



Behaviour Policy

Created/Revised:	January 2026
By:	D Wheeldon/ J Mansell
Review Details:	Updates
Review Date:	January 2027
Approved by Governing Body:	Feb 2026 Pending update approval

Behaviour, Discipline and use of Reasonable Force Policy

Rationale

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Behaviour is dealt with in a proactive and positive manner where prevention is better than cure.

Aims

We are a caring community whose values are built on trust and respect for all. It is our aim that every member of our community feels included and supported and every person is valued. This policy aims to promote an environment where everyone feels happy, safe, secure and ready to learn.

At Village Primary School we

- use our ethos of 'Explore, Dream, Discover to promote positive behaviour. Our 'Village Values' are embodied within our ethos.
- use positives rather than negatives e.g. 'Please walk' not 'don't run'.
- maintain a positive and safe school climate where effective learning can take place.
- ensure children make the most of their abilities and talents.
- support children to make the correct choices.
- help children take responsibility for their own behaviour.
- help children to have respect for themselves, their peers and our Thornaby community.
- support all children to grow academically, socially and emotionally.

To achieve these aims we will:

- ensure clear expectations for behaviour are established and understood by everyone in our school community. These rules were devised by the children.
- use a consistent approach.
- create a school atmosphere which is positive and caring.
- provide teaching that engages every child and progresses their learning in accordance with their ability and needs.
- lead by example and provide the children with good role models.
- teach pupils how to make responsible behaviour choices.
- make clear to everyone in our school community the hierarchy of consequences which will be applied when inappropriate behaviour choices are made and apply these consequences consistently and fairly and in a calm and considerate manner.
- undertake further professional development as appropriate to ensure all staff are good at managing and improving children's behaviour.
- Staff will endeavour to find out and uncover the potential causes, factors and triggers for any negative behaviour.

Positive Reinforcement

As a school, we recognise that consistent positive reinforcement, encouragement and praise are the most effective ways of promoting and maintaining expected behaviour. This approach ensures good behaviour is recognised and rewarded and attention is received when pupil's make good behaviour choices.

School Rules – drawn up by children and linked to our Village Values.

School Rules

Be Kind

Linked Village Values: Respect, Communication, Encouragement, Support, Listening

What it looks like:

- Use kind words and actions.
- Listen when others speak.
- Include others in games and activities.
- Help someone who is upset or struggling.

Be Safe

Linked Village Values: Responsibility, Patience, Cooperation

What it looks like:

- Move calmly around the school.
- Use equipment properly and safely.
- Keep hands and feet to yourself.
- Think before you act and wait your turn.

Be Respectful

Linked Village Values: Respect, Responsibility, Communication

What it looks like:

- Treat people, classrooms, and equipment with care.
- Use polite language with everyone.
- Listen without interrupting.

Be Ready to Learn

Linked Village Values: Resilience, Problem-Solving, Developing Skills, Confidence

What it looks like:

- Bring necessary materials and follow instructions.
- Have a go, even when something feels challenging.
- Ask for help when needed.
- Always try your best in every lesson.

Individual Rewards

We reward behaviour through verbal praise, certificates and stickers linked directly to the work, attitude, keeping school rules and for reaching targets. The Head teacher gives out head teacher awards, stickers for exceptional effort or achievement. These rewards emanate from our ethos, Village Values and are displayed in Village's EDD cards (Explore, Dream, Discover).

Explore, Dream and Discover cards

The EDD cards are individual rewards and are awarded by all members of staff to children from Year 2 for exceptional progress, behaviour and resilience. The cards have specific requirements and badges to achieve and are a tangible way for the children to understand the school ethos of, 'Explore, Dream and Discover'. Each card that is achieved is rewarded with a prize selected by the teacher.

Celebrations

Celebration assembly is held every Friday, class teachers choose one child who they feel has made progress or has an outstanding achievement and they receive a certificate. School also celebrates and highlights children's talents and community work within the assembly. There is a weekly prize for the highest scoring class and top three scoring children on TT Rockstars. There is also a weekly prize for best class attendance. The Head teacher gives out a head teacher certificate for exceptional effort or achievement. The children in Sports Crew also recognise and celebrate sportsmanship and announce an individual in the assembly

There are termly awards for a special child from each class. They are nominated by the class teachers to receive a 'Golden Letter'. A termly award for best class attendance and children receive a termly 100% attendance badge.

At the end of the academic year, we also have a special ceremony to award medals, trophies and certificates for attendance and achievements.

Golden Time

For Golden Time (Friday 2:30-3pm), classes will be able to select activities offered by their teacher. Each class will have a chart for tracking Golden Time. Every pupil will begin the week with Golden Time and will only move across the chart (5 areas) when losing time. Once a child has moved through all 5 stages they have lost their Golden Time. If a child shows regret for their misbehavior and is able to demonstrate exemplary behavior and attitudes towards work they may earn some Golden Time back.



Out of Class Behaviour

Children should be supervised into and out of the classroom area before school, at break times, lunch times and at the end of the school day. An adult should supervise the line from the middle or back. Children should not be left unattended at break times. Prevention and pro-active supervision are the key to avoiding accidents and incidents.

Sanctions

When a child chooses not to follow the rules or an adult instruction, then their behaviour will be dealt with in a calm and consistent manner. It will be made clear that it is the pupil's behaviour choices that are inappropriate, not the child. A sanction (the stages of sanctions are listed below) will be applied fairly and where appropriate and a choice will be given between the expected behaviour and the sanction. This approach will encourage pupils to take responsibility for their own behaviour.

Stages of Sanctions

Stage 1 - Polite Reminder: A request to choose the correct behaviour.

Stage 2 - Verbal Warning: Formal warning to adjust behaviour.

Stage 3 – Time In- Move seats, work in a quiet space.

Stage 4 - Time Out- Move to another classroom or to a breakout space.

Stage 5 – Assistant Head Teacher: Continuous misbehaviour, or for serious disruption.

Stage 6 – Head Teacher: Continuous misbehaviour/ disruption or severe incidents.

Severe Behaviour: For severe incidents (see Severe Behaviour section), move directly to stage 5.

Children are able to earn minutes back by demonstrating exemplary behavior and attitudes to work.

Change of face – if applicable staff may use the change of face system to give the child a change of face as an opportunity to calm the child and reflect.

If a child persists in making poor behaviour choices relevant school staff will work closely with the pupil and parent/carer to resolve the inappropriate behaviour. A variety of options will be considered:

- A review will be taken to identify if there are any unidentified learning / special needs.
- The class teacher will meet with pupil and parent/carer to discuss concerns.
- The pupil and parent/carer will attend a behaviour meeting with the assistant Head / Headteacher.

Anti-Bullying

At Village Primary School we believe that everyone in the school community has the right to learn and to teach in a supportive and caring environment without fear of being bullied. Bullying is defined as deliberate hurtful behaviour that can be repeated over a period of time and where it can be difficult for

victims to defend themselves.

We encourage children to tell an adult if they see or witness bullying in any form. There is a culture of vigilance and issues are addressed immediately.

Bullying can include;

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti- Bullying Policy.

All staff will be aware that pupils of any age and gender are capable of abusing other children. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims (See Child on Child Abuse Policy for more details).

Severe Clause

In cases of severe misbehaviour i.e. fighting, vandalism, bullying, cyberbullying, (See Anti-Bullying Policy) threat of violence against another person or physical violence the behaviour will be dealt with by the Head teacher or member of the Senior Leadership Team(Step 5). Parents will be informed of the incident and the action to be taken. Sanctions, including a fixed period of exclusion, may be imposed but can be adapted in relation to the seriousness and/or frequency of the behaviour. (See Exclusions Policy).

Where there is no improvement in behaviour, the Head teacher may impose a period of exclusion from school (See Exclusions Policy).

Special Educational Needs

We understand that children with SEND may find it harder to follow rules and we use a supportive

approach to behaviour. We try to show children the way. It would be easy to declare that everyone regardless of their individual needs must follow rules yet working with learners who struggle to keep control requires a flexible approach. When a child is on the Special Educational Needs register, the process for dealing with behavioural difficulties may differ to those outlined previously. To support the pupil, an alternative and individual procedure may be formed in agreement with the child, parent/carer and school staff and will be clearly explained to all staff that have contact with the pupil in school. With prior agreement from a parent/carer advice from an appropriate outside agency e.g. Educational Psychology Service, may be sought if a special need is identified that requires further assessment. When making decisions, the age and development stage of the child will also be considered alongside their SEND needs.

Behaviour and Exclusions

We want all children to feel safe and respected at school. We understand that children with SEND may find it harder to follow rules, and we use a **supportive approach to behaviour**.

Our Approach to Behaviour

- We use **clear and consistent routines** to help children feel secure.
- We **teach** children positive behaviour skills, such as turn-taking and managing emotions.
- Staff use **calm and supportive language** to help children regulate their emotions.
- We provide **sensory breaks and quiet spaces** for children who need them.
- **Reasonable adjustments** are made to support children with SEND (e.g. visual schedules, movement breaks).

When Additional Behaviour Support is Needed

If a child is struggling with behaviour, we may:

- Create an **individual behaviour plan** with clear strategies.
- Implement a **plan to support behaviour** in and around school.
- Use **one-to-one support** for difficult times.
- Work with outside agencies such as Behaviour Support Teams or Educational Psychologists.

Exclusions

As a school, we have a very strong commitment to inclusion. Every effort will be made to bring about an improvement in a pupil's behaviour before this stage is reached. If a child is diagnosed with SEN every effort will be made to keep the child in school. Despite these adjustments, if the behaviour exhibited poses a serious risk to the safety of staff or children, or is threatening or physically causing pain, is disturbing the learning environment and there is no sign of the situation de-escalating or the child becoming regulated then fixed-term exclusion will be the only option. Before excluding a child with SEND, we will:

- Review their support plan.
- Talk to parents and external professionals.
- Look at additional strategies to prevent exclusion.

If an exclusion happens, we will:

- Hold a **reintegration meeting** to support the child's return.
- Adjust the child's support plan to help them succeed in school.

Permanent Exclusion

Permanent exclusion is a last resort and will only be considered when all possible interventions and support strategies have been exhausted, and the child's behaviour continues to pose a significant risk to themselves, other pupils, or staff.

Before a decision is made, the school will:

- Conduct a thorough review of the child's support plan and all interventions attempted.
- Engage with parents, carers, and external professionals to explore all possible alternatives.
- Seek advice and support from the local authority inclusion team and refer the case to the Pupil Inclusion Panel to explore alternative provisions and strategies.
- Consider whether further adjustments, additional support, or alternative provision could prevent exclusion.
- Ensure that this process is a graduated, informed response, meaning parents will be fully involved throughout and the possibility of exclusion will not come as a shock.
- Ensure that any decision complies with the **Equality Act 2010** and statutory guidance on exclusions.

The school remains committed to inclusion and will always seek to avoid permanent exclusion unless there is no viable alternative.

Lunchtime Supervision

Lunchtime Supervisors will follow the same positive approach as teaching staff. The focus will be on reinforcing good behaviour through praise and encouragement.

Lunchtime supervisors can apply a 'Time Out' for a pupil in the playground if a School Rule or instruction has not been followed. The pupil will be given a choice between the expected behaviour or five minutes time out on a Thinking Area. Supervisors handover to teaching staff at the end of lunchtime to give staff an update on positive behaviour or any inappropriate behaviour.

School visits and out of school hours

Expectations for pupil behaviour on school visits, travelling to or from school or whilst they are wearing their school uniform out of school hours remain as those for school. Any behaviour at these times that could affect the reputation of the school will be dealt with within the guidelines of the school behaviour policy.

For school visits, where challenging behaviour is due to a special educational need, appropriate support and reasonable adjustments will be put in place. If a child's behaviour at school or on a previous visit gives cause for concern, an individual risk assessment will be conducted.

The school may discuss with parents/carers whether their attendance on a trip would be beneficial to their child, but this is not a requirement for participation. In exceptional circumstances, where a child's behaviour presents a significant and unmanageable risk to the safety of themselves, other children, or staff despite all reasonable adjustments being made, the school may determine that they cannot attend.

The Role of Parents

Here at Village we believe parents have an important part to play in their children's education. They have a vital role in their children's learning and ensuring their child is well behaved in school so we will strive to create and maintain strong links and good communication between home and school.

Where behaviour is a concern, parents will be informed at an early stage and given an opportunity to discuss the situation. It is important that children receive consistent messages between home and school so parental support will be sought to reinforce any action the school takes. If parents have any concern about the way their child has been treated, they should initially contact the class teacher and Key Stage Leader.

The Behaviour Policy is accessible to all parents/carers via the school website and parents and pupils are asked to sign a home school agreement when enrolling at the school and this is sent annually.

The school expects all members of the community to follow the principles as set out in the behaviour policy and therefore to behave in an appropriate manner on the school premises. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Head teacher who will take appropriate action.

School Uniform

School uniform is important for discipline within the school. Children are learning about a common identity and belonging to a school community.

Foundation Stage:

- White polo shirt
- Royal Blue tank top/ jumper/ cardigan
- Grey trouser, shorts or skirt
- Tie

Key Stage One / Two:

- Royal Blue tank top/ jumper/ cardigan
- White shirt with collar
- Tie
- Grey trouser, shorts or skirt

In warmer weather:

- White shirt with collar / EY polo shirt
- Tie
- Grey short trousers
- Blue and white gingham dress

Sports Kit:

Key Stage One

- Black shorts
- Blue t-shirt

Key Stage Two

- Black Shorts
- Blue t-shirt
- Cooler months – dark plain tracksuit

Commitment to Inclusion: We understand that each child is unique, and we are here to support your child's needs. If you have any concerns or would like to discuss reasonable modifications to the uniform for any reason (such as medical, religious, cultural, or sensory needs), please contact the school office or speak to a member of staff.

While we are happy to make reasonable adjustments, all pupils are still expected to adhere to the school's uniform policy. Adjustments, such as sensory-friendly alternatives or adaptations, must remain in line with the overall expectations of our uniform code. Sensory clothing can be purchased from supermarkets- please ask SENDCO for more details. Our goal is to ensure that every child can feel comfortable and included while maintaining a sense of belonging within the school community.

School Times

Breakfast Club starts at 8.00am. There is a staggered drop off from 8:45am until 9am.

Children should be in school by 9.00am each morning. If children arrive after 9.00am they should tell the school administrator. Children arriving after 9:00am will receive a late mark.

It is impressed upon children that it is very important that they attend school each day. Wherever possible, parents are asked to make appointments and take holidays for their children out of school time.

If a parent needs to see the child's teacher, there is time at the end of the day or they can leave a message with the Teaching Assistant or PSA who welcomes the children to school at the entrances. Otherwise, parents are asked to make an appointment to see teachers at a time that is mutually convenient.

The School Day

8:45	School Begins
10:15	Playtime for Y1,Y2,Y3
10.30	Playtime for Y4, Y5,Y6
12.00-12.45	KS1 dinnertime
12.15-1.00	KS2 dinnertime
3:10 - 3.15	Home time (staggered)

Playtime and Dinner Time

Adult supervision at lunchtimes is vitally important. Adults engage with children, particularly in sporting activities so that learning time is maximised.

Rules for playing outside

When playing outside, children are not allowed to:

- Pick up or carry younger children
- Climb/swing from trees
- Kick balls in gardens
- Go into bushes or a place where they cannot be seen by an adult

Children should always:

- Play games which are safe
- Avoid contact games and toy fights

When waiting to go in for dinner, children should line up quietly and sensibly and always be respectful to the midday assistants and each other.

Children should always wash hands before they eat, and when eating their dinner they should use a knife and fork properly. They should not rush food and should take time to clear their things away carefully. They are told that dinner time is a good time to meet friends and chat but they should always use 'inside voices'. As soon as they have finished their meal, they should walk quietly out of the school building and not stay in cloakrooms or toilets. It is impressed upon children that midday assistants work very hard to make sure dinner times are fun and children should always help them to do this by being respectful.

Cloakrooms

Coats and bags should be hung up properly on a peg or placed in a locker (when applicable). Children should make sure that the cloakroom area for their class is tidy at all times and that there are not coats or bags left on the floor. Clothes should be clearly labelled with the child's name so that they can be identified.

PE kits

PE kits should be kept in a bag in school, especially in the summer. Cycling shorts are allowed but baggy t-shirts and shorts are not, as they can hook onto apparatus and may be dangerous. No earrings or false nails to be worn during the lesson.

Searching and confiscation:

"School staff can search pupils with their consent for any item which is banned by the school rules and they have the power to search a pupil without the pupil's consent if they suspect they are in possession of a prohibited item."

Members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of a pupil if it is illegal or banned by the school. As providing a safe and secure environment for all our pupils is our first priority any item that may jeopardise the safety of anyone will be confiscated

immediately.

Items banned by the school rules are:

- Matches
- Lighters
- Chewing Gum
- Cameras
- Mobile Phones (Pupils must hand phones in on entry to school- if this is not followed the pupil will be told they can not bring their phone into school)

Prohibited items are:

- *Knives and weapons*
- *Alcohol*
- *Illegal drugs*
- *Medication(parents/carers must sign medication into the office)*
- *Stolen items*
- *Vapes, Tobacco and cigarette papers*
- *Fireworks*
- *Pornographic images*
- *Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property*
- *Any item banned by the school rules that has been identified in the rules as an item that may be searched for.*

Legal Requirements of a Search

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have a prohibited item including weapons, alcohol, illegal drugs and stolen items.

Use of Reasonable Force:

"All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom."

Any use of force will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour. Reasonable force will be used only when immediately necessary and for the minimum time necessary and consideration will be given to the age and understanding of the pupil and whether they have Special Educational Needs or disabilities.

Where an incident requires physical intervention then a physical restraint report must be completed by the adult involved within 24 hours. The original will be given to the Headteacher and a copy will be saved on record. School will inform parents/carers about serious incidents involving the use of force.

Allegations of Abuse Against Staff

All members of our school community have a right to be protected from harm. All allegations will be taken seriously. Where there are child welfare concerns school will take action to address them in accordance with our Child Protection / Safeguarding Policy.

In order to fulfil its commitment to the welfare of all pupils, this school has a procedure for dealing with allegations of abuse against members of staff and volunteers. All complaints will be thoroughly and speedily investigated.

Any pupil found to have made an allegation that is shown to be deliberately invented or malicious the Headteacher will decide the appropriate discipline action to be taken and will inform the Local Authority Designated Officer (LADO).

Conclusion

Here at Village Primary, we believe the successful implementation of our policy is deeply rooted in the quality of relationships we have between all members of our school community.

By following the guidance set out in this policy we can be consistent in our approach to positive behaviour management and ensure that all our pupil's are able to progress their learning to the best of their ability in a safe and encouraging environment.

Review

This policy will be reviewed annually after consultation with parents/carers, pupils, staff and the Governing Body.