

*Shining as we learn in
Faith, Family and Friendship!*



**St. William of York Catholic Primary
School
Behaviour Policy
2025-2026**

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts, challenging and transforming our world.

STATEMENT OF INTENT

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 Christian, caring community, with Gospel values of mutual trust and respect for all. We want our pupils to:

- * Grow spiritually
- * Grow socially
- * Grow personally
- * Grow academically.

We aim to promote an environment where everyone feels happy, safe and secure. In order to achieve this, we need an ordered, settled environment where pupils are treated fairly and consistently.

AIMS OF THIS POLICY

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied with equity to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND)

Code of Practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DEFINITIONS

Misbehaviour is defined as:

- Not following our St William's values and rules
- Disruption in lessons, in corridors between lessons at break and lunchtimes, in breakfast club, in extra-curricular clubs and on trips
- Non-completion of classwork due to poor behaviour choices
- Disrespectful and/or poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour (like interfering with clothes)
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, including vaping
- Racist, sexist, homophobic, disablist or discriminatory behaviour / language
- Possession of any prohibited items

Child-on-child abuse is defined as including, but not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm

- on and offline bullying
- teenage relationship abuse.

It can also include grooming children for sexual and criminal exploitation.

RESPONSIBILITIES

The Senior Leadership team are responsible for:

- Reviewing and approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that all staff members understand the behavioural expectations and the importance of maintaining them
- Monitoring that the policy is implemented by staff consistently with all groups of pupils (understanding that adaptations and flexibility for specific pupils with needs may need to be in place)
- Ensuring that staff members deal effectively with poor behaviour
- Support staff in responding to behaviour incidents
- Support staff in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Providing new staff members with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Staff members are responsible for:

- Creating a calm and safe environment for pupils
- Have high expectations of all pupils and a positive attitude towards them
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, fairly and with sensitivity
- Providing adaptations, and a personalised approach to the specific behavioural needs of particular pupils
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling positive behaviour and build relationships
- Supporting pupils to meet the school's expectations and values
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Considering their own behaviour on the school culture and how they can uphold the school's values, rules and expectations
- Monitoring bullying concerns within their class
- Recording negative behaviour incidents promptly on CPOMS
- Communicating with parents in a timely manner

Parents and carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education

- Foster good relationships with the school and support the school in the implementation of this policy
 - Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations
 - Inform the school of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the class teacher promptly
 - Ensuring a pupil's regular and punctual attendance at school
 - Supporting the rights of every pupil to feel safe, to learn and be treated with respect
- A behaviour booklet is available for all parents.

Pupils will learn and understand:

- The school's values, rules, behaviour culture and procedures
- The expected standard of behaviour they should be displaying at school
- The rewards they can earn for meeting the behaviour standard and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- That they will be supported to meet the behaviour standards by all adults in school
- How to show care and respect for their own and other's property
- How to inform appropriate adults of concerns and worries- particularly bullying

OUR SCHOOL VALUES

Our vision and values are at the heart of everything we do. They support our school's ethos and underpin our teaching and learning whilst providing an environment which prepares our children to be confident, happy citizens at each stage of their educational journey and beyond.

The values have become our "language for being" - phrases that the children themselves can relate to and a way in which they and the staff behave. As a school, we are focused on what is right for our children. We are confident that our values enhance excellent behaviour and academic progress and achievement. They help us to empathise with each other and work together, being responsible citizens as well as helping each individual reach the potential they are capable of.

Through our school mission statement and our school values, we promote behaviours that are important within the school community and are values which will be important throughout life in wider society norms.

Our four school values are:

- Love
- Respect
- Compassion
- Forgiveness

Our school mission is:

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts, challenging and transforming our world.

RESPONDING TO GOOD BEHAVIOUR

Many children respond very well to general verbal praise. Sometime teachers may communicate with parents about how well children are doing.

When praising children's learning by whichever means, it is important to remember that praise needs to be meaningful and should in the main, praise the effort or process rather than the general overall attainment. Children who are praised for effort, know to make continued effort to overcome difficulties in their learning. Praise must focus on effort and process to build resilience and encourage risk taking.

REWARDS

At St William's School, we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately rewarded for all aspects of their school life - including behaviour. At our school, a wide range of whole school rewards are available and all adults are encouraged to reward positive behaviour through:

- Oral praise statements
- Stickers
- Written praise in the marking of work
- Displaying of work to build self-esteem
- Deployment of responsibilities such as GIFT Team/ Eco Team/School Council/Reading Buddies/Caritas Ambassadors
- Recording success in home/ school diaries.
- Referral to other teachers for recognition
- Praise text messages home
- House Points rewards
- Positive Postcards
- Weekly 'Special Mention' certificates
- Weekly 'Values' sticker awards
- Head teacher's award
- Half-termly reward linked to the traffic light system(our 'Gold' and 'Silver' award)

LUNCHTIMES

Lunchtime staff are trained on this policy and encourage pupils to behave appropriately. They deal calmly but firmly and consistently with inappropriate behaviour in the playground, the dining room or in classrooms.

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued.

All strategies for inappropriate behaviour need to be clearly understood by lunch time staff and pupils. We believe it is important that those involved in settling disputes:

- avoid confrontation
- listen
- try to establish the facts
- investigate and address the problem
- talk through the issues, and use appropriate strategies to support the pupils to address their behaviour

RESPONDING TO MISBEHAVIOUR

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children and regularly revisited. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice.

Staff members will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that poor choices or misbehaviour will always be addressed.

When considering consequences staff will endeavour to act as consistently as possible, right throughout school. However, just as we make adaptations for children with Special Educational Needs in lessons (such as in English and maths) we will also use adaptations with this policy as necessary. Staff will seek to understand the context of the individual child, taking into account whether the child has any Special Education Needs and the social and emotional needs of the pupils.

CONSEQUENCES

To secure the positive climate for learning, our school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct. Consequences are necessary for pupils who choose from time to time not to follow the School Code of Conduct and behave inappropriately.

At St William's, we follow a traffic light system of consequences. However, we encourage all children to 'Go for Gold' and demonstrate the best possible behaviour at all times.

Principles:

- Each day is a fresh start and we must love and forgive others.
- Everyone pupil starts every day on green. Pupils will endeavour to stay here. One verbal warning can be given before moving to amber.
- Once on amber, one more warning can be given before moving to amber 2. Any pupil on amber 2 misses a playtime.
- Any pupil on red alert misses a whole lunchtime and spends lunchtime in the office. A red alert message will be sent home.

A pupil can jump straight to red alert. The following are actions that warrant a pupil to be moved directly to red alert.

- Deliberate physical injury
- Deliberate behaviour intended to or likely to cause physical injury
- Deliberate damage to other people's property
- Deliberate damage to the school building or school property
- Bullying of any type.
- Verbal abuse including homophobic racist language
- Disrespecting adults or pupils
- Using inappropriate language, tone of voice or body language

Should a pupil continue to fail to maintain acceptable behaviour, they will be moved onto the purple sequence of consequences.

1. Removed from class to work in another room
2. Internal suspension in the Head Teacher's office
3. Fixed term suspension
4. Managed Move
5. Permanent Exclusion

Any issue involving a larger number of pupils will be addressed by the Head Teacher or another member of SLT speaking with those involved, or generally in an assembly, and, where necessary, followed up by relevant sanctions, and associated PHSE sessions.

Generally, this combined approach is enough, but in some cases it may be appropriate to enlist additional specialist help, advice and input from other agencies, including the school's Educational Psychologist and the LA's Behaviour Support Team.

Internal exclusions may also be used as a measure to defuse situations, which occur in either the classroom or school in general, that are having a negative impact on the learning environment or the maintenance of the school's high expectations. In these circumstances the pupil would be removed from his/her class to a designated area within the school, with appropriate support and supervision, on a temporary basis. Internal exclusion will be for the shortest time possible, but may be required in severe cases for longer; if this were the case, an Individual Behaviour Plan would be generated.

As a final measure, after all other avenues have been exhausted, the Head Teacher reserves the right to suspend a pupil for short periods, or for certain periods of the day, or permanently exclude a pupil, in line with LA guidance.

FIXED TERM SUSPENSIONS

Only the head teacher of a school can suspend a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A fixed-period suspension does not have to be for a continuous period.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

SUSPENSION WILL BE CONSIDERED WHERE:

- There has been serious breach of the school's behaviour policy
- A range of strategies has been tried to no avail

- Allowing a child to remain in school would harm the education or welfare of themselves or other children.

Normally by this stage, parents will be aware of their child's behaviour difficulties and will already have been in contact with the school on previous occasions.

There are some forms of pupil behaviour, however, which will result in a child being excluded from school immediately. These are:

- Assaulting a member of staff, either physically or verbally
- Deliberately causing a serious injury to another pupil
- Extreme Vandalism
- Possessing drugs or offensive weapons.

Where the decision to exclude a child is made, parents will be contacted by telephone and a letter sent home.

The School's Chair of Governors and the Local Authority will also be informed.

The school will also take steps to support pupils and staff who have been distressed by their involuntary involvement in such extreme forms of behaviour.

REINTEGRATION

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

PERMANENT EXCLUSION

In rare instances, where all approaches to supportively managing a pupil's behaviour have been exhausted, a pupil may be permanently excluded.

RESTRAINT AND USE OF REASONABLE FORCE

School reserves the right to use reasonable force to help prevent a child from hurting themselves or others, from damaging property, from causing disorder, or in circumstances where a child is refusing to follow reasonable instructions made by an adult.

Senior Leaders are trained in Team Teach.

St William's reserves the right to use seclusion in cases of emergency, and recognises that these cases will be extremely rare.

RESPONDING TO THE BEHAVIOUR OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, they will be considered in relation to a pupil's SEND, although not every incident of misbehaviour will necessarily be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND

affects their behaviour, the school will balance their legal duties when making decisions about enforcing this policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the School must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Adverse Childhood Experiences (ACES) and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to ACES and a form of communication.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Types of preventative measure may include, but are not limited to:

- short planned movement or brain breaks
- sensory circuits
- adjusted seating plans for pupils with hearing or vision impairment
- staff training
- use of separation spaces or safe areas

ADAPTING SANCTIONS FOR PUPILS WITH SEND

When considering a behavioural consequence for a pupil with SEND, the School will consider

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Was the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The School will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

CONSIDERING WHETHER A PUPIL EXHIBITING NEGATIVE BEHAVIOUR HAS SEND NEEDS

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents/carers to create the plan and review it on a regular basis.

PUPILS WITH AN EHCP

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

PROCEDURE IN THE EVENT OF A CHILD RUNNING AWAY FROM AN ADULT

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school.

Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones.

If a child leaves the school site the police will be contacted via 999, for the safety and wellbeing of the pupil.

SEARCHING OF PUPILS AND THEIR BELONGINGS

Teachers have authority to confiscate property in order to maintain an environment conducive to learning which safeguards the rights of other pupils to be educated. They have a legal right to search a pupil, their bags or any other location where pupils' belongings are stored without consent if there are reasonable grounds to suspect that the pupil had a knife or another weapon, alcohol, controlled drugs or stolen property.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school expectations or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Confiscation is often deemed a sufficient sanction and the return of most goods should either be at the end of the lesson or the school day e.g. mobile phones. If the items are of high value or dangerous, school may store safely until a parent can come to school to collect. Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

- Knives or weapons
- Alcohol or Illegal drugs
- Stolen Items
- Tobacco, cigarette papers, vapes
- Fireworks

- Pornographic images
- Any article reasonably suspected to have been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

OFFSITE MISBEHAVIOUR

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of the school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to or has caused harm to another pupil
- Could adversely affect the reputation of the school.

BULLYING

Bullying is defined as: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Several Times On Purpose (STOP)

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, staring
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including (but not limited to) Racial Faith Based Gendered Homophobic Transphobic Bi-phobic Disability- based Misogyny / misandry / sexism	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social

The school proactively seeks to foster a culture where everyone is safe from bullying and harassment by:

- Encouraging all in the school to report bullying behaviour – both victim and bystanders - all the bystanders know that it's their duty to do so and that they won't be accused of telling tales.
- Including bullying issues in the planned PHSE curriculum. Teach children the skills to be assertive.
- Exploring relationship themes during Circle Time – care should be taken to not place children in a position where they are embarrassed about revealing feelings associated with bullying.
- Providing a broad and balanced curriculum which allows for high attainment and achievement so all children can achieve and grow in self-esteem – bullies often have low self-esteem.
- Highlighting bullying issues during class assemblies and Anti-bullying week.
- Good levels of supervision by adults and consideration of the learning environment.
- Monitoring the use of technologies inside and outside of school to ensure they are used appropriately and not for cyber bullying. Parents should contact school immediately if they believe this is happening outside school.
- Including questions in the pupil questionnaire about feeling safe.
- Being vigilant and looking for symptoms e.g. a change in the standard of work, a change in attendance patterns, change in a child's willingness to attend, a desire to remain with adults or complaints of a non-proven illness.
- Have links to the wider community to respond to incidents and look at prevention.

The school will respond to allegations of bullying by:

- Investigating every allegation.
- Support the bullied child, assure the child that their fears are taken seriously and that every possible effort will be made to try to protect them from further abuse.
- Apply appropriate sanctions which will vary according to the severity of the incident, and the previous behaviour of the children involved (see sanctions section of this policy).
- Parents informed of the conclusions of any investigation and action taken.
- Keep records of any allegations.
- Continue to monitor.

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or, in her absence, the Deputy Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may

continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Sexual harassment/violence is never acceptable and the school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The School has procedures in place to respond to any allegations or concerns regarding a child's

safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police.

Please refer to the Safeguarding and Child Protection Policy for more information.

TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development

BEHAVIOUR POLICY FOR EYFS

At St William's we are aware that different strategies are appropriate for children of different ages. Our Early Years team have devised their own behavior policy that runs alongside our whole school policy. Moving from one system to another is carefully managed through the EYFS to Year 1 transition process.

It is essential that all staff working in EYFS have a consistent approach the behavior management that is realistic to the children's age, development and experience. All staff have received training in de-escalation strategies and share a common understanding that behavior is a form of communication. The role of the Early years practitioner is to enable children to communicate their needs in a socially acceptable way.

STAFF NON-NEGOTIABLES:

- Staff will never discuss children in their presence. Professional discussions will take place before and after the school day.
- Staff are highly skilled in quality interactions. They will be aware of the needs of individual children and will dedicate time to forming relationships and interacting with children of the highest needs.
- Staff will focus attention on positive behavior and promote this with praise. The use of the 'I like it' visual and words should be used.
- Staff will not react to negative behavior. They will remain calm showing the 'I don't like it' visual and words. They follow the stop/start routine.
- Staff will use distraction and re-direction when they recognise early signs of negative behavior.
- Staff understand that verbal language should be simple and clear. Visual supports will be used to reinforce messages as needed.

STOP/START ROUTINE

S T O P

In the case that a child demonstrates unacceptable behavior (hurting another child or property), the child will be told what the acceptable behavior is eg. "I don't like hitting. The child will be told to sit on the calming cushion (Nursery)/ stop spot (Reception). The child will be given 10 seconds waiting time to move to the area. If the child refuses to move to the area, the cushion/spot will be brought to them and they will be guided to sit down. They will remain in this place for 2 minutes. When the 2 minutes has passed, the staff member will explain to the child why their behavior was unacceptable.

START

If an adult asks a child to do something e.g. "Come to the carpet." The child will always be given 10 seconds thinking time. After 10 seconds has past, the adult will repeat the instruction with the sanction e.g. "Carpet or calming cushion." They will then start a slow count of 1,2,3 using fingers as a visual. If the child does not follow the instruction when '3' is reached the child will be expected to sit on the calming cushion/stop spot.

MONITORING THIS POLICY

This behaviour policy will be reviewed by the Headteacher and the Trust Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per above). At each review, the policy and the statement of behaviour principles contained within it, will be approved by the Trust Board.

Prepared by R. Adams

September 2025

Signed by Chair of Curriculum, Pupil Safety and Inclusion Committee: T.McGovern
Autumn 2025

Review Date Autumn Term 2026