

Appleton Wiske Community Primary School
Behaviour Policy

We believe that a positive attitude and the ability to make appropriate choices are essential in preparing children for life and work. It is the aim of all staff to work towards the vision and values of the school, supporting the children in a positive climate of mutual respect. We work together to provide a warm, caring, well-ordered school community where every child feels safe and secure.

Aims

- ✓ Encourage a happy, healthy and productive atmosphere within the school
- ✓ Ensure that a climate of respect is embedded within the school environment
- ✓ Foster positive and caring attitudes towards everyone regardless of background
- ✓ Value achievements at all levels
- ✓ Encourage independence so that every child accepts responsibility for their own behaviour
- ✓ Promote a consistent and fair approach to behaviour throughout the school
- ✓ Encourage parental co-operation and involvement
- ✓ Allow each pupil to reach his or her potential
- ✓ Monitor and evaluate systems relating to any form of bullying within the school

Statement of Behaviour Principles

It is a statutory requirement for all schools to publish a written statement of behaviour principles. The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed. For this school, the governing body has agreed to the following statement:

- ✓ Every pupil understands they have the right to feel safe, valued and respected, and 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 DfE and LA exclusion guidance will be used to guide practice and outline the processes involved in permanent and fixed-term 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
- ✓ Violence or threatening behaviour will not be tolerated under any circumstances.

Fundamental British Values

Our school community actively promotes the Fundamental British Values of:

- ✓ Democracy
- ✓ Tolerance and respect for those with different faiths and beliefs
- ✓ Individual liberty
- ✓ Respect
- ✓ The rule of law

School Staff

It is the duty of all staff to actively teach that positive behaviour leads to a positive learning ethos. This can be taught throughout school by:

- ✓ Setting appropriate boundaries for pupil behaviour
- ✓ Using rewards and sanctions clearly, consistently and fairly
- ✓ Showing respect, empathy and understanding
- ✓ Listening to pupils
- ✓ Being considerate and tolerant to others
- ✓ Maintaining positive relationships
- ✓ Wearing a smile and being friendly
- ✓ Talking politely to others
- ✓ Being a good role model
- ✓ Making it clear to the child that it is the behaviour that you do not like, NOT the child

Praise and reward are the key to creating a positive atmosphere where all of the children have the opportunity to succeed. All staff work hard to develop positive relationships with the children and use praise for positive reinforcement. We try to pre-empt problems by providing clear expectations and routines which are established at the beginning of the year in each class and repeated regularly throughout the year. Each class develops its own positive rules and agreed class expectations. We use SEAL resources throughout the school to teach children how to manage their feelings and create and maintain positive relationships. We provide a creative curriculum, carefully differentiated and matched to the needs of all children. The children are encouraged to be responsible for their own behaviour and each other. We have an active Pupil Voice, which includes the School Council, Playtime Friends, Green Team, E-Safety and Junior Road Safety Officers.

Parents and Governors

At our school, we recognise the value of partnership at all levels in order to promote the highest possible standards. It is essential that parents and governors share the values of our school and agree the boundaries of acceptable and unacceptable pupil behaviour. Parents are encouraged to take an active role in the education of their children. Our open door policy ensures that parents can approach staff before or after school for discussion. All parents are asked to sign a home school agreement as their children begin school. In addition, the School Planner provides an important line of communication between home and school in which pertinent comments on the child’s behaviour and wellbeing may be made.

Rewards

All children are allocated a team colour and can collect team points throughout the week. For example:

- ✓ Working and trying hard
- ✓ Good work
- ✓ Politeness and good manners
- ✓ Contribution to the lesson
- ✓ Kindness and helpfulness to others
- ✓ Good attitude and behaviour
- ✓ Homework

Team Points are counted each week and the team with the most points wins the trophy, signified by a display in the hall and ribbons on the trophy. Team Captains are chosen every half term. The children receive certificates from class teachers for good work, achievement in SEAL or for an outstanding contribution. These are presented in our celebration assembly on Friday afternoon, which is well attended by parents and carers.

Sanctions

Each class adopts a tiered system which encourages positive behaviour and highlights unacceptable behaviour.

	Outstanding	Starting Point	Step 1 - Warning	Step 2 – Time Out	Step 3 – Head Teacher
Class 1	Rainbow	Sunshine	White Cloud	Grey Cloud	Black Cloud
Class 2	Rainbow	Sunshine	White Cloud	Grey Cloud	Black Cloud
Class 3	Star	Smiley Face	Exclamation Mark	Sand Timer	Head Teacher

Children begin each day at the Starting Point and move to the rainbow or star for outstanding contributions. Any child displaying inappropriate behaviour moves to Step 1 and is given a warning. The child may be moved within the classroom or to another member of staff for cool down time. If inappropriate behaviour persists, the child moves to Step 2 and loses 5 minutes of the following playtime. If inappropriate behaviour escalates, the child moves to Step 3 and must visit the Head Teacher to discuss their behaviour. All incidents of serious behaviour are reported to the Head Teacher and the child’s parents. If a child is frequently reaching Step 3, parents will be asked to meet with the class teacher. If inappropriate behaviour persists, parents will meet with the Head Teacher. An Individual Behaviour Plan may be necessary with the support of external agencies.

Lunchtimes and Before/After School Club

It is the role of the midday supervisors and club staff to promote good behaviour during lunchtimes and club sessions. Activities are organised to encourage positive relationships and good social play. The same rewards and sanctions are used. Incidents are reported to the class teacher or Head Teacher. Lunchtime and club issues are dealt with by lunchtime and club staff so that they do not interfere with teaching and learning time. However, more serious issues will be dealt with by the Head Teacher or designated teacher in charge.

Restrictive Physical Intervention

Trained and authorised individuals may need to use physical intervention as permissible in Section 93 of the 'Education and Inspections Act 2006'. In summary, staff may use such force as is reasonable to prevent a pupil from a) committing any offence; b) causing personal injury or damage to a pupil or property; c) prejudicing the maintenance of good order and discipline. The school follows the NYC guidance on the use of restrictive physical intervention and restraint. The guidance recognises that behaviour can almost always be managed using proactive and preventative approaches and that any restrictive intervention is only necessary after all other strategies have been exhausted. It is always unlawful to use force as a punishment.

Pupil Transition

New pupils receive transition support to ensure that they understand the school's behaviour expectations, systems, rules and routines. Any pupil who has received a fixed-term exclusion will be supported and re-inducted into the school's behaviour system. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies.

Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below these expectations will be sanctioned. Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping Children Safe In Education (KCSIE). Each incident will be considered on a case-by-case basis. It is essential that all victims are reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. The Head Teacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property

Adaptations for Pupils with SEND

Our school recognises that some pupils with Special Educational Needs and Disabilities (SEND) may require adjustments to behaviour expectations and responses. Behaviour is understood as a form of communication, and reasonable adjustments will be made to support pupils to succeed.

Where behaviour is linked to a pupil's SEND, responses will be supportive rather than punitive. Sanctions will not be applied where a pupil is unable to meet expectations due to their identified needs.

Pupils with SEND may have individual support strategies outlined in an Individual Provision Map, Behaviour Support Plan or EHCP. These may include:

- Clear routines and expectations
- Visual supports
- Adjusted language and additional processing time
- Planned movement or sensory breaks
- Access to calm spaces
- Adult support and positive reinforcement
- De-escalation strategies

Staff will work closely with the SENDCo, parents/carers and, where appropriate, external professionals to ensure strategies are effective and regularly reviewed.

Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Staff development, support and training are provided, and new staff receive a full induction which includes behaviour management procedures. The Head Teacher keeps records of all reported serious incidents of misbehaviour on CPOMS and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. If the Head Teacher decides to exclude a child, the local authority guidance for exclusions will be used.

Revised: February 2026

Review date: February 2027

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Name	Position	Signature	Date
Neil Clark	Head Teacher		
Karen Hainsworth	Class Teacher		
Liz Atkinson	Class Teacher		
Bethany Rowling	Class Teacher		
Paula Gudger	HLTA		
Nicki Guyll	HLTA		
Kirsty Burkitt	GTA		
Katie Jackson	GTA		
Tracey Laws	GTA		
Sophie Taylor	GTA		
Elaine Walters	Student GTA		
Alison Morton	Senior Administrator		
Clare Marsh	Admin Assistant		
Daniel Hills	Club Manager		
Julie Noble	Club Assistant		
Jane Quy	Chair of Governors		