

Bishop Tufnell CE Primary School



Behaviour Policy

Governing Body Statement – Behaviour Principles

- Promote a safe and secure environment for everyone
- Foster a caring supportive community
- Promote values built on trust and respect
- Provide a structure where inappropriate behaviour is managed in a firm but fair manner
- Promote, through example, honesty and courtesy
- Encourage relationships based on kindness, respect and understanding of others' needs

This policy should be read alongside:

- DfE Behaviour in Schools Guidance (2024)
- Keeping Children Safe In Education (2025)
- Suspension and Permanent Exclusion Guidance (2024)

Introduction

Bishop Tufnell CE Primary School is an *inclusive and nurturing* Christian community of learners. In line with our School Vision we want our children to *flourish and to reach their full potential*. Our values are built on respect, trust and forgiveness. These values are important bedrocks in creating and maintaining good behaviour.

We want our children to develop a secure understanding of what is right and wrong. They need to know that negative actions have consequences for themselves and others, and harm relationships. We apply principles of “restorative justice”, giving children the opportunity to talk through issues of conflict and to restore their relationships in school.

Our school rules, vision and values all underpin our high expectations of positive behaviour. We aim to promote good behaviour rather than merely deter antisocial behaviour. This is achieved through clear **Rewards and Sanctions** and everyone understanding their role.

Rewards and Sanctions

Rewards are given in the form of **positive praise** from the Class Teachers and support staff. **Stickers, Class dojos** or **House points** can be given for good work, good effort or good manners. One “**Star of the week**” is awarded per class weekly for exceptional performance in any aspect of school life.



Our “**Good to be Green**” behaviour charts are in every Key Stage One and Key Stage Two classrooms. We expect every child to remain on **GREEN**. Those who have remained ‘green’ all week receive an extra few minutes playtime on Friday.

Verbal warnings for poor behaviour will be given as appropriate. After the first warning, the child may be asked to work elsewhere in class (or be asked to take time out on a playground bench). “Stop and Think” (blue) cards can be used to help a child reflect on their behaviour. A third warning within a day will result in a **YELLOW** card. This is a visual reminder to the child that their behaviour has fallen short of what is expected (a yellow card is placed on top of the green card in their wallet.) At the end of a lesson, the teacher will discuss the behaviour with the child.

If three yellow cards are issued in a week, then this turns to a **RED** card and the child has to miss some of their lunchtime as a consequence. The child is asked to reflect on their recent behaviour with an adult and a letter is sent home outlining the reasons for the consequence. The teacher will discuss the child’s behaviour with the parent as soon as possible.

- A **RED** card will be issued, following investigation, for extreme outbursts of disruption, non-compliance or aggression; also for racist or homophobic comments.
- Repeated red cards or patterns of inappropriate behaviour may lead to more significant actions to see a change in a child’s behaviour and to ensure the safety and welfare of all children. These actions can include time working away from their peers (internal exclusion), time away from school (suspension), or being permanently excluded from school.

Only the Headteacher can permanently exclude a child and it would only be an action taken as a last resort once all other avenues and support have been considered. The parents will be informed that they have the right to appeal this decision. The Headteacher informs the Local Authority and the Governing Body about any Permanent Exclusion and about any suspensions beyond five days in one term.

In the Foundation Stage the procedures are as follows:

Early Years: Reach for the Stars

The children in Early Years receive a gold star when an adult witnesses a child demonstrating ‘star behaviour’. For example, when an adult sees a child trying their best, sharing or being a kind friend, they will be given a gold star and sticker. When all 100 stars have been awarded the class will choose a class treat. They can also be awarded stars for working well as a team. If a child is making ‘bad choices’ they will spend some calm time in our calm corner and will discuss their behaviour with an adult.

Roles and Responsibilities

Class Teacher

The Class Teacher discusses the school rules and expectations of behaviour for pupils. A class charter may be drawn up. The teacher ensures that they model the behaviours expected of the children. It is the responsibility of the Class Teacher to ensure that the school's Vision and Values are reinforced regularly when discussing learning behaviours, and to apply the principles of "restorative justice" where necessary. Questions that can be asked are:-

What happened?

How did it happen?

Who has been affected by what you have done?

How did you feel?

What do you need to do now to make things right?

The Restorative Justice approach has links with our E4S curriculum. E.g.

RSE: KS1 – How to change how others are feeling

KS2 – Behaviour in relationships

PHWB: Right and wrong/ fair and unfair

EHWB: Solving friendship problems/ changing actions

All Class Teachers are responsible for following the 'Good to be Green' protocols consistently and record any behaviour of concern on the school internal system. When a child is issued with a red card, the Class Teacher will discuss behaviour targets with the parent. The Class Teacher liaises with the SEN team and any external agencies e.g. West Sussex Learning and Behaviour Advisory Team (LBAT), where necessary. A daily behaviour log may be introduced if deemed appropriate.

Support Staff

It is the responsibility of the support staff to support teachers to ensure that class behaviour expectations are adhered to. When supervising on the playground or at lunchtime, then the same process of verbal warnings leading to yellow cards applies.

Leadership Team

The Headteacher and Wider Leadership Team are responsible for the health, safety and welfare of all children and staff in the school.

Teachers supervise lunchtime detentions which enable the children to reflect on their choices. If at all possible, they will liaise with Class Teachers and support staff to ensure that consequences are appropriate and consistently applied. In more serious incidents of children 'falling out' (or alleged bullying), a senior leader will conduct a thorough investigation (see anti-bullying policy)

SEND / Inclusion

Some of our more vulnerable pupils find it hard, for a variety of valid reasons, to regulate their behaviour appropriately. In such cases, our pastoral team are able on occasions to take a more considered approach to individual behaviour management strategies. Staff fill out ABC forms for our most dysregulated children to highlight what led to an outburst.

Parents/Carers

We explain the school rules to parents (in newsletters and parent meetings) and we expect parents to read and support them. If sanctions have to be put in place following poor behaviour, then we expect the parents/ carers to support the school. It is important that parents are engaged at an early stage, for instance if their child is repeatedly getting yellow cards.

Behaviour out of school

Whilst it is the responsibility of parents and carers to ensure their children behave appropriately beyond the school gate, the school may respond to poor out-of-school behaviour if the result is upset that is brought back into school e.g. anti-social behaviour out of school whilst in school uniform or online abuse. Evidence (screen shots) of online bullying can be used to decide consequences by senior leaders.

Governors

The Headteacher has the day-to-day authority to implement our school Behaviour Policy but Governors are on hand to give advice about particular disciplinary issues. The Headteacher liaises with the Chair of Governors concerning matters of exclusion.

The governing body has a discipline committee, which considers any exclusion appeals on behalf of the governors. It takes in to account the circumstances around the exclusion, parental representation and advice from the Local Authority, before deciding whether to uphold the school's position of exclusion, or to re-instate the pupil.

Monitoring

The Headteacher monitors the effectiveness of the Behaviour Policy on a regular basis and reports to the Governing Body. The Class Teachers record behaviour incidents on the school's internal system from which senior leaders can identify trends and any actions which may be required.

All red card offences are recorded centrally in the Red Card book. The % of pupils who are "Good to Be Green" every week is recorded. The Headteacher records incidents where children are sent to him. He also keeps a record of any pupil who is excluded for a Fixed Term or permanently.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the Behaviour Policy is fairly and consistently applied.

Most recently reviewed and adopted by the Curriculum Committee on 5th March 2025

Review date: Spring 2027

Version History

May 2026	A more significant review is being undertaken throughout Summer Term 2026, but interim changes are: - Formatting - Changed red card consequence from a full hour detention to 'some lunchtime as a consequence'. - Removed 'automatic' issuing of a red card; Added 'following investigation'. - Removed automatic internal and external exclusions for second and third red cards (in line with DfE suspension and exclusions guidance, 2024).
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	- Removed references to class behaviour logs which are handed in; replaced with updates on the school's internal system.
March 2025	Most recently previously reviewed (original)