



Ormesby Village Infant & Junior Schools Federation

Behaviour Policy 2026

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Behaviour Policy

Aims

The aim of Ormesby Village Infant & Junior Schools Federation is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on ethical and moral teaching and lead us to build a caring family. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. At our Infant school, all stakeholders are always **learning to grow : growing to learn** as they develop how they interact, learn and play together correctly. At our Junior school, everyone **aspires** to be the best they can be, everyone **acquires** the knowledge and skills to be a valuable future citizen of the world and everyone **achieves** success from the many opportunities they are provided with no matter what their starting points.

The primary aim of the behaviour policy is not a system to enforce rules but rather to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn. It is a policy built on the school's core values of **honesty, friendship, respect, togetherness, aspiration, resilience, nurture** and **family** and embedded within this is the ethos that all stakeholders foster forgiveness and reconciliation, where all know that each new day brings with it a fresh and new start.

Ormesby Village Infant & Junior Schools Federation does not tolerate unacceptable behaviour of any kind. If we discover that an act of this kind has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour.

The beliefs of Ormesby Village Infant & Junior Schools Federation are that:

- Children's behaviour can change and that given the opportunity, every child can be successful.
- Praising and a system of rewards are more likely to promote positive behaviour. Using a positive system of rewards will increase children's self-esteem and help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps our children feel good about themselves.
- Children will learn to respect the rules and authority of the school and the community.
- Children will also know that there is always someone to talk to should they need it.

As a school we promote a 'Golden Agreement' (selected by all stakeholders) which apply to all aspects of school life. These rules are displayed prominently, shared regularly as a whole school in assembly time and promoted by all in the school.

Golden Agreement

- Always play thoughtfully and kindly.
- Always aim to be the best one can be.
- Always listen to and follow instructions.
- Always treat each other with respect.
- Always take care of the school and everything in it.
- Always remember to be polite and show good manners.
- Always tell the truth.

Procedures for promoting positive behaviour

Our staff work together to ensure exemplary behaviour is achieved through the highest of expectations, through positive adult role-modelling and rewarding and through a restorative and reconciliatory approach to correction.

Whole School:

Good Work/Celebration Assembly -

A weekly celebration, where teachers are able to reward positive behaviour and outstanding work with a 'Golden Award'. This consists of effort certificates, a Jigsaw achiever of the week and the opportunity for whole school praise. Teachers are able to reward as many children from their class as needed, but normally select two children for effort certificates (one achieving the Golden Award trophy) and all children who achieved the Jigsaw behaviour of the week. In the Infant School, there is also the winner of the Sparkly Box Award. The photographs of those children who have received a 'Golden Award' are displayed in school every week.

Zones of Regulation/Feelings Boards

Regulation is something everyone continually works on whether we are cognizant of it. We all encounter trying circumstances that test our limits from time to time. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. Staff explain these zones to pupils and enable them to use these zones to identify themselves when their feelings change, alerting staff to put in intervention/support and/or praise when needed.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.

Headteacher's Postcards -

All members of school staff will be able to recommend children to receive a Headteacher's postcard through the post. These postcards will recognise and celebrate extremely good behaviour or exceptional work. A postcard being sent home should be recognised as an enormous achievement, and as such, should be celebrated as a whole school during Good Work Assembly.

Curriculum Teaching -

All classes will dedicate curriculum time to teaching children how to build positive relationships with each other and adults through the teaching of PSHE/RSHE and in whole school assemblies.

Headteacher's Awards -

Once a term each teacher will nominate a child from their class to receive a Headteacher's Award. The reward will take the form of a special badge to wear on their school uniform. The awards will be made once a term during a special 'Praise Assembly'.

Classroom:

Classes will follow their own strategies and systems for promoting positive behaviour.

Teachers are encouraged to use a variety of strategies through the year to ensure that the approach to behaviour management is fresh and positive. Examples of the systems used are

- Sticker charts
- Strikes
- Reward Passports
- Golden time
- Reward boxes
- Gold, sparkly behaviours
- Special bench

- Star of the day/week
- Sending work to other members of senior staff
- Special responsibility jobs
- Raffle tickets
- Thirsty learner cards
- House Points/Dojo Points

All children can collect points for their House Team. These can be handed out for good work. Teachers are able to choose the amount of points given, depending on the reason. Points are counted up on a weekly basis and the winning team is announced each week and promoted on our website.

Merit Badges –

All children (Y3 – 6) are able to collect merits for positive and respectful behaviour, good attitudes towards their work and exceptional examples of work. The merits are collected as stamps on a gridded sheet and then swapped for merit badges. If one side is filled this is a gold sticker from the Headteacher and if both sides are filled the child achieves the appropriate badge.

Key Stage One – Golden, sparkly box

Key Stage Two - Bronze, Silver, Gold, Platinum and Diamond. These badges can then be worn on school uniform.

Playtimes:

The school aims of praising positive behaviour will continue at break and lunch times. All MSAs will be aware of the school behaviour policy and use the following methods -

Gold Cards -

Gold cards will be given to children for demonstrating positive play. These cards can be taken back to their class teacher and exchanged for House/Dojo points and kept in the class behaviour books.

Reward Treats:

At the end of each half term children who repeatedly make good choices and work hard will receive a treat to thank them for their hard work and good behaviour. Any pupil with three detentions marks in the half-term will not receive the treat. Reward treats can be a range of positive behaviour experiences for the children to thank those that met the expected standard of behaviour.

Procedures for tackling unacceptable behaviour

At Ormesby Village Infant & Junior Schools Federation we recognise that there will be times when children do not respond to the positive praise procedures that are in place, and that incidents of unacceptable behaviour will occur. At these times we will follow the following steps, ensuring that a consistent and fair approach is used at all times.

In the classroom

Traffic Light System (Foundation Stage have a more age appropriate version) - Each class has a set of traffic lights, which are used anonymously.

- All pupils start each day on green.
- Very good behaviour is rewarded by being moved up to gold.
- Child receives two warnings reminding them to improve their behaviour.
- Continued poor behaviour results in child being moved down to amber/orange with a clear explanation of what they must do within a time period to move back to green.
- Continued poor behaviour results in a child being moved to red with a clear explanation of what they must do within a time period to move back to orange.
- Continued poor behaviour may result in a child being sent to the link class. The child should take work and a link class sheet which will specify when they can return to class.

Serious misbehaviour may result in a child being moved straight to red or straight to the link class. In the most extreme instances the class teacher will involve the Deputy Head or Headteacher.

A child who finds themselves on red at the end of a lesson, or that have been sent to a link class will receive the following sanction:

Foundation Stage & Key Stage 1

Children will receive a lunchtime time out. These sessions will be supervised by a member of the school staff team and last approximately 15-20 minutes.

Key Stage 2

Children will receive a lunchtime detention. These detentions will be supervised by a member of the school staff team and last approximately 15-20 minutes.

(Once children reach this step, a letter will be sent out to parents)

Each stage of our behaviour system ensures pupils are reminded about forgiveness and reconciliation and guided to identify their own steps for improvement.

In Collective Worship/Assembly

Children are expected to sit silently in assembly and listen to the member of staff / visitor. If a child behaves inappropriately, including speaking, during assembly time they will be asked to move to the end of their class line. The child will then be required to miss the following break time and speak to a member of staff about their behaviour.

Adults are also expected to be silent during assembly time. This will ensure that the adults are acting as good role models to the children.

On the playground

1. **Verbal Warning**
A member of staff will remind the child of how to play/behave appropriately, ensuring that eye contact is made and that the child's name is used. This warning should be delivered in a non-threatening, yet firm tone, for smaller children the adult should come down to their eye height before issuing any warning.
2. **Orange Card**
Orange cards are given on the playground by the staff supervisors for persistent low level behaviour. The card should be filled in by the member of the staff. Completed cards should be taken to the class teacher at the end of lunch break – this should result in moving down one step on the traffic lights.
4. **Red Card**
Red cards are given on the playground by the staff supervisors for serious incidents. The card should be filled in by the member of the staff. Completed cards should be taken to the class teacher at the end of lunch break – this should result in a detention or time out.
Any child receiving a red card should be taken in to see a member of school staff.

Gold, Red and Orange cards should be logged in the class behaviour books.

Outside School (Trips/Visits)

Pupils of Ormesby Village Infant & Junior Schools Federation are still expected to follow the school rules when out on a visit. They will be reminded of the expected behaviour and if any special rules are needed to be adhered to these will be made clear to all.

If a child behaves inappropriately on a visit the following steps will be taken:

1. Inappropriate behaviour will be reported to the lead teacher and the child will be given a verbal warning.
2. If the class teacher thinks it necessary the child will be asked to stay with the teacher for the remainder of the visit.
3. If a child has to be spoken to on numerous occasions during a visit their parents will be spoken to and the SLT will decide if the child can take part in future trips.
4. In extreme cases where their behaviour threatens the safety of others, the school will be contacted to collect the child.

Other sanctions

Staff will also use a variety of other sanctions to effectively respond to disruptive and unacceptable behaviours of individuals or groups. These may include:

- Work being sent home to be completed
- Work to be completed at playtimes or lunchtimes
- Missing playtimes to reflect and consider actions
- After school detentions (with prior notice given)
- Removal of responsibilities / privileges / treats

- Removal from school teams
- Letters / phone calls home
- Letters of remorse written by the child
- Social story scenarios
- Lunchtime detentions/time-outs

Logging and tracking unacceptable behaviour

Class Behaviour Books

There is a behaviour book for each class. Staff are to use these books to log the more persistent and more serious of behaviour incidents.

A behaviour incident is where the child has been on the red traffic light repeatedly at the end of a lesson, received an orange or red card at play time, been removed from the class, or where behaviour is judged to be serious (see Appendix 1).

Behaviour books will be monitored by the class teachers for patterns of behaviour. If a child appears on a regular basis, discussions with SLT will take place and together the appropriate action will be decided – for example, a lunch time detention for persistent poor behaviour.

Detention Logs

When a child receives a lunch time detention or time out they will be given a slip to explain their actions. This slip is taken to the detention and handed to the teacher on duty.

The teacher on duty is required to fill out a detention letter (stored on the server), place it in a named envelope and hand it to the child's class teacher. This is then logged on the behaviour folder log on the server. Whilst in detention (Juniors), the child will complete a reflective Time to Think Sheet (Appendix 2), in order for them to ascertain what other appropriate behaviours should have been displayed. Sheets to be housed in the Behaviour Folder in Headteacher's Office.

The Deputy Headteacher will monitor the behaviour folder each half-term and the following actions will be taken when a child receives a detention / time out:

Child's name logged once	-	No further action taken – child is spoken to during the detention by the class teacher/teacher on duty per the rota.
Child's name logged twice	-	The child will be required to attend a meeting with a member of the SLT and selected members of the Peer Mentors committee (Yr6) to discuss their behaviour. KS2 pupils are also expected to write a letter to the Headteacher to explain their behaviour and their plans for improving it.

Child's name logged three times -

A letter will be sent home from the head teacher, informing parents of the child's behaviour and the steps that have been taken.

Parents will be expected to attend a meeting with the SLT to draw up a behaviour contract. External agencies will be contacted, if necessary, to support the child and to improve their behaviour.

If behaviour does not improve and/or the contract is broken -

Steps may be taken towards **exclusion**.

*If the behaviour involved is of a serious nature certain steps above may be bypassed and the child will be required to go immediately on to behaviour contract or steps taken to exclusion.

Steps towards exclusion

Where the above steps have not been effective the school will move towards exclusion. However, as a nurturing school we see fixed term/permanent exclusion as a last resort. The following steps will be taken:

After-School Detention

Pupils will spend half an hour after school in a detention once parents have been notified.

Internal exclusion

Pupils are internally excluded for extreme incidents of misbehaviour, including: (this is not an exhaustive list)

- Swearing at an adult
- Clear disobedience
- Causing serious harm to others
- Theft
- Vandalism
- Persistent misbehaviour

When a child is internally excluded the parents should be informed verbally and/or in writing. The child will work away from other children and will be supervised by an adult. In order for this to be well managed the exclusion may not always take place the next day. Internal exclusions can be for either a half or full day, dependent on the behaviour that has led to the sanction.

External temporary exclusion (FTE)

At the Headteacher's discretion a pupil may receive a fixed term exclusion. The agreed procedures available on teachernet.gov.uk are strictly adhered to. The chair of Governors is informed if this step is taken.

External permanent exclusion

At the Headteacher's discretion a pupil may receive a permanent exclusion from the school. In this case the agreed procedures, available on HR Infospace, are strictly adhered to and the Governors of the school will work alongside Norfolk County Council.

Children with Special Educational Needs

Staff will monitor patterns of behaviour for all children and if it is suspected or identified that the child has specific additional needs, appropriate action will be taken to implement specific plans and strategies to target their needs.

1. Class teacher identifies needs with Headteacher / SENCo and an Individual plan is written to tackle issues (IEP/Provision Map).
2. Advice from the School Support Team may be sought to assist the school in devising strategies specific to that child.
3. Parents/carers will be informed through regular meetings or the use of a home/school book.
4. All staff members, including MSAs will be made aware of the child's needs. This can be achieved through an MSA meeting with the SLT responsible.

Use of Physical Intervention and Restrictive Physical intervention (STEP ON and STEP UP)

The use of PI and RPI should only ever be used as a last resort as a response to manage significant behaviours that challenge and/or harm. PI and RPI may not always be required, but where they are staff STEPS training should be followed.

There is not a definitive list of behaviours that challenge and/or harm that may require PI and RPI, but should any behaviours reach a level where situations become unsafe, they pose immediate risk of harm to anyone or they are persistently disruptive denying other pupils the right to learn the relevant and suitable techniques will be applied to remove a child to a safer space.

The use of PI and RPI should only be used by STEP ON and STEP UP trained staff, unless the situation makes it reasonable, proportionate and necessary for an untrained member of staff to intervene for a person's (adult or child) immediate safety.

STEP ON and STEP UP Lead Professionals will ensure techniques used are reasonable, proportionate and necessary. They will ensure staff training is kept up-to-date and any use of PI and/or RPI is recorded and parents informed.

Norfolk STEPS techniques seek to avoid injury to the CYP; however, it is possible that accidental and non-intentional discomfort, bruising or scratching can occur as an unfortunate outcome when trying to maintain safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team. Restraint as taught by Norfolk STEPS is only ever used in the best interests of the CYP, and is reasonable, proportionate and necessary to reduce harm.

If a child's behaviour requires a PBSP (Personal Behaviour Support Plan) any use of PI and RPI will be recorded in it. The school will prepare and share these plans, which will include parental and child voices. However, parental consent is not required for the use of PI and RPI techniques with a child, because it is down to STEPS trained staff to determine whether the situations presented warrant such a response. Each situation is assessed for whether PI and RPI are required and all scenarios are reflected upon.

COVID-19

Please see the addendum regarding COVID-19 and the impact with our behaviour policy.
(Added 14.7.20)

This policy was written in September 2026 and taken to Governors.

This policy will be reviewed in September 2027 unless government legislation requires an earlier update.

Signed: (Headteacher)

Signed: (Chair of Governors)

Appendix 1

Unacceptable behaviour by students includes:

- refusing to participate in the education program
- refusing to follow instructions about conduct
- behaviour that disrupts or affects the learning of other students
- actions likely to be detrimental to the health, safety or welfare of staff or other students
- behaviour that causes or is likely to cause damage
- behaviour that is likely to bring the school into disrepute

The school will decide at its own discretion if behaviour falls into these categories. Each behaviour will be judged within the context of which it happens.

The list below is a set of examples only and is by no means complete and relates to all behaviours directed at children and adults.

- Defacing property/ vandalism
- Biting / Pinching
- Fighting
- Swearing
- Spitting
- Tripping
- Hitting / Kicking each other
- Verbal abuse
- Inappropriate climbing
- Stealing from each other and from the school
- Bad language / Obscene gestures
- Bullying (physical and verbal)
- Leaving premises without permission
- Throwing objects to harm or with intent
- Refusal to follow instructions from an adult
- Indecent exposure
- Defecating and Urinating inappropriately
- Persistent Truancy
- Strangling
- Racism/sexist/misogynistic/homophobic/inappropriate sexual behaviours
- Inappropriate comments about/to others
- Harming with intent

- Inappropriate online behaviour
- Persistently disruptive behaviour

Appendix 2 – Time to Think Sheet

Think Sheet

Name: _____ Class: _____ Date: _____

I was not: Following Rules Being Respectful Being Safe Listening
(Circle all Following Directions Being Cooperative Being Responsible
that apply)

Other: _____

And
Describe what happened

I should have
What should you have done differently?

If I had done this
What would have been different?

So from now on I

My Signature _____

Link Classes

When a child is sent to another class for time out they need to take the class laminated Link Pass with them. This pass needs to be handed to the teacher in charge of the link class. Children in a subject set should be sent back to their class teacher.

Link Classes

Infant School

EB - LB/LMc - SV

Junior School

H/Mc - SY

LA - CB

Addendum to Behaviour Policy due to the circumstances of COVID-19 – (Originated 14.7.20)

Introduction

The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were closed to all pupils except for those classified as vulnerable, those with Education, Health and Care Plans (EHCPs) and children of key workers critical to the COVID -19 response.

During their prolonged absence from school, pupils have suffered from significant changes to their learning routines, daily structure, social and behavioural norms. The school may now feel different to children, compared to how it was when they last attended. We want our children to be happy, in pleasant and relaxed surroundings. We know that they will learn best when they are clear about what they are expected to do given the changes as a result of COVID-19.

Furthermore, we are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour. Culture is created in our school by establishing behavioural expectations and ensuring that these are taught explicitly to ensure that the school is a calm, happy and purposeful environment where learning can take place.

We are re-setting the culture in response to the enforced COVID-19 disruption by introducing new behavioural expectations and routines, around protective measures and personal hygiene.

This addendum supplements the current Behaviour Policy. It identifies the minimum behavioural expectations that are expected during the coronavirus pandemic and subsequent recovery from it.

Guiding Principles

- Behaviour will be taught, including our new routines for entering school, hand washing, social-distancing between peers and the teacher. All staff are responsible for ensuring the rigorous and consistent application of our new procedures across school.
- Proactive risk assessment will reduce the potential for poor behaviour. We will endeavour to anticipate risks rather than simply reacting to situations.
- Communication to pupils will build their confidence. We will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. This will be tailored so that it is age appropriate and takes account of pupils with special educational needs and/or disabilities. We know that this will help to build a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied.
- Parents will be fully informed. We will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions. We aim to build confidence with parents about the safe reopening of school to all pupils.
- Boundaries will be clear. We will continue to ensure our behavioural expectations are built on being respectful, being responsible and being safe. Through these we will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.
- Vulnerable pupils remain a key focus group (including those with a social worker, those who are disabled, those with an EHCP or those who require additional support).

- Leaders and governors will ensure that the guidance from the DfE and Public Health England is meticulously followed.

Pupil Behaviour Expectations:

- Arrive at school and leave to go home at the designated time using the allocated gateway.
- Do not wait around for friends and do not group together with people outside of your family.
- Wash hands effectively with soap or use sanitiser every time you enter the school and after each lesson within the day. Wash hands before and after eating, after using the toilet and when returning into school from the outside.
- There must be no physical contact of any type at any time. This includes in play, hugging, handshakes etc. (We understand that this will be very difficult with our youngest children).
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes.
- There must be no coughing, sneezing or spitting at or towards any other person.
- The seating in the classroom is non-negotiable and is in place for the safety of each pupil. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Maintain a safe distance from others between and during lessons.
- At break times and lunch times, stick to your zone area and maintain a safe distance from others.
- Do not share belongings (food, stationery, books etc.) with other and do not handle other people's belongings.
- Only enter the toilets if there is nobody else in, if there is, wait outside. Wash hands thoroughly after using the toilets.
- Do not bring into school items from home (books, stationery, toys, mobile phones). Bags should not be needed, other than packed lunches and a water bottle.
- You must tell an adult if you are feeling unwell, particularly if you feel that you have a high temperature, a continuous cough or are experiencing a change to your usual taste or smell.

Behaviour Management

There are occasions when staff members will need to challenge behaviours which are not safe or not conducive to learning. We will continue to use the sanctions identified within the body of our main behaviour policy during this period of re-opening.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's behaviour policy.

Deliberate spitting at or towards any other person will be deemed as a serious breach of the school's behaviour policy. Any pupil who does this will need a pupil specific risk assessment to establish whether how they can remain in school safely or whether as a last resort they need to be given an exclusion.

Reasonable Adjustments

Leaders and teachers, with the support of the Special Educational Needs Co-ordinator (SENDCo) will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of these additional behavioural expectations.

Staff will make their best endeavours to ensure that pupils with additional needs are supported in understanding and accepting the changes to their school setting and the new expectations.

Reasonable adjustments might include, but not limited to; additional support for the arrival and exit to school, additional support to adhere to break and lunch time expectations, re-teaching of behavioural expectations and adapted sanctions and rewards.

Review and Adaptation

Leaders will keep the arrangements detailed in this addendum under review, initially on a daily basis. Risk assessments for individual pupils will be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the addendum will be undertaken.