

Wye Forest Federation

Redbrook Church of England Primary School

St Briavels Parochial Church of England Primary School



Behaviour Policy

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	24.9.2026
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1. Vision

Love, Learn, Live

Love is at the centre of our federation with the importance of developing the whole child at the heart of all we do.

As a nurturing, inclusive community we enable and engage all to grow, flourish and succeed; discovering a love for one another, for learning and for life.

We seek to inspire ambition, courage and respect to give our children the skills they will need to live in a diverse and ever- changing world now and in the future.

1.1 Rationale

As a church federation, our Christian vision sits at the heart of all we do. It guides our actions, shapes our community, and underpins our commitment to nurturing relationships and positive behaviour. At the Wye Forest Federation, we believe that exemplary behaviour is essential for effective learning, play, and the overall wellbeing of every member of our school community.

This policy sets out our principles, expectations, and approaches to supporting and promoting positive behaviour. It reflects our belief in an inclusive, compassionate and consistent ethos, and acts as a practical framework for all adults and children in our schools. It is a working document designed to strengthen the positive relationships between pupils, staff, parents, governors, and the wider community, ensuring that our federation remains a place where everyone feels respected, valued and able to flourish.

1.2 The aims of the behaviour policy are:

- To foster a positive, caring, warm environment in which **all** children flourish and succeed in all areas of school life.
- To foster positive, respectful relationships between all children and adults, and to strengthen the partnership between home and school in supporting every child's development.
- To set out our desired standards of behaviour by highlighting and rewarding examples of exemplary behaviour.
- To foster an inclusive, caring and calm environment in which each person responds sensitively to the needs of others.
- To allow all children to gain a 'lived' understanding of how our Christian vision feeds into their own lives i.e by taking responsibility for their learning and behaviour; by being compassionate to others who may struggle or find themselves in difficult situations.
- To set out what we mean by exemplary behaviour and give clarity to how we manage all behaviour in our schools.

Our St Briavels 'Snowdrops' Pre-school have their own Behaviour Policy (Appendix D) which closely follows the code of practice detailed within this policy.

2. Legislation, statutory requirements and statutory guidance

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

- · Education Act 1996
- · Education Act 2002
- · Education and Inspections Act 2006
- · Health Act 2006
- · The School Information (England) Regulations 2008
- · Equality Act 2010
- · Voyeurism (Offences) Act 2019
- · DfE (2026) 'Use of reasonable force'
- · DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- · DfE (2018) 'Mental health and behaviour in schools'
- · DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- · DfE (2025) 'Keeping children safe in education 2026'
- · DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- · DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

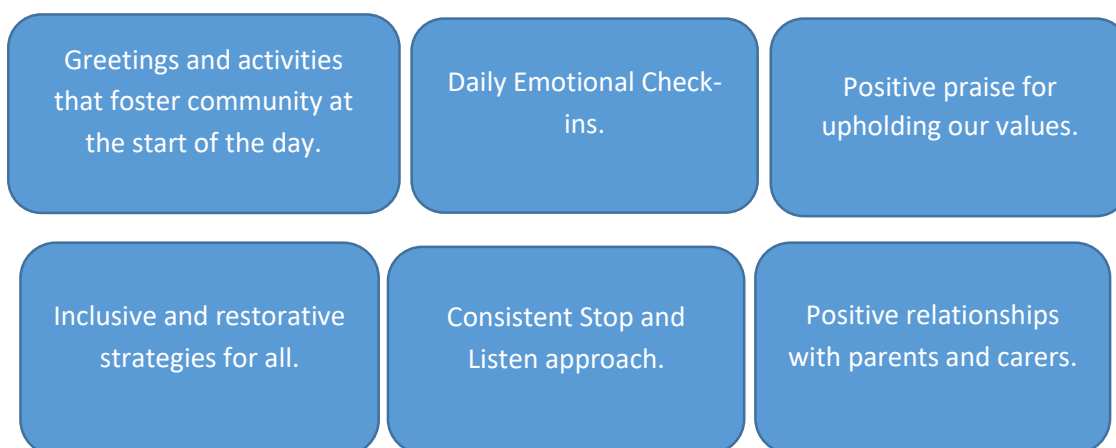
3. Our Behaviour Curriculum

At the Wye Forest Federation, our core values are **courage, compassion, respect and resilience**. Through weaving these core values throughout our school life, we expect our children to be:

- Respectful, polite and friendly
- Safe, careful and kind
- Willing to work hard
- Helpful to others (inclusive)
- Encouraging and courageous

This behaviour is modelled in every area of school life and pupils are helped to recognise examples of good behaviour at all times.

3.1 Promoting Positive Behaviour



The school is committed to:

- Establishing a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and involves pupils in restorative conversations when these standards are not achieved;
- Providing a consistent and inclusive approach to behaviour management that is applied equally to all pupils
- Greeting pupils each morning and encouraging a sense of community through play and nurture-based activities;
- Daily feelings check-ins appropriate to the age and stage of the pupils;
- Encouraging positive relationships with parents and carers;
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Using a form of 'stop and listen' in every class to ensure children are ready for their next steps.
- Following our One Decision PSHE scheme, which develops children's understanding of relationships, being responsible and their feelings and emotions alongside our social and emotional learning curriculum and personalised PSHE approach;
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Providing additional support for those pupils who require it and early intervention will be sought through appropriate channels, where appropriate;
- Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

As a federation we will not tolerate violence or abusive behaviour towards any pupil or member of staff.

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) needs, the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

3.2 School Rules

Whilst a holistic, positive approach to behaviour is key to our community, we recognise that having a set of simple rules will help all to understand our school's expectations.

These rules link to our values and are displayed around our schools, they are referred to at all times in the school day.

- Do as any adult in school asks first time. - respect
- Show good manners by being polite - respect
- Show respect for belongings and the school environment – respect
- Be kind and caring towards others - compassion
- Embrace new challenges – courage
- Stick at something even when it's hard - resilience

Also see Appendix B: Guide to Breaktimes and Lunchtimes

Children and parents should also support our health and safety rules, as follows:

Children are not allowed to wear jewellery in school

Children with pierced ears should wear studs only in school and they should be taped or removed for PE lessons.

Sweets and toys should not be brought to school.

No dangerous items such as penknives, needles etc. should be brought to school and will be immediately confiscated if found and will be personally returned directly to the child's parent by a member of staff.

Children should never self-exit the classroom.

Children should always walk in the school building.

3.3 Rewards

We would much rather reward positive behaviour than punish negative behaviour. Strategies we will use include:

- **Headteacher Certificates** – Each week in celebration worship, children from each class are awarded Headteacher certificates linked to our termly worship theme which celebrate learning or social achievements.
- **External achievements** are celebrated each week during Celebration Worship. Pupils are encouraged to bring into school any certificates they have been awarded externally. They may, if they wish, have these presented during celebration worship.
- **Verbal praise and positive comments** about children's behaviour will be given readily. Class and supply teachers, TAs and MDSs are all encouraged to praise good behaviour and to give stamps and/or stickers as they feel appropriate.
- **Class Strategies** – Marbles in a jar – a collective reward system that is built up by collecting marbles in a jar for 'good behaviour'. Once the jar is full, the class can choose a collective reward. This will generally take place on a Friday afternoon, though this may be flexible if required.

The Executive Headteacher is there to help and support staff. She is only too happy to see children if staff feel they are worthy of praise. Staff should not hesitate to send for her or send a child to her office if they feel behaviour warrants SLT intervention.

4. Responding to inappropriate Behaviour

Sometimes the promotion of positive behaviour may not be enough. We will intervene with inappropriate behaviour as soon as possible and, to avoid confrontation, use our restorative conversation framework to establish the facts and support children to reflect on their behaviour.



The emphasis is on making children aware of why their behaviour has been inappropriate, its effect on others and to give children the chance to make amends. We emphasise that it is the behaviour that is unacceptable, not the child.

Classroom problems should be dealt with, wherever possible, within the classroom. If work is not acceptable it must be repeated; if time is wasted it must be made up out of breaks and if equipment is deliberately damaged, parents must be involved and where appropriate invited to replace it. Quiet, personal, explicit reprimands are preferred to general condemnation of whole groups.

Playground problems should be dealt with, wherever possible, on the playground. At lunchtimes, when no teaching staff are present, playground incidents must be reported to the receiving class teacher at the end of playtime. A behaviour slip must be completed and passed to the teacher (see appendix B).

Where problems arise at Breakfast or After-School club, these should be dealt with in the moment wherever possible by staff. Where there are senior staff on site, and support is required, then this will be given accordingly.

These incidents will always be added to CPOMS.

4.1 Verbal Warning System

We manage all low-level, disruptive, inappropriate or anti-social behaviour by using a verbal warning system:

- Step 1: Giving a reminder to encourage the child(ren) to correct the behaviour
- Step 2: Giving a warning if the behaviour continues.
- Step 3: If the reminder and warning are not effective, then the member of staff may move the child(ren) within the room or separate the child(ren) from the class by sending them to another class with work to complete.

Where needed:

- Referring to a 'safe adult' or Headteacher – this may support with enabling the child to calm down or to have another perspective on the matter
- In heated or difficult situations, giving children some quiet time to calm down and then to talk through the problem with them

4.2 Summary of approach

Positive behaviour is expected, identified and praised
Where behaviour falls below the expected standards:
1. Behaviour is determined
2. Verbal warning system used (see above) if a child has needed time out twice in a day, parents will be spoken to. They will also be spoken to if a child has had time out 3 times during the course of a week.
3. Behaviour plan – implemented where incidents occur regularly over a two week period.
4. Possible Internal isolation – move to another class
5. Identified Behaviour Report (IBR) – support may be sought from external agencies
6. Risk Assessment & Reasonable Adjustments discussed and identified. Conversation with parent about risk of suspension.
7. Fixed Term Suspension
8. Conversation with parent about their children being at risk of Permanent Exclusion
9. Permanent Exclusion

From point 2 through to point 9, parents are alerted and will continue to part of the process. The above summary is a guideline; on occasion the school reserves the right to bypass certain stages in the event of a serious incident.

4.3 Responding to off-site inappropriate behaviour

Sanctions 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 our school

Sanctions 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 another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

4.4 Inappropriate behaviour Online

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

4.5 Monitoring Inappropriate Behaviour and Sanctions

Staff will maintain a log on our safeguarding software CPOMS to track common disruptions and more serious incidents. This is for tracking purposes and internal use only.

At lunchtimes, breakfast and after school club, staff will complete a behaviour slip (Appendix B) to pass to the class teacher at the end of the session/ next day to report any incidents. These incidents will also be added to CPOMS.

Through internal monitoring we will identify any children with consistent negative behaviour and concerns will be assessed. We will speak to parents if such a pattern emerges. We will endeavour to understand any potential reasons for the behaviour such as an undiagnosed learning, communication or mental health need. If we feel children would benefit a multi-agency approach may be employed. However, the focus will remain on early identification and intervention.

Findings linked to this are reported to the Governing Board through the Executive Headteacher's written report.

4.4 Reasonable Force

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be Team Teach trained in its safe and lawful use and in preventative strategies.

Incidents of reasonable force must:

- Always be used as a last resort
- Be necessary, proportionate and have considered the child's welfare

- Be communicated calmly and clearly to the child telling them what is happening, why and what the child needs to do
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS as soon as is practical and at least on the same day, this report must include:
 - names of pupil and staff directly involved
 - any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
 - time, date, location and approximate duration of the intervention
 - brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
 - brief account of why the use of force was assessed as necessary in that instance
 - any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- Be reported to parents as soon as is practical, this will also need to be followed up with a written report to parents to include:
 - time, date, location and approximate duration of the intervention
 - brief account of why the intervention was assessed as necessary in that instance
 - brief account of what type of force was applied, and the degree of force
 - details of any physical injuries sustained, if applicable

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

4.5 Searches and Confiscation

Any article a staff member reasonably suspects has 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) is forbidden in school.

These include but are not limited to:

- Knives
- Drugs – including medicines that are not reported to the office or part of a child's health care plan.
- Tobacco products including those linked to vaping

- Inappropriate images

Any such item found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil and parents will be contacted.

Searching a pupil

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item for which a search can be made.

Searches will only be carried out by a member of staff who has been authorised to do so by the executive headteacher, or by the executive headteacher themselves and there will always be another member of staff present as a witness to the search.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation and consent

If the pupil refuses to agree to a search, the member of staff will contact the child's parents immediately and ask them to attend school.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, tray or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

4.6 Bullying, including cyber-bullying, prejudice based and discriminatory bullying

We will not tolerate bullying in any form. With young children there must be a distinction between bullying and boisterous play. Boisterous play usually disappears, as children mature, become more self-controlled and learn social skills of negotiation and compromise. If bullying behaviour happens it will be treated seriously and the problem addressed as soon as possible. Parents of all children involved will be contacted in these circumstances.

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Protected characteristics under current (2019) hate crime legislation are named: disability; race; religion or belief; sexual orientation; and transgender identity. Gloucestershire also includes: age; gender (sex); and alternative subcultures, eg homeless.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Racist	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Incidents involving bullying behaviour will be dealt with promptly, reported to senior staff, on CPOMS and to parents. Children are encouraged to tell immediately of any incidence of bullying or intimidation. The action taken will depend upon the severity and the frequency of the incidents. Children are encouraged to report bullying in any form with children throughout the school being given strategies to help. They must tell the ‘bully’ that they do not like what they are doing and say ‘Stop it’ in a loud voice. They must try ignoring it. If this fails, they must ask for help.

In very rare cases it may be necessary to exclude a pupil. Exclusion, either at lunchtime or for the whole school day, will only be considered after a serious act of aggression or misbehaviour and only after all other possible avenues have been explored. A warning letter will usually be given to parents first. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. – *see Anti Bullying and Hate Policy.*

4.7 Federation Commitments to prevent bullying:

The Wye Forest Federation Schools will:

- i. Ensure the Wye Forest Federation Curriculum enables all children to learn about all aspects of bullying, appropriate to their age and stage.
- ii. Organise the Federation community in order to minimise opportunities for bullying and hate incidents, e.g. provide increased supervision at play times.
- iii. Use any opportunity to discuss aspects of bullying and hate incidents, and the appropriate way to behave towards each other, e.g. in Collective Worship.
- iv. Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- v. Encourage pupils to treat everyone with respect.
- vi. Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- vii. Treat bullying and hate incidents as serious offences and take every possible action to eradicate it.
- viii. Work alongside other agencies concerned with the wellbeing and welfare of children, such as the NSPCC.

4.8 Racism, Hatred and Child on Child Abuse

We will not tolerate any form of racism or behaviours motivated by hatred, extremism or peer on peer abuse at our school. Any incident will be treated seriously and the action taken will depend upon the child's understanding of what they have said or done, depending on the circumstances this could include exclusion. All incidents of racism or behaviours motivated by hatred, extremism or child on child abuse will be reported to senior staff, on CPOMs and to parents.

4.9 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the federation (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The federation will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

5. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information.

6. Responding to Pupils with SEND

The Wye Forest Federation expects all children to follow the rules set out in this policy, however we recognise that some children may need a more sensitive approach that takes into account their needs.

Where we feel that an incident of behaviour is connected to a pupil's SEND we will treat it with sensitivity and with careful consideration of the legal duties.

These 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 our 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 will be secured.

The federation follows the graduated pathway of SEND support. Through this pathway we ensure that children, their families, the school and professional services work together to predict behaviour triggers and to put in place personalised measures to enable SEND pupils to understand and follow our behaviour code. All children within our SEND register have a personalised plan that identifies how we plan to meet their needs and those pupils identified as vulnerable have a profile to assist adults in making appropriate adaptations.

7. Parental Involvement

We like to work in a very close partnership with parents and we will, wherever possible, encourage positive parental involvement. With their support and understanding we will seek to encourage consistency and high standards of behaviour at home and at school.

We will always contact parents when:

- A child has been asked to leave a classroom twice in one day
- A child has been asked to leave a classroom three times in one week
- a pattern of disruptive behaviour has been identified by the class teacher

- a child is at risk of suspension or exclusion due to disruptive or inappropriate behaviour
- out of school behaviour is unacceptable, including where inappropriate online behaviour has been identified
- reasonable force has had to be used
- a search has been undertaken
- a child refuses a search to be undertaken
- bullying has been identified
- racism, hatred or child on child abuse has been identified
- a child makes an allegation against a member of staff

We will offer support to parents as far as possible when an individual child is causing concern and parents can contact the school to discuss their child's behaviour – they should not feel that they must wait until the school contacts them.

Parents can help by:

- Encouraging children to realise the importance of the school and taking an interest in their work and behaviour and meeting teachers regularly, so that they know how their child is progressing.
- Assisting with activities where appropriate.
- Positively endorsing our aims, especially the Christian vision and the Code of Behaviour and talking about this with their children to help maintain high standards of behaviour at school and at home.
- Discussing any problems promptly with school (with the class teacher in the first instance).
- Supporting the efforts of their children when they receive rewards. If parents add their praise and rewards to those of the school, the effect will be even stronger.

8. Implementation

In order to best ensure the success of this policy the following implementation plan has been drawn up:

- All new staff will have this policy communicated to them and particular attention drawn to this implementation plan.
- All staff are provided with regular training on managing behaviour, including the needs of pupils at the school, the proper use of restraint, how SEND and mental health needs impact behaviour. Behaviour management can also form part of CPD.
- During the first week of every term, pupils will be reminded of the school's expectations, rules and how this impacts on the Code of Behaviour in their classroom.
- The Christian Vision, rules and Code of Behaviour are to be prominently displayed on classroom walls.

- Specific and separate attention must be drawn to the statement on bullying in an appropriate way.
- The Christian Vision, rules and Code of Behaviour or elements of it should be included in the curriculum where relevant.
- The section on monitoring and review procedures must be adhered to.

9. Summary of Responsibilities

The WFF Governing Board responsibilities are:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Executive Headteacher's responsibilities are:

- Reviewing this policy in conjunction with the WFF Governing Board
- Giving due consideration to the federation's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environments encourage positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff 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
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs.
- To offer a framework for social education.
- To develop learning behaviours in all children.
- To inform senior staff of behaviour that causes particular concern.
- To report behaviour incidences on CPOMs promptly and any follow up work that has been undertaken.
- To inform parents when a negative behaviour incident has occurred in line with this policy - this will always happen when an incident is reported to senior staff and recorded on CPOMs.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat other people with respect.
- To listen to and act upon the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations including outside of school.
- To encourage independence and self-discipline
- To show an interest in all that their child does in school.
- To foster good relationships with the school.

- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

10. Monitoring and Review Procedures

To ensure the relevance and success of this policy it is imperative that regular reviews take place as follows:

1. At the start of the year check that the Christian Visions and the Code of Behaviour has been explained to all the pupils.
2. Review the pupils' actual behaviour via staff discussion and pupil feedback.
3. At Wednesday staff meetings there is always an agenda item for pastoral issues. This includes any incidence to do with unacceptable behaviour.
4. Review the whole policy every year. This Policy should be read in conjunction with the school's Safeguarding Policy, Anti-Bullying and Hate, SEND, First Aid, Health and Safety and RSE Policies

11. Links to other policies

- Anti-bullying and Hate Policy
- Mental Health and Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Drug and Alcohol Policy

Appendix A

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff

- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix B

Guide to Playtimes and Lunchtimes

Rules:

No fighting or wrestling.

Respect the playground and the field.

Don't throw equipment out of the school grounds

Only dig in the digging area.

Include everyone in your games.

Don't use unkind words.

Be kind, listen to and respect the adults outside.

Lunchtime Rewards

All midday supervisors (MDS) can give stamps and stickers to children who demonstrate positive behaviour.

Lunchtime Sanctions During lunchtime all midday supervisors are responsible for implementing the agreed sanctions.

The sanctions are as follows:

- a verbal warning/reprimand
- 5 minutes on the 'time out' bench or – holding the MDS's hand/ walking with the MDS if the bench is already occupied
- class teacher informed at the end of lunch – behaviour slip completed for CPOMS - serious incidents will be referred to the headteacher/ deputy.

Appendix C

Behaviour Slip

Name of child

Class

Date and Time of incident

Other children involved

Nature of incident

Actions Taken

Dealt with/ Not Dealt with

Appendix D

Pre-school Behaviour Policy

Aims

To develop a sense of responsibility in each child for their own behaviour.

To involve staff, children parents and governors in promoting the policy.

To develop strategies for dealing with behavioural issues.

To develop an awareness of the needs of others.

In our St Briavels 'Sunflowers' Pre-school, we place great emphasis on acknowledging, rewarding, good effort, attitude, work, manners and behaviour. We believe that children are able to learn most effectively when behaviour is good and discipline problems are minimal. We aim to provide a caring, inclusive and nurturing environment for our pupils where they feel safe, happy and secure.

We hope to develop self-control, self-discipline and self-motivation in our pupils, by rewarding good work, attitude, manners and behaviour, and by imposing the sanctions detailed in this policy for inappropriate effort, attitude, manners or behaviour, thus enabling all our children to learn together in an environment of positive behaviour management.

The approach at St Briavels 'Snowdrops' pre-school

At Pre-school we aim to work in partnership with parents and carers to lay foundations from which children will grow into happy, self-confident and well-adjusted pre-schoolers.

We believe that children and adults are happiest in an ordered, secure environment in which everyone knows what is expected of them.

Children will flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We have a named person who has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

In preschool we show disapproval of unacceptable behaviour, not the child and avoid the use of negative comments, or diminishing a child's efforts by word, gesture or facial expression.

Our approach to achieving positive behaviour is in line with the school's but has been adapted to suit the stage of development of three and four-year old children. Our behaviour code in Pre-school is very similar to the school's. It is applied consistently and modelled appropriately.

Always walk inside.

Be kind and friendly.

Be polite and helpful.

Listen when someone speaks.

Take care of our environment

The role of the adult in promoting good behaviour at Pre-school:

- plan a stimulating, challenging and developmentally appropriate learning environment
- reflect on practice e.g. understanding attention spans
- maintain a tidy, well organised environment in collaboration with children
- have clear routines and warn children of changes
- provide opportunities for exercise and relaxation
- be fair and consistent
- provide opportunities to make choices, giving children a sense of control
- show children how to behave well
- work as a team and support each other
- name and praise positive behaviour-catch them being good

- form warm, friendly, positive relationships
- understand what makes each child distressed, angry or excitable
- observe and listen carefully and intervene appropriately