



Behaviour Policy

'Strong relationships, clear expectations and a culture of noticing the good — this is how we build a community where everyone belongs at Yealmpstone Farm Primary School.'

Values and Beliefs:

- The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. We are following a relational approach to behaviour management based on the book, 'When the Adults Change.' By Paul Dix.
- Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour.
- We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.
- We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately. We give children choices and make it clear as to the consequences of the choices they make. We believe that children have rights and responsibilities.
- Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

Expectations:

We expect all adults and children to:

- ✓ Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- ✓ Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- ✓ Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- ✓ Value, take pride in and care for the school by looking after school property and equipment.
- ✓ Develop an active partnership with families as a means of encouraging positive behaviour.
- ✓ Parents must be aware of the school policy and the standard of behaviour and attitudes towards learning that are expected.
- ✓ Create a consistently attractive, stimulating and well-ordered environment throughout the entire school building and grounds.
- ✓ Closely involve the children and their families in creating and taking responsibility for their learning environment.
- ✓ Create a learning environment where everyone feels comfortable.

All **staff** that work in the school are expected to model positive learning behaviour and make reference to positive learning behaviours, using the language 'good choices', so that every child can learn with minimal disruption.

All **children** are expected to follow the school rules and explore ways of modelling good behaviour so that every child can learn.

All **parents/carers** are expected to support the school's policy for the promotion of self-esteem and positive behaviour. They will ensure their children arrive at school ready to learn.

Educators should always ensure that they are:

- ✓ Warm and approachable
- ✓ Clear when communicating and offer appropriate instructions
- ✓ Authentic
- ✓ Clear and consistent with boundaries
- ✓ Predictable
- ✓ Consistent
- ✓ Empowering learning

Implementing Positive Praise:

At YFPS we will adopt the three-part praise statement:

- 1) Gain attention of the child and then pause
- 2) Show approval
- 3) Give feedback

eg. 'John, well done – you have worked really carefully on your drawing.'

'Jo, excellent! You managed your distractions really well and kept on task.'

The Three Rules at YFPS: Ready, Respectful, Safe

At YFPS, our behaviour expectations are built around three simple, memorable and universal rules: Ready, Respectful, and Safe. These principles are drawn from the work of Paul Dix and his relational behaviour approach, which emphasises clarity, consistency and positive adult–student relationships. By using a small set of whole-school rules, we create a shared language for behaviour that is accessible to all pupils and supports calm, predictable routines.



Ready



Respectful



Safe

Ready

Being ready means pupils come prepared to engage fully in learning. This includes having the correct equipment, following routines quickly, and showing a willingness to listen and participate. Staff model 'ready' behaviours through clear instructions, consistent routines and calm transitions.

Respectful

Being respectful reflects our belief that positive relationships underpin excellent behaviour. Pupils are expected to speak kindly, listen attentively and treat others, their environment and themselves with care. This links directly to Paul Dix's emphasis on relational practice, where respect is cultivated through positive noticing, calm adult behaviour and modelling the interactions we expect from children.

Safe

Being safe ensures that everyone in the school community feels protected and secure. Pupils learn to make safe choices, move around the school calmly and follow adult guidance. Adults teach and practise safety routines explicitly so that children understand both the expectations and the reasons behind them.

Why we use the Three Rules:

Paul Dix's behaviour principles advocate for simplicity, consistency and relational practice. Instead of long lists of rules, he recommends using three to five clear expectations that are phrased positively, apply to all environments and are easily understood by every child. Our adoption of Ready, Respectful, Safe allows us to:

- Use a shared language across all classrooms and spaces
- Provide consistent expectations for pupils of all ages
- Focus on teaching behaviour, not simply policing it
- Reinforce positive conduct through praise, scripts and relational approaches
- Support restorative conversations when behaviour falls short

Positive Reinforcement and Rewards

Values

The school talks about values regularly and how these are reflected in children's behaviour and link these to the Three Rules of Ready, Respectful and Safe.

Peaceful places

Every class has a sensory breakout calm place with sensory tools to support children to self-regulate. All children have been taught about the five-point scale and use this to help them to identify how they are feeling and learn strategies to lower back down the scale.

Responsibility

Children across the school have responsibilities to help develop their character and sense of integrity and justice. Y6 are prefects who work across the school.

Curriculum

At YFPS we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. School encourages systems and routines to keep well-ordered classrooms.

The values and school rules are reinforced by the adults in school by:

- ✓ Giving clear and concise directions and a visual timetable to children so that misunderstandings do not arise.
- ✓ Praising pupils who follow the rules.
- ✓ Backing up verbal praise with action.
- ✓ Stickers - given out by teachers, TA's and midday supervisors for effort with work and behaviour and achievement in work. Taken home to be shared with parents/carers.
- ✓ Marble Jar (or equivalent) - the class work towards a negotiated 'treat' by earning marbles (or equivalent) for times when the whole class has behaved or worked appropriately. The number of marbles needed is agreed with the class.
- ✓ House points - Given out by adults for achievement in work or behaviour. Goes towards termly house point cup and end of year trophy.
- ✓ Tiny Turtle maths awards for learning powers presented in assembly.
- ✓ Class Dojo awards presented in assembly for mathematician of the week
- ✓ Healthy Schools vegetable award presented in assembly for healthy lifestyle each week.

Behaviour Recovery

All staff are trained to have a trauma informed approach to managing behaviour. At YFPS we operate a behaviour recovery programme. Central to this is the awareness and understanding of emotional intelligence.

Key objectives of Emotional Intelligence
Know my emotions in real time
Use my emotions in a positive way
Use my emotions to motivate myself and overcome setbacks
Allow me to empathise with others
Develop positive relationships

These apply equally to staff and children and ensure we develop a culture of honesty, integrity and courage to tackle difficult situations.

At YFPS we will not tolerate behaviour which impacts on other people's learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

In each class the classroom teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs. When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours. Our staff are trauma informed and they recognise that children displaying behaviour that is challenging may well have adverse childhood experiences (ACEs) which are impacting on their ability to cope with normal classroom routines. This means that children who find it hard to self-regulate their emotions will be supported through a Team Around Me (TAM) and have resources and systems put in place to help them.

Our approach is bespoke for vulnerable children and designed around the child, but in general the system is:

Step 1: A reminder given on what is expected, praise given to those who are making good choices following the three-part praise model.

Step 2: Take child out of the class to discuss their behaviour choices.

Step 3: Miss part of break and/or lunchtime and reflect on the incident and causes once calm.

Step 4: Miss a larger part of or all of break and/or lunchtime and discuss with a member of staff strategies to manage their behaviour and self-regulate. Carry out therapeutic activities to develop their skills at managing their behaviour.

Step 5: Work in another classroom for a part of the lesson.

Step 6: Sent to Head teacher / Assistant Head teacher – internal seclusion in a dedicated small learning space. Parents informed by HT/AHT (Possibility of being invited in to discuss incident and agreed action going forward; (eg. BIP, EHAT or TAM.)

Step 7: Exclusion with support from external agencies eg. rehabilitation programme

Step 8: The school maintains the right to exclude permanently in extreme circumstances as outlined by government guidelines.

Stages can be missed out depending on the seriousness of the incident. Serious incidents are to be recorded and filed on our online system CPOMs. This will help keep track of how often children are displaying inappropriate behaviour and therefore whether more intervention needs to take place.

If inappropriate behaviour occurs at break times, the staff on duty need to deal with it immediately. Children will be asked to sit out on the side of the playground for an agreed amount of time in order to reflect on their inappropriate choices. The class teacher must be told of any major incident that has occurred.

It can only be the decision of the head teacher or assistant head teacher after consultation with the head teacher to seclude or exclude a child or reduce a pupil's timetable.

It may also be necessary to involve out of school professionals, such as the Educational Psychologist, Community Pediatrician and the Pupil Referral Service throughout the above process. Children who display significant and /or persistent behavioural difficulties will be placed on the Special Needs Register and supported and monitored as appropriate.

In some instances, it may be necessary to restrain a child if it is felt either the child or other children's safety is at risk. (Please refer to Positive Handling Policy.) If while doing this, a member of staff is physically hurt, they need to record the incident using the appropriate form and then inform the Head teacher or Assistant Head teacher so they can take necessary action.

To support all school staff with implementing the behaviour policy some guidance notes have been drawn up.

Appendix 1 Behaviour Policy Guidance for all staff

Appendix 2 Guidance for Midday Supervisors

Appendix 3 Dealing with Aggressive and / or Poor Behaviour and Pre-empting Inappropriate Behaviour

Appendix 1 YFPS Primary School Behaviour Policy Guidance for all staff

Behaviour	How it might look	Positive strategy to use prior to sanction being given
Fighting with others	Punching, hitting, kicking, biting (more than one child instigating)	Straight to sanctions, senior staff informed of incident
Causing physical harm to others	Punching, hitting, kicking, biting (One sided)	Sent to Headteacher for discussion. Time spent in internal seclusion if appropriate. Contact made with parents.
Swearing	In-voluntary act / swearing as part of conversation / not directed at a person	Removal from the playground play area for a designated time.
Non- compliance	Swearing at a person Refusal to complete work, refusal to do as asked, not attending specific lessons or activities e.g. assembly, PE	Discussion with the class teacher. Time spent in a calm corner with a supportive TA. Therapeutic session with PSA or another adult to find out the root cause of behaviour.
Showing disrespect to children	Laughing at other children's abilities Speaking rudely to children Making derogatory comments	Explain why that is inappropriate - give reflection time in a calm corner and make apologies. Therapeutic session with PSA or another adult to find out the root cause of behaviour.
Showing disrespect to adults	Speaking rudely to adults, refusal to speak/listen Answering back Walking away when being spoken to	Explain why that is inappropriate - give reflection time in a calm corner and make apologies. Therapeutic session with PSA or another adult to find out the root cause of behaviour.
Leaving teaching areas without permission	Running away from a situation due to dysregulated behaviour.	Staff members follow and guide the child to calm corners and use the five point scale to help the child to self-regulate. Therapeutic session with PSA or another adult to find out the root cause of behaviour.

<p>Showing a lack of respect for resources and equipment</p>	<p>Damaging schoolbooks, drawing on exercise books Breaking rulers/pencils etc Leaving resources on the floor Not putting away resources correctly. Deliberate damage of property.</p>	<p>Staff members follow and guide the child to calm corners and use the five-point scale to help the child to self-regulate. Therapeutic session with PSA or another adult to find out the root cause of behaviour.</p>
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Appendix 2 YFPS Primary School - BEHAVIOUR AT LUNCHTIMES.



BEHAVIOUR PROMPT CARD



<p>CONNECT BEFORE CORRECT</p>	<p>CLEAR, CALM INSTRUCTIONS</p>	<p>PRAISE IN PUBLIC CORRECT IN PRIVATE</p>	<p>USE THE RULE LANGUAGE</p>
<p>Greet pupils positively with warm and calm body language.</p> <p>Notice positive behaviour immediately.</p> <p>"I can see you're being ready, thank you for lining up so sensibly."</p>	<p>Say what you want to see, NOT what you don't want.</p> <p>"Walking please" instead of, "Don't run."</p>	<p>Encourage children in front of others.</p> <p>Redirect quietly to avoid embarrassment/shaming where possible.</p>	<p>"Are we being ready / respectful / safe right now?"</p> <p>"Show me what safe hands look like."</p> <p>"That was respectful - thank you."</p>



BEHAVIOUR PROMPT CARD



WHEN THINGS GET TRICKY

- STAY CALM**

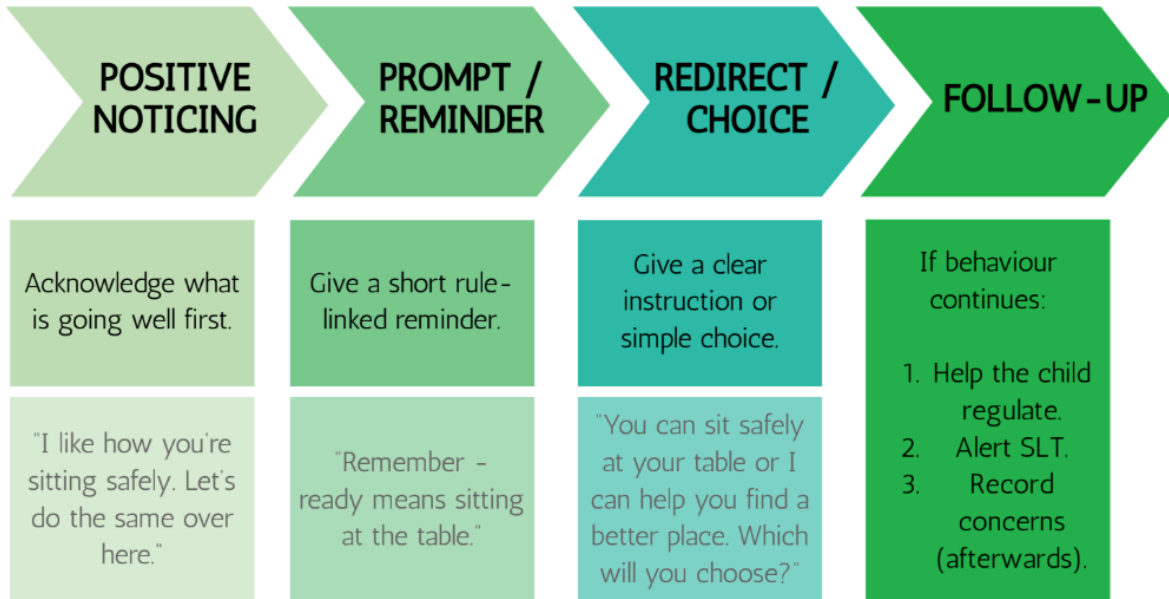
Your tone sets the tone. Use simple, neutral language. "I'm here to help. Let's sort this together."
- VALIDATE FEELINGS**

"I can see that you're upset. Let's take a moment/go to the sensory room/go on a walk."
- MAINTAIN SAFETY FIRST**

Prioritise safety - move other children away from unsafe situations before addressing behaviour.



BEHAVIOUR PROMPT CARD



Expectations of behaviour

- ✓ Walking around school
- ✓ Holding the doors open for others
- ✓ Respecting property and belongings by: keeping cloakroom areas tidy, putting books back on shelves correctly, not leaving items on the floor, Keeping exercise books tidy etc.
- ✓ Expecting polite responses from children and adults by: always saying please, thank you and excuse me; trying to have eye contact (where possible); acknowledging when people are speaking to you; by responding and not shrugging, nodding; using 'Pardon' and not 'What'.

Members of staff will reward children for any of the above behaviour and point out the good behaviour whenever they notice it.

Appendix 3 Dealing with Aggressive and/ or Poor Behaviour and Pre-empting Inappropriate Behaviour

- ✓ At all times the staff's behaviour will have a big impact on how the children will respond to the adults around them and their peers. All of our staff are trauma informed. We consider the needs of the child and how we need to manage them. This does not mean we lower our expectations for behaviour, but we may adapt the way we manage the child.
- ✓ We always listen; listen to all sides of the story before making assumptions or issuing punishments, there are always two sides to a story.
- ✓ If children know they will be listened to, then they will be less defiant and rude when they get angry.
- ✓ We are always respectful of others; never belittle, humiliate or deliberately embarrass children.
- ✓ Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice.
- ✓ If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation.
- ✓ Use Physical intervention as a last resort (See Positive Handling Policy)
- ✓ Don't greet a child's anger with your own, be calm and rational.
- ✓ When a child gets angry it may take up to 45 minutes for a child to calm down enough for you to meaningfully engage in conversation to tackle the problem.
- ✓ Early warning signs that a child may have an outburst – physical agitation, change in facial expression, body posture, tone of voice, moving around, over sensitivity. At this point an adult's reaction will have huge consequences on the child – do not use phrases like 'don't be silly, don't start that, pull yourself together, you're acting like a baby' this will only inflame the child's agitation. Try to distract, relocate or change their activity instead. This could be done by finding a quick job to do, moving them to a new activity, changing their seating position in the class etc. However remember these strategies are there to prevent a situation from arising where you have seen warning signs and not to be used all the time. It is also important that these are not viewed as rewards which can be associated with poor behaviour.

Useful language to use: 'I can see that you are really upset about that...'

'I wonder why that has made you feel upset?'

'I am here and you are safe.'

'I can see that you're feeling angry about ...'

Notice and identify the emotion. Name and connect the emotion. Support the child whilst they calm down. Address the issue.

It is also helpful to use our sensory tools to help calm the child.

De-escalation and Non-Verbal Intervention Techniques	
Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
Description of reality	A simple statement of fact. Simple description of the inappropriate behaviour- 'Malcolm, you are talking', 'Martha you're pushing Lauren.' This is a calm statement of what is happening and will often end the behaviour there and then.
Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give Tom his pencil, thank you. The use of thank you rather than please is a subtle way of showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule - 'Scott, our rule is that we put our hands up to answer.' 'Amy, remember the rule about lining up'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour. Can be either public or private correction.
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child follows the instruction, or, if there is resistance and argument, acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective. It may be necessary for the child to be removed from the classroom.

Approved by:	(Name)	Date: (Date)
Last reviewed on:	23/1/26	
Next review due by:	23/1/27	