



Caring community; Serious about learning

Old Fletton Primary School

Behaviour & Expectation Policy

Staff should read this alongside the Old Fletton Standards

Version 12c - July 2026

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

Purpose	Our aim is for all children to be happy and successful in school. We believe all children should have the right to a calm and trouble-free learning environment. By providing clear expectations and boundaries our ultimate aim is for all children to be an active part of a school culture in which everything is embedded to enable quality teaching and learning to take place.
Behaviour	Dealing with all aspects of children's behaviour, quietly recognising, praising and encouraging the prosocial choices and reminding and applying appropriate consequences to behaviours that are not in accordance with our rules and expectations, or considered detrimental or dangerous.
Linked policies	Safeguarding & Child Protection Policy Learning & Teaching Policy Outdoor & Educational Visits Policy Bullying Procedures Home School Agreement

What is the policy for?	The policy is for all members of the Old Fletton Primary School community, including parents, so that there is common understanding about what we expect from our children BOTH in and out of school.
Who has devised and contributed to this policy?	This policy was initially devised by the Headteacher and amended following training and staff feedback. (Staff Questionnaire July '19). Changes made in September '22 reflect the "STEPS" approach. Reviewed December 2024 in consultation with all staff. It is reviewed annually by Governors and changes ratified.
How will this policy be communicated?	This policy is available on the school website and in the Headteacher's office. Parents are reminded annually in the Autumn term. A parent pamphlet, summary is given to all parents.
How will this policy be monitored?	Suspensions will be reported to the chair of governors as they happen, the headteacher will give governors regular updates on behaviour through the Head's report and the policy will be reviewed every year in line with the policy monitoring schedule. It will be revisited dynamically should a need arise.

CARE:

Pupils are Old Fletton primary School are expected to behave well and follow the school rules and CARE values.

We use positive language when we talk to children and the emphasis is on learning; not behaviour management. Our children learn that to succeed they have to behave well and meet the expectations to enable learning

At Old Fletton Primary School, we believe that every person is equally important. That all must be treated fairly regardless of their sex, race, background, religion or any other protected characteristic. This is so that good relationships are promoted throughout the school and we create an ethos of kindness and CARE. We want a school that is free from any form of intolerance.

Providing a classroom environment that is safe and yet challenges children to learn is the best climate for the most effective behaviour strategy that we can adopt. This should be the basis of any effective behaviour management approach because when such an environment is created, attitudes to behaviour are greatly enhanced.

Children will always push boundaries to see how an adult reacts. Research tells us that they want us to be consistent and fair and make their learning environment one in which they are respected, feel safe and can learn. Old Fletton children want to be responsible and involved in school life and as such we provide them with opportunities to do so. We also believe that when things are not going well, we should reflect on our learning offer and not solely assume an understanding of a child's behaviour choices.

It should be remembered and respected that adults in school are in overall charge. They deserve the children's respect just as we respect the them. We are transparent with the children about our expectations and when we feel they are not meeting them, but we make the final decisions on issues to do with school rules, expectations and rewards and sanctions. Children and families do not have a choice as to whether or not to follow this policy. This policy sits inline with our home school agreement.

This policy reflects the values, ethos and philosophy of Old Fletton in relation to behaviour support and how this should be viewed to meet the priorities of education which are:

- * motivate young people and raise their confidence and self esteem;
- * develop their skills of communication and of social interaction;
- * encourage cultural tolerance and understanding;
- * promote a sense of social responsibility and participation;
- * promote inclusion and combat exclusion in a world of rapid social and economic change;
- * increase their employability.

High expectations of the children are central to our approach. All children are expected to behave and learn in a responsible way and adhere to the rules of the school. Incidents of racism, bullying, swearing, fighting, name-calling, spitting, damaging property and other socially unacceptable actions are not tolerated and will invoke sanctions.

We also do not tolerate rocking on chairs, chewing gum, talking whilst others talk, mis-use of resources, and any other low level disruption that spoils learning for others or distracts the teacher from teaching.

Being unkind to others is never acceptable in our school. We will support our younger EYFS & KS1 children to understand this and expect our older KS2 children to adhere to it.

Poor behaviour is unacceptable for all children and staff in school. In exceptional circumstances reasonable adjustments are made for some children, but these are carefully considered and monitored by the senior leadership team along with the classroom team. (See section B for provision for exceptional cases)

The 'Old Fletton Standards' guidance consists of agreed rules, rituals and routines that should be followed by all staff and children. Examples of this are our expectation of a correct school uniform, walking silently on the left hand side of the corridors; the use of manners at all times etc . See Appendix 1 for examples We prioritise learning time and therefore encourage children to use the toilets at break and lunchtimes as opposed to within lesson time, however we will always allow children to use the toilets should they need to. If we feel children are opting out of learning, we will challenge this and discuss a separate plan with parents.

Manners are very hugely important at our school and this includes dining etiquette. We aspire to create an environment that promotes and values the use of correct table manners.

We actively use our class assemblies, PSHE lessons and whole school assemblies to promote and reinforce our behaviour expectations.

We identify Four Levels of Child Responsibility and Behaviour: As a school we have high expectations and must aspire for all children to be at Level 4.

Level 1 Disregards school or class rules. Does not care about others or their own learning.

children will be receiving regular support from The Inclusion Team, and may have a learning plan and or a behaviour plan (see part B). Parents will also be heavily involved and informed. The Head will also be informed and potentially actively involved.

Level 2 Breaks rules and bothers others. Needs adult intervention to behave.

children will have some Inclusion Support as and when needed. Parents will be aware of the issues and will be required to proactively support as will the staff in the phase and SLT.

Level 3 Cooperates to look good, be rewarded or avoid trouble.

This will be most primary school aged children: responding to the reminder of the expectation and occasionally having a small sanction, a break or lunch removed - this is normal and to be expected.

Level 4 Is self-motivated to do the right thing even when nobody's watching.

This is the ultimate standard, where children are meeting this standard consistently and independently, the headteacher and parents should be made aware

Reasonable adjustments may be made for pupils with SEND or other identified needs where appropriate. Such adjustments are intended to enable pupils to meet the school's expectations and do not remove those expectations.

Successful behaviour management strategies only work when it is a whole school approach that is firmly and consistently applied by all adults in school, as such, there are rewards for when learning and consequently behaviour is going well and sanctions for when it is less than we expect. **There must be no deviation from this policy and it is the Head's and Deputy's role to monitor its successful implementation along with Governors of the school.**

REWARDS:

We want children to have a love of learning and that should be their prime motive for behaving and learning well at school. To achieve this, we expect them to listen well and try their best. Our aim is for children to make positive choices without the need for sanctions/rewards.

Staff who manage children successfully have little use for a rewards system. Rewards can become a bribe and then the bribe becomes the incentive to do well rather than an innate wish to do well. This is detrimental to long term success and motivation.

At Old Fletton our rewards system is focused on successful learning where the child has exceeded our expectations in terms of effort and standards. We do not reward children for behaving or learning as we expect them to, when this happens the use of rewards becomes counter - productive. The exception to this is with younger children or children with additional needs where the expectation is still being learnt.

Children should feel that they have really achieved something if they receive an reward. We often praise in private or in the classroom setting. With Lily Passport successes however; a child can choose to be celebrated publicly or in private in our Friday Assembly.

A child can receive a class token that contributes to their collective total. When the Class Total is met a whole class reward is achieved and a new total set.

1. Verbal praise in lesson and during end of lesson reflection on learning time.
2. For younger children and children whom require it, positive reinforcement through the giving of stickers.
3. ClassToken - leading to a class reward (after each set of 20 tokens)
4. CARE certificates: end of lesson reflection on learning time.
5. Marvellous Me to parents: in the class moment of lesson reflection on learning time. And end of the day reflections from the class teacher
6. Lily Stickers = passport = Certificate and medal or Trophy - child chooses public or private praise
7. Headteacher Certificate and Golden Token

Class rewards need to be agreed with SLT prior to being shared with the class as the goal they are striving for. Class rewards will be incrementally more enjoyable, e.g from and extra 5 minutes break time to Friday afternoon free time. The class rewards will be agreed with SLT at the Start of the term in July and be age appropriate and consistent across both classes.

Staff in school have access to a document “Old Fletton Standards of Performance” which goes into the detail of how both rewards and sanctions should be used and recorded.

SANCTIONS:

In successful learning environments there is little need for a system of sanctions as too often sanctions engender enmity, not responsibility. However, poor behaviour, even low level that disrupts the teacher or pupils cannot go without a consequence. We do not threaten anything we cannot carry through and we always carry through sanctions that have been given. At Old Fletton we use a private strike system. Class teachers are encouraged to look for trends of patterns of behaviours, eg certain times, lessons or teachers.

1. Verbal reminder of the expectation with an explanation. e.g “Sarah, you are not responding to the signal for stop, do so now please. - That’s your reminder.”
2. **1 strike** on the paper based class behaviour log with a clear explanation to the child (similar to above)
3. **2nd strike** on the paper based class behaviour log with a clear explanation to the child - 5 minutes of break time or lunchtime missed with a Class Teacher (Younger children, timeout, usually during continuous provision time appropriate to their age and understanding)
4. **3rd strike** on the paper based class behaviour log with a clear explanation to the child - 10 minutes of break time or lunchtime missed with a Class Teacher (Younger children, timeout, usually during continuous provision time appropriate to their age and understanding) If 3 occasions of 3 strikes occur within the class, the teacher will call parents to garner their support in changing the behaviour and log on Arbor as an incident (3 x 3 strikes). Removal from the class will be considered for further repeats.
5. **4th strike** on the paper based class behaviour log with a clear explanation to the child- 10 minutes of break time AND 15 minutes lunchtime with a member of SLT. Class teacher to log on Arbor as an incident (4 strikes).
- 6a. **5th strike** on the paper based class behaviour log with a clear explanation to the child - removed from classroom with their work (If behaviour disrupts that class then the child is immediately sent to the Deputy Headteacher) AND break and lunchtime with SLT that day or the following day to reflect and catch up learning. (This includes our younger pupils who have reached this level)
- 6a. Parents are informed face to face at the end of the day or phone call (SAFE officer, DHT & HT informed via email) and it is the Class Teacher that records this on Scholar Pack: Detentions: detailing briefly the behaviours or incident
- 6b. Each subsequent receiving of 5 strikes:
 - i. Sent to a member of SLT - CT records this on Scholar Pack: Detentions: detailing briefly the behaviours or incident
 - ii. Sent to Deputy Headteacher - record as above
 - iii. Sent to Headteacher - record as above

Class teachers must give their weekly behaviour strike logs to the Head or leave it on the desk on a Friday before leaving for the weekend. This is to enable effective monitoring and targeting of support from the head and deputy for the following week

(Appendix 2) Behaviour Support Plans will be considered at all stages should adaptations not be working effectively and strikes reach unacceptable levels affecting our values of - “A Caring community: Serious about Learning” for all pupils. These will be written by the Class teacher, shared with Inclusion Team, the child and parents. Recognising we all have to be on the same page to effect positive change.

We recognise and accept children are learning the rules and expectations, so after each strike, the teacher can revert to a verbal warning with an explanation rather than immediately issuing an additional strike. They are the adult and make that decision. Each day is considered a new opportunity for the children and strikes are not carried forward to the next day, but the sanction may/will be where appropriate.

In addition to the strike system, minutes from break time and/or lunchtime can be lost for incidents of:

1. Not doing homework
2. Wearing the wrong uniform
3. Catch up on missed work
4. Re-doing a task that they have not done well enough for their standard
5. Forgetting to wear PE kit (more than once)
6. For breaking our school rules. This is at the discretion of the class teacher and/or member of SLT. These will be recorded on Scholar Pack: Detentions - with notes recorded.

Poor behaviour on the playground is monitored in the same way, using purple slips. Children will be reminded of the expectation and if it is not followed, they are issued with a purple slip that outlines the concern and is dealt with by a member of SLT. Behaviours must be recorded on Scholar Pack : Minuses, so

that repeated slips for the same child can be monitored and the appropriate sanctions and subsequent supports put in place.

Purple Slips - poor play time/lunch time behaviour choices - (recorded on scholar Pack: Minuses - brief detail of the issue) This is logged by SLT dependent on who has received the slip.

When a child shares they have a behaviour concern about another child, e.g “Child A is chasing me and I don’t like it.” Or “ Child B has taken my hoola hoop.” The adult this has been shared with:

1. Must investigate seriously
2. take the necessary actions.
3. Record on Minuses part of scholar pack.

NOTE: It is not acceptable in our school to use platitudes such as “Just stay away from each other” The adult must instruct the children as to where they can play and monitor their sanction is carried through. We do not minimise behaviour concerns raised. Children who constantly complain about normal behaviours of others will be supported to understand the need for tolerance and acceptance.

Zero tolerance behaviours include such things as (but are not limited to): racism, swearing, physical violence, rudeness to staff, destruction/damage of property, conduct which includes severe unkindness towards others, including bullying. Actions of zero tolerance behaviours above, and also including regular 3 or 4 strikes will invoke a significant sanction which may include internal suspensions (Recorded on Scholar Pack : Incidents by the member of SLT managing the incidents) and in very rare circumstances we consider fixed term suspensions and permanent exclusions (recorded on Scholar Pack: Exclusion). These significant decisions, will always be decided by the Head or Deputy following a professional discussion and supervision with a fellow member of SLT. As detailed above: parents will be aware of repeated 3 or 4 strikes. In some instances where significant behaviour concerns exist, children will not be permitted to go on trips outside of the school for safety reasons. A full risk assessment will be carried out to ensure all inclusion options are considered.

As staff we model the behaviours we want the children to follow, however a member of SLT may use a stern raised voice only if they deem appropriate, but it is not standard practice and we certainly do not shout at child. We try to avoid having to punish the whole class for an individual’s mistake, but we must encourage collective responsibility and a team approach the same as we do with our class token rewards, so this is used occasionally where the adult feels it is the best approach at the time.

If a child needs to be physically removed from a situation or restrained for his/her own safety or the safety of other children, there should always be two adults present. All actions must be clearly verbalised to the child and the witness and should be fully recorded on the relevant paperwork. Parents or guardians must be informed of the action taken when they collect their child by the senior member of staff on duty. Mr Dickson and Ms Smith are the designated adults trained to restrain.

Managing Disputed Behaviour

As a caring school, we ensure that all pupils feel listened to and that their views are taken seriously. We recognise that pupils may recall the same event differently, and this can sometimes make it difficult to establish exactly what has happened. While every pupil will be given the opportunity to explain their account, it is the responsibility of adults to investigate incidents, consider the available evidence and make fair, informed decisions.

When there is a dispute about an incident, the Class Teacher, Teaching Assistant or Lunchtime Supervisor will gather the accounts of those involved and, where appropriate, speak to pupils who witnessed the incident. Staff will use their professional judgement to determine whether there is sufficient evidence to support one account over another.

For example, if Child A reports that Child B called them a hurtful name and Child B denies this, the member of staff will listen to both pupils’ accounts before identifying and speaking to any witnesses. If the witnesses corroborate the allegation, the behaviour will be dealt with in accordance with this policy and the appropriate sanction will be applied. If the allegation cannot be corroborated, this will be explained to both pupils and the matter will be referred to a member of the senior Leadership Team for further consideration where appropriate. Where the available evidence does not allow SLT to determine that one account is more likely than another, no pupil will receive a consequence solely because an allegation has been made. Staff may still take appropriate preventative action where necessary.

There may also be occasions when a pupil disputes a sanction issued by a member of staff. In these circumstances, the adult will listen carefully to the pupils explanation before deciding whether any further investigation is required. However, where the behaviour has been directly witnessed by the member of staff, no further investigation will normally be necessary, as the member of staff of staff’s first-hand

observation will form the basis of the decision.

Example 1: A pupil is repeatedly talking during a performance despite reminders. When spoken to afterwards, the pupil denies talking. As the behaviour was directly witnessed by the member of staff, the appropriate sanction will be applied.

Example 2: A member of staff reports that a pupil has been throwing berries at other pupils. When questioned, the pupil denies the allegation. If the reporting member of staff did not directly witness the behaviour, the Class Teacher will investigate further by speaking to any witnesses and gathering additional information before making an informed decision about the appropriate outcome.

Throughout all investigations, pupils will be treated fairly and respectfully. Listening to a pupil's account does not mean that the pupil determines the outcome. Decisions about sanctions and next steps will always be made by staff, using the evidence available and their professional judgement.

Section B:

Additional behavioural support

At Old Fletton Primary School a few children need to receive additional behavioural support based on their individual needs. This approach ensures that as a school we recognise an individual's needs and ensure equity in our approach to managing behaviour. This is a graduated approach that utilises the tools from Therapeutic Thinking and is done in partnership with parents.

Graduated - Class Teacher

Inclusion Circles

- ☐ In class adaptations

Including a "Behaviour Support Plan" should adaptations not be working effectively and strikes reach unacceptable levels affecting our values of - "A Caring community: Serious about Learning" for all pupils

Targeted - Class Teacher and Inclusion Team -

Early Prognosis

- ☐ Describe the behaviour factually and unemotionally.
- ☐ Gather appropriate and authentic pupil voice.
- ☐ Gather information from parents/carers and members of staff.
- ☐ Gather information from multi-agency colleagues.
- ☐ Ensure collated information informs planning.
- ☐ Set a review date.
- ☐ Review progress.
- ☐ Implement further analysis and planning

Targeted Plus - Class Teacher and Inclusion Team

Predict, Prevent and Progress

- ☐ Update and review all information within Targeted.
- ☐ Consider involvement of multi-agency colleagues.
- ☐ Complete Risk Calculator.
- ☐ Identify protective consequences.
- ☐ Identify educational consequences.
- ☐ Analyse dysregulation and values and beliefs (subconscious and conscious).
- ☐ Complete Anxiety Analysis for relevant variables.
- ☐ Create a Predict, Prevent & Progress plan.
- ☐ Set a review date.
- ☐ Review progress.
- ☐ Implement further analysis and planning.

Specialist - Class Teacher and Inclusion Team

Therapeutic Plan

- ☐ Update and review all information within Targeted and Targeted Plus.
- ☐ Consider involvement of multi-agency colleagues.
- ☐ Complete the Therapeutic Tree for the individual pupil
- ☐ Complete a detailed Therapeutic Plan.
- ☐ Set a review date.
- ☐ Consider group dynamic options.
- ☐ Review progress.
- ☐ Involve multi-agency colleagues in review and identifying next step

Classroom: Children must: **CLASS RULES**

- C – Cooperate** with adults and follow directions promptly.
- L – Listen** when others are talking.
- A – Act politely** and use good manners.
- S – Stay seated** during instruction (teacher talk)
- S – Sit still** and not fiddle with resources when the teacher is talking

- R – Respond** to “signal, pause, insist”
- U – Use resources** respectfully and tidy up afterwards.
- L – Learn** from and ask for feedback.
- E – Engage** in all learning, whole class, independent, pairs or groups
- S – Strive** to do your best work.

Corridor: Children must: **WALK SAFE**

- W – Walk** calmly and safely (no running).
- A – Always** stay to the left-hand side of the corridor.
- L – Low noise** (be silent or extremely quiet).
- K – Keep facing forward** to watch where you're going and waiting in doorways to let adults pass.

- S – Stay in line** and follow the group.
- A – Allow space** and respect others' personal space.
- F – Feet clean**; ensure shoes are clean before entering.
- E – Ensure cleanliness** by picking up any litter you may drop or see

Playtime & Playground : Children must: **PLAY SMART**

- P – Play safely** (no rough play or play fighting).
- L – Listen** and respond to adult instructions.
- A – Always be kind** and inclusive to everyone.
- Y – Yield** and take turns when sharing.

S – Stop at the whistle

M – Move calmly by walking to the line

A – Assemble quietly in a straight line.

R – Respect the resources and equipment.

T – Tidy up toys away & putting litter in the bin.

Dining Hall : Children must be: TABLE SET

T – Talk quietly with those at your table.

A – Always walk to and from your seat.

B – Be seated until instructed to collect your meal.

L – Listen and follow adult instructions.

E – Eat nicely, using utensils and napkins.

S – Scrape leftovers into the bin.

E – Exercise good manners (say “please” and “thank you”).

T – Tidy up after yourself

Assembly : Children must: ASSEMBLE

A – Always walk in and leave in a straight-line

S – Sit still and calmly, respecting others’ personal space

S – Stay silent and avoid talking.

E – Eyes forward on the speaker.

M – Mindfully listen and follow instructions.

B – Bow your head or close your eyes during prayers or reflection.

L – Lift your voice when singing along to the music.

E – Engage respectfully and participate appropriately.

Behaviour Improvement Plan For: *Insert Name*

Agenda

1. What is a Behaviour Improvement Plan?

To support the child to understand and meet the school's expectations; enabling a positive learning environment for all. All children in school are expected to behave and meet the expectations.

"A caring community: Serious about learning."

For reference: A strike is issued **following a reminder** of the expectation from the adult and the child not responding to the request or for not meeting further school expectations. (This can include uniform/homework etc)

CLASS RULES (show what they are) They are set expectations across the whole school in every class and are non negotiable, they are applied slightly differently for children who have an identified Special Educational Need or are undergoing exploration of need)

2a Why there is a need for this plan?

SLT/CT has looked at the frequency of disruption and believes it to be at a level that is unacceptable - see the data below

2b What is/ are the **main behaviour(s)** that are causing the concern?

- 1.
- 2.
- 3.

3. What are we all going to do to change things going forward?

Actions required for improvement		
School	Parent	Child

4. How will we know this is working?

1. Parents will be emailed weekly with an update on this plan (check you have their correct email address on scholar pack/Arbour) There is an expectation of support from home inline with the home/school agreement.
2. SLT will also receive this information to aid support or celebration.
3. Governors will be aware through reports from the HT and DHT of the number of children on a plan and whether they are working. They will NOT know the children's names.

5. What if this is not working?

The following option (s) then need to be explored

1. We revisit with the parents and make further adjustments
2. We explore if there is an undiagnosed special need that is not being met - involve the SENDco

3. The child is removed from the class or year group (Internal suspension)
4. Suspension from school for persistent disruption to learning
5. Repeated failure to meet the expectations could lead to exclusion

	Total No.	3 Strikes	4 Strikes	5 Strikes
Week 1 Update				
Notes				
Week 2 Update				
Notes				
Week 3 Update				
Notes				
Week 4 Update				
Notes				
Week 5 Update				
Notes				
Week 6 Update				
Notes				