Behaviour Policy

Policy Review: September 2026

Date for next review: September 2027

Signed Head teacher: Mrs Sam Wilkinson

Signed Chair of Trustees:

Behaviour Policy

Yealmpton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Successful, confident, responsible citizens.' High expectations of self-discipline and respect for others and ourselves will lead to tolerance, courtesy and good citizenship. This can be fostered through the development of a practical understanding of tolerance, good citizenship and courtesy by having clear, consistent and equitable boundaries and a strong home/school partnership.

The law states 'the school behaviour policy aims to':

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete their assigned work (learning)."

This policy aims to support the school's implementation of the DfE's 'Mental Health and Behaviour in Schools', and helps us to recognise that mental health and well -being is becoming more prominent in schools today.

Our Core Beliefs

- **Normalise good behaviour** - Behaviour is a mindset and every child can be successful.
- **Positivity and Praise** - Praising and a system of rewards increase children's self-esteem. A culture of positivity is far more likely to change behaviour than blaming and punishing.
- **Connection before correction** - Being aware of each child's needs and their individual circumstances helps us to manage challenging behaviour more successfully.
- **Restoration must follow a sanction** – Opportunities for restoration and reflection are crucial after things go wrong.
- **Every child, adult and space is part of the culture** – behaviour is not the responsibility of an individual, it is everyone's collective responsibility in every space at school.

We at Yealmpton Primary School aim for:

All adults to have high expectations of behaviour and conduct.

- Children to be respectful towards each other and all adults within our school.
- Children to be responsible and have high standards of behaviour.
- Zero tolerance of any form of bullying (see Anti-Bullying policy)
- A consistent approach across the school that relies on proactive approaches to behaviour management.
- A common and consistent use of language across the school when tackling unacceptable behaviour that supports staff wellbeing and nurtures positive relationships with ALL pupils.
- An absolute necessity for all staff to take a proactive leadership role in establishing and developing behaviour recovery in school (if/when needed).

Purpose of the behaviour policy:

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'poor choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline

- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their classrooms in the morning to welcome children
- Be in the classroom at the start of each session
- Always pick up on children who are failing to meet expectations

The Head teacher and The Senior Leadership Team must: Be a visible presence around the school regularly

- Celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, notes home, certificates and stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours • Raise any concerns at weekly SLT meetings

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and use positive language
- Demonstrate unconditional care and compassion

Children want teachers to:

- Recognise their positive behaviours
- Help them to learn and feel confident
- Be just and fair
- Have a sense of humour

Adult strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

<u>Guidelines</u>

- The whole school approach to behaviour management aims to ensure that every member of the school community including the children are fully aware of acceptable standards and inappropriate behaviour and the rewards and sanctions that must be consistently adhered to.
- Within the school community, all adults will encourage children to be polite, thoughtful of others, respectful and well behaved. Adults will model these behaviours to set an example and use assemblies and circle times to discuss acceptable behaviours. Catching someone 'doing

right' is more effective than demonstrating with someone for 'doing wrong'. (Well done …./I love the way you're sitting)
- Although the premise for the management of behaviour is at all times positive, we recognise that there are behaviours that are unacceptable in our school and we will endeavour to use Behaviour Recovery strategies to support the actions of both the teacher and the pupil.
- We aim to use a reasonable tone of voice at all times, and work towards a culture of 'no shouting'.
- We understand that 90% of our communicative intent is expressed through our facial muscles, gestures, eyes and eyebrows, body posture and speed of movement and voice.
- We aim to work with pupils in the mode of 'as if'. This means that we staff interact with pupils 'as if' they will follow your request.
- We will follow the principles and guidelines for children in danger of Exclusion. The agreed principles and guidelines set down in the Local Authority Guidance on the decision to exclude will be followed in exceptional circumstances.

It is noteworthy that the Department for Education Behaviour and Discipline in Schools ***"Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school."***

Whole school expectations are to be displayed prominently in each classroom and referred to by the children and adults (including supply and trainee teachers). Children will be frequently reminded of the high standards of behaviour expected during class and whole school assembly times.

Creating a Positive Culture and Ethos

Research and classroom experience have shown over and over that by using a minimum of a 3:1 praise ratio (i.e. 3 positive statements to 1 negative statement) a positive classroom ethos can be established. This also means that a positive dialogue is established with the class group.

Rewarding Positive (appropriate) Behaviour

Rewards and celebration of good behaviour underpins our whole school approach to behaviour management. Our ethos reflects the importance we place upon everyone feeling good about themselves and seeing the potential of others. Self-esteem and self - confidence are central to how we all behave and interact with one another. ***Through praise, rewards and celebration we endeavour to focus upon the positive aspects of behaviour.***

Inside school, lesson Times and at Playtimes

- Constant acknowledgement through verbal praise and non-verbal communication (nvc) of 'getting it right'.
- Positive comments via our online school communication – Dojo, phone, email, face-to-face discussion with parents or a note in a child's home-school link book.
- Stickers for immediate praise.
- Behaviour charts: teachers use clouds (gold, green, yellow and red) that are graded from excellent to unacceptable behaviour.
- Dojo points are awarded for positive learning attitudes and behaviours. These are awarded to children who are using the 5 Bee School Values, showing a growth mindset and striving to be the best they can be – the best version of themselves!

- The points also go towards 'Hive' points. Each child is in one of four Bee Hives (houses). The Bee Hives with the most points across school each half term earn the Bee Hive cup and receive a Hive treat!
- Children receive a Golden Ticket to take home if they have reached the gold cloud.
- Celebration Assembly will award weekly certificates linked to good academic and social behaviours linked to our school values (the 5 Bs) and ethos ('Being the Best you can Be').
- The weekly Celebration assembly is also an opportunity for children to share with the school individual talents and successes gained from attending extra-curricular activities both in and outside of school.

Sanctions

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- be consistently applied so all children and staff feel supported and secure
- Always linked to our school values (5 Bees)

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Amber or Red Restorative Follow up Discussion with children:

What happened?

What were you feeling at the time?

Who has been affected?

What are they thinking or feeling now?

What needs to happen to put it right?

Next time, how could we do things differently?

Remember it's not the severity of the sanction; it's the certainty that this follow up will take place that is important.

Amber and Red Inappropriate Learning Time Behaviour

If a child's behaviour is inappropriate and not conducive to learning the following will happen:

1. Non -verbal communication followed by a verbal warning, if necessary.
2. A 2nd verbal warning sees the child's name moved from the green to amber cloud on class behaviour chart. If the child starts to make 'good choices' they can be moved from amber to green at the end of the lesson.
3. Further inappropriate behaviour sees child's name moved from amber to red. Without shaming the child, the child will need time to talk about the behaviour with an adult during break or lunch time. An adult will help them to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated in school. A 'Needs Work' Dojo will be added to let their parents/carers know.

4. If persistent disruption sees the child being asked to sit in another classroom, long enough for the child to calm down, consider their behaviour before returning to class in readiness to learn, in the shortest amount of time (10 minutes)

5. Continued disruptive behaviour – a member of the Leadership Team will speak to the child afterwards to consider their actions.
6. After three red incidents within a short space of time will result in a meeting with the parents and the class teacher and a Behaviour Choice Chart agreed.
7. If the Behaviour Choice Chart remains effective support, this will remain in place and reviewed at the end of each week to evaluate effectiveness in supporting 'Good Choices' being made.
8. If a 'Behaviour Choice Chart' review evaluates more support is required, a 'Behaviour Plan' will be agreed between the Class Teacher, Head teacher and parents.

Lunchtime Hall

Good manners in the dining hall are recognised and praised by MTAs.

Amber: If a child needs reminding of school rules/expectations they will be asked to move tables.

Red: If a child is being disruptive and stopping good table manners being used they will be sent to a member of SLT and parents will be informed.

Play and Lunchtimes

If children are unable to play appropriately at lunchtimes, the following will happen:

1. Inappropriate behaviour: Verbal reminder from MTA / TA / teacher.
   Amber: Continued inappropriate behaviour will result in child sitting on the bench by the MTA/ TA/ TCH for 5 minutes to calm down. Then member of staff will speak to them afterwards to consider their actions, e.g. "I noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to have some reflection time. Thank you for listening."
2. **Red Time Out**: If disruptive behaviour continues or a child is inappropriate or using unsafe behaviour they will be asked to go inside to calm down for 10 minutes.
3. **Reflect**: A restorative follow up discussion with the class teacher will take place afterwards to consider their actions. A 'Needs Work' Dojo will be added to let their parents/carers know.

After three reported incidents of poor behaviour at play/lunchtime, within a short space of time, a meeting will be arranged with the parents and a Behaviour Choice Chart agreed.

Behaviour Choice Charts

These will be used to support children with making positive behaviour choices. A child can earn a smiley face for each lesson, play time and lunch time. Charts are sent home at the end of the day and parents follow this up with their child at home. If the child receives a red on their behaviour choice chart, there will be a red cloud consequence. The success of the behaviour chart will be reviewed at the end of the week. If behaviour shows a marked improvement over a period, a decision will be made to cease the chart. If behaviour doesn't change or worsens, the chart will need to continue or a behaviour plan implemented.

Behaviour Plan

This is a personalised plan that will be written with a member of the Leadership team, Class teacher and parents to identify positive behaviours, current provision and any triggers. The plan will act as a supportive measure with clear consequences. The plan will be reviewed half termly. If necessary, the behaviour support team will be contacted for further support.

Extreme behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand the benefit of having positive relationships with children to help them feel safe, calm and manage their behaviour in school.

When dealing with an episode of extreme, unsafe behaviour, trained staff will follow positive handling procedures. This will only be used as a last resort by trained staff only. The school will record such behaviours and inform parents.

Exclusions

Exclusions will occur following extreme incidents at the discretion of the Head teacher. Fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day/ morning internal seclusion with a member of the SLT or Head teacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss. The school will follow the Devon Fixed Exclusion procedures. It is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Monitoring Behaviour

All behaviour 'red' incidents will be recorded through Class Dojo 'Needs Work' and monitored by the School Behaviour leads. The Behaviour Leads will complete a half termly behaviour report for the school.

Any incidents of Bullying and Radicalisation are logged on CPOMS and these are also monitored half termly by the Behaviour Lead.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school

In the incidences above, the Head teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, and during educational visits.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about the school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action-Off-site Behaviour

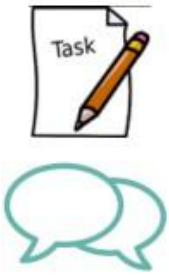
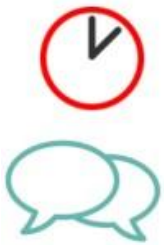
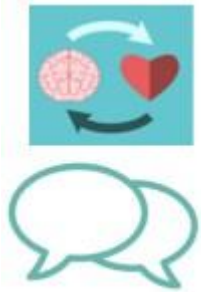
Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff
- If inappropriate behaviour affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science lessons but the same principles of promoting good behaviour through the policy will always apply.

Appendix 1 – 3 Step Behaviour Recovery

Calm approach, use child's name, child level, eye contact, deliver message.						
Steps			What?		When?	Who?
1	'Protect' the child and the expectations.		An adult will remind the child of the 'ontask' behaviour that is expected so that the ca focus on learning. Show the expected behaviour.	'I need you to stop that and be ready to learn.' 'Thank you for showing ready to learn'.	Learning time	Adults in the room
2	'Relate; with the child and 'regulate' them.		The child has not made a good choice to show the expected behaviour and will need time to talk about the behaviour with an adult.	'I understand that ….. but I need you to ….' 'I can see that…' 'Help me to understand why.'	Break or lunch time	Adults in the room or playground
3	'Reflect' with the child to change the behaviour choice.		An adult will help the child to recover and talk through the behaviour changes that are expected to be demonstrated.	'It's ok to feel like this but I need you to be safe/respectful/ready to learn' 'Next time, I need you to…'	Break or lunch time	Adults in the room or playground

Steps to Behaviour Recovery		
1 Reminder		An adult will remind you of the 'on-task' behaviour that is expected so that you can focus on learning. Show the expected behaviour.
2 Time out		You have not made a good choice to Show the expected behaviour and will need time to talk about the behaviour with an adult during break or lunchtime. A 'Needs Work' Dojo will be added to let your parents/carers know.
3 Reflect		An adult will help you to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated in school.

Appendix 2

Yealmpton Primary School

Being kind, being fair, being positive, being respectful, being responsible
Being the best you can be, the best version of you.

Step 1: Reminder

'Protect' the child and the expectations.

Step 2: Time out

'Relate' with the child and 'Regulate' them.

Inform parents via Class Dojo.

'Needs Work' Dojo point added along with a brief note to explain the reason to parents.

Step 3: Reflect

'Reflect' with the child to change the behaviour choice.

X 3 Time out

Time out with Behaviour Lead. 'Reflect' with the child to change the behaviour choice.

Record on CPOMs

Behaviour support plan

'Protect' the child and the expectations.

'Relate' with the child and 'Regulate' them.

'Reflect' with the child to change the behaviour choice.

Internal seclusion with DHT

'Reflect' with the child to change the behaviour choice.

Extreme Behaviours

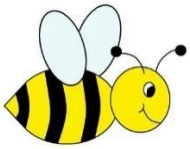
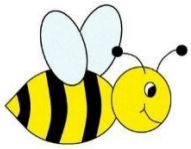
Suspension

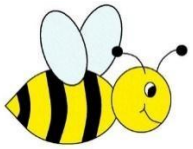
Behaviour that is 'deliberate and intentional harm' which is unacceptable to the calm, safe and orderly environment within school. Behaviour management approaches exhausted.

Permanent Exclusion

Behaviour that is 'deliberate and intentional harm' which is unacceptable to the calm, safe and orderly environment within school.

Appendix 3 - Examples of behaviour expectations linked to our school values

	Positive	Needs Work
Be Kind	• Using kind hands, kind feet, kind words, and kind actions. • Being thoughtful when working. • Being considerate when playing. • Making kind choices. • Understand how others feel and the impact that our actions have.	• Saying hurtful things. • Hurting others with your hands or feet. • Leaving others out and excluding them. • Making unkind choices.
Be Fair 	• Treating everyone the same and equally. • Thinking about your friends feelings. • Taking turns to play. • Taking turns to get into the line. • Taking turns to share equipment.	• Just thinking about what you want and not thinking about your friends, not taking turns or sharing. • Blaming others unjustly and not being honest. • Ignoring people and wanting everything done your way.
 **Be Positive**	• Trying your best and working hard. • Keeping going even when you are in the learning pit. • Being an active listener and managing distractions. • Believing in yourself and being proud of your achievements.	• Not listening and distracting others. • Wasting your time and others time. • Not trying your best.
Be Respectful	• Staying on Talk Expectations. • Speaking politely to your friends and adults. • Building trusting relationships that allow us to learn together. • Valuing everyone for who they are and what they can do. • Waiting in the class line. • Walking around the school.	• Being rude to your friends or adults. • Disturbing others when working, playing or walking around the school. • Ignoring others. • Calling out or interrupting.

 **Be Responsible**	• Being ready to learn and taking responsibility for your learning, actions and successes. • Asking when you need help. • Listening carefully to instructions and your friends ideas. • Ensuring we bring the necessary belongings to school.	• Distracting your friends. • Ignoring instructions. • Not completing learning. • Not being ready to learn.

Appendix 3 – Behaviour expectations at Yealmpton Primary School

Behaviour expectations at Yealmpton Primary School

Yealmpton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.
Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.

Our 5 Bees
Be Kind
Be Fair
Be Positive
Be Respectful
Be Responsible

Being the best you can be, the best version of you.

How we celebrate positive behaviours.

Praise
Stickers
Dojo points
Star Learner
Headteacher Stickers
Whole class dojo awards
Positive verbal feedback
Golden Tickets
House Points
Dojo Treat

Steps to Behaviour Recovery

1 Reminder		An adult will remind you of the 'on-task' behaviour that is expected so that you can focus on learning. Show the expected behaviour.
2 Time out		You have not made a good choice to Show the expected behaviour and will need time to talk about the behaviour with an adult during break or lunch time. A 'Needs Work' Dojo will be added to let your parents/carers know.
3 Reflect		An adult will help you to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated in school.

These are the steps used when children are not displaying the
5 Bees. They are consistent across the whole school.

How we respond to behaviours that do not meet our school expectations, teaching responsibility for actions and choices.

Reminder
'Needs Work' Dojo notification
Messages home
Time out – time with an adult during break or lunch
3 time outs – discussion with the Behaviour Leads
Parent and school meetings
Further steps are outlined in our behaviour policy