



Model Village Primary School  
Part of the TEAM Education Trust

# Behaviour Statement

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Model Village Primary School

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<b>Policy Reviewed &amp; Approved by Governors on:</b>	
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<b>List of Associated Policies:</b>	Behaviour Policy

## Version History

Version	Date	Detail	Author
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2	01/09/2023	Policy Reviewed – changes to Golden Rules and Behaviour Escalation Pathway added	ROW
3	01/09/2024	Policy Reviewed – no changes	ROW
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## 1. General Principle

Good behaviour and discipline is essential if the general aims of the school are to be achieved and effective teaching and learning is to take place. Also good behaviour and discipline will help ensure that:

- there is a safe, welcoming, caring and happy working environment which is to enable all children to achieve their full potential.
- children respect themselves, others and their surroundings.
- children are happy and socially integrated individuals.
- there are good relationships between pupils and also pupils and staff.
- good relationships developed with the community.
- children realise the importance of self discipline.

- children have an understanding of honesty, fairness and politeness.

The aim of this statement, in conjunction with the TEAM Education Trust Behaviour Policy, is to assist the school to have high standards of behaviour at all times. If this is to be achieved this policy needs to:

- involve pupils, parents, staff and governors.
- be clear, simple and easily understood.
- be consistent in behavioural expectations.
- have an emphasis on positive behaviour.
- have a balance of sanctions and rewards.
- encourage the majority of children to conform to the school's Gold Standard expectations
- be consistently applied.
- help the school manage pupil's behaviour effectively.
- encourage a whole school approach to behaviour and discipline.

Remember it is up to you.

You choose how you behave.

Make sure you make the right choices.

## 2. The Role of the Governing Body

The governing body has responsibility for agreeing and establishing the principles of the school's behaviour statement and implementing the TEAM Education Trust Behaviour Policy. They also have a duty to ensure that the school follows the TEAM Education Trust policy and this Statement to promote good behaviour and discipline amongst pupils. Governing bodies should consult with and support staff to maintain high standards of behaviour and discipline.

## 3. The Role of the Principal

The Principal is responsible for securing discipline on a day-to-day basis and for developing school rules and codes of conduct aimed at; promoting self discipline, having a regard for authority, encouraging good behaviour and respect for others. The Principal has to inform parents, staff and pupils of the discipline policy and bring it to their attention at least once a year. It is also the Principal's responsibility to:

- Determine, through consultation, what is acceptable behaviour,.
- Ensure that standards are consistently and fairly applied.
- Regulate pupils' conduct.
- Ensure that pupils conduct is acceptable.

## 4. The Role of Teaching and Non-Teaching Staff

All staff have responsibility for consistently implementing the behaviour policy and this statement, supporting the Gold Standard expectations and carrying out agreed procedures. If this is achieved then pupils are more likely to make informed decisions about the ways they behave and do so in a positive way. However disruptive behaviour will sometimes occur, when it does staff will need to make their own judgements and be able to distinguish between serious and minor offences. They should also know the range of options available to them, which should be carried out fairly and consistently.

## 5. The Role of Parents/Carers

Parental co-operation and support is vital if the school is to be successful in promoting good behaviour. Parents/carers need to be aware of the behaviour policy and statement (including the Gold Standard) and know when they will be directly involved, so that they take part and agree any plan of action. This includes incidents of good behaviour.

## 6. Special Education Needs

Although the aim is to have good behaviour throughout school there may be some pupils who require additional support. These children require Special Educational Needs provision. The school has a system in place to identify, assess and make effective provision for meeting the needs of pupils with behavioural difficulties. This is likely to involve outside agencies such as; Educational Psychologist, Educational Social Worker, Family Support Worker and Behavioural Support Services.

## 7. Rewards and Sanctions

The school has an emphasis on positive behaviour and encourages the use of praise and rewards without any loss of high expectations. However there needs to be a balance between rewards and sanctions. Appendix B deals with rewards and sanctions in greater detail.

## 8. Monitoring Behaviour

The monitoring of behaviour on a day to day basis is the prime responsibility of class teachers in consultation with other staff, teaching and non-teaching, and when necessary with the Special Needs Co-ordinator. The Principal and Deputy Principal have responsibility for monitoring persistent bad behaviour and also serious incidents. Each teacher must record any classroom incidents on RMIntegris, and these reports are monitored daily by the Senior Team. More detailed records of more serious incidents will be logged by the Principal and kept in his office. There may also be occasions when the behaviour of individual children needs to be monitored closely through use of report sheets. Such reports will involve class teachers, pupils, parents and the Principal or Vice Principal.

## 9. Bullying (See specific policy)

Bullying is defined as premeditated aggression which continues over time and generally forms a pattern of behaviour. At Model Village Primary School bullying will not be tolerated and all staff must act firmly against it.

Children experiencing bullying should be encouraged to report any incidents and the school should co-operate fully to ensure that all incidents are reported and acted upon. There are many ways in which reporting incidents can take place; it will be up to the individual pupil, in consultation with parents and staff, to choose a method for reporting bullying.

This policy is available to parents on the school website.

## 10. Appendix 1- School Gold Standard Expectations related to Behaviour

Commented [RO1]: Do we still think these are effective?



These are supported by Gold Standard expectations being displayed in each classroom and in communal areas around the school.

All staff should make reference to the Gold Standard expectations when giving rewards and sanctions, and discussing quality of behaviour.

a sun, a white cloud and a thunder cloud. Every child begins each session (AM/PM) on the sun.

white cloudthunder cloud On the third problem/example of undesirable behaviour, the child moves onto the Behaviour Escalation Pathway (Appendix 1)

## 11. Appendix 2 – Rewards and Sanctions

### 2.1 Rewards:

- If the school is to have an emphasis on positive behaviour then it is necessary to have an effective system of rewards.

### 2.2 What rewards do:

- Rewards encourage pupils to repeat behaviours because they have pleasant outcomes.

- Rewards contribute to pupils' self esteem which nurtures their emotional, social and academic development.
- Rewarding one pupil can encourage other pupils to copy behaviours which result in attention and praise.
- Rewards help to establish and nurture positive relationships between teachers and pupils. Positive relationships are central to effective behaviour management.
- Rewards help to make schools friendlier and happier places to work and learn.

### 2.3 Ways of Rewarding Pupils: Informal Rewards

These are rewards that are often 'low key' and can be used by anyone. As a general rule there should be more praise than reprimand e.g. catch children being good.

Examples of informal rewards

- Private or public word of appreciation.
- Private or public praise.
- Positive comments on pupil's work.
- Sharing a pupil's achievement with; the pupil, the class, other staff or the pupil's parents.
- Pupils to show examples of good work.
- Displaying good work.
- Marking work positively and constructively.
- Give pupils responsibilities.
- Use of 'stickers'.

### 2.4 Ways of Rewarding Pupils: Formal Rewards

These take some organisation and are designed to be used with either a class or the whole school. The following is a list of rewards to be used.

#### Weekly Gold Standard Certificates

Class teachers to nominate a pupil from their class for a gold Star of the Week certificate of merit. The Star of the Week Certificate of merit to be presented during Friday's assembly.

#### Attendance Award

Each week the class with the highest attendance is awarded a short treat e.g. additional time on trim trail.

#### ClassDojo Points

Children can earn ClassDojo points for a range of good behaviours, excellence in learning, good attitude and involvement in school life. ClassDojo points can be exchanged either for half-termly treat activities or 'banked' towards a voucher at the end of the year.

Commented [RO2]: What rewards do we want to give?

## 2.5 Sanctions

A sanction is a response designed to discourage inappropriate behaviour. However, for sanctions to be effective they must also:

- Protect the adult's relationship with the pupil.
- Protect the pupil's self esteem.

The Elton Report summarises the effective use of punishment as 'being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands, being fair and consistent and avoiding sarcasm and idle threats'. The report also points out:

'Teachers should avoid punishments which humiliate pupils, like public ridicule or sarcasm, since this makes good relationships between staff and pupils impossible'.

'Schools who put too much faith in punishments to deter bad behaviour are likely to be disappointed'.

Sanctions used carefully and sensitively can be a good way to stop inappropriate behaviour, but in the long term the over use of sanctions is more likely to actually make the behaviour worse. On their own, sanctions do not teach appropriate behaviour.

Serious breaches of behaviour include: (this list is not exhaustive)

- Persistent violation of school rules
- Discrimination
- Racism
- Physically abusing another person – adult or child
- Verbally abusing another person – adult or child
- Threatening behaviour
- Evidence of bullying

## 2.7 Escalation pathway:

This information is detailed in the Behaviour Escalation Pathway document (Appendix 1

## Appendix 1

# Model Village Behaviour Escalation Pathway

*No individual child will compromise the education of the others.*

	<b>Behaviour</b> (examples of some possible behaviours, this list is not exhaustive)	<b>Consequence(s)</b>
<b>CLASSROOM LEVEL</b>  Class Teacher to lead		<ul style="list-style-type: none"> <li>• Use of whole school behaviour strategy in classrooms (weather system)</li> <li>• Everyone starts the session (AM/PM) on the sunshine</li> <li>• Partly cloudy – first warning. Tell the child exactly what is wrong with the behaviour and what they need to do to change it. “Lucy, we do not shout in class. If you have something you would like to say you need to put your hand up.”</li> <li>• Storm cloud – second warning. Again, outline the behaviour and what needs to change. Explain that further incidents will lead to an escalation. “Lucy, this is your second reminder not to shout out in class. If you have something to say, you should raise your hand. If you continue to shout in class, you will be asked to leave the room.”</li> </ul>
<b>Step 1 PARTNER CLASS</b>  Class Teacher to lead	<p style="text-align: center;"><u>LOW LEVEL</u></p> <ul style="list-style-type: none"> <li>• Minor issues e.g. falling out, name calling, rough play, breakage of small items, disruption in classroom, swearing by accident, answering back to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Use of whole school behaviour strategy in classrooms (weather system)</li> <li>• Child is required to complete their work in a partner classroom for the remainder of the session (AM/PM), giving them the opportunity to reflect on and change their behaviour.</li> <li>• Consider loss of break or lunchtime depending on the severity of the incident.</li> <li>• Parents contacted by <b>class teacher</b> for a discussion:               <ul style="list-style-type: none"> <li>○ Identify specifically what behaviours are unacceptable and why.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Outline exactly what needs to change.</li> <li>● Log incident on CPOMS. Include your notes from any investigation, consequences and contact with parents/carers.</li> </ul>
<p><b>Step 2</b></p> <p><b>SLT CLASS</b></p> <p>Class Teacher to lead</p>	<p style="text-align: center;"><u>MID LEVEL</u></p> <ul style="list-style-type: none"> <li>● Non-completion of classwork</li> <li>● Poor attitude towards learning</li> <li>● Failure to follow instructions given by staff</li> <li>● Refusal to work</li> <li>● Re-occurrence of above behaviour after above consequences have been put in place</li> </ul>	<ul style="list-style-type: none"> <li>● Use of whole school behaviour strategy in classrooms (weather system)</li> <li>● The child is required to complete their work in a member of SLT's classroom for the remainder of the session (AM/PM), giving them the opportunity to reflect on and change their behaviour.</li> <li>● Parents contacted by <b>class teacher</b> (with the support of an SLT member if necessary) to share the above information and that this is a repeated behaviour - look for potential links/causes outside of school.</li> <li>● If necessary, class teacher/TA to do a behaviour checklist to investigate any medical causes for the behaviour.</li> <li>● If necessary, investigate the support that school can provide and what the expectations are from home e.g. pastoral care, positive play, nurture group, report card, adult mentor, praise and regular reminders of acceptable behaviour.</li> <li>● Specify the consequences and sanctions for the repeated behaviour</li> <li>● Log incident on CPOMS. Include your notes from any investigation, consequences and contact with parents/carers.</li> </ul>
<p><b>Step 3</b></p> <p><b>SLT MEETING</b></p>	<p>Uncharacteristic one off behaviour -</p> <ul style="list-style-type: none"> <li>● Threatening behaviour</li> <li>● Swearing with intent</li> <li>● Aggressive behaviour</li> <li>● Sexualised behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● <b>SLT member</b> of staff to discuss with child/ren</li> <li>● <b>SLT to contact parents</b> and inform them of the escalation of or repeat behaviour</li> <li>● If necessary, a home-school report to be put in place.</li> <li>● Loss or break/lunchtime. Complete a reflection sheet/ apology letter to be written during break/lunchtime.</li> </ul>

<p>SLT member to lead</p>	<ul style="list-style-type: none"> <li>• Intimidation of another</li> <li>• Disrespect of adults, not doing as asked by adult</li> <li>• Purposeful breakage of equipment</li> <li>• Meaningless throwing of objects and minor damage to school building</li> <li>• Running off in school/playground/trips</li> </ul>	<ul style="list-style-type: none"> <li>• If due to running off - parent/carer to be asked to attend trips in future</li> <li>• Log incident on CPOMS. Include your notes from any investigation, consequences and contact with parents/carers.</li> </ul>
<p><b>Step 4</b></p> <p><b>SLT BEHAVIOUR MONITORING/ INTERNAL SUSPENSION</b></p> <p>SLT member to lead</p>	<p style="text-align: center;"><u>MID HIGH LEVEL</u></p> <ul style="list-style-type: none"> <li>• Repeat of the above behaviour and/or</li> <li>• Repeated breaches of the school rules</li> <li>• Use of offensive language aimed at others</li> <li>• Hitting, punching, pushing, slapping, kicking, head butting, biting, violently shaking others, throwing objects at others, stabbing others.</li> <li>• Leaving or attempting to leave the school premises</li> <li>• Failure to follow repeated instructions given by staff which results to serious consequences or safeguarding</li> <li>• Failure to keep self or others safe.</li> <li>• Any form of bullying</li> <li>• Vandalism, including kicking items of furniture (including doors and walls)</li> <li>• Theft of property which belong to the school, staff members or pupils</li> <li>• Fighting with other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• SLT staff member to meet with parents and child to discuss repeated behaviour.</li> <li>• Set a monitoring and review date with parents.</li> <li>• Consider involving outside agencies such as school nurse, behaviour support, Educational psychologist, MAT, social care</li> <li>• Consider holding a multi-agency meeting and creating a MEP- Multi Element Plan, Education Behaviour Plan or Home School Agreement Timetable for an agreed period of time.</li> <li>• Specify the consequences and sanctions for the behaviour and consider the use of internal suspensions (working outside of the classroom area e.g. other classroom, outside Principal's office)</li> <li>• In instances of running from school and non-return – police and parents will be called, staff to follow at safe distance if possible</li> <li>• Log incident on CPOMS. Include your notes from any investigation, consequences and contact with parents/carers.</li> </ul>
<p><b>Step 5</b></p> <p><b>PRINCIPAL/ VICE PRINCIPAL</b></p>	<p style="text-align: center;"><u>HIGH LEVEL</u></p> <ul style="list-style-type: none"> <li>• A repeat of the above behaviours after consequences</li> <li>• Possession of any prohibited items. An example of these are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco/cigarettes, fireworks, pornographic images.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal / Vice Principal to meet with parents and child to discuss behaviour, behaviour policy, exclusion policy and behaviour ladder</li> <li>• Discuss the option of a managed move or agreed transition move.</li> <li>• If appropriate, begin issuing fixed term exclusions, in line with the Trust's Suspensions and Exclusions Policy (1 day-5 days</li> </ul>

	<ul style="list-style-type: none"> <li>Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)</li> <li>Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</li> <li>Racist, sexist, homophobic or discriminatory behaviour towards pupils or staff</li> </ul>	<p>dependent on behaviour, 15 days in a term can trigger the Trust to consider a permanent exclusion).</p> <ul style="list-style-type: none"> <li>If a 5 day exclusion is issued, meet with parents and a member of the Trust's Executive Team to discuss the incident and whether a managed move to a different school should be explored.</li> </ul>
<p><b>Step 6</b> <b>PRINCIPAL / SENIOR TRUST STAFF</b></p>	<ul style="list-style-type: none"> <li>Continued repetition of the above behaviour, even after home/school support and consequences have been put in place</li> </ul>	<ul style="list-style-type: none"> <li>Principal meeting with a member of the Trust's Executive Team (due to Executive Team's availability, this may not be on the day of the behaviour)</li> <li>Consultation with Trust CEO in line with Trust's Suspensions and Exclusions Policy</li> <li>Transfer to a different school through a managed move or voluntary application.</li> <li>Permanent Exclusion (requires authorisation by the Principal only, following consultation with Trust's CEO)</li> </ul>

Above are the agreed Steps that will be used to guide discussion with parents and school staff in determining the support and sanctions that will be followed as a result of a child's continued inappropriate behaviour.

Please note that the steps do not have to be followed sequentially. If an incident is serious enough then the process could start at Step 3, 4 or even Step 5

Positive sanctions are used as a priority in all cases – please see the behaviour policy for guidance.



