# YARDLEY WOOD COMMUNITY PRIMARY SCHOOL

# Behaviour Policy

**Autumn 2026**
**To be reviewed Autumn 2027**

## The School Aims

At Yardley Wood we aim to provide the best possible opportunity for every child to fulfil their potential, both academically and as a responsible citizen.

**It is our policy:**

- To help each child to develop fully, according to their level of maturity and ability, and to cater for every child's particular needs
- To develop valuable skills and positive attitudes necessary to lead happy and fulfilled lives
- To provide a good grounding in speaking and listening, reading, writing and mathematics.
- To develop investigative skills, knowledge and understanding in science and technology, and to provide experiences and learning opportunities in all other subject areas, providing breadth and balance to the curriculum
- To build a happy school society based on mutual respect and a real sense of caring for one another.
- To ensure that every child experiences success and feels that they are a valued member of the school community
- To enable children to know the difference between right and wrong; to encourage in each a sense of responsibility and high standards of personal behaviour; to equip them to make a positive contribution to the community
- To encourage children to take a pride in their school and in the efforts and achievements of its members
- To help and support those children who have particular difficulties with their learning or behaviour, or who have special gifts or talents
- To provide children with a range of activities outside the classroom that will enrich, stimulate and foster a greater involvement in school life
- To keep parents well informed about school and their children's work; to involve parents in the life and work of the school; to enlist the support and co-operation of parents

## Behaviour:

## Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour and discipline policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. Our policy and practice are underpinned by an inclusive, welcoming ethos, supported by a restorative approach to resolving incidents, negative behaviour or conflict. This is to ensure school remains a calm, safe and supportive environment where children want to attend and where they can learn and thrive.

We recognise and understand that all behaviour is a form of communication and that a child's physical and mental well-being, emotional health and physical behaviour are contributing factors to behaviour. Therefore, school aims to teach the community that being valued, safe, respected and heard, finding a love for learning and being challenged through this will reduce instances of poor behaviour.

The building blocks of our behaviour policy stem from:

- Classroom and wider environments being calm, positive and secure places where all members feel valued and can learn without disruption.
- Positive relationships being modelled between all adults and children that allow for issues to be listened to and discussed and acted upon.
- A restorative justice approach to behaviour management that looks at the social and emotional impact on others of negative behaviour, developing empathy for others whilst teaching pupils to take responsibility for their behaviour.
- Pupils understanding the impact their behaviour has on others and are clear on their responsibility to make consistently good choices.
- A school curriculum that develops a deeper and real understanding of identity and that acknowledges difference and celebrates this whilst also tackling issues through PSHE, RE, Thrive, assemblies and wider curriculum. As an outcome pupils have opportunity to evaluate their own beliefs, values and behaviour.
- Incidents of inappropriate behaviour or bullying being challenged immediately and with consideration of context, individual circumstance and impact to all parties involved.
- Inclusivity, so that all pupils can benefit from calm, purposeful learning environments.

This policy is underpinned by the Safeguarding and Anti-bullying policies as well as the code of conduct for school community members. It is written in accordance with the Equality Act 2010 and Families Act 2014 to take steps to avoid any disadvantage to pupils and to ensure all pupils succeed to the best of their ability.

Our behaviour Vision and aims (as written by the pupils)

- Everyone feels safe and welcome
- We make good choices and think before we act
- We aim to do our best
- We take care of our own, others and school property and belongings
- We create a calm environment
- We are polite
- We help one another
- We respect one another
- We work together to solve problems
- We respect the rights of others to their opinions, culture, beliefs and demonstrate this in our actions and words

Our behaviour strategies (as written by the pupils and teachers)

- We are kind and care for each other
- We listen to one another carefully
- We take turns and share
- We walk calmly around school
- We follow adult instructions that are given
- We try our very best in our work, even when we find it a challenge
- We present our work well, with neat handwriting and take pride in how our work looks.
- We ensure everyone is able to focus in class so no-one is distracted
- We raise our hands in class to speak and share so no-one calls out
- We keep our school and spaces tidy
- We ask for help if we need it
- We say please and thankyou
- We are good friends to each other, playing safely and fairly and including anyone who would like to play too
- We use everyone's given name
- We control our words and actions so no-one is hurt

These positive rules are re-visited regularly throughout the year. They are displayed for all to remind everyone in the school community of these. The primary aim of the behaviour and discipline policy is not a system to enforce the rules but, rather it is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn.

We know that recognition for positive behaviour breeds positive behaviour. The majority of all behaviour management takes place subtly, seamlessly and without breaking the flow of lessons, assemblies and general good behaviour around school. This can range from subtle use of voice (in both positive language choices & intonation), non-verbal communication (positive body language, respect of personal space, smiling, thumbs up etc), and listening well

to children/each other, through to more overt praise through restorative language, an emphasis on 'good' behaviour and staff (and children) actively looking for chances to praise & reward.

Adults across school work to ensure there is consistency between classes and year groups in their approach to managing behaviour around school.

**Restorative Approach to Behaviour:**

The first approach with all behaviour issues is a restorative one. The school community has whole-heartedly embraced Restorative Justice for School (RJ4S). Incidents are addressed calmly and time is taken to track back to find the root cause and crucially to identify points where it could have been de-escalated. The emphasis is then upon the perpetrator and victim meeting, the issues being addressed, empathy and understanding being reached and ultimately recurrence being avoided. Children and staff are well versed in restorative language and understanding and the majority of issues are resolved face to face. Behaviour incidents are recorded in the class behaviour logs of all children involved via the school system of CPOMS.

**Incentive and rewards**

We praise and reward children for good behaviour in a variety of ways but encourage pupils to see their personal and academic achievements in school as their rewards for good behaviour choices – that good behaviour leads to success. The incentives and rewards we utilise across school are used to promote good behaviour and confidence, raise self-esteem and celebrate outstanding work.

*Class rewards*

- Are decided by the class teacher and the children and awarded by the class teacher or teaching assistants but can include verbal praise, informal report to parent/carers and whole/individual class rewards.
- Include the opportunity to earn 'Class DOJOS' -merits with specific reasons (e.g. team work, good listening, readiness to learn, peer support etc) that are reported to parents on a daily basis through the 'DOJO' app. DOJO merits are assigned according to Key stages and reflect expected behaviours and rewards for pupils in class as incentive. All teaching staff will consistently use these to reward and promote good behaviour in the classroom and around school.
- Are earned by working together as a class as well as through individual demonstration of
    - Appropriate behaviour
    - Excellent work
    - Making appropriate choices
    - Resilience, determination and independence
    - Empathy, care, thoughtfulness and kindness
    - Citizenship

*Special recognition*

Teachers and Teaching assistants can choose to acknowledge exceptional work, effort and attitude by sharing a pupil's achievements with Senior Leadership. Children are rewarded with stickers and praise.

Pupils are celebrated around school through displays promoting academic achievements of pupils in class.

In addition, each week children are nominated from each class to go into the 'Gold Book.' Nominees are included for positive progress in their work and behaviour. Parents are invited to attend the Friday Gold Book assembly, where the children's awards are openly celebrated. The children receive a certificate and a gold sticker.

*Outstanding awards*

At the end of each term a pupil from each class is nominated by the class teacher teaching assistant to receive an outstanding achievement award for academic or personal achievement.

## Sanctions:

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately in each individual situation alongside providing as much opportunity for a pupil to 'put things right', whilst also ensuring a consistent approach to inappropriate behaviour. Some children live in difficult circumstances and may need additional support during their time in school to meet expectations. This can be in the form of mentoring, intervention groups, adult check ins, Senior leadership support and, where deemed necessary, individual behaviour plans.

## Managing inappropriate behaviour

The primary message to communicate is: ***'We All Own Our Own Behaviour.'***

- Everyone makes mistakes and everyone deserves the chance to make amends
- In all instances disapproval is directed at the behaviour and not the individual
- Pupils are reminded of the consequences for their choices and given the opportunity to put things rights
- Every day should be treated as a fresh start
- Restorative justice, accountability and reflection are part of any conflicts in school.

At Yardley Wood Community Primary School we feel that it is important for children to understand that inappropriate behaviour will be met with sanctions and boundaries. Boundaries are set in class and on the playground. Sanctions are used to enable children to own their behaviour choices and accept that they need to change their behaviour when boundaries are crossed.

When managing classroom behaviour, teachers and teaching assistants will be the primary responders to pupils making inappropriate choices and will apply appropriate strategies to restore positive behaviour.

Adults support pupils to make appropriate choices by (as written by teaching staff):

- Positively welcoming every child into school each day
- Providing interesting and engaging learning opportunities in the classroom
- Ensuring pupils are appropriately challenged in their work
- Providing clear instructions and explanations to pupils
- Developing positive relationships with pupils
- Having a good pastoral understanding of their pupils
- Listening to pupils, their opinions, thoughts and concerns
- Providing praise and reaffirmation of positive behaviour, recognising and rewarding good behaviour
- Reminding pupils of expectations regarding their work and behaviour
- Modelling good choices and positive attitudes
- Demonstrating fairness whilst being firm and consistent
- Supporting pupils with reflecting on mistakes and resolutions to these through a restorative approach
- Being a calm and approachable adult to others
- Providing individual support to pupils including adapting the learning environment
- Developing where needed, individual behaviour plans and approaches for children including emotional first aid plans
- Engaging in open and honest dialogue with parents in a timely fashion

Senior leadership will support teachers and pupils by:

- Supporting teachers and teaching assistants with pupils whose behaviour may escalate beyond that which can be managed in class.
- Being present at lunch and break times, reinforcing and modelling positive behaviour to adults and pupils.
- Providing advice and support as needed to teaching staff.
- Communicating with teachers and parents about behaviour concerns when necessary.

Sanctions may include verbal reprimands, time-out, catching up/reflecting in playtimes with the class teacher (with reasonable time for pupils to use the toilet and eat), time with another teacher or school leader, detentions (for KS2 pupils), school based service and parental

involvement. Rarely, but sometimes, Dojo points are removed with reasons given. Parents will be aware of this through the Dojo App. It is the aim that all sanctions are ended with a restorative conversation where acknowledgement of harm/upset/boundary crossed is recognised and an apology made or issue resolved.

**Monitoring and reporting:**

Concerns or instances of inappropriate behaviour are recorded by the school on the pupil's record (including fixed and permanent exclusions) via CPOMS and shared with relevant staff in school and parents, where deemed necessary, so issues and resolutions can be discussed further.

Senior leadership monitor and analyse behaviour concerns for patterns both in behaviour and pupil characteristics so that pupils can be supported effectively. Further to this they monitor whole school behaviour management to ensure adults are being consistent across school with their approaches and strategies.

The Governing Body will monitor the exclusions, and ensure that the behaviour and discipline policy is administered fairly and consistently.

**Serious, persistent challenging behaviour:**

The school works closely with parents and carers when serious, persistent and challenging behaviour arises with a pupil. This may be in the form of a pastoral, SEND or Senior leadership liaison. Any such meetings or work is seen as a supportive measure to enable the child to make improvements in their behaviour and as quickly as possible.

*Behaviour charts*

To support pupils with significant behaviour challenges, children may use behaviour charts. This breaks the school day into smaller sessions where a pupil can receive regular feedback regarding how their day is going and what they may need to improve upon in regards to their behaviour. These charts are shared with senior leadership to celebrate progress pupils make and reflect upon their next steps.

*Internal exclusions*

The last possible sanction to be given by class teachers when managing negative behaviour in class is requesting a pupil leave the classroom. This sanction should not be used lightly as to avoid undermining the adults own authority within the room.

If pupils show persistent disruptive or challenging behaviour with a repeated disregard to adult instruction, an internal exclusion may be used. This decision is made by senior leadership and is usually agreed upon to safeguard others and where the learning of others has been repeatedly disrupted. It allows for the pupil to have a supervised, calm and reflective

environment in which they can work for an agreed period of time (as determined by senior leadership taking into consideration individual circumstances and age of the pupil). As part of this a restorative conversation is expected to close an internal exclusion whereupon the pupil demonstrates the readiness to change their behaviour for the better before returning to the classroom.

*Fixed term exclusions*

If a child's behaviour shows no improvement after all available options to the school have been used, and all procedures have been followed, then a child may be excluded for a fixed term. This is a decision that is made by the Head teacher (or an acting Head teacher) in consultation with other staff involved in the incident to ensure a fair, broad and balanced view point. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year depending on the behaviour of the pupil and incidents that took place.

A child may also receive fixed term exclusion if an incident in the opinion of the Head Teacher is serious enough for the child to be immediately excluded. This may apply to issues such as:

- Physical violence
- Property damage
- Significant inappropriate behaviour on school site or during educational visits or extra-curricular activities.

It is also possible for the Head Teacher to convert fixed-term exclusions into permanent exclusion, if the circumstances warrant this.

At the end of a fixed exclusion a reintegration meeting will be held with parents/carers and the child to ensure pupils understand expectations, school rules and to ensure pupils have a fresh start to their return.

*Permanent exclusions*

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school. There may be extreme circumstances in which a pupil is in breach of the school's behaviour policy and consideration is made whether allowing the pupil to remain in school would significantly harm or risk harming the education, welfare of the pupil or others in the school. Such circumstances could include:

- Serious bullying incidents, including homophobic, racist or sexist incidents or peer on peer abuse.
- Bringing a weapon into school.
- Significant violence
- Persistent and repeated violence to others or property
- Repeatedly and persistently refusing to follow instructions of staff that lead to issues of safety for the pupil or others.

If the Head Teacher excludes a pupil for any length of time, the parent/carer will be informed immediately, stating reasons for the exclusion. The Chair of Governors will also be informed. If the exclusion is a permanent exclusion, or if there are a cumulative total of 15 days exclusion in a term, or 45 in a year, the Head Teacher will inform the Local Authority and the Governing Body and a meeting of the Disciplinary Committee (consisting of 3 governors) will convene to consider the circumstances, with representations considered from the LEA and parents. In the case of permanent exclusion, the Disciplinary Committee will decide whether the exclusion is upheld or the pupil should be re-instated. The school will inform the parent/carer how to make an appeal if they do not agree with an outcome.

**Positive handling:**

Staff are trained in de-escalation strategies and trauma informed attachment strategies to support pupils in managing stressful situations and conflict, ensuring issues are resolved and that pupils can access and focus on their learning whilst in school. The vast majority of instances that arise are successfully supported and resolved between individuals but sometimes a child may struggle to regulate their emotions in a healthy manner and may require further support.

Initially staff will support in de-escalating a child's behaviour by using strategies such as:

- Distraction
- Humour
- Simple instruction
- Limited choices
- Changing space, stance or adult

Time is given to a pupil to calm before addressing behaviour choices, reflecting on this and finding a resolution.

Sometimes it is deemed necessary and proportionate for trained staff to use positive handling strategies to safeguard a pupil from hurting themselves, others or causing serious damage to property. Staff who carry out positive handling are trained annually and receive refreshers throughout the academic year. Strategies include using reasonable force (no more than necessary) and covers techniques including:

- Passive physical contact such as standing between or in front of a pupil as a preventative measure
- Active physical contact such as guiding a pupil
- Physically separating pupils in a fight
- Restraining a child when there is a risk to their own or others safety or property

Pupils are offered a debrief after an event involving positive handling as part of reflective measures and to support the pupil's emotional well-being. All incidents of positive handling are recorded in detail. Parents are contacted to discuss incidents involving positive handling when they occur.

**Pastoral care and support**

The pastoral team regularly mentors and offers support to children who need additional care or focus on their well being to help them think about the right choices in their behaviour. Children may be referred to the pastoral team for reasons such as behaviour concerns, friendship worries or issues, from parental or child request or due to a social care request or intervention.

We check in with pupils to gather further information and then decide the next course of action from the outcome of this. This may be support from staff, formally through coaching, mentoring or social groups or informally through daily check ins. Further support may be sought for pupils through outside agencies such as charities, mental health teams and other therapeutic services.

**The Involvement of Parents**

Parental engagement with school regarding children's behaviour is vital. We expect parents to follow and reinforce the school rules regarding behaviour and to model this to their children at home, online as well as when parents are on school site. We also ask that parents support the school in processes we use to manage positive and negative incidents in behaviour. We work closely with parents who raise concerns regarding their child's behaviour at home and will support parents in managing this.

Low level, isolated behaviours will often be dealt with without contacting parents, as children will make mistakes or poor choices which they need to address. If disruptive behaviour continues, parents will be informed and school and parents will work together to support the child in making the right choices.

Parental concerns regarding other children and their behaviour towards their child can be raised with the school (in line with the school's code of conduct). Staff are available daily to support parents with concerns and complete any necessary checks and support.

**Break time and lunch time behaviour:**

Our most social times in school are structured to ensure there is supervision and support for pupils. Sometimes issues can occur that involve negative behaviours being displayed towards others and these are managed by the staff on duty and where necessary by Senior Leadership. Issues are investigated through discussion with pupils ending with a restorative conversation between all parties. Significant behaviours will be managed using the strategies outlined in the serious, persistent, challenging behaviour section of this policy.

**Bullying:**

The staff, pupils, parents and governors of YWCPS do not tolerate bullying of any kind at any level. Bullying is defined as behaviour that is: repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, e.g because of disability, race, religion, gender or sexual orientation or towards anyone seen as 'different,' or in a perceived weaker power position. This can be something that happens online or through technology as well as in person.

Individual or isolated incidents of poor behaviour do not constitute bullying. (See Anti-bullying Policy)

**Child on Child abuse:**

Yardley Wood community Primary School takes matters of sexual violence and harassment very seriously. Such behaviours are unacceptable. School staff are trained through annual safeguarding updates to know and recognise signs of such behaviour and how to manage incidents when they are reported by parents or pupils – following the protocols set out in the safeguarding policy and in liaison with a DSL in school.

**Online behaviour (in line with Safeguarding policy):**

Many online behaviour incidents amongst pupils occur outside the school day and off school premises. Parents are responsible for this behaviour. However, often incidents that occur online can affect the school day and relationships between pupils. School will support and work with pupils and parents in tackling and addressing issues and concerns that arise from online behaviour. Senior leadership will consider sanctions for pupils that cause threat or risk harm to another pupil through their online behaviour.

**Curriculum:**

Many aspects of the school curriculum provide opportunities for pupils to learn about and reflect on their behaviours including relationships, bullying and online behaviours. It is our aim to inform and empower pupils to look for support with their behaviour and raise concerns regarding others behaviour if they feel others are at risk or being affected by someone. Further to this we wish to educate pupils in self-regulation and being able to manage their own behaviour positively.

**The power to search:**

The Head teacher retains the right to search an individual and their belongings if there is a concern raised regarding a pupil being in possession of a weapon, illegal substances or any other item that may cause harm and risk the safety of others. Instances of this will be reported to parents.

**Mobile phones:**

Parents who wish for their child to bring a mobile phone to school must ensure the pupil leaves the phone with the school office. All mobile phones need to be labelled so they can be easily identified and collected at the end of the school day.

**Pupil Voice:**

Children at school are regularly surveyed to gather their views regarding their own and others behaviour. These are collated, analysed and shared with staff, pupils, parents and governors.

**School Council:**

The school council, with representatives from classes in KS2 are elected each year. The school councillors bring concerns as well as ideas from each class to regular school council meetings

**The role of the school Governing Body**

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour. They are also responsible for reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Governing Body may advise the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour and conduct.

**Review**

This policy will be reviewed every year and re-published to parents annually. The policy will also be available on the school website. The policy may be reviewed earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

**Autumn 2026**
**To be reviewed Autumn 2027**

**POLICY ADOPTED BY THE GOVERNING BODY:**

**Signed: ……. Chair of Governing Board**

**Date: ……**