

Behaviour Curriculum Policy

Smallwood CE Primary Academy



Approved by:	Directors	Date: August 2025
Last reviewed on:	July 2026	
Next review due by:	July 2027	

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 day 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	75 dojo points	150 dojo points
Privilege to change avatar/ receive a class dojo sticker.	Raffle ticket into half-termly prize pot & 75 dojo sticker in 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 morning where a child from each class will be chosen to sit with a member of staff (for a light breakfast) 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 Smallwood Shine Awards to be presented per class during Friday's Celebration worship. These awards might be given for curriculum achievements, children demonstrating the school values or for other individual reasons.

Individual Classes

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

Collaborative Awards

To instil teamwork and collaboration at Smallwood we also have our 4 houses. Children can earn tokens for their house throughout the week and the winning house will get their ribbon on the trophy each week

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 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 where appropriate), 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.

<u>Child following the school rules/ Initial Verbal Reminder</u> <i>Positive behaviours displayed/ Reminder of school values/ expectations given.</i> <i>Child stays on green</i>	<i>Child moved to yellow.</i> <u>Reflection & Repair</u> <i>An opportunity for reflection and regulation.</i>	<i>Child moved to red</i> <u>Restoration/ Consequence</u> <i>10 minutes of lunch time in the quiet room.</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.	The child has a final opportunity to change their behaviour and will take some reflection time. The child will be supported in getting back to green. If behaviour subsequently improves the child should be moved back to green. If behaviour does not change then the child will be moved to red.	The behaviour warranted a red card and the child completes 10 minutes restoration with a member of the senior leadership team in the quiet room at the next lunchtime. Being on yellow or red should not become moral judgements about a child. They are points in a behaviour process.
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 supportive, positive language (and a restorative script where appropriate) 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 red card

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?
Children demonstrating positive behaviour/ Initial Verbal Reminder	All Staff/ Class Teacher/ Teaching Assistant	Positive Reinforcement/ Use of Dojos Reminder of expectations/ Individual reasonable adjustments/ Restorative scripts
Reflect and Repair	Class Teacher/ Teaching Assistant	Restorative scripts/ Reminder of expectations/ Opportunities given to make positive choices/ Individual reasonable adjustments
Red Card given	Class Teacher/ SLT	Restorative discussion/ Reminder of expectations/ Individual reasonable adjustments/ Explanation as to why the red card has been given
Restoration in Quiet Room	Head/ Deputy/ SLT	Restorative discussion with member of SLT to enable the pupil to make more positive choices in the future

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 negative behaviour 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.

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 a cycle of negative behaviour (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.

Parents/carers are expected to support the school's policy, decisions and agreed approaches, working positively and respectfully with staff to promote their child's wellbeing, inclusion, safety and educational progress as well as the safety and wellbeing of others.

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.

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

2. Examples of Potential Consequences for Unacceptable Behaviour

At Smallwood CE Primary Academy, we aim to promote positive behaviour and help children learn from any mistakes they make. When behaviour falls below our expectations (as outlined in the Behaviour Curriculum), consequences may be applied in a consistent, fair and proportionate way. Consequences are not designed to humiliate or shame but to maintain a safe, respectful and productive learning environment. [GOV.UK+1](https://www.gov.uk/guidance/behaviour-management)

Possible Consequences for Unacceptable Behaviour

These examples cover a range of responses that may be used depending on the age of the pupil, the context and the seriousness of the behaviour:

Classroom-Level Consequences

- Verbal reminder or reprimand
- A brief reflection time within the classroom
- Completion of unfinished work or tasks to reflect on the behaviour
- Temporary change of seating or place in class
- Reflection sheet or behaviour log recording
- Learning task related to behaviour (e.g., writing about respectful behaviour)

Loss of Privileges

- Temporary loss of playtime or part of lunchtime
- Withdrawal of opportunities such as representing the school
- Withdrawal from non-essential activities (e.g. school clubs or responsibilities) (e.g., a child may not attend a lunchtime club if behaviour repeatedly falls below our expectations)

Restorative and Reflective Consequences

- Restorative conversation with an adult to discuss behaviour
- Repairing harm or helping fix what went wrong (tidying up, supporting a peer, etc.)
- Meeting with teacher or member of senior staff to agree next steps

Parent/Carer Engagement

- Communication with parents/carers (phone call or letter home)
- Meeting with parents/carers to discuss patterns of behaviour and agree a support plan

Supervised Reflection Spaces

- Time spent in a quiet, supervised area to reflect on behaviour for a short period
- Short-term removal from class to another supervised space within school

Structured Monitoring

- Behaviour monitoring or report card with specific goals
- Regular check-in with a teacher or senior leader to support improvement

Supportive Responses for Persistent or More Serious Behaviour

For repeated or more serious incidents, consequences may include (and will always involve appropriate staff and parental communication):

- Extended supervised reflection with restorative discussion
- Referral to senior leadership for behaviour support

- Support planning with pastoral staff (e.g., behaviour support plan)

Note: In line with statutory guidance, sanctions such as detentions, loss of privileges and removal from classroom are lawful and may be used where appropriate — always with consideration for the individual child's needs and circumstances. [GOV.UK+1](https://www.gov.uk/guidance/sanctions-and-consequences-for-school-pupils)

Principles for Applying Consequences

All consequences:

- Are proportionate to the behaviour and applied fairly.
- Are intended to support children to learn and reflect, not simply punish.
- Will consider individual needs, including SEND, and adjusted where necessary.
- Will be applied in line with our overall Behaviour Curriculum and safeguarding duties.