

Behaviour Curriculum Policy

Smallwood CE Primary Academy



Approved by:	Headteacher	Date: August 2025
Last reviewed on:	July 2025	
Next review due by:	July 2026	

1. Aims and objectives

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together. Through a happy, secure, and stimulating environment, we aim to enable every pupil to SHINE in this rapidly changing world and to realise their full potential both while in school and in their future life.
- We endeavour to maintain a culture of positive attitudes and empower children to be productive life-long learners with enhanced life-chances resulting from a primary school foundation of care, concern, compassion and belief in the abilities and character strengths of each individual within our school community.
- The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn without disruption. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school reinforces and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter any negative behaviour.
- We encourage children to think about, and take responsibility for, their own behaviour through reflection and discussion.
- We reward individual and group behaviour and encourage children to reflect upon how their behaviour impacts upon our school community.
- We foster a respect for the school environment and the property of other people.
- We work hard to successfully support our children to manage and reflect on their negative behaviour so that they learn from mistakes and accept that mistakes are a natural and expected part of learning.
- Each new lesson is a fresh start and a mistake once resolved is forgiven and moved on from.

“We are designed for connection and function best as human beings in the context of relationships.” (L. M. Bomber 2020)

“We need to be responsive to and accommodating of all children, no matter their needs and history and how they have behaved.” (Dr Lucy Burke)

2. Behaviour Curriculum

At Smallwood C of E Primary Academy, we expect our children to be:

‘Ready’ - to learn and do my best

‘Respectful’ - to everyone and everything

‘Kind’ - with my hands, feet and voice

‘Safe’ - towards others, myself and our environment

These 4 values/ expectations are prominently displayed in all teaching areas and are referred to regularly by all adults in school.

2.1. Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the values, routines, expectations and norms of our school's behaviour culture.

Individual rewards include: dojo points, stickers, phone calls home, certificates awarded in our celebration worship, a place on the top table every Friday and 'the always club'.

Dojos (individual praise points)

- All children are able to earn 'dojos' for good behaviour, effort and work (including homework). They can collect these from any member of staff around the school and they will be recorded on an electronic class register.
- In line with our values, and to ensure a fair and consistent approach to behaviour, every class will award dojos for: respectful, ready, kind or safe behaviour.
- Each class may also choose a further 4 dojo categories which are specific to the needs of their class.
- Parents are able to access their child's dojo information to see how many they have received and for what reason, they will also be able to contact the class teacher through the class dojo messenger/ class story if they have any questions regarding behaviour. Class dojo logins will be provided by the class teacher and/or the school office.

We want our children to be commended for their positive learning behaviour and therefore we have a range of rewards for when they have achieved a certain amount of dojo points.

25 dojo points	50 dojo points	100 dojo points
Privilege to change avatar/ receive a class dojo sticker.	Raffle ticket into half-termly prize pot & certificate in Friday's Celebration worship.	Hot chocolate/ice cream sundaes with the Head or Deputy & 5 raffle tickets into half-termly prize pot

*Dojos will be wiped at the end of each term

Top Table

There will be a VIP table set up in the hall on a Friday lunch time where a child from each class will be chosen to sit with a member of staff based on their positive behaviour from that week. A 'Top Table' ticket will come home with your child should they receive this reward.

The Smallwood Allstars Club

Each half term, children from each class may be selected for 'The Smallwood Allstars Club.' This reward is for those children who demonstrate consistent outstanding behaviour and are role models to their peers. These children will get an additional reward and will have 5 raffle tickets entered into the half-termly behaviour draw.

SHINE Awards

2 x special shine, awarded to any child who has stood out that week in following our school values.

1 x learning shine (core or foundation subjects)

These children will be given a certificate during Friday's Celebration worship.

Individual Classes

Individual classes may have additional rewards such as 'star of the day,' 'special helper' etc.

Class marbles (collaborative rewards)

As a school we are also eager to foster team-work and collective responsibility. It is important that our children recognise that they are part of a community and that their behaviour impacts upon the community, the ability to work with others and to strive to achieve a common goal are skills that we encourage. We therefore also run a system of marbles in a jar. This enables class teachers to reward the class for great attitude showing prolonged positive whole class learning behaviours.

Marbles can be given for actions such as:

- Behaviour in class: active listening, team working, tidying up, excellent participation and response in lessons or activities, whole class effort, sensible / responsible behaviour, politeness to a visitor, significant whole class achievements.
- Behaviour around school: lining up, moving around school, taking care of the school environment, taking care of younger pupils, behaviour in assembly, at lunchtime or on the playground.
- Behaviour out of school: representing the school, good behaviour on educational visits.

All members of staff can award a marble for whole class behaviour; adults need to consider when it is appropriate to reward individually and when a collective reward is the correct response. Classes should generally receive one marble; when a class has shown exemplary behaviour, it is appropriate to give up to 3 marbles.

A whole class reward is given for every 40 marbles collected and this will be a half-day special activity planned/ organised by the class teacher in line with the children's interests and preferences.

2.2. Responding to negative behaviour

Negative behaviour is any act which prevents the child from demonstrating the school values/ expectations of being:

Kind, Respectful, Ready, Safe

For example:

- Not following instructions
- Behaviour which disrupts their own learning
- Behaviour which disrupts a group or class and prevents others from learning
- Behaviour which shows a disregard for property
- Poor listening

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore and maintain a calm and safe learning environment and seek to prevent recurrence of misbehaviour.

Low- level disruptive behaviours will be swiftly noted and responded to so to reduce the potential impact of loss of learning time. Adults will focus, where possible, on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.

Staff will endeavour to create a predictable environment and will challenge behaviour that falls short of the standards. They will respond in a consistent, fair and proportionate manner (always maintaining an awareness of each individual and their needs, especially SEND and SEMH but also looking out for hidden SEND) so pupils know with certainty that misbehaviour will always be addressed.

As part of our behaviour curriculum, de-escalation techniques (including the use of pre-arranged scripts) will be used to help prevent further behaviour issues arising.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Sanction System

Child following the school rules: Respectful, Ready, Kind, Safe		
<u>Verbal Reminder</u> <i>Reminder of school values/ expectations.</i> <i>Child stays on green</i>	<u>Reflection & Repair</u> <i>3 minutes in the reflection area & use of restorative script.</i> <i>Child moved to yellow.</i>	<u>Consequence</u> <i>10 minutes of next lunch/play time missed.</i> <i>Child moved to red</i>
Any child who is not behaving in line with our expectations will always be given a reminder by staff. The adult makes them aware of their behaviour and the learner has a choice to do the right thing. The aim should be to keep things at this stage and to stay on green. No more than 2 verbal reminders should be given for the same behaviour.	Child has a final opportunity to change their behaviour and will spend 3 minutes in reflection. The member of staff will use a scripted intervention to support the child in getting back to green. If behaviour subsequently improves the child should be moved back to green.	Behaviour has not improved. A child at this stage will miss 10 minutes of their lunch/play time. *Each session/ day is new and children won't remain on red once the 10 minutes time out has been completed.
A red card might be required without the prior stages for any behaviour deemed to be repetitive, particularly aggressive, offensive, dangerous, racist, homophobic or intentionally hurtful. Children at this stage will need to have a more in-depth discussion with the head/ deputy/ SLT to avoid the behaviour being repeated and parents will be informed.		

*The day is split into 2 sessions: before lunch and after lunch through to home time.

*Children can earn back their place on green should their behaviour improve. Where a child ends the am/pm session on red, a record will be made by the class teacher. If there are repeated incidences (2 consecutive days/ 3 in a week/ 5 over a fortnight/ any identifiable patterns), parents will be informed in the first instance by class teachers.

*The reflect and repair stage is crucial, and staff will use a restorative script in private before/ during reflection time.

*Alternative arrangements for sanctions can be considered on a case-by-case basis if deemed to be more effective for that pupil, based on staff's knowledge of that pupil's personal circumstances.

2.3. Supporting pupils following a sanction

It is our aim that all staff will engage positively with children in the school to enable all pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Restorative techniques will be used as follows:

Behaviour Stage	Who?	What?
Verbal Reminder	All Staff/ Class Teacher/ Teaching Assistant	Positive Reinforcement/ Use of Dojos Reminder of expectations
Reflect and Repair	Class Teacher/ Teaching Assistant	Restorative script/ Reminder of expectations
Consequence	Class Teacher/ Teaching Assistant/ SLT	Restorative discussion/ Reminder of expectations *Repeat occurrences shared with SLT and highlighted to SENDCO.
Red Card	Head/ Deputy/ SLT	Discussion at/ soon after time of incident where possible. Provide information on what will happen if their behaviour fails to improve. Parents informed. Assign child to SENDCO other agency for additional support where appropriate.

2.4. 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, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. (Please refer to our child protection and safeguarding policy for more information).

2.5. *Responding to negative behaviour from pupils with SEND*

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

(Please refer to our SEND policy for more information of how sanctions might be adapted for pupils with SEND and how it might be necessary to consider whether a pupil displaying challenging behaviour may have unidentified SEND).

3. Responsibilities

3.1. *Teachers and support staff*

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will not use raised voices to reprimand children.

They will:

- Create and maintain a safe and stimulating environment that encourages pupils to be engaged;
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Establish and maintain clear boundaries of acceptable pupil behaviour;
- Implement the behaviour policy consistently while maintaining a critical awareness and understanding of each individual child;
- Model expected behaviour and positive relationships;
- Show the ability to co-regulate with children who are dysregulated and use a range of Emotion Coaching skills to help children develop self-awareness, empathy, emotional literacy and self-regulation strategies;
- Be punctual in starting lessons, at break-time duty and when collecting children from the playground – empty time leads to misbehaviour;
- Provide a personalised approach to the specific behavioural needs of particular pupils;
- Consider their own behaviour on the school culture and how they can uphold school rules and expectations;
- Give sufficient thinking and responding time to children;
- Record behaviour incidents promptly on CPOMS where appropriate;
- Challenge and support pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

3.2. *The headteacher*

The headteacher is responsible for:

- Reviewing and approving this behaviour policy;
- Ensuring that the school environment encourages positive behaviour ;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's ethos and behavioural expectations to ensure they understand its rules, routines and culture and feel able to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy;
- The headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. (Please see our suspensions & exclusions policy for more information).

3.3. *Parents and carers*

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate ;
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy. The school will work in collaboration with them to tackle behavioural issues.

3.4. *The role of directors*

- The Board of Directors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The directors support the headteacher in adhering to these guidelines but also hold the headteacher to account for its implementation.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but directors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

3.5. *Pupils*

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals, including a buddy system to ensure new pupils feel welcomed, settle in as best they can and feel quickly settled and happy, ready to shine at Smallwood.

4. Monitoring and reviewing

The Headteacher reviews this policy every two years. The Headteacher may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix

1a) Restorative Script (majority of children)

30 Second Scripted Intervention

- 1) I noticed that you ...
- 2) That is not being kind/
ready/ respectful/ safe ...
- 3) I need you to ...
- 4) Do you remember
yesterday/ last week
when you ...
- 5) That is who/what I want to
see today.
- 6) I will give you some
thinking time. Thank you
for listening.

1b) Restorative Script (SEND/ trauma informed approach)

30 Second Scripted Intervention

'Connection before Correction'

- I Can see! “ You don’t
have to shout at me to
show me you’re angry; I
can see”
- Be Curious “I’m
guessing, I’m wondering
but tell me how it feels for
you.
- Validate. “I can see you
have big feelings about
that. And you felt it was
unfair. I would be upset if
I felt something was unfair
or I wasn’t Understood”.
- I can help “I think we can
sort this out together”
- I am not a threat. “I am
here for you