Behaviour Policy

Written by:	Natalie Bartlett	**Date:** 30th October 2025
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Rationale

Our School Ethos sits at the heart of all that we value. We want to enable our community to be at their BEST through:

- showing consistency and care
- seeing every child as an individual
- providing a well-ordered and safe environment
- ensuring all children can learn and therefore achieve their best

Introduction

At Borrow Wood, we aim to create a caring, productive atmosphere in which teaching and learning can take place in a happy and safe environment. In order to achieve this, we recognise the importance of a whole school policy that is supported and followed by the school community including children, parents, teachers, midday supervisors, other adults working and helping in the school and governors. We believe that positive relationships, a sense of belonging, consistency and clear behaviour expectations with appropriate rewards and consequences are fundamental to children achieving their best at school. We also acknowledge the role that we play in supporting the mental health and well-being of children and have developed whole school strategies as well as bespoke approaches to meet particular needs.

In producing the school behaviour policy, we have undertaken to ensure children have a right to learn, feel safe and the right to respect.

- THE RIGHT TO LEARN without undue, unreasonable, and unfair distractions and diversions from others. They also have a right to learn in an environment where their teachers do not create unnecessary anxiety or pressure through negative comparisons, overly negative feedback, or lack of consideration of their learning needs.
- THE RIGHT TO FEEL SAFE including their physical safety but also their emotional and social safety e.g. not be subject to teasing, name-calling, swearing, 'put downs' etc. This right also addresses any expression of harassment behaviour including racism.
- THE RIGHT TO RESPECT/FAIR TREATMENT for all members of the school community, including the children, to interact in a civil and respectful manner towards each other. With rights come RESPONSIBILTIES. In our school the children have a responsibility to care for themselves and others and to treat others and their belongings with respect.

It is our practice to promote and encourage good behaviour rather than simply punishing challenging behaviour, so we have a range of rewards for children of all ages and abilities. We recognise that some of our pupils have very low self-esteem and come from a variety of different social and cultural backgrounds; therefore, as professionals, we must help them to develop a strong sense of self-worth.

Through the school curriculum, including our Personal Development curriculum, children are taught values and attitudes as well as knowledge and skills that will encourage self-discipline and teach them to respect themselves, others and property. In addition to this, some children will access targeted support, which will provide provision to meet their needs and support them to make positive choices.

Pupil Expectations

Pupils will be expected to:

- Respect each other and be friendly, kind and fair.
- Respect teachers, other adults and fellow pupils by looking after each and understanding and celebrating each other's opinions, beliefs and differences.
- Respect the working environment (resources, equipment, other people's belongings,)
- Use sensible and respectful language; foul and abusive language must not be used.
- Be ready to learn, by being well behaved, well-mannered and attentive.
- Be ready to learn by following instructions from the class teacher.
- Be ready to learn by keeping an appropriate noise level to the activity.
- Move around school in a responsible, safe and sensible manner.
- Solve problems and disputes in a responsible and fair manner; physical violence is not acceptable, neither is retaliation.
- Not bring additional items into school; other than those stated by the class teacher.

Teacher Expectations

Teachers will be expected to:

- Speak politely and positively at all times – even when pupils do not reciprocate.
- Be on time, everywhere.
- Catch children being good - focus on the things they do well and relate them to the rules – 'You are showing you are ready because…'
- Reward children when they have made the right choice. Use Dojo points to reward identified good behaviour choices.
- Give recognition when children achieve and share these achievements with their parents.
- Greet children every registration and check that they are happy and ready to learn.
- Remind children what the right choices are by relating to the rules – 'Be respectful by stopping when asked.'
- Escort children when they are walking as a class, through school. Children will be expected to walk single file, in a quiet and orderly manner – keeping to the left and showing 'fantastic walking.'
- Challenge poor behaviour in a calm, quiet manner; use the scripts provided (see behaviour resources).
- Follow the school sanction chart and record incidences as appropriate.
- Hold a repair meeting following incidences of poor behaviour.
- Contact parents when an incident of poor behaviour has been recorded.
- Ensure a calm end to the day.
- Explicitly teach and practice behaviour skills through the implementation of the Best Curriculum.

Parent Expectations

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Ensure pupils come to school every day and are punctual.

School rules:

- Be Ready
- Be Respectful
- Be Responsible

These rules will be displayed in each classroom and in prominent areas around the school. It is important that all children are familiar with the 3 key rules. It is the responsibility of the class teacher to establish these rules with their class and the responsibility of ALL staff to enforce these rules CONSISTENTLY.

Staff will actively promote these rules and encourage good behaviour by developing use of the following:

- Routines
- Responses
- Relationships

Our school ethos is based on the word ***BEST***. We want all members of our school community to aspire to be 'their Borrow Wood BEST'. Through this ethos we aim to promote traditional British ideals and values of mutual respect and tolerance; democracy; the importance of following rules and expectations; courtesy and responsibility for our own actions.

- Brave
- Engaged
- Supportive
- Trustworthy

These rules and learning behaviours support all children to achieve their best and maintain a positive atmosphere for learning.

Reward System

Our children are positively recognised and rewarded throughout the whole day for behaviours that link to RRR and BEST. These can include but are not limited to:

- Verbal praise to children and to parents/carers about the children
- Gestures – thumbs up, clapping, smiles, chants
- Stickers and stamps
- Special responsibility jobs
- Whole class rewards – 100 square
- Weekly BEST certificates
- Regular reader reward prizes
- Positive phone call/email/messages home to parents/carers
- Sending children to other staff members for praise and recognition
- Class Dojo points

Class Dojo points represent children's achievements in a visual manner and are immediately shared with parents via the app. Behaviours linked to RRR and BEST are recognised and rewarded.

Individual Rewards

Individual rewards are awarded to pupils through the use of Class Dojo. Class Dojo also allows for parents to celebrate their children's achievements on a daily basis.

Weekly Celebration Assemblies

At Borrow Wood, we have weekly celebration assemblies to recognise and celebrate progress and achievement in the following areas. One child per class will be selected for the following areas:

- Borrow Wood Star of the Week (linked to BEST behaviours)
- Reading Award
- Dojo Certificates at 50 point intervals

Whole Class Rewards

Numbers are coloured in on the 100 square when the whole class have demonstrated collective RRR and BEST behaviours. The children can choose a class treat when 25, 50, 75 and 100 squares have been filled in. Treats are decided ***democratically*** in each class.

Sanctions/Consequences

There will be times when children show unacceptable behaviour and break the school rules. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. These boundaries must be stated firmly and clearly. For children to become responsible for their own behaviour there needs to be consequences to follow.

When school rules are broken, inappropriate behaviour must be challenged consistently. We must provide a negative consequence each time a child chooses to behave inappropriately. The child needs to understand that they have chosen to behave inappropriately and therefore there is a consequence for their action. Sanctions are to be followed fairly and consistently and dealt with in a caring, supportive and fair manner.

'REMEMBER IT IS THE CERTAINTY OF THE CONSEQUENCES RATHER THAN THEIR SEVERITY THAT IS THE EFFECTIVE ELEMENT IN RESPONSES TO MISBEHAVIOUR' – Bill Rogers.

Issuing Sanctions

It is important each time a child is given a sanction to relate the inappropriate behaviour to the school rule that has been broken. The member of staff issuing the sanction should always record the incident and follow up in accordance with school policy.

- Refer to the child's actions to their own and others' rights and responsibilities.
- Establish the facts and ensure the child is given the right to reply.
- Use a calm, assertive approach that provides a good role model in terms of attitude, responses, and reaction.

Where possible, these should be done calmly and privately, remembering the mantra Praise in Public, Reprimand in Private, and should take no more than 30 seconds away from teaching time.

A script sharing actions and verbal reprimands are shown in the behaviour resources.

- Non-verbal reminder

- Verbal reminder x1
- Verbal warning x2
- Time out – away from a situation on the playground or in the classroom
- Make amends for the behaviour e.g. verbal/letter of apology, repairing/replacing something that has been broken
- SLT Support
- Parent/carer involvement

On occasion, there will be times where behaviours have escalated beyond the usual behaviour steps. These may include, but are not limited to: physical incidents, racism, homophobia, wilful damage to school site, absconding and so on. These incidents will be referred directly to Senior Leaders to be dealt with. These may lead to specific consequences being given depending on the behaviour, including a fixed-term or permanent exclusion.

Whilst it is expected that most children will respond to our policy there will be occasions when individual children have additional needs with regard to the continuing unacceptable behaviour that they exhibit. As part of the approach within our policy of rewards and sanctions, we will use behaviour modification strategies.

Incidences of Bullying

At Borrow Wood, we are a TELLING school. This means that anyone who is aware of any type of bullying that is taking place is expected to tell a member of staff. When incidences are being investigated reference will be made to the Anti Bullying Policy for detailed guidance.

Measures to Prevent Child on Child Abuse

We recognise that pupils may become victims of abuse from other pupils. Child on Child abuse can include:

- Bullying (including cyber bullying, prejudice-based and discriminatory)
- Physical abuse (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm)
- Sexual abuse
- Sexual harassment
- Sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi-nude images and videos
- Up skirting
- Initiation

(Taken from KCSIE 2026)

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils will be sanctioned accordingly. All inappropriate language and behaviour should be challenged. Staff should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or part of growing up. All staff will model manners, courtesy, and respectful relationships. Staff must report instances of child-on-child abuse through the normal safeguarding concern process and follow the usual process for dealing with negative behaviours. Support must be provided to both the victim and perpetrator. In some circumstances, the Safeguarding Team will consider if a referral to children's social care and/or police may be appropriate.

Behaviour Incidents Online

We expect pupils to adhere to the school values and exhibit the same standards of behaviour online as

apply offline. The way in which pupils interact online with one another can have a significant impact on behaviour and culture in school. Non-criminal online poor behaviour and online bullying that occurs outside of school hours will be dealt with on a case-by-case basis in partnership with parents. We will investigate and sanction a pupil when appropriate where online behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running or the reputation of the school. When an incident raises a safeguarding concern, child protection procedures will be followed.

Searching and Screening for Banned Items

The Headteacher and members of staff authorised by the Headteacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited or banned item.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.
- Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.
- Vaping paraphernalia

Pupils' Conduct Outside of School

School staff will discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity. Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case-by-case basis in partnership with parents. We will investigate and sanction a pupil when appropriate where outside of school behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running or the reputation of the school. Criminal behaviour will be reported to the Community Police.

Behaviour Support Plans

Each child is different, so it is important that the cause of the behaviour is investigated, and plans made to meet individual needs. The parents will always be involved at this stage and help from outside agencies may be sort including E.B.D. outreach support teachers from behaviour support the educational psychologist, the school nurse and the school doctor. All targets must be SMART - specific, measurable, achievable, realistic, time related.

Ultimate Sanction

All efforts will be made and proactive steps will be taken to prevent suspension and permanent exclusion. However, extreme cases will result in suspension and permanent exclusion. Particular circumstances such as the severity of the misdemeanour, the child's prior behaviour history, any special educational needs and any safeguarding concerns will all be considered.

Should it prove necessary to suspend or permanently exclude a pupil, the school will follow the L.A. guidelines. Teachers need to keep a record of sanctions given to each individual per day for monitoring purposes on

Arbor. This will include brief notes of specific incidents, any parental contact and key points discussed and agreed.

Lunchtime Rewards and Sanctions

The use of rewards and sanctions used at lunchtime compliment those used during the rest of the day.

Rewards

The play team will reward the children by verbal praise, giving extra responsibility and Class Dojo points for RRR and BEST behaviours.

Sanctions

- Non-verbal reminder
- Verbal reminder x1
- Verbal warning x2
- Time out – away from a situation on the playground. It is important that the member of staff keeps track of the time.
- Make amends for the behaviour e.g. restorative conversation
- SLT Support in Repair and Reflect

Should children continue to persist with the poor choices of behaviour at lunch/break times then further discussion with parents will take place with a member of SLT to assess the problem and seek a solution based on individual circumstances. Options can include, but are not limited to: attending lunchtime nurture groups; 1:1 support during lunchtimes; home/school communications and being asked to go home for dinner.

Serious incident/unacceptable behaviours will be directed to a member of the leadership team straight away in Repair and Reflect.

Incidents of disruptive behaviour on the playground should be recorded on Arbor. The member of staff who dealt with the incident(s) while on duty are responsible for recording and passing information back to class teachers.

Teachers should follow up on incidents with children and parents if required.

Behaviour logs are analysed and data collated every half term to identify patterns of behaviour that need further action.

Defusing situations at lunch time

- Play Team/Support Staff will investigate complaints about incidents that occur at lunchtimes. Each individual case will be heard and then investigated (if necessary), so that the trust between children and adults continues to be at its best.
- When investigating, Play Team will endeavour to get statements from independent witnesses.
- When several children are involved in a dispute, they may all want to tell the adult their side of the story all at once. Adults will need to ensure that children take it in turns to feedback.
- Sometimes, in the heat of the moment a pupil may walk away. Adults will ensure the pupil is given the necessary time they need to calm down and reflect, before they then address the issue.
- Comments made during the 'heat of the moment', will never be taken personally.
- Although we expect all pupils to behave there will be some who struggle to make the right

behaviour choices for a number of reasons. All play team will be notified about these children and wherever possible will give them extra attention and praise when they make the right behaviour choices.

The use of reasonable force

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used to intervene physically. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where physical support is needed to prevent violence or injury to themselves or others. 'Reasonable in the circumstances' means using no more force than is needed. We work to the principle of reasonable, proportionate and necessary and will only intervene physically as a last resort.

Staff at school may need to use positive handling strategies. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Positive handling refers to any type of physical support given to a child to support positive behaviour, emotional regulation and to keep the child and other children and adults safe. The majority of staff have been 'Team Teach' trained, which is an accredited positive behaviour management training, which equips individuals and teams to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

Reasonable force can be used to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Behaving in a way that seriously disrupts a school event e.g. a school trip or visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or disrupt the learning of others
- Attacking a member of staff or another pupil
- Fighting

Reasonable force may also include removing disruptive pupils from the classroom where they have refused to follow an instruction to do so or to restrain a pupil at risk of harming themselves or others through their physical outbursts. School will not use force as a punishment.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on specific circumstances. This judgement should not only depend on the circumstances of the situation but also take account of the individual needs of the pupil concerned particularly in relation to pupils with Special Educational Needs and Disabilities. Any member of staff who has had to physically intervene must as soon as possible and certainly by the end of a session report the incident to the head teacher or deputy head teacher.

Although school does not need parental consent to use reasonable force on a pupil, we will inform parents about serious incidents involving the use of force. Any use of physical handling is recorded by staff on a Positive Handling Form, within 24 hours, and is then promptly uploaded to CPOMs. Any incidents which involve injury to any child or adult are considered a 'Serious Incident' and are also recorded on a Serious Incident Form, so that a more detailed debrief can take place. If staff consider an incident to be serious for any other reason, such as intensity or length of emotional distress to children or staff, they should also fill in

a serious incident form and report the incident to the headteacher. Serious Incident Forms are uploaded to CPOMs.

In deciding what is a serious incident, staff will use their professional judgement and consider the following:

- The pupil's behaviour
- The level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

After any use of Positive Handling which doesn't form part of a child's Positive Behaviour Support Plan, staff involved in the Positive Handling will discuss with SLT whether the use of Positive Handling was beneficial and should be added to a Positive Behaviour Support plan or whether changes need to be made to the child's provision. Following any Serious Incident, a debriefing meeting will be held with the staff members involved and a member of SLT. Staff will complete the Positive Handling Record and Serious Incident Form before the debriefing and the aim of the debriefing will be to agree strategies to reduce the risk of a recurrence of the serious incident and provide support to the staff involved.

As appropriate to our school population, our senior leadership team will consider the needs of any of our staff who should be trained in effective techniques. The Head Teacher will consider carefully if any staff member requires any additional training to enable them to carry out their responsibilities and care for any individual pupil's needs. The majority of staff have Level 1 Team Teach Training and some staff have received Level 2 Team Teach training.

Complaints

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's Complaints Procedure. The Chair of Governors will be informed of complaints, but other governors will not be involved as a complaint may require further action on their part.