



Behaviour Policy

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Aim

Yewtree Primary School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to, and interaction with the community, their continuing development and the quality of their lives.

At Yewtree Primary School we aim to make it easier for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are relentless in establishing excellent behaviour.

At Yewtree Primary School we aim to:

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Embed the schools' values: THRIVE (Trust, Hardworking, Resilience, Independent, Valued and Equality)
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Encourage students to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that all individuals at Yewtree Primary School are treated fairly and shown respect.
- Provide clarity for staff and students about acceptable behaviour and the consequences of misconduct.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the school's behaviour curriculum in and out of school.
- Ensure that excellent behaviour is a minimum expectation for all.

Legislation and Statutory Responsibilities

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

- [Behaviour in Schools](#)
- [Searching, screening and confiscation.](#)
- [Use of reasonable force in schools](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Vision and Values

Our vision, **choosing to learn, growing success** intends to empower our whole school community to grow into independent life-long learners for an even better tomorrow.

The following core values underpin our vision and school expectations in order for us to support children to **thrive** in our school environment and the wider world becoming secure and confident, future members of society.



Choosing to Learn, Growing Success

T rust	We are honest and tell the truth
H ardworking	We always have a go and try our hardest in every lesson
R esilient	We keep trying, even when our work is tricky
I ndependent	We have a go ourselves, using the resources around us and asking for help when needed
V alued	We respect one another by being kind and thoughtful.
E quality	We understand and respect each other's similarities and differences

Hertfordshire Therapeutic Thinking

At Yewtree, everyone has a part to play in the promotion of high standards of behaviour. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils.

We have adopted the Hertfordshire Therapeutic Thinking approach to behaviour management. This approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire Therapeutic Thinking is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required, through use of restorative conversations.

Staff are trained in level one 'Therapeutic Thinking' training and new staff joining the school will receive this training as soon as it is available to them.

We have two members of staff who are accredited Hertfordshire Therapeutic Thinking tutors and deliver the initial training and annual refresher training to our staff.

Behaviour Curriculum and Emotional Literacy (see Behaviour curriculum document)

Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them.

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to **practise** these. For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime.

The process for teaching behaviour explicitly is as follows:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Behaviour Management

At Yewtree Primary School, we teach children that all behaviour has consequences, which will be relevant to the specific behaviour displayed.

<p>Pro-Social behaviour is:</p> <ul style="list-style-type: none"> • A social behaviour that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering. • Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of others 	<p>Anti- Social behaviour is:</p> <ul style="list-style-type: none"> • Actions that harm or lack consideration for the well-being of others. • Acting in a manner that has caused or is likely to cause harassment, alarm or distress to one or more persons. 	
<p>Pro-social consequences</p> <ul style="list-style-type: none"> • Behaviours which foster our values will be acknowledged by staff with positive consequences (rewards). • Through these consequences, we aim to develop internal discipline, which leads to self-regulation. • Children learn to manage their own behaviour rather than rely on external controls 	<p>Protective consequences:</p> <p>Removal of a freedom to manage harm.</p>	<p>Educational Consequences:</p> <p>The learning, rehearsing, or teaching so the freedom can be returned.</p>

Some behaviours exhibited can be identified as difficult and dangerous.

Difficult behaviour = antisocial behaviour that is not dangerous,

Dangerous behaviour = a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

Rewards and Consequences

Rewards

Recognising good behaviour is essential to creating a positive learning environment and a consistent approach enables everyone to feel part of the school community working towards a shared set of goals. Pupils should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others.

Staff recognise behaviour in many ways – for example by awarding house points, through verbal praise, star in a jar, sharing accomplishments, displaying good work or reporting to parents/carers.

Consequences

When positive behaviour is not being demonstrated, we believe it is key to begin to understand the underlying causes of the behaviour that have led up to that behaviour choice. Behaviour management and responses need to be personalised and designed to meet the very specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

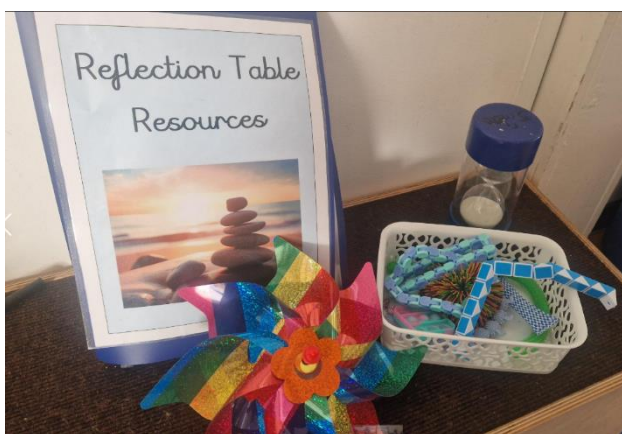
When a child is not demonstrating positive behaviour, staff will firstly praise the positive behaviour from other pupils and if necessary, issue an instruction or warning. In the case of less desirable behaviours, staff will follow a three-level system (Appendix 1) where children receive either a Level 1 (distracting behaviours), Level 2 (disrespectful and disruptive behaviours) or Level 3 (dangerous behaviours). Each Level comes with its own consequences, including moving spaces within the classroom, loss of play time, restorative conversations, completion of work, parents being contacted or speaking to a member of the Senior Leadership Team.

Restorative Conversations

At Yewtree we believe that punishment does not teach better behaviour, restorative conversations do. A restorative conversation is a process involving a set of questions whereby the adult and child explore the behaviour, who has been impacted and agree on the best way to move forward. Every time a child has shown a less desirable behaviour, a restorative conversation will be had afterwards, when the child is calm and emotionally ready to do so.

Reflection Tables

Each class has a specific area within their classroom where children can have time to reflect on their actions or take time to regulate. Every table has a worry monster and various resources (e.g. playdoh, breathing techniques, reflective questions, fidget toys) that the child can access to support regulation and reflection. A pupil may request time at the reflection table if they feel that they are becoming de-regulated or be encouraged/directed to take some time at the reflection table.



Roles and Responsibilities

The Governing Board

The Governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

Headteacher and School Leadership Team

- Ensure the behaviour policy is being implemented consistently by being highly visible and engaging with all stakeholders.
- Review and distribute the school behaviour policy annually to all stakeholders and publish on school website.
- Ensure all new staff are inducted clearly into schools' behaviour culture.
- Consider appropriate training for staff to meet their duties and functions within the behaviour policy, including supporting children with SEND.
- To support staff in responding to behaviour incidents, ensuring there is no disruption to teaching and school routines.

Staff

All Yewtree school staff are responsible for:

- Having high expectations of appropriate behaviour.
- Implementing the behaviour curriculum and policy consistently, listening to all involved parties and following issues through.
- Modelling positive behaviour, using voices appropriately, and being careful with the choice of vocabulary.
- Ensuring that the learning environment is well organised, calm and safe, establishing clear boundaries of acceptable behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording anti-social behaviour incidents in a timely fashion.

Parents

It is the aim of the school to work in partnership with parents. When a teacher has a concern regarding the behaviour of a child, the parents will be contacted at the earliest opportunity. We value the support of parents and aim to work in partnership through positive dialogue.

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

We expect all pupils to conduct themselves in a manner which upholds our school values (THRIVE – Trust, Honesty, Resilience, Independence, Valued and Equality) and follows our behaviour curriculum.

Learners with Special Educational Needs

We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support. See SEND Policy for further details.

Risk Management Plan

The school's pro-social behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Management Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- be based on analysis from 'Roots and Fruits' and 'Anxiety Mapping' of the child.
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that "Positive experiences create positive feelings and Positive feelings create positive behaviour" (Hertfordshire's Behaviour and Attendance Strategy, 2014).
- Different for Different, meaning all children will be supported on an individual basis

Mobile Phones

Mobile phones are not allowed to be on pupil's person during the school day. If a pupil in Year 5/6 is walking to school independently and has a mobile phone, they will be required to hand in at morning registration and the mobile phone will be returned at the end of the day. All mobile phones will be stored securely in the school office and will be required to be on silent mode or turned off during the school day.

Pupil transition

Information is passed on to the next teacher at the end of the school year. Records will be shared with receiving schools as appropriate. The Early Years Team will conduct one to one meetings with parents prior to their child starting at the school.

Pupil Conduct Outside the School Premises

Consequences may be given for poor behaviour off the school premises which undermines any of the school's expectations of behaviour regardless of whether or not it is an activity supervised directly by school staff.

Subject to the school's behaviour policy, the school may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in some other way identifiable as a pupil at the school; or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school. This school is committed to ensuring our pupils act as positive role models for us.

We expect the following:

- Good order on all transport (including public transport) to and from school, whilst on educational visits.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

Searching and confiscation

The Head teacher and Deputy Head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- vapes, tobacco and cigarette papers
- pornographic material
- fireworks
- any article that the member of staff 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).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

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

Suspensions and Exclusions

At Yewtree suspensions and exclusions are only ever used as a protective consequence in the most dangerous scenarios,

Suspensions

A decision to suspend a pupil for a fixed period (either internally or externally) is taken only in response to very serious breaches of the school's Behaviour Policy, where these are not serious enough to warrant permanent exclusion and lesser consequences are considered inappropriate.

Exclusion

A decision to exclude a pupil permanently will be taken only:

- In response to serious breaches of the school's Behaviour Policy; eg. persistent disruptive behaviour, violence towards staff or pupils, damage to property, bringing dangerous items onto the school site; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion

All suspensions and Exclusions are conducted in line with the DfE's latest guidance on [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Monitoring Arrangements

This policy will be reviewed and approved by the governing board every annually.

Links to other Policies

Anti-Bullying Policy

Behaviour Curriculum

Appendix 1

Stage	Examples of Behaviour	Monitoring and Consequences
<p>Stage 1 Distracting</p>	<ul style="list-style-type: none"> • Time wasting • Interruptions • Chatting / disruptions • Calling out or answering back • Silly noises • Poor listening • Inappropriate use of resources • Using chewing gum • Encouraging others to make poor choices • Play fighting 	<p>Monitored by classroom staff and are tackled using positive reinforcement, non-verbal instruction and strategies including discussion:</p> <ul style="list-style-type: none"> – Is everything OK? – Do you understand the task? – What should you be doing? – What should you have done? – Can you think of a different way to deal with the problem? <p>Or reminders, warnings, restorative conversation with adult, completing work in own time.</p> <p>If behaviours are repetitive or persistent, class teacher will contact parent via phone or face-to face (but away from public view) .</p> <p>Persistent stage 1 behaviours recorded on Arbor once parent contacted.</p>
<p>Stage 2 Difficult behaviours (disruptive and disrespectful)</p>	<ul style="list-style-type: none"> • Refusing to learn • Disrupting learning • Deliberately damaging property, equipment, or the work of others • Disrespectful responses • Extreme rudeness to adults, or answering back inappropriately • Threats (actual or implied) • Swearing • Spitting • Leaving the class / building without permission 	<p>Monitored by classroom staff and phase leaders.</p> <p>Contact with parents / carers will be made on the day of the incident by class teacher. This will be done either face to face (but away from public view) or by telephone.</p> <p>Will result in loss of privileges, missing of playtime to complete work/reflective writing or activity/apology,</p>
<p>Stage 3 Dangerous behaviours</p>	<ul style="list-style-type: none"> • Dangerous behaviour (including refusal to carry out an explicit instruction that puts others in danger) • Serious verbal/physical abuse • Highly offensive behaviour • Racial abuse • Bullying – The definition of bullying is ‘a persistent, deliberate attempt to hurt or humiliate someone’. One-off incidents of inappropriate behaviour, whilst they may be very serious and must always be dealt with, do not fall within the definition of ‘bullying’. • Violence • Stealing • Deliberate vandalism • Leaving school site 	<p>Contact with parents / carers will be made on the day of the incident by class teacher or phase lead. This will be done either face to face (but away from public view) or by telephone.</p> <p>Will result in loss of privileges, time out of class to reflect and self-regulate/reflective writing or activity/apology.</p> <p>Any incident deemed serious will be investigated by the senior leadership team and parents may be invited into school for a meeting.</p> <p>May result in internal or external suspensions or exclusion</p>

Appendix 2

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, consequences and reasonable force are used consistently by staff, in line with the behaviour policy

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 every year.