

'From Acorns to Oaks: Learning and Growing Together'

Behaviour Policy January 2025



Our School Vision

At our school, we embrace creation in our rural setting, striving to learn, contribute and achieve.

As #TEAMELHAM, we respect, support and inspire each other.

We are a community that holds each other to high standards, helping everyone to be the best they can be, held safe in the loving hands of God.

Our Narrative

New Living Translation John 6:5-14 Jesus Feeds the Five Thousand

5 Jesus soon saw a huge crowd of people coming to look for him. Turning to Philip, he asked, "Where can we buy bread to feed all these people?" **6** He was testing Philip, for he already knew what he was going to do.

7 Philip replied, "Even if we worked for months, we wouldn't have enough money^[a] to feed them!"

8 Then Andrew, Simon Peter's brother, spoke up. **9** "There's a young boy here with five barley loaves and two fish. But what good is that with this huge crowd?"

10 "Tell everyone to sit down," Jesus said. So they all sat down on the grassy slopes. (The men alone numbered about 5,000.) **11** Then Jesus took the loaves, gave thanks to God, and distributed them to the people. Afterwards he did the same with the fish. And they all ate as much as they wanted. **12** After everyone was full, Jesus told his disciples, "Now gather the leftovers, so that nothing is wasted." **13** So they picked up the pieces and filled twelve baskets with scraps left by the people who had eaten from the five barley loaves.

14 When the people saw him^[b] do this miraculous sign, they exclaimed, "Surely, he is the Prophet we have been expecting!"^[c]

Elham Church of England Primary School

Elham Church of England Primary School is a Church of England Voluntary Aided Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with three specific values (respect, support and inspire) based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit and the Anglican tradition.

Part A - Policy

Policy Statement

We recognise that the behaviour of pupils within Elham Primary School is of a very high standard, and pupils are often commended for their behaviour by outside guests. Whilst we acknowledge that behaviour is excellent, we also accept that there are times when children's behaviour in the school falls short of the high standards we expect. To that effect, we hope to positively deal with these types of behaviour in accordance with the Christian ethos of the school and the high standards we expect. This policy is the statement of principles, aims and strategies for the positive management of behaviour at Elham School.

Aims

'The fundamental aim of behaviour management and discipline, within any school context, is to enable our children to be aware of their behaviour as it affects others' rights and to take ownership of their behaviour in regard to the rights of others.' Dr Bill Rogers 2017

The school's aim is to provide a happy and purposeful Christian environment in which each child feels secure and able to reach their full potential.

In order to achieve this, we recognise the importance of:

- providing a consistent approach to behaviour management
- fostering and maintaining positive relationships between children, staff, parents/carers and other professionals
- providing children with a stimulating and engaging curriculum
- all members of the school community being good role models
- recognition and praise
- a clear understanding of what attitudes and behaviours are expected
- defining what we consider to be unacceptable behaviour, including bullying
- summarising the roles and responsibilities of different people in the school community with regards to behaviour management
- a clear system for rewarding and sanctioning children appropriately

Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- 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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- [Behaviour and discipline in schools Advice for headteachers and school staff](#)

Roles and Responsibilities

The role of the child

All children are expected to act as good role models and ambassadors of the school.

Children are expected to:

- behave in an orderly and self-controlled way
- take ownership of their behaviour as it affects the rights of others
- show respect to members of staff and each other
- in class, make it possible for all children to learn
- move quietly around the school
- treat the school buildings and school property with respect
- 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 of school

The role of staff members and other adults working for the school

All Elham staff have high expectations of the children in terms of behaviour principles and attitude. They will strive to ensure that all children behave and achieve to the best of their ability so they can reach their full potential. It is the responsibility of all staff to:

- foster positive relationships with children, colleagues, parents/carers and other professionals
- provide children with opportunities to develop the characteristics of effective learning

- act as good role models for children
- develop a child's awareness of their behaviour and how it affects the rights of others
- help children take ownership of their behaviour in regard to the rights of others
- help children to belong in constructive and co-operative ways
- help children deal with the 'normal range' of distracting and disruptive behaviours
- implement this Behaviour Policy consistently
- ensure that the school rewards and sanctions are applied consistently and fairly
- provide a personalised approach to the specific behavioural needs of particular children
- raise and record any concerns respectfully and appropriately
- provide all children with a stimulating and engaging curriculum
- discuss the school rewards and sanctions systems with their class
- develop a 'code of conduct/class charter' with their class, setting out a programme of praise and encouragement, which complements the school ethos and reflects the specific behavioural needs of the children within their class
- inform parents/carers and the Senior Leadership Team (SLT) if they have concerns about a child's welfare, attitude or behaviour

The role of the Senior Leadership Team (SLT)

It is the responsibility of the Senior Leadership Team to:

- support the Headteacher in implementing all aspects of this Behaviour Policy
- support staff in responding to behaviour incidents

The role of the Headteacher

The Headteacher is responsible for:

- ensuring the health and safety and welfare of all children within the school
- reviewing, approving and implementing this Behaviour Policy in conjunction with the Governing Body, giving due consideration to Elham CEP School's behaviour principles
- ensuring that the school environment encourages positive behaviour
- making sure staff deal effectively with behaviour
- monitoring how the staff implement rewards and sanctions
- reporting to governors, when requested, on the effectiveness of this Behaviour Policy
- keep records of all reported incidents of serious misbehaviour (see Appendix 4)
- give fixed-term suspension to individuals
- permanently exclude a child for repeated or very serious acts of misbehaviour
- keep a record of any child who is excluded for a fixed-term, or who is permanently excluded

The Role of Governors

The Governing Body has the responsibility of:

- setting down general principles on standards of expected behaviour
- reviewing, monitoring and approving this Behaviour Policy's effectiveness
- holding the Headteacher to account for implementing this Behaviour Policy

Note: The SLT have the day-to-day authority to implement this policy, however governors may give advice about particular disciplinary issues. This advice must be taken into account when making decisions about matters of behaviour.

The Role of Parents/Carers

The school works collaboratively with parents/carers so children receive consistent messages about how to behave appropriately at home and at school.

We expect parents/carers to:

- support their child's learning and to co-operate with the school, for the benefit of all children
- to build a supportive dialogue between the home and the school
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with their child's class teacher promptly
- support any sanction imposed by the school

Note: If parents/carers have any concerns about the way that their child has been treated at school, they should initially contact the school to raise their concern. If the concern continues, they should contact the Senior Leadership Team. If these discussions do not resolve the concern, a meeting should be sought with the Headteacher.

Following this action, if the concern has not been resolved, a formal complaint or appeal process can be implemented through the school governors. More information on this process can be found in the Elham CEP School's Complaints Policy.

Rewards and Sanctions

Rewards

The highest reward for a person's toil is not what they get for it, but what they become by it. John Ruskin.

When a child has done something well it is a great opportunity to build them up by praising their behaviour. Positive behaviour will be rewarded with one or more of the following:

- non-verbal visual cues – such as nods/thumbs up/smiley faces/ticks in book
- verbal cues - such as praise
- Positive verbal comments and praise
- awards - such as team points and Gold Awards, raffle tickets/house points/certificates
- work or actions displayed/shared - such as in school/on school class page /newsletter/website
- contact/meeting with parents/carers
- moving a child to a special location within the classroom/moving a child's name to a special place on a class behaviour board
- special rewards/privileges - such as individual/class rewards, Stars/pre-agreed special class privileges from a 'Class Charter'
- Celebrating successes at Friday Celebration Assembly

Sanctions

When children overstep boundaries or make bad choices, it is important to correct them, so that they can know they have done something wrong and so that they can learn from their mistakes. Generally, this can be done effectively with minor verbal or non-verbal cues. In the vast majority of cases this will prevent further recurrence.

When imposing sanctions, it is essential to distinguish the difference between the child and the child's behaviour. Under no circumstances should a child ever be told that they are bad/naughty/nothing but trouble, etc.

The school may use one or more of the following sanctions in response to misbehaviour (see Appendix A):

- non-verbal cues
- verbal cues, firstly to describe the unwanted behaviour then to direct towards the expected behaviour
- visual cues, such as moving a child within or out of the classroom/moving a child's name from a class behaviour board
- bespoke sanction from a pre-agreed 'Class Charter'
- expect work to be completed at break or lunchtime
- give reflection time/tasks during break or lunchtime for individuals, groups or the whole class
- refer to a member of the Senior Leadership Team (SLT)
- contact/meet with parents/carers
- instigate a sticker/behaviour chart, home/school contact book, behavioural plan, pastoral support plan
- consult advice from other professionals
- give in-school (internal) exclusions
- give fixed-term (external) suspension or permanent exclusions

When a child demonstrates repeated misbehaviour, the first thing to be done is to look for any root cause and identify any internal or external factors which might be influencing the patterns of behaviour. This may require a more individual approach towards behaviour management.

Off-site Behaviour

The Elham CEP School expect that all children represent their school positively and uphold its Christian Values at all times. Where a child has misbehaved off-site while representing the school, such as on a school trip/event/on a bus/coach on the way to or from school/etc, or when a child's conduct outside of school has an impact on the wellbeing inside of school, sanctions in line with this Behaviour Policy may be applied.

Note: section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious/vexatious, the Headteacher will discipline the pupil in accordance with the following SMS Federation's policies:

- This Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Complaints Policy

The Headteacher will also consider the pastoral needs of staff accused of misconduct and also the wellbeing of the child.

Behaviour Management

'No school however positive or imaginative can eliminate disciplinary difficulties entirely'. D E S Good Behaviour and Discipline.

All children must have a clear understanding of what is acceptable and what is not acceptable in terms of behaviour and attitude. All children in school must know and understand what is expected. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Children are given regular opportunities to discuss appropriate behaviours and attitudes and have the following school based support systems available to them:

- conferencing with the SLT, SENCO (Special Educational Needs Co-ordinator taking part in programmes of PSHE (Personal, Social and Health Education) which is set within a moral framework, designed to promote mutual respect, self-discipline and social responsibility, including an understanding of relationships and feelings
- a programme of Religious Education and Collective Worship which includes ethical issues
- Circle Time - an opportunity for open discussion held in class groups at regular intervals
- bespoke interventions such as: Nurture Groups, Circle or Friends, Lego Intervention, Forest School, etc... (this list is not exhaustive)

Physical restraint

The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the member of staff will aim to stop any activity and try to prevent any harm occurring. The child may be withdrawn from taking part for the rest of that session. This may require removing the individual or the class from the situation.

We believe that everyone attending or working in the school has a right to be safe and to be protected from violence, assault and acts of verbal abuse. In rare circumstances, staff may need to take action to ensure the well-being and safety of all children and staff. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- causing serious disruption
- hurting themselves or others
- damaging property
- committing a criminal offence

(These can be actual or threatened risks)

Incidents of physical restraint must:

- always be used as a last resort - there is no alternative (TINA)
- be reasonable, proportionate and necessary
- 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 on a behaviour form and reported to the SLT
- be reported to parents/carers

Where a child demonstrates a known, foreseeable need for restraint, a risk assessment will be carried out and either a Behaviour Plan/ Risk Assessment or Individual Health Care Plan will be created by the SLT/SENCO which will identify the child's individual

needs. The plan will be shared and agreed between the school, the child and the parents/carers. This will be reviewed regularly and amended when necessary.

Elham CEP School follows guidance from [PROACT-SCIPr-UK®](#) which emphasises a Positive Range of Options to Avoid Crisis and use Therapy (PROACT) which is a person centred approach to supporting Strategies for Crisis Intervention and Prevention (SCIPr).

Bullying

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has been proven to have taken place, we will act swiftly to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying completely, Elham CEP School will do everything in its power to ensure that all children attend school free from fear. For more information about bullying see the Elham CEP School's Anti-Bullying Policy.

Searching, Screening and Confiscation

Any prohibited items (see Appendix 4) found in a child's possession will be confiscated. These items will not be returned to the child. The SMS Federation will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the child after discussion with the SLT and/or parents/carers, if appropriate. Any searching and screening of children will be conducted in line with the DfE's guidance on [Searching, screening and confiscation at school](#).

[Searching, Screening and Confiscation'](#) guidance states (77 – 79)

In determining whether there is a 'good reason' to examine images, data or files, the Headteacher or an authorised member of staff will need to reasonably suspect that the images, data or files on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a 'good reason' to erase any images, data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable.

If the data or files are not suspected to be evidence in relation to an offence, the Headteacher or an authorised member of staff may delete the images, data or files if

the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Support

The school recognises its legal duty under the Equality Act 2010 to prevent a child 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 individual child. The school's SENCO will evaluate a child 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 or external agencies to identify or support specific needs. When acute needs are identified in a child, the Elham CEP School will liaise with external agencies and plan support programmes for that child. The Elham CEP School will work with parents/carers to create an appropriate personalised plan and review it on a regular basis.

Transition

To ensure a smooth transition to the next year, children have transition sessions. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to 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 children transferring to other schools.

Exclusions and Suspension

In-School (internal) Exclusions:

Should it be necessary for a child to be given severe consequences, this may result in an in-school exclusion which would be for a period of at least half a day. During this time the child is isolated from his/her peers and set work to complete. At least one member of staff will supervise the child. Should a child be issued with an in-school (internal) exclusion the parents/carers will be informed and may be called to a meeting to discuss the issues the school is having with the child. A record is kept on a behaviour form of all children who have been issued with such a consequence.

It may be necessary to exclude a child from an external visit where it is felt behaviour may put theirs and others' safety at risk. This decision would be discussed with both the child and parents/carers prior to the visit and opportunities should be made available for the child to demonstrate appropriate behaviour where possible.

Where a child's behaviour does not meet the expected requirements while on an external visit, the school may require the child to be removed and/or collected by the parents/carers.

Fixed-Term Suspension and Permanent Exclusions:

Only the Headteacher has the power to exclude a child from the school. They may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child 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/excludes a child, they will inform the parents/carers immediately, giving reasons for the suspension/exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, make an appeal against the decision to the Governing Body. The school informs the parents/carers how to make such an appeal; all of this will be put in writing.

At the end of the suspension and before the child is readmitted to school, a meeting between the parents/carers and the school will be arranged. The purpose of the meeting will be to discuss strategies and the way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion and commitments to the agreed plan by both parents/carers and the school will be made. One copy will be kept in the school's record and one sent to the parent/carer. If a child is at risk of exclusion again a Pastoral Support Plan, Behaviour Plan/ Risk Assessment or Individual Health Care Plan may need to be generated.

The Headteacher informs the local authority and the Governing Body about any fixed term suspension or permanent exclusions. The Governing Body considers any suspension/exclusion appeals in line with their procedures. The Governing Body cannot exclude a child or extend the exclusion period made by the Headteacher, however they can at an appeals panel, consider the circumstances in which the child was excluded, consider any representation by parents/carers and the local authority and consider whether the child should be reinstated. If the appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

In circumstances where excluding a child poses a potential safeguarding risk and where it is not in the best interest of the child's wellbeing, the school will work on providing alternative provision.

Monitoring and Evaluation

This Behaviour Policy will be reviewed and approved by the SLT and the Governing Body annually.


Communication

This policy will be shared with all members of staff. A copy will be available on the school website.

Behaviour Sanction Code

This Behaviour System will be used in Hazel class (YR1) through to Beech class (YR5). Acorn class will use their own system relevant to the cohort.

Oak class will use the red and yellow card system and have team points for rewards.

	<ul style="list-style-type: none">- All children begin on the rainbow each day.- For persistent inappropriate behaviour, i.e. tapping, calling out, being uncooperative, talking when asked to be quiet etc.- A verbal warning will be given, and the Yellow and Red Card System will start (not in Acorn Class)- To encourage positive behaviour, staff can move children to the sunshine if the behaviour has been outstanding. If continued, children then move to the cool sun, where they receive an Elham Excellence Award Certificate.- Upon achieving 5 certificates, the child will receive a congratulatory letter home to parents or a phone call home.- Upon achieving 20 certificates (4 letters home), the child will receive a 5-star badge from the Headteacher.
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Red/Yellow Card System

More serious persistent behaviour offences may go on to using Red/Yellow cards.

Yellow cards can be issued to an individual by staff members following a **clear warning** highlighting the inappropriate behaviour trait. A yellow card may be issued following a warning for non-compliance to a request or instruction from a staff member or an adult. Also, inappropriate behaviour affects them and others around them. It lasts for half a day. Two yellow cards will equal one red card.

Red cards can be accrued through continued inappropriate behaviour following the receipt of a yellow card in half a day. If a child continues displaying the same inappropriate behaviour following receiving a yellow card, a further warning will be given. If the same inappropriate behaviour continues, a Red Card will be given. Red cards can be given straight away for serious offences such as hitting, deliberately hurting or being abusive to staff and/or other children.

All sanctions within this document may need reasonable adjustment to suit the individual needs of our children.

A red card will mean time out of the classroom either outside the Headteacher's office or in another teacher's room (internal seclusion). There will be a 4W form given for the child to complete, and a copy will be sent home for the parents to discuss the inappropriate behaviour with their child. The parents will be telephoned and told that their child has received a RED CARD, and they will explain the inappropriate behaviour directly to their parents. The parents will be asked to support their child in writing a letter of apology to staff or children who have been hurt/disobeyed/disrupted (restorative justice) at home.

If a red card is issued, the recipient will miss their next lunchtime and have Time Out-

Time Out timetable

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
P Strover	A Grady	V Hall	C. Pegler	S Cronin

The Time Out room will run from 12:00 to 12.30 for all children and lunchtime will be adjusted accordingly. It will be in the room of the teacher leading the time-out session. They will stay in the room for half an hour and read or finish completing their 4W form.

If a child receives 3 RED CARDS within a week (or five school days), parents will be contacted to attend a meeting to discuss their child's behaviour with the Head or a member of the SLT on the same day. The child will be present at the meeting. At home, parents will be asked to help their child write a letter of apology to staff or pupils who have been hurt/disobeyed/disrupted (restorative justice).

The following day a meeting will be organised with the Headteacher/member of the SLT, and the child. The child will provide the written letter of apology that has been written at home. This letter will be discussed at the meeting along with the 4W form.

The school will consult with Behaviour Support Service for strategies and support where necessary.

Each morning and afternoon session is a fresh start!

All sanctions within this document may need reasonable adjustment to suit the individual needs of our children.

A record will be made in the behaviour book by the staff member issuing the red card to any child. The report will outline why the card was issued, and parents will be informed by the person who issued the card. This can be done face-to-face or with a phone call when the card is issued.

Behaviour Report Card

Pupils identified with having a specific behaviour issue may be put onto a Behaviour Report Card for a short while, with a specific focus to improve upon and opportunities to gain praise throughout the day. Each section of the card can be simply a happy or sad face with a brief comment added if needed.

The Behaviour Card is the responsibility of the child and class teacher, and both should ensure that it is completed following each session and period of the day. The Behaviour Monitoring Card can be used with the more formalised Red/Yellow card system.

Team Points

Team points are given out for good and exceptional behaviour as well as effort and displays of good manners and demonstrating our six values.

When receiving a team point, the children will be issued a gold star placed in the team jar in the hall during the next break from learning. These are counted every Friday, and the winning team gets a golden apple for that week. At the end of each term, the team with the most golden apples will have a reward afternoon to be negotiated with the Headteacher.

Children running off, including leaving the site

If a child runs off, for whatever reason, where possible clear instructions should be given for the child to return to a place where a conversation about the feelings and behaviour can take place.

Staff should not chase the child but should, where possible, observe from a distance.

If the child has left the site and won't return when instructed, parents should be informed as soon as possible and ask to attend the school to support the situation.

If the parent cannot attend the site or cannot be contacted, the police should be called and informed of the situation.

Children should not be held or restrained unless they are in immediate danger.

Children refusing to come into school

If a parent has been able to get their child to school, but they are having difficulty getting the child to leave the car or enter the site as expected, staff can support them verbally.

They should not physically remove them from the vehicle. At no point should a child be carried by a member of staff.

Red/Yellow Card System

Clear warning given highlighting inappropriate behaviour.

'[Name], I am giving you a warning for [inappropriate behaviour specified]. This behaviour is [what impact is this causing to them and others]. If it continues you will receive a yellow card.

Issue a physical YELLOW CARD

'[Name], I am giving you a YELLOW CARD following your warning for [inappropriate behaviour specified]. As I said this behaviour is [what impact is this causing to them and others]. If it continues you will receive a RED CARD and you will be sent to Mr File.

2nd warning- YOU HAVE RECEIVED A YELLOW CARD, IF YOU CARRY ON YOU WILL RECEIVE A RED CARD.

Issue a physical RED CARD

'[Name], I am giving you a RED CARD following you receiving a YELLOW CARD for [inappropriate behaviour specified]. As I said this behaviour is [what impact is this causing to them and others].

Please report to Mr File.

Child to complete a 4W form.

Copy of 4W form sent home to parents.

Parent to be told that their child has received a RED CARD by the staff member issuing the red card.

Child to explain to their parent why they have received a RED CARD.

Parents will be asked to support their child at home in writing a letter of apology to the staff or child/children who have been hurt/disobeyed/disrupted (restorative justice).

Child to miss their next lunchtime

Time Out Timetable to be followed.

Mon	Tue	Wed	Thur	Frid
P	G	V Hall	K Boyle	F Godden
Strover	Ferguson			

The Time Out session will run from 12 noon until 12.30pm. It will be in the classroom of the teacher leading the time out session. They will stay in the room for half an hour and read or finish completing their 4W form. Following the time out session, they will have their lunch in the hall.

A record will be made in the behaviour book kept in the office. The report will outline why the card was issued.

If a child receives **3 RED CARDS within a week (or 5 school days)** parents will be contacted to attend a meeting to discuss their child's behaviour with the Head or a member of the SLT on the same day. The child will be present at the meeting.

Parents will be asked to help their child write a letter of apology to staff or child/children who have been hurt/disobeyed/disrupted (restorative justice). This will be discussed with the child at school at the start of the following day.



Your inappropriate behaviour
makes others sad.



Your inappropriate behaviour
continues to make others sad.

OUR SCHOOL RULES

I will listen to and follow instructions at the first time of asking.

I will not do anything that might disrupt or prevent learning.

I will not do or say anything that might hurt or upset someone.





4W

Name _____

Date _____

Class _____

What Happened?

What rules were broken?

Why I misbehaved?

What I will do to fix it.

Child's signature _____

Teacher's signature _____

Appendix B

Lunchtimes

Children will enter the hall quietly and MDMS will make sure that they are sitting down quietly ready for grace. The whole school, including the teachers, will say grace together.

MDMS will use the school bell to ensure that the volume of noise within the hall is kept at an acceptable level. We do not expect pupils to eat in silence, as lunch is a social experience in which pupils need to learn to communicate and respond. However, we do acknowledge that the level of noise is sometimes high. As such, one ring of the bell will indicate that pupils need to be quieter; two rings will mean that pupils need to eat in silence.

If a child fails to follow the request, then they will be given a warning. If behaviour necessitates then the child will be moved to sit alone and may be dealt with as set out in the Behaviour Policy.

To encourage positive behaviour, staff will move children to the sunshine if their behaviour has been outstanding. If continued, children then move to the cool sun where children are praised as previously stated.

Children/monitors/buddies should not use this reward system with the children they are working with. It is for staff use only.

All sanctions within this document may need reasonable adjustment to suit the individual needs of our children.

This policy was approved by the Governing Body on 22nd January 2025

Signed: *Trevor Gasson* Date: 22nd January 2025

(Chair of Governors)

Signed: *Claire Short* Date: 22nd January 2025

(Acting Head of School)