



## **Policy**: Behaviour Policy

**Headteacher:** Mrs E Bailey  
**Chair of Governors :** Louise Wood

<b>Document Control Box</b>	
<b>Policy Title</b>	Behaviour Policy
<b>Date of version</b>	September 2023
<b>Date approved</b>	September 2023
<b>Approving body / person</b>	WKPS FGB
<b>Version</b>	3
<b>Policies Superseded</b>	Behaviour and Anti-Bullying Policy (October 2023)
<b>Review date</b>	September 2024

## **School Vision**

Our aim as a school is to create a happy, caring community where all members are included, secure and confident, have an equal opportunity to fulfil their potential and to develop the skills necessary to make a valuable contribution to society, both now and in the future.

## **School Values**

At West Kirby Primary School, respect for people, places and things is a non-negotiable. In addition, we aim to promote four values to enable our pupils to flourish:

WKPS – **Welcoming, Kind, Polite and Successful**

## **Aims & Principles**

The aims & principles of this policy are to...

- Outline our approach to behaviour across the whole school.
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave towards other children and adults.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management and bullying.
- Ensure that all pupils and staff know what is meant by bullying and to promote a school ethos where all types of bullying are regarded as unacceptable by everyone.
- Eliminate all forms of discrimination.
- Outline our system of rewards and sanctions.

We invest time in explicitly teaching and modelling the types of behaviour we wish to see and by showing children how much we all value good moral and social behaviour. We reinforce this by identifying, highlighting and praising good behaviour as it occurs. We do not tolerate incitement to violence, extremist views, bullying or harassment in any form. We expect all adults in school to model our school values and set a good example at all times.

All members of our community are supported to acknowledge and respect cultural, emotional, social and spiritual differences – to show respect for all.

We recognise that knowing and understanding individual children, their differences and similarities must remain at the heart of a consistent approach to behaviour management.

Our home-school agreement reinforces this message and sets a clear expectation that we should all behave considerately towards each other and embody our school values.

## **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on...

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
- [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Searching, screening and confiscation at school](#)
- [Mobile phones in schools - GOV.UK \(www.gov.uk\)](#)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)
- [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 88-94 of the [Education and Inspections Act 2006](#), which require 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.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.
- Education Endowment Foundation (EEF) – Improving Behaviour in Schools (Six recommendations for improving behaviour in schools). First Published June 2019 [Improving Behaviour in Schools | EEF \(educationendowmentfoundation.org.uk\)](#)

## **Definitions**

At West Kirby Primary School, we have high expectations for behaviour, which allows us to achieve our school vision and values. We support pupils to develop **learning behaviours**, which allow them to flourish, and all staff recognise **unacceptable behaviour** as often a communication of need. Pupils are guided towards excellent behaviour by our system of **rewards and sanctions**. If pupils fall below our expected standards of behaviour, we offer personalised support to get them back on track.

**Learning behaviours:** A learning behaviour can be thought of as any behaviour that is necessary in order for a person to learn effectively in the shared setting of a school.

**Unacceptable behaviour** is defined as any disrespectful behaviour, or any behaviour which does not align with the **WKPS values**:

- **Welcoming**
- **Kind**
- **Polite**
- **Successful**

**Our Values:** The WKPS values are who we are at West Kirby Primary. Respect for all people, school grounds and school equipment is a non-negotiable. Beyond that, we hope to instil the WKPS values in all pupils to enable them to thrive socially and academically. We teach the values explicitly and expect to see them in the behaviour of our pupils. There are many ways to live our school values. Some key suggestions are shared with the pupils at the start of the year with our 'Living Our Values' poster (See appendix 1). The pursuit and refinement of the values continues throughout the pupils' time at our school. Class charters, based on the values, are created and agreed with all children at the beginning of each school year. These are displayed in classrooms and referred to frequently. They encapsulate what we mean by good behaviour and the right choices. We refer to the values when praising good behaviour and when correcting behaviour which falls below our standards, guiding pupils to embed them into their character.

Explicit teaching also takes place through our assemblies and through our PSHE curriculum.

Low level disruption and minor incidents may include...

- not following adult instructions first time
- talking when asked to be quiet
- interrupting others
- distracting others
- not listening to others who are talking
- running inside the building
- excessively loud behaviour in a quiet context

More serious incidents of unacceptable behaviour are...

- Repeated breaches of the school rules/values
- Any form of bullying, including cyberbullying. (See Anti-Bullying Policy)
- Sexual violence or 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
- Offensive language
- Racist, sexist, homophobic or discriminatory behaviour and / or bullying
- Any other aggressive, offensive or illegal incident or repeated incidents of behaviour resulting in frequent orange and/or red cards.
- Any behaviour which is illegal.

## **Rewards and Sanctions**

We expect and actively encourage our older children to set a good example to younger children. We always look out for and praise examples of good behaviour and include comments to parents on Marvellous Me (Years 1 – 6) and Tapestry (Foundation Stage).

We create a positive environment by guiding pupil behaviour with good relationships, clear expectations and praise. The majority of incidents of unacceptable behaviour in school are of low-level disruption or incidents of unkindness at break and lunch times. We recognise that children may behave in an unacceptable way in order to gain attention. We try to minimise this by directing our attention and praise to acceptable behaviour. We also recognise that children may draw attention to themselves because they need support within or beyond the lesson. Class teachers plan adaptive teaching in lessons to meet the range of learning needs within the class.

We recognise that at break and lunchtimes, pupils are taking part in less structured activities and incidents of unkindness can occur. These usually involve a lack of self-regulation as emotions run high, so staff are vigilant and seek to recognise early warning signs that a pupil or group need support. Explicit teaching about dealing with conflict and difficult emotions takes place through regular calming activities, assemblies and through the PHSE curriculum.

We expect children to take full responsibility for their own behaviour and develop a growing understanding of the impact of their own behaviour on other people. We refer to our WKPS values to help the child identify desired behaviours. We support children to apologise and put things right whenever they have not followed the WKPS values.

We are also aware that behaviour can be a form of communication. Therefore, we approach misbehaviour with a calm, caring curiosity and seek to support the children to change their behaviour and align with our school values.

Positive behaviour will be rewarded with...

- Verbal Praise
- Team points
- Badges and messages on Marvellous Me
- Tapestry (EYFS)
- Stickers
- Communication with parents/carers
- Moving name into gold star and receiving a gold star sticker
- Star of the week award
- Special responsibilities/privileges
- Extra time or extra playtime – Reward Play
- The WKPS ambassador award (annually)
- WKPS Governor Awards

The school will use the following sanctions in response to unacceptable behaviour (see appendix 2):

- A firm, verbal warning known as an 'official reminder'
- An orange card – 5 minutes of play is lost

- A red card – 10 minutes of play is lost

Importantly, pupils are supported to reflect on their behaviour, its causes, how it affected others, how to repair the situation and what could be differently next time. For orange and red cards, this is done more formally through a reflection sheet (Appendix 3), which is completed with the guidance of a member of staff.

In Foundation Stage, instead of cards, children receive ‘thinking time’. The amount of time varies according to age: one minute of thinking time, per year of age.

Additional sanctions may include the following...

- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to Parents/Carers
- Meetings with Parents/Carers
- Suspension (fixed term internal or external exclusion) or permanent exclusion - see separate policy

Pupils may also be removed from the classroom temporarily for a short term internal exclusion, when other behavioural strategies have been attempted are not affective, or if the behaviour is so extreme as to warrant immediate removal. This can include behaviour that has hurt others (children and adults) and is at the discretion of the Headteacher for the safety and wellbeing of all. This sanction will be recorded on CPOMS as an internal exclusion.

The use of fixed term internal exclusion will be considered for serious disruptive, offensive or harmful behaviour including bullying. Where repeated fixed term exclusions are required, a pupil may transfer to another school as part of a managed move with the consent of the parties involved, including the parents and the admissions authority of the school selected. Permanent exclusion will only be used as a last resort, in response to a very serious breach or persistent breaches of the schools Behaviour Policy.

Any decision to exclude a pupil is at the discretion of the Headteacher who will consider all of the available information before reaching a decision.

For more information, see our Suspensions & Exclusions Policy.

## **Prevent**

Since July 2015 all schools (as well as other organisations) have a legal duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues, so they better understand how to protect themselves.

Much of what we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include;

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, including the British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect for and Tolerance of those with different faiths and beliefs and for those without faith.

We will also protect children from the risk of radicalisation by using filters on the internet to make sure they can't access extremist and terrorist material, and by vetting visitors who come into school to work with pupils.

### **Off-Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour is 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 unacceptable behaviour...

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public, including through cyber bullying, sexual violence or sexual harassment.
- Could adversely affect the reputation of the school.

### **Roles and Responsibilities**

#### **The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 5).

The Governing Body will also review this behaviour and antibullying policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour and antibullying policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

Staff are responsible for;

- Implementing the Behaviour Policy and The Anti-Bullying Policy consistently (See appendix 3 for one-page reference sheet).
- Modelling positive behaviour: respect and the WKPS values.
- Minimising misbehaviour by building good relationships and instilling routines.
- Treating all pupils with respect, fairness and understanding.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording all orange and red cards or other pertinent behaviour incidents on CPOMS.
- Following the correct process when giving sanctions (See appendix 2).
- The Senior Leadership Team will support staff in responding to and dealing with behaviour incidents.
- Listening to pupils and parents.
- Acting on reports of bullying.

## **Non-teaching staff**

Non-teaching staff are responsible for;

- Dealing with minor incidents and reporting them to the class teacher.
- For more serious incidents, staff must inform a member of the Senior Leadership Team for advice. These must be recorded on CPOMS.
- Teaching assistants working outside of the classroom with a group must set clear expectations of behaviour in line with this policy. If a child is not demonstrating acceptable behaviour, they should be taken back to class. This should be recorded on CPOMS.

## **Parents / Carers**

We aim to build a supportive dialogue between home and school, and we inform parents when we have concerns about a child's behaviour.

Parents / Carers are expected to;

- Support their child in always acting respectfully and adhering to the school WKPS values.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Supporting the school when behaviour is managed in line with this policy and reinforcing the same message at home.

## **Classroom Management**

At West Kirby Primary, we understand that effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression, leading to improved classroom climate, attendance and attainment.

Regular training and support is provided for staff to help them reflect on their own practice, try new approaches and review progress over time.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will;

- Create and maintain a stimulating environment that encourages pupils to be engaged and learn.
- Build routines and explicitly teach learning behaviours within their class to manage behaviour.
- Display the 'Living the WKPS Values' poster and create their own collaborative classroom contract based on the WKPS values, which should also be displayed. Discuss these at the start of the year and reinforce at least every half term.
- Develop a positive relationship with all pupils, which may include...
  - Greeting pupils in the morning/after break times.
  - Establishing clear routines.
  - Holding high expectations for all pupils.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with poor behaviour choices from pupils.

### **Physical Restraint**

In very rare circumstances staff may use reasonable force to restrain a pupil to prevent them;

- Causing disorder
- Hurting themselves or others
- Damaging property

Twelve members of WKPS staff have Level One Team Teach, which aims to focus on de-escalation rather than restraint. Staff are not trained to restrain.

Incidents of physical restraint must...

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible and according to training where applicable.
- 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 and reported to parents.

### **Confiscation**

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Only the Headteacher and specifically authorized staff can carry out searches.

The member of staff carrying out the search must be the same sex as the pupil and there must be another member of staff present to witness, unless:

The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, and in the time available, it's not reasonably practicable to use a member of staff who is the same sex as the pupil or for a witness to be present.

If the above is the case, the person doing the search should report it immediately.

Any searches for prohibited items will be recorded on CPOMS.

Prohibited items are;

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or e-cigarettes ("vapes")
- Fireworks
- Pornographic images
- 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).

## **Mobile Phones**

*'Every school has a duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive. Mobile phones risk unnecessary distraction, disruption and diversion. All schools should prohibit the use of mobile phones throughout the school day. Without their mobile phone at school, pupils have the headspace and calm to focus on their lessons.'* (Mobile phones in Schools Guidance, DfE, February 2024). [Mobile phones in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

In line with this guidance and the age of the children at West Kirby Primary School, mobile phones do not need to be brought onto the premises of our school. The exception to this is for Year 5 and Year 6 children who walk to school on their own and/or have permission to walk home alone after school. Any mobile phones that are brought into school by Year 5 and Year 6 must be switched off when on school grounds, this includes on the playground. Mobile phones must be placed in the designated basket/container within their classroom as they enter. The mobile phones should be taken to the School Office as soon as reasonably practicable where they can be stored for the whole school day. School staff should make good decisions about how the mobile phones are transported to the School Office on a daily basis.

If any mobile phones are found in children's property during the school day, they will be confiscated and Parents/Carers will be informed.

The children are unable to use their mobile phones during the school day. If contact needs to be made this will be done through school phones using the contact list that we have for the child.

Children should not bring mobile phones to school events e.g. Discos, Film Nights, Sports Events, Residentials, etc.

If any adaptations or reasonable adjustments are needed e.g. for medical reasons or SEND reasons then the Headteacher must be spoken to and an agreement may be made at the Headteacher's discretion.

At the end of the day, Year 5 and Year 6 children should leave the playground and walk to the School Office to politely collect their mobile phones. West Kirby Primary School is not responsible for ensuring that the children take the correct device. It is the children's responsibility and mobile phones are brought into school at their own risk.

Mobile phones that are left in school after the School Office closes will be locked away until the next working day.

### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

All behaviour cards and EYFS behaviour incidents are logged on CPOMS. This is monitored by The Senior Leadership Team. If a pupil receives 3 cards in one half term, steps are taken to explore further and offer a personalised behaviour plan.

When a pupil exhibits consistent challenging behaviour, the school's SEND Lead will work with staff to explore whether they have any underlying needs that are not currently being met. Initially, this may be through conversations with the pupil, other pupils involved, staff or parents. If a previous personalised behaviour plan has failed to make long term behaviour changes, a behaviour questionnaire may be used to explore the pupils needs further.

Staff will endeavour to anticipate likely triggers of poor behaviour choices and put in place support to prevent these, for example short, planned movement breaks for pupils with SEND who find it difficult to sit still for long.

Where necessary, support and advice will also 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, we will liaise with external agencies and create a behaviour support plan for that child. We will work with parents to create the plan and review it on a regular basis.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, harm. Where this may be the case, we will follow our Child Protection & Safeguarding Policy.

### **Staff Accused of Misconduct**

Any allegations relating to the possible abuse of a child are referred directly to the Local Authority Designated Officer (LADO). Other allegations of misconduct are dealt with in accordance with the Local Authority Disciplinary Procedure. In either case, the member of staff will be offered a named contact who can provide pastoral support.

## **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 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 discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, 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 school will also consider the pastoral needs of staff and pupils accused of misconduct.

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

## **Pupil Transition**

To ensure a smooth transition into West Kirby Primary School, EYFS teachers meet with nursery settings and parents to ensure pupils have the best possible start at school. As children move up the school, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure key information is passed up.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

At the start of each year, pupils will complete activities on the school values and behaviour system. This will be built upon in assemblies and revisited through PSHE lessons where deemed necessary.

## **CPD**

Our staff are provided with ongoing CPD in relation to managing behaviour and bullying. All staff have access to The National College so that they can take ownership of their own CPD.

Behaviour management and awareness of bullying will also form part of continuing professional development through Staff Development Sessions.

A staff training log is kept by the Headteacher.

Links are in place with West Kirby Residential School and they have provided 1:1 support for individual children and offer CPD opportunities for our staff.

## **Monitoring Arrangements**

This behaviour policy will be reviewed by the Headteacher and the Governing Body. At each review, the policy will be approved by the headteacher.

The Headteacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded and reports these figures to the Governing Body termly. External suspensions and permanent exclusions are also reported to the Local Authority.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Headteacher and Deputy Headteacher keep a log of behaviour incidents to look for patterns, so we can ensure one particular group is not more affected by the behaviour policy than other groups.

### **Links with other policies**

This policy is a guide to all staff – including non-teaching and governors, outlining our consistent approach to behaviour.

It should be read in conjunction with other relevant school policies.

- Anti-Bullying Policy
- SEND Policy
- Relationships, Health & Sex Education Policy
- Child Protection & Safeguarding Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Low Level Concerns Policy
- Suspension & Exclusions Policy

In the event of a concern relating to a member of staff, this should be raised with the Headteacher in the first instance, except if the concern relates to the Headteacher- in which case it should be the Chair of Governors.

The Headteacher or Chair of Governors may be contacted via the School Office

Email: [schooloffice@westkirby-primary.wirral.sch.uk](mailto:schooloffice@westkirby-primary.wirral.sch.uk) or [chair@westkirby-primary.wirral.sch.uk](mailto:chair@westkirby-primary.wirral.sch.uk)

Telephone: 0151-625-5561

# LIVING OUR VALUES

## W.K.P.S



### RESPECTFUL

RESPECT IS  
NON-NEGOTIABLE.  
TREAT PEOPLE AND  
THINGS AS YOU WISH  
TO BE TREATED.



### WELCOMING

- SMILE AT VISITORS.
- SAY HELLO TO NEW PEOPLE.
- BUDDY UP WITH NEW PUPILS.

# W

### KIND

- KIND HANDS AND WORDS.
- SHARE GAMES AND FRIENDS.
- MAKE PEOPLE FEEL VALUED.

# K



### POLITE

- SAY PLEASE AND THANK YOU.
- WAIT YOUR TURN TO SPEAK.
- OFFER OTHERS TO GO FIRST.

# P

# S

### SUCCESSFUL

- PAY ATTENTION.
- TAKE PRIDE IN YOUR WORK.
- SHOW A GROWTH MINDSET.



HOW ELSE COULD YOU SHOW THE WKPS VALUES?

## **Appendix 2:** Sanction Process



Welcoming - Kind - Polite - Successful

### **Sanction Process**

#### **Principles**

Aim to create a happy, caring community where everybody feels included and safe.

See behaviour as communication: try to hear the need behind behaviour.

Aim to instil our W.K.P.S. values with praise and clear expectations.

#### **Sanctions**

When in class, use the behaviour recording sheet on the teacher's desk to write names in the sections, 'official reminder', 'orange' card or 'red' card. If out of class, inform the pupil that you will be giving them a sanction, give a reason linked to respect or the W.K.P.S. values and inform the class teacher as soon as convenient.

#### **Possible reasons for an 'official reminder':**

- Deliberately not following adult instructions
- Talking when asked to be quiet
- Distracting others
- Excessively loud behaviour in a quiet context

Following this sanction, give pupils an actionable target– linked to the W.K.P.S. values whenever possible.

If the pupil continues to behave unacceptably, they can be given an orange card, but first consider if there is anything more you can do to support them to improve their learning behaviours. Be explicit with your expectations.

#### **Orange card**

If an orange card is given, explain the reason clearly, linking to a lack of respect or the W.K.P.S. values.

There are some behaviours which require an automatic orange card:

- Running in the corridor
- Being deliberately unkind
- Threatening language
- Deliberately causing damage to school property

#### **Red card**

If the pupil is still showing unacceptable behaviour, a red card can be given, explain the reason clearly, linking to a lack of respect or the W.K.P.S. values. If behaviour continues to deteriorate after a red card, send for a senior member of staff.

There are some behaviours which require an automatic red card:

- Swearing
- Violence
- Any illegal behaviour

Any orange or red cards must be filled out and given to the child at the start of the next break or lunch time. The child will give the card to the member of staff on duty and not be allowed to join in free play for 5 (orange card) or 10 (red card) minutes. The member of staff on duty should then sign the card and post it in the box by the staff room.

All cards must also be recorded on CPOMS by the member of staff who gave it.

## Appendix 3: Reflection Sheets

KS2

Name: _____ Date: _____ Number of orange cards <input type="checkbox"/> Number of red cards <input type="checkbox"/>	What happened?	How did you feel?	Who else was affected?  How do you think they felt?	
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold; margin-right: 10px;">R</div> <div> <h3>esponsibility</h3> <p>What could you have done differently?</p> </div> </div>		<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold; margin-right: 10px;">R</div> <div> <h3>epair</h3> <p>What did you do / do you need to do to put it right?</p> </div> </div>		
Was there a lack of respect shown during this incident?  What school values were missing from the incident?	<div style="display: flex; justify-content: space-around; align-items: center;"> </div>			

KS1

Name: _____ Date: _____ Number of orange cards <input type="checkbox"/> Number of red cards <input type="checkbox"/>	How did you feel when it happened? (Please circle)										
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold; margin-right: 10px;">R</div> <div> <h3>espect</h3> <p>Was anybody disrespected? Yes / No</p> </div> </div>		<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold; margin-right: 10px;">R</div> <div> <h3>esponsibility</h3> <p>How will you act differently next time?</p> </div> </div>				<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold; margin-right: 10px;">R</div> <div> <h3>epair</h3> <p>Have you repaired the situation? Yes / No</p> <p>If not, how will you repair it?</p> </div> </div>					
How do you think they felt?		<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  Surprised         </div> <div style="text-align: center;">  Bored         </div> <div style="text-align: center;">  Frustrated         </div> <div style="text-align: center;">  Angry         </div> <div style="text-align: center;">  Jealous         </div> <div style="text-align: center;">  Upset         </div> <div style="text-align: center;">  Disappointed         </div> <div style="text-align: center;">  Embarrassed         </div> <div style="text-align: center;">  Sad         </div> <div style="text-align: center;">  Confused         </div> </div>									
Which school values were missing from the incident? (Please circle)		<div style="display: flex; justify-content: space-around; align-items: center;"> </div>									

## **Appendix 4:** One Page Reference Guide for Managing Behaviour



Welcoming - Kind - Polite - Successful

### **One Page Reference Guide: Behaviour**

#### **Principles**

Aim to create a happy, caring community where everybody feels included and safe.

Model the behaviours and values you expect to see from the pupils.

See behaviour as communication: is there a need behind behaviour?

Provide pupils with a consistent application of the behaviour policy.

#### **Basics**

\*Always model, teach and praise the W.K.P.S. values.

\*Build good relationships e.g. meet and greet at the door; ask questions; make time to get to know individuals.

\*Give pupils roles and responsibilities to encourage a respectful, collaborative culture.

\*Stay calm: imagine the pupil's parent is standing next to you when you talk to them.

\*Have clear routines for transitions and stopping the class. Teach children these routines and revisit regularly.

#### **Praise**

\*Praise more than you criticise.

\*Praise the pupils who are meeting your expectations—doing this publicly can influence the behaviour of others.

\*Award team points and gold star stickers when pupils display the behaviour you want to see more of.

\*Be specific with your praise—what exactly is it that you are praising?

\*Align praise with the W.K.P.S. values whenever possible.

#### **Sanctions**

\*Be clear with your expectations. Explain exactly what you expect from the pupils at this time.

\*Remind pupils of these expectations if they fall short of them. This should be done non-verbally or privately when possible.

\*If a pupil still fails to meet the expectations, use the sanction steps, but always be mindful of what the pupil needs and if you can provide it.

\*Always give clear reasons for sanctions and link them to respect or our W.K.P.S. values.

\*Give the pupil clear, achievable guidance to improve their behaviour.

\*Consider if there is anything that you can do to support the pupil improving their behaviour.

#### **Planning ahead**

\*Know exactly what routines you will instil in your class. Explicitly teach these early in the year.

\*Know exactly how you will deal with the most common low level behaviours.

\*If you are dealing with regular poor behaviour, plan your response beforehand.

\*Ask for support from a senior member of staff if needed. Improvising responses when emotions are high will not breed consistency.

## Appendix 5:

### Written Statement of Behaviour Principles

- 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 and training.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines 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.

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 Governing Body annually.