



WYBUNBURY DELVES
C of E Primary School

Behaviour Policy

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Our Approach

We believe in affirming an individual in our school and usually our warm holistic approach secures a child and they enjoy being a part of our school community and respecting the need for our rules. We strive to ensure the provision of a learning environment which is secure, and yet academically challenging, for each of the children in our care.

We recognise the importance for close partnership between home and school in securing your child's learning journey and your child's disposition to learning and attitudes to others impact greatly on their progress and success; this policy clarifies our intentions and our approach regarding discipline.

We say to our children, that 'we are NICE here'.

Our school prayer reminds us to follow in Jesus' footsteps.

Our school Aims can be said as a prayer to 'Help every Child to shine.'

Our school Children's Code reminds us to act with care and respect for others at all times.

- ☺ NEVER BE UNKIND (NEVER BULLY)
- ☺ I CAN FOLLOW INSTRUCTIONS
- ☺ CARE FOR EVERYONE
- ☺ ENJOY LEARNING

Statement of intent



believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with children to enable early intervention.
- A shared approach which involves children in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.

Reasonable and proportionate sanctions will be used where a child's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop children's knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for children's health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the

specific procedures that will be used to assess these children for any SEMH-related difficulties that could affect their behaviour

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2021) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Child Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy in writing to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the child themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Class teacher.
- As authorised by the headteacher, disciplining children who display poor levels of behaviour. This responsibility includes the power to discipline children even when they are not in school or in the charge of a member of staff.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines *“low-level unacceptable behaviour”* as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting child wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff will update CPOMS to keep a record of incidents to help identify children whose behaviour may indicate potential mental health problems or safeguarding problems. All staff will be alert to changes in a child's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with children, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

Where a child chooses not to follow the rules, displaying negative behaviour, they will face a series of consequences:

1. **Yellow Card:** Verbal warning- name noted (initials on Yellow card-twice in Key stage 1, once in KS2)
2. **Red card:** where child breaks our behaviour code when they already have a yellow card warning. At the head's discretion an incident may trigger an immediate red card.
3. **Red Card Behaviour sheet-** Child copies out Code of Conduct and what they did wrong. Child to complete. This is sent home and parent/carer signs the sheet.
4. Child to bring Red card behaviour sheet to Head teacher, or put on Head Teacher's desk and she will ask to speak to them at a suitable time.

Head will talk to child about responsible choices and model/rehearse what should have been said or done in the situation.

5. Where deemed necessary, the child will be removed from the classroom to another classroom or to isolation (time spent in the head teacher's office) – the class teacher and head will determine the length of the period the child will spend in isolation
6. If behaviour is a cause for concern due to the incident and response or an individual is not modifying his/her behaviour in school the head will agree with the classteacher that parents / guardians are contacted.

⊗ In cases of severe disruption the child will be sent, immediately, to the headteacher and parents notified.

The sanctions are **not cumulative** beyond a day but will be noted in CPOMS to allow for monitoring and patterning of incidents.

Conversations with the Head teacher about behaviour/friendship difficulties/play difficulties - these are noted on CPOMS at the discretion of senior leaders.

Where a child's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The child is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The incident is investigated and it is decided whether it constitutes unacceptable behaviour.
- If the incident to be unacceptable behaviour, they will record the incident, and record it on the child's CPOMS record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the child will be removed from the classroom – SLT will determine the period the child will be removed from the classroom.
- The child's parents will be informed on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The headteacher will consider whether the child should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.
- Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the child, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

- A meeting between parent/carer(s), the headteacher and classteacher and the child will take place to agree sanctions and next steps.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a child is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a child is made on the school premises or whilst the child is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a child is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights

The school will ensure that all discipline is reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues..

6. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve children's behaviour in the future.

Initial interventions

A range of initial intervention strategies to help children manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the child's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT are aware of any child that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards e.g. sticker charts
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the child has SEND, an assessment of whether appropriate provision is in place to support the child, and if the child has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a child's education will be considered where serious concerns about a child's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all children as part of the behaviour curriculum and PHSE, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-child relationships

Positive teacher-child relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

Preventative measures for children with SEND

Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the child will be immediately taken to the headteacher and the child's parent will be contacted – parents may be asked to collect the child and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove children from the classroom for a limited period, at the instruction of a member of staff..

The child will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus

- Supervised by trained members of staff

This can include another classroom or the headteacher's office.

The school will only remove children from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all children and restore stability following an unreasonably high level of disruption
- To enable disruptive children to be taken to a place where education can continue in a managed environment
- To allow the child to regain calm in a safe space

The school will ensure that children's health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a child spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the child is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the child will decide what the child may and may not do during their time spent removed from the classroom. The headteacher will request that the child's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a child who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the child return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, child and their parents, and other agencies if relevant, where necessary.

Children are permitted to eat during the allocated times of the school day and may use the toilet as required.

7. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and children are instructed not to smoke on school grounds. Children are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with children related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

9. Prohibited items, searching children and confiscation

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the child themselves; or
 - To damage the property of any person, including the child themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary;

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all children.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.

- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep children stimulated.

Subject to reasonable adjustments, e.g. those made for children whose SEND may affect their behaviour, children will be expected to follow the school Child Code of Conduct, which requires children to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to school on time ready to learn.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and children.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Complete online homework or hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Our school Children's Code sums up the above and reminds us to act with care and respect for others at all times.

- ☺ NEVER BE UNKIND (NEVER BULLY)
- ☺ I CAN FOLLOW INSTRUCTIONS
- ☺ CARE FOR EVERYONE
- ☺ ENJOY LEARNING

Quite simply – 'We are **NICE** here.'

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help children work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all children, then explaining the task clearly so all children understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support children to understand and follow classroom rules and routines. Teachers inform children of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help children understand why they are needed, and will model rules and routines to ensure children understand them. Teachers also explain clearly to children what will happen if they breach any classroom rules to ensure children are aware of the sanctions that may be imposed.

To support childrens' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, children are provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to childrens' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that children understand this.

For younger children, teachers will read the Classroom Rules Agreement with their children and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to children and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see childrens' faces, that children can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance, resilience and independence are encouraged.
- Praise is only given when a child's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage children to praise one another, and praise another child to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that children are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all children are fairly rewarded.

The school has a number of options for rewards that can be given to children. These include verbal praise, social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time. Headteacher's awards are given as a special reward. Children can be rewarded with house points – marbles for their house team.

11. Behaviour outside of school premises

Children at the school must agree to represent the school in a positive manner. The guidance laid out in the Child Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour off the school premises, including conduct online, that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions to disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2023**.

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Child name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: **date**

Child signature: _____

Teacher signature: _____

Behavioural Incident Form

Name of child:		Year group:	
Date:		Time:	
Location of observation:		Name of staff member:	

Before the incident: what led to the behaviour?
During the incident: what did the child do?
After the incident: what were the consequences of this behaviour?

Additional comments

Staff with CPOMS access will record this information directly onto CPOMS covering the same points. The incident will be tagged appropriately and alerted to appropriate staff.

Other staff are to complete this form and pass onto class teacher.

Behavioural Management Observations Review Form

Name of child:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the child's behaviour?
Are our existing management systems effective?
What achievable targets could we implement for the child to work towards?
What are the child's strengths?
What strategies could we implement to help the child achieve their targets?

Additional comments



WYBUNBURY DELVES
C of E Primary School

At our school we say 'we are **NICE** here'.

Our school Children's Code reminds us to act with care and respect for others at all times.

☺ **N**EVER BE UNKIND, (NEVER BULLY)

☺ **I** CAN FOLLOW INSTRUCTIONS

☺ **C**ARE FOR EVERYONE

☺ **E**NJOY LEARNING

BEHAVIOUR Sheet for (Year)

You have been given a RED CARD by..... Date:.....

At our school we say 'we are NICE here'.

Our school **Children's Code** reminds us to act with care and respect for others at all times.

- ☺ NEVER BE UNKIND, (NEVER BULLY)
- ☺ I CAN FOLLOW INSTRUCTIONS
- ☺ CARE FOR EVERYONE
- ☺ ENJOY LEARNING

TIME TO THINK, COPY OUT OUR CODE SO THAT YOU REMEMBER IT.

N
I
C
E

☹ What did you do that was wrong?

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Please can you share with your child at home, sign and return. Thank you

..... (parent/carer)

Received for records- K. Chesters (Head Teacher) / N. McCurrie (Deputy Head Teacher)