

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 explicitly teaching the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils, parents, carers and staff, and a consistent approach by adults who are determined to establish excellent behaviour.

At Yewtree Primary School we aim to:

- Create a culture of exceptionally good behaviour and 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/Equity).
- 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, parents, carers 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 exceptionally good behaviour is a minimum expected standard 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
- Early Years Screen time
- Mobile phone
- KCSiE
- Working together to safeguard children

Vision and Values

At Yewtree Primary School, every child is empowered to grow, learn, and succeed through strong relationships, high expectations, and a commitment to equality/equity, and our aim is to nurture confident, curious and resilient learners who thrive academically, socially and emotionally.

The following core values underpin our vision so that we can support children to **THRIVE** in our school environment and the wider world.

UPDATED VERSION NEEDED

Trust	We act with honesty and respect, building strong relationships.
Hardworking	We try our best and take pride in our achievements.
Resilience	We learn from challenges and keep going when learning feels difficult.
Independence	We think for ourselves and take responsibility for our learning.
Valued	Everyone is important, included and supported.
Equality	We ensure fairness, acceptance and equal opportunities for all.

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.

Our first approach is to use the Hertfordshire Therapeutic Thinking technique to support behaviour management. This approach has an emphasis on consistency, on the teaching of self-regulation rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs. 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.

All 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 (Autumn 2026).

Behaviour Curriculum and Emotional Literacy (see Behaviour curriculum document)

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

The behaviour curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the behaviour curriculum so that they can recall the information and act upon it. At the start of each half 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** and **REWARD** exceptionally good 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.

Expected behaviour is: • A social behaviour that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering. • Expected behaviour is characterised by a concern for the rights, feelings and welfare of others	Unacceptable behaviour is: • 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.
Rewards: • Behaviours which foster our values will be acknowledged by staff with rewards. • Through these rewards, we aim to recognise positive choices and to develop self-awareness.	Consequences: • The learning, rehearsing, or teaching of an expected behaviour can be taught. • Children learn to manage their own behaviour rather than rely on adults.

Some behaviours exhibited can be identified as difficult and dangerous.

Difficult behaviour = unacceptable 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.

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, where everyone is 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 positive 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 expected 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 designed to meet the very specific needs of each individual child, their age and any specific circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour. However, it is important to point out that there is a minimum standard of behaviour expected to keep everyone safe, and that must apply to all in the school, regardless of any additional circumstances.

When a child is not demonstrating expected behaviour, staff will firstly praise the positive behaviour from other

pupils and if necessary, issue an instruction or warning. In the case of unacceptable 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 or carers 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 unacceptable behaviour, a restorative conversation will be had afterwards, when the child is calm and emotionally ready to do so.

Calm area

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 area has a variety of resources that the child can access to support regulation and reflection.

Roles and Responsibilities

Pupils

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

Parents and Carers

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

Parents and carers are expected to:

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

Staff

All Yewtree school staff are responsible for:

- Having high expectations of expected 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 expected behaviour.
- Providing a personalised approach to the specific behavioural needs of all pupils.
- Recording unacceptable behaviour incidents in a timely fashion.

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 the 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.

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 implementation.

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 expected behaviour policy effectively works for the majority of children. Some children 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 less effective. 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
- consider 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 walks 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 turned off during the school day once the child enters the school site and not turned back on again until the child has exited the school site.

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 and carers prior to their child starting at the school.

Pupil Conduct Outside the School Premises

Consequences may be given for unacceptable 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.
- Positive behaviour on the way to and from school 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; these may include but are not limited to 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 and carers have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents and carers 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 Body annually.

Links to other Policies

Anti-Bullying Policy

Behaviour Curriculum

SEND Policy

Appendix 1

Stage	Examples of Behaviour	Monitoring and Consequences
Stage 1 Distracting	• 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	Monitored by classroom staff and are tackled using positive reinforcement, non-verbal instruction and strategies including discussion: – 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? Or reminders, warnings, restorative conversation with adult, completing work in own time. If behaviours are repetitive or persistent, class teacher will contact parent via phone or face-to face (but away from public view). Persistent stage 1 behaviours recorded on Arbor once parent contacted.
Stage 2 Difficult behaviours (disruptive and disrespectful	• 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	Monitored by classroom staff and phase leaders. 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. Will result in loss of privileges, missing of playtime to complete work/reflective writing or activity/apology,
Stage 3 Dangerous behaviours	• 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	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. Will result in loss of privileges, time out of class to reflect and self-regulate/reflective writing or activity/apology. Any incident deemed serious will be investigated by the senior leadership team and parents may be invited into school for a meeting. May result in internal or external suspensions or exclusion

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.
- Staff and the wider school community such as governors and external visitors to school have the right to feel safe, valued and respected
- 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 Body 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.