

Vernon Primary School



Behaviour Policy & Behaviour Principles Written Statement (Appendix A)

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Vernon Primary School. It outlines the school's expectations and aspirations for behaviours which are integral to teaching and learning. The policy celebrates achievement and applies sanctions where appropriate. It promotes a consistent approach which involves all staff, pupils and parents. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents/carers, Governors and other members of the wider school community.

Vernon Primary School believes that behaviour is learned and can be taught. Adults take responsibility for creating the conditions in which positive behaviour can flourish through calm, consistent, respectful and predictable responses. Relationships are at the heart of our behaviour culture; pupils are supported to reflect on their behaviour, repair relationships and learn from mistakes so that they can move forward positively.

This policy has been written in accordance with the following legislation and guidance:

- Behaviour in Schools, Advice for Headteachers and school staff (DfE) July 2022.
- The Education Act 1996
- School Standards Framework Act 1998,
- Education Act 2002, Education and Inspections Act 2006, Education Act 2011
- School Information Regulations 2008
- Equality Act 2010
- Behaviour and Discipline in Schools – Advice for Headteachers and school staff.
- School suspensions and permanent exclusions guidance - DfE- July 2022
- SEND Code of Practice
- Children and Families Act 2014
- Mental Health and behaviour in Schools
- Keeping Children Safe in Education

The policy is the result of ongoing consultation with pupils, parents/carers and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's behaviour rules and class rules. Governors regularly consult with groups of children regarding various aspects of school life, including behaviour. The current statement of behaviour principles has been written by the Governors and is included as [Appendix A](#).

Aims

- To create a culture which encourages positive behaviour, high expectations and mutual respect
- To establish a calm, safe and supportive environment conducive to learning
- To define acceptable standards of behaviour, making boundaries clear
- To ensure a consistent approach to behaviour throughout the school, empowering all members of the school community to embody its culture and to uphold the behaviour policy
- To foster positive, caring attitudes towards everyone where achievements at all levels are recognised, acknowledged and valued
- To encourage and support children to take responsibility for their own behaviour and choices
- To encourage the involvement of both home and school in the implementation of this policy

Positive behaviour is vital for the following reasons:

- It is central to a good education
- It contributes to the safety of the children
- It is an aid to successful learning (behaviour for learning)
- It gives the children a sense of wellbeing and emotional security

An awareness of the need for self-discipline, self-regulation and responsibility to others is an important part of moral and social development. Cooperative behaviour supports a happy, efficient and respectful school community.

Practice

Everyone within the Vernon Primary School community has adopted the three behaviour rules:

Safe Ready Respectful

All adults and all children are committed to following these rules with unwavering consistency. Behaviour is managed through a calm, predictable and adult-led approach, with a strong focus on relationships, reflection and restoration. Staff, children and parents/carers share responsibility in promoting positive behaviour, in line with British Values and as the school's core values.

1. Responsibilities of the Headteacher and Senior Leaders

- Promote and drive a clear vision for a positive, purposeful and safe behaviour culture
- Implement measures to maintain consistently high standards of behaviour
- Empower and support staff to uphold the behaviour policy through induction, training and ongoing professional development
- Visibly and consistently support staff in managing behaviour
- Promote self-discipline, self-regulation and mutual respect among pupils
- Act in accordance with the Governing Body's Behaviour Principles ([Appendix A](#))

2. Responsibilities of All Staff

- Ensuring children are clearly inducted into the school's behaviour systems at entry and transition points
- Developing class rules with pupils within the framework of **Safe, Ready, Respectful**
- Treating all children fairly, respectfully and with dignity
- Valuing individuality and recognising differing needs
- Providing a relevant, ambitious and engaging curriculum
- Taking every opportunity to raise self-esteem through encouragement, recognition and praise
- Encouraging children to take responsibility for their behaviour and supporting them to resolve conflicts
- Teaching behaviour explicitly and modelling expected conduct and positive relationships
- Responding to behaviour calmly, predictably and consistently, using de-escalation strategies where appropriate
- Separating the child from the behaviour, ensuring pupils feel valued even when behaviour is challenged
- Taking responsibility for repairing relationships following behaviour incidents and supporting pupils to do the same
- Maintaining positive communication with parents/carers
- Ensuring children are safe from harm, including the removal of unsafe items
- Teaching safe behaviour, including online safety, through the PSHE curriculum
- Ensuring children understand expectations for Remote Learning when required (see Appendix B)

The school's behaviour culture promotes high standards while ensuring appropriate support for all pupils, including those with SEND. Behaviour is understood as a form of communication; where pupils struggle to meet expectations, additional support is provided through the SENDCo, Pastoral Manager and external agencies where appropriate. Individual SEND support plans and behaviour support plans are implemented following consultation with relevant staff and parents/carers.

3. Responsibilities of Children

- Follow the school rules: **Safe, Ready, Respectful**
- Follow class rules
- Treat others with kindness and respect
- Cooperate with peers and adults
- Care for property and the environment
- Work to the best of their ability and allow others to do the same
- Respect all adults working in school

- Move calmly and sensibly around school
- Follow Remote Learning expectations where applicable ([see Appendix B](#))

4. Responsibilities of Parents/Carers

- Encourage their child to follow the school's behaviour rules
- Familiarise themselves with and support the behaviour policy
- Ensure regular attendance, punctuality and appropriate equipment
- Inform the school of any concerns that may affect behaviour or wellbeing
- Communicate respectfully with staff in line with the Communications Policy
- Work in partnership with the school to promote positive behaviour
- Support homework and Remote Learning expectations
- Sign the annual Home-School Agreement

School Rules

The following school rules have been agreed by staff and children: **Safe Ready Respectful**

This means we will carry out the following:

- Keep hands and feet to ourselves
- Value everyone and their contributions
- Speak politely to everyone
- Treat others and property with care
- Move carefully and quietly
- Listen attentively when others are speaking
- Try to understand others' points of view

Class Rules

Class rules are agreed collaboratively at the start of each academic year and displayed clearly. They are written positively, limited to 5–6 key points and aligned to **Safe, Ready, Respectful**.

Procedures: Rewards and Sanctions

Positive behaviour is recognised, encouraged and reinforced at every opportunity. Rewards are applied fairly, consistently and clearly, supporting the school's positive behaviour culture.

- Verbal praise and positive body language
- Praise shared with parents/carers
- House points
- Class Dojo (internal reward system)
- Stickers, stamps and certificates
- Headteacher and Star Awards
- Praise book certificates
- Responsibilities and leadership roles
- Positive phone calls or notes home
- Whole class rewards
- Midday assistant feedback and stickers

Sanctions

Sanctions are used to support learning, reflection and restoration, not as punishment. It is always made clear that the behaviour is unacceptable, not the child. Sanctions are proportionate, age-appropriate and applied consistently. **For Reception children, an appropriate sanction that reflects the age and stage of the child will be used and will not necessarily follow the specific structure below.** Wherever possible, pupils are supported to understand the impact of their behaviour, take responsibility, repair relationships and return to learning calmly and positively.

Discussion around emotions, de-escalation and self-regulation is embedded throughout the school. Staff respond promptly, predictably and calmly to behaviour, prioritising safety and learning.

The sanction process may include the following:

- Verbal warning
- Change of space/table
- Missing 5 minutes of break time with supervision
- Missing all or part of break time with a restorative activity or supported reflection
- Discussion with Phase Leader
- Discussion with Senior Leadership Team
- Parents/carers informed where behaviour persists
- Behaviour letter from the Headteacher where appropriate
- Suspension in cases of serious or persistent behaviour (see Suspensions and Permanent Exclusions Policy)

It is the teacher's responsibility to ensure that pupils are supervised at all times.

Additional Points when carrying out sanctions:

- Sanctions are delivered calmly and respectfully; certainty and consistency are prioritised over severity.
- Behaviour discussions are conducted privately wherever possible and focus on repair and future choices. Sanctions follow agreed rules, not individual tolerance levels.
- Behaviour support plans may be implemented where required.
- Safeguarding and wellbeing plans may be implemented to provide additional support.
- Safeguarding procedures are followed at all times, including measures to prevent child-on-child abuse and the response to such abuse (See Safeguarding Policy).
- The above sanctions also apply for conduct outside the school premises, including online conduct, such as when taking part in any school-organised activity, when travelling to or from school, when wearing school uniform, when identifiable as a pupil from Vernon Primary School, when their actions could have repercussions for the running of the school or could adversely affect the reputation of the school, or when it poses a threat to another pupil.
- The way in which pupils relate to each other online can have a significant impact on the culture at school and therefore, the same standards of positive behaviour are expected online as they are offline; everyone should be treated with kindness, mutual respect and dignity. Any online behaviour incidents will be dealt with in line with this behaviour policy.
- Behaviour incidents are recorded on CPOMS and are systematically monitored, evaluated and analysed by skilled staff.
- Mobile phones are permitted in school for children in Upper Key Stage Two – these will be handed in to the teacher and kept in a safe place for the duration of the school day until the end of the day when they will be given back to pupils to take home.

Searching and Confiscation:

The Education and Inspections Act 2006 authorises members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school.

The prohibited items list is in line with all DfE advice and current legislation in accordance with the Education Acts 2006 and 2011, as well as in line with the 'Searching, Screening and Confiscation Advice for schools' issued in July 2022: knives and weapons; alcohol; illegal drugs; stolen items; 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 property of any person (including the pupil); an article specified in regulations, such as tobacco/cigarette papers, fireworks and pornographic images.

It is the school's first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice. A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item outlined in the prohibited item section. Headteachers and other members of staff authorised by

them, have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of prohibited items. The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Staff will always act proportionately, calmly, and with respect for pupils when conducting searches or confiscations, following safeguarding guidance where appropriate.

Positive Handling of Pupils

Staff who work with vulnerable children, as well as members of the Senior Leadership Team are trained in team Teach strategies. Vernon Primary School has a variety of measures in place which will reduce the likelihood of the need for positive handling to be used. For example:

- A calm and supportive school environment;
- Positive relationships;
- Whole-school approach to developing social and emotional skills;
- Structured approach to staff development.

Positive handling is a last resort and avoided wherever possible through strong relationships, de-escalation strategies and a supportive environment.

Suspensions and permanent exclusions

Only the Headteacher (or acting Headteacher) may suspend or permanently exclude a pupil. Permanent exclusion is a last resort. See the Suspensions and Permanent Exclusions Policy.

Playtime and Lunchtime Supervision

Children will be supervised at all times by an adult, including at playtimes and lunchtimes, whether this is in the classroom, on the playground or in the hall. Supervision may be carried out by the teachers, teaching assistants or midday assistants. Midday assistants receive training and ongoing support to ensure consistency with the behaviour policy.

Use of outside agencies:

Support may be accessed from the following external agencies:

- Education welfare
- Educational psychologist
- Police
- GP or Paediatrician
- CAMHS (Child and Adolescent Mental Health Service)
- CEAT (Cheshire East Autism Team)

Related documents:

This policy is aligned to the following key policies in school: SEND Policy, Uniform Policy, Anti-Bullying Policy; Suspensions and Permanent Exclusions Policy; Safeguarding Policy and Procedures; Equality Policy.

Policy Date: January 2026

Review Date: January 2027

Ratified by Governors: January 2026

Appendix A

Behaviour Principles Written Statement

This statement was written and approved by the Governing body. It will be reviewed annually in line with the Department for Education, guidance and in line with the school's behaviour policy.

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DFE guidance (Behaviour and Discipline in Schools). The document 'Behaviour and Discipline in School's Guidance for Governing bodies' DFE – July 2013 has also been used as a reference in producing these principles.

The purpose of this statement is to provide guidance in the production of the school behaviour policy in order to reflect the shared views of the Governors, staff and Parents/Carers for the pupils in school, as well as taking full account of law and guidance on behaviour.

Vernon Primary School is an inclusive school committed to a calm, safe and respectful learning environment where all children can thrive. Behaviour expectations are taught, modelled and reinforced consistently. Adults take responsibility for creating the conditions for positive behaviour and supporting pupils to reflect, repair and improve.

At the beginning of each child's journey through Vernon Primary School, behaviour expectations will be clearly communicated with children and Parents/Carers. Staff will teach and model clear boundaries for behaviour in line with school and class rules, setting high expectations for all. At Vernon Primary school, we believe that all positive learning experiences contribute towards embedding lifelong skills and behaviours.

The Governors believe the following:

- All members of the school community have the right to feel safe.
- High expectations and mutual respect underpin positive behaviour.
- Rules, rewards and sanctions must be clear and consistently applied.
- All children have the right to learn without disruption.
- Positive behaviour should be recognised and celebrated.
- Some pupils require additional support to meet expectations.
- Bullying and harassment are unacceptable (See anti-bullying policy).
- Sanctions must be fair, proportionate and mindful of SEND and vulnerability.
- Partnership with parents/carers is essential.
- Threatening or abusive behaviour towards the school community will not be tolerated.
- Suspensions or permanent exclusions may be used where necessary, in line with policy

Appendix B

Remote Learning Guidelines

(Communicated to Parents/Carers)

In using Google Classroom and Tapestry, we have adopted the following guidelines to ensure that these sessions run as smoothly as possible:

- School rules apply to all school-related activities, including those that take place online.
- A parent/carer must be on hand during the sessions (you do not need to be present for the actual session, but it would be appreciated if you are within earshot so that you can help with any technical difficulties or other queries that may arise).
- Children should access the sessions in a communal living area (not in bedrooms).
- Children should be appropriately dressed for the session - uniform is not necessary but children should be fully dressed in an appropriate outfit.
- Children will be asked to mute their microphones unless instructed otherwise. This will ensure that every participant can hear the teacher.
- Children should not under any circumstances capture or use video or imaging of Vernon staff.
- Staff will record sessions for safeguarding purposes, which will be stored in line with GDPR guidelines.
- If a member of staff has any safeguarding concerns, they will report these to the school's Designated Safeguarding Lead/Deputy Designated Lead.
- If you have any safeguarding concerns regarding an incident during a session, you should discuss these with the member of staff. If it not appropriate to do so, please contact Miss Wood, Mrs Carvell or Mrs Walmsley.
- At the end of any live session, children must end their session when instructed and the teacher will only exit when all children have left the session.
- Staff will invite questions if and when appropriate so that no interruptions occur during any live session.