices and apply corrective measures in a sensitive and private manner.
- Adhere to behaviour and discipline procedures and record and refer to any inappropriate behaviour in accordance with procedures.
- Inform parents if we have concerns about their child's welfare or behaviour.
- Ensure a class behaviour log is kept and keep relevant staff informed of any issues.

The role of Governors:

- Responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains unresolved, it can be discussed with the Inclusion manager (Alice Hawksley) or the FLO (Sue Vincent) in the first instance escalated to Assistant Headteacher (Jill Evans) and then the Co-Headteachers (Kelly Collens and Zana Fletcher). The school will endeavour to always follow this procedure but it may, in some situations, be necessary to escalate an incident more rapidly. If parents remain unsatisfied with the outcome, they can make a complaint to the Chair of Governors following the school's procedures.

Further information:

This policy is a statement of aims, strategies and principles of Victoria Road Primary School. It should be read in conjunction with other school policies and DfE guidance.

This policy also applies to our Breakfast and After School Provision.

APPENDIX 1 - Good To Be Green

Good to be Green

Foundation of this approach – focusing on pupils' learning to take responsibility for their behaviour. All children start on green because we all have a clear expectation that all children come into school ready to learn.

All children start on this first thing in the morning and then for the afternoon session.

First warning – If learning is being disrupted, Green changes to Yellow. This card can revert back to Green when the child then starts behaving appropriately.

Red card if the behaviour doesn't improve from an orange.

RED 1: Child is removed within class (sits alone).

RED 2: If behaviour still persists, the child is removed to partner class or class breakout area to carry on with their work for 5 mins. If the child complies with this, s/he stays on RED for the duration of the morning/afternoon session but no other consequence is taken.

If the child refuses or behaviour doesn't improve on returning to class the child moves to RED 3

RED 3: Child is sent to ELT (who are not in class). The child will be given a 4W form to complete during break and behaviour is logged onto CPOMs. Parents will be informed by the class teacher either by letter / phone call or if persistent behaviour by setting up a meeting to come in.

A Behaviour Plan or Pastoral Support Plan (PSP) may be considered appropriate for persistent poor conduct or behaviour.

If a KS2 child receives 3 red cards in the same term they will complete a lunchtime detention with SLT.

Any severe swearing, violent or aggressive behaviour is considered to be TIER 3 and escalated straight to ELT (Extended Leadership Team). Parents will always be informed and behaviour logged onto CPOMS.

APPENDIX 2 - KS1 4W Form

Behaviour Think Sheet-KS1

My Name .....

What happened?

.....

.....

.....

Which school value does this apply too?

Honesty
Fairness
Respect
Courage
Enjoyment

How will I fix this?

Staff name: Date:

Further information from staff

Have you recorded on CPOMS? Yes ☐ No ☐

Have parents been informed? Yes ☐ No ☐

APPENDIX 3 – KS2 4W Form

The 4W Form

Pupil Name: _____ **Class:** _____

Our School Values:

- Honesty
- Fairness
- Respect
- Courage
- Enjoyment

What I did…

_____

_____

_____

Which school value was broken…

_____

_____

Why I did it (my explanation)…

_____

_____

_____

What I think I should do to fix it…

_____

_____

_____

Staff or parents/carer comments…

_____

_____

Staff name: ……. Date: …….

Further information from staff

Have you recorded on CPOMS? Yes ☐ No ☐

Have parents been informed? Yes ☐ No ☐

APPENDIX 4 - Behaviour Support Plan

Behaviour Support Plan

Name:	School:	Year:
	Start Date:	Review Date:

Known Triggers:	**Things I like:**
Targets:	

What I might be doing:		**What I need:**
	5	
	4	
	3	
	2	
	1	

APPENDIX 5 - Inappropriate Language Letter

Mrs Kelly Collens
Mrs Zana Fletcher
Co-Headteachers

Tel: 01233 620044
Fax: 01233 664211
e-mail: school@victoria-road.kent.sch.uk

Victoria Road Primary School
Victoria Road
Ashford
Kent
TN23 7HQ

Website: victoriaroad.co.uk

Date: _____

Dear Parents/Guardians

RE: INAPPROPRIATE LANGUAGE

Sadly I feel I must let you know that today in school, your child was reported/overheard to say:

_____

Any issue around the use of inappropriate language has been dealt with by the teacher.

Also as a consequence of this poor language _____ will be monitored over the next few days/weeks and we will contact you again if the situation has not improved

It may help us and your child, if you were to discuss this matter with them, so that they understand we do not use these words in school.

If you would like to discuss this letter with the class teacher, please make an appointment through the school office.

Many thanks for your continued support.

Yours sincerely

CLASS TEACHER