

Our Behaviour Policy

The following policy is to be read in conjunction with the SUAT behaviour policy.

Aims

All Saints expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Whole School Rules

Our school rules are based on our whole-school focus on Zones of Regulation and My Happy Mind. Children are taught to recognise their emotions using a colour coded identification system and to develop ways to counter negative feelings and return to a calm mental state through strategies they are taught.

We support children's understanding of our behaviour policy through the use of a behaviour management scheme called 'It's Good to be Green'. Sticking with our theme of striving to be in the green zone, our children also aim to stay 'green' on our display boards in each classroom. All pupils aim to behave in a way that allows everyone to be "Green" by following our 3 simple rules:

- Be Kind
- Be Safe
- Be Ready



These principles are shared with pupils on a daily basis and assemblies are used to reinforce the rules and expectations and explore how they link with our school motto.

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The role of all staff

Behaviour Management is the responsibility of **all** staff at All Saints C of E Primary School. All staff model the behaviour expected of children.

The majority of staff have received training in restorative practice, trauma and positive behaviour management with Andrew Black. Staff are expected to be proactive in applying new strategies and knowledge gained through CPD.

The role of Senior Leaders

It is the responsibility of senior leaders to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the leaders to ensure the health, safety and welfare of all children in the school is a priority for everyone.

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

Promoting positive behaviour

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

- ✦ Teachers congratulate children.
- ✦ Teachers give children a variety of rewards including Dojo points and recognition through certificates.
- ✦ Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- ✦ Dojo messages are sent home to parents/carers to celebrate positive behaviour and achievements.
- ✦ Positive playtime behaviour is rewarded with a Dojo point.
- ✦ The Headteacher actively encourages staff members to send children for good behaviour, improved attitudes to learning, and outstanding achievement.

Good to be Green

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of

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being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a purple *stop and think* card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child repeats the behaviour, then a yellow warning card is issued. If the undesirable behaviour was to be repeated at this point, the child would receive a red consequence card. Consequences are age appropriate and are chosen based on the severity of the behaviour displayed. Following any consequence, there will be an opportunity for the pupil to engage in a restorative conversation between themselves and the member of staff involved. Questions asked during a typical restorative conversation are as follows:

- *I know you can behave in a way that helps everyone to remain in green zone.*
- *Is your behaviour helping everyone to remain Green?*
- *Can you change your behaviour so that it does this?*
- *What do you need from me to help you get to green?*

Rewards for green behaviour

Each class has an age-appropriate reward system in place for children who have remained in the green zone for a set amount of time. For example, names being picked out of a hat to earn a small prize. All children are considered for our weekly Love, Live or Learn awards and will receive recognition in the weekly newsletter.

Children with additional needs

There may be times when a child's additional needs impact their ability to regulate their emotions and results in undesirable behaviours. Children with additional needs will be added to our SEND register and will receive additional support through interventions and reasonable adjustments.

These children will be added to the SEND register and an individual behaviour risk assessment written for them. This plan will be written by the SENDCo and Senior Leaders, incorporating any professional advice from outside agencies. It will outline possible triggers and de-escalation strategies that should be followed by staff. The

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plan will be shared with parents and reviewed regularly to ensure it remains effective and relevant to the child's needs.

Sanctions

Although the school aims to reward and celebrate good behaviour as its primary behaviour management strategy, there are a number of behaviour sanctions in place to ensure unacceptable behaviour, in all forms, is discouraged and prevented.

These are noted below with examples of behaviours that might trigger them. The list is not exhaustive but covers most of the behaviour incidents that may occur in a primary setting:

Possible Behaviour Incidence	Possible Consequence for Red Card
Refusal to follow staff instructions Not completing their work Unkind/inappropriate behaviour towards peers Inappropriate Language Use	Part/Whole loss of playtime
Damage to school property Disruption to lessons Swearing or persistent inappropriate language use Repeated unkind/inappropriate behaviour towards peers	Internal Exclusion (working in another area of the school)
For violent and/or aggressive behaviour towards pupils of staff Persistent disruption to lessons Repeated damage to school property Persistent swearing Absconding	Fixed Term Exclusion (Ranging from ½ day to one week depending on nature of incident)
An incident of extreme behaviour Repeated incidents of unacceptable behaviour.	Permanent Exclusion (This would usually be at the end of a series of extended fixed term exclusions – eg one day, two days, three days and a week)



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If any of the above sanctions are imposed, parents will be informed via message, email, telephone call or face to face if possible.

To be reviewed April 2026

Date of adoption of policy April 2025