



Behaviour Policy

with the Behaviour Principles Written Statement

*Creating a Culture Where
Everyone Flourishes*

Safe • Ready • Respectful

>> Our Vision

At Vernon Primary School, we believe that positive behaviour is built through positive relationships. Every child deserves to feel safe, valued and ready to learn. We recognise that children develop socially, emotionally and behaviourally at different rates and that behaviour is something we teach, nurture and model every day. We believe that every interaction between an adult and a child is an opportunity to build trust, strengthen relationships and teach lifelong skills.

Our approach is rooted in the understanding that behaviour is communication. Children communicate their emotions, needs and experiences through their behaviour. Our role is to respond with curiosity, consistency and compassion whilst maintaining high expectations for every child. We know that children thrive when adults are calm, predictable and consistent. Therefore, every adult in our school community commits to using the same routines, expectations and language to create a culture where every child feels safe enough to learn and confident enough to succeed.

Every child. Every lesson. Every day. Safe. Ready. Respectful.

>> Our Values

Everything we do is built around three shared expectations.

Safe

We keep ourselves and others physically and emotionally safe.

Being safe means:

- Using kind hands and kind words.
- Making sensible choices.
- Looking after ourselves, others and our environment.
- Asking for help when we need it.
- Helping others feel safe too.

Ready

We are ready to learn, ready to listen and ready to succeed.

Being ready means:

- Arriving prepared.
- Listening carefully.
- Following instructions first time.
- Showing resilience.
- Trying our best.

Respectful

We show respect for ourselves, other people and our school community.

Being respectful means:

- Speaking politely.
- Celebrating differences.
- Taking pride in our learning.
- Caring for equipment.
- Valuing everyone's right to learn.

These expectations apply to every member of our school community. Every adult, including teachers, teaching assistants, office staff, midday assistants, coaches, peripatetic teachers, volunteers and visitors, shares responsibility for modelling and promoting these behaviours.

» Why Our Approach Works

Our behaviour approach is informed by evidence from the Education Endowment Foundation, the Department for Education, restorative practice and current research into child development and emotional regulation.

We know that children are most successful when:

- expectations are explicitly taught rather than assumed;
- routines are practised until they become habits;
- adults consistently recognise positive behaviour;
- relationships are prioritised;
- mistakes are viewed as opportunities for learning;
- children are supported to regulate before they are expected to reflect;
- every child feels known, valued and included.

» Every Adult Matters

"When the adult changes, everything changes." Paul Dix

Children thrive when the adults around them are calm, predictable and consistent. At Vernon Primary School, we understand that our behaviour culture is created by the actions of every adult, every day.

Our expectations do not change depending on who is teaching, supporting, supervising or coaching. Every adult is responsible for creating a safe, calm and respectful environment where children know what to expect and feel secure. Consistency does not mean every adult has the same personality. It means every adult shares the same values, language and expectations.

Every adult at Vernon Primary School will:

Build relationships first

- Greet every child positively.
- Learn children's names quickly.
- Take an interest in children's lives.
- Make every interaction count.

Stay calm

- Speak in a calm, respectful tone.
- Avoid raised voices unless there is an immediate safety risk.
- Never argue with a child.
- Remember that adults set the emotional temperature.

Notice the good

- Look for children making the right choices.
- Use specific praise.
- Recognise effort as well as achievement.
- Aim for at least five positive interactions for every correction.
- Recognition is our most powerful behaviour strategy.

Teach behaviour

Children are not expected to know every behaviour automatically. Adults must:

- model expectations;
- practise routines;
- reteach when needed;
- provide feedback;
- celebrate improvement.

Behaviour is taught, not assumed.

Repair relationships

Mistakes are opportunities for learning. Adults must:

- listen first;
- seek to understand;
- use restorative conversations;
- help children repair relationships;
- offer every child a fresh start.

Be consistent

Every child should experience the same expectations from:

- teachers;
- teaching assistants;
- support staff;
- midday assistants;
- sports coaches;
- music teachers;
- office staff;
- volunteers;
- visitors.

Consistency builds trust. Trust builds relationships. Relationships build successful learners.

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Language

The words we choose matter. We use language that is calm, respectful and focused on learning. We describe the behaviour we want to see rather than focusing on the behaviour we want to stop. For example:

Instead of...	We say...
"Stop shouting!"	"Thank you. I'll listen when you're using a quiet voice."
"Don't run!"	"Walk safely with me, thank you."
"Calm down."	"I'm here to help you. Let's get ready together."
"Why did you do that?"	"Tell me what happened."

Teaching Behaviour

At Vernon Primary School, we believe that positive behaviour is not simply expected, it is explicitly taught, practised, modelled and celebrated.

Children need to learn the behaviours that enable them to become successful learners and positive members of our school community.

Children remember how adults made them feel long after they have forgotten what adults said.

- Every interaction is an opportunity to build trust.
- Every interaction is an opportunity to teach.
- Every interaction matters.

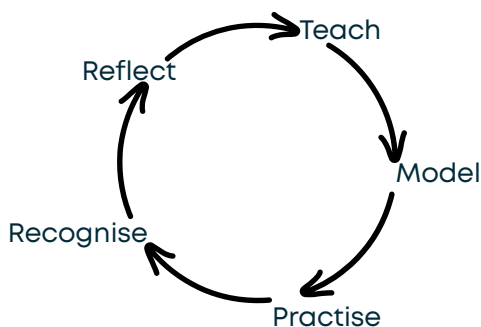
We recognise that every child is unique. Some children learn routines quickly, whilst others need more modelling, practice and support. Our role is to teach these behaviours with patience, consistency and high expectations. Children should never be expected to "just know" what good behaviour looks like. Instead, we teach it.

Behaviour is part of our curriculum. Every child is explicitly taught what it means to be:

- Safe
- Ready
- Respectful

These expectations are revisited every day through classroom routines, assemblies, PSHE, restorative conversations and positive relationships.

We teach by...	What this looks like...
Modelling	Adults demonstrate exactly what we expect.
Explaining	We explain why expectations matter.
Practising	Children rehearse routines until they become habits.
Positive Recognition	Adults notice and celebrate success.
Reflection	Children learn from mistakes through restorative conversations.
Revisiting	Expectations are revisited regularly throughout the year, not just in September.



Why Routines Matter

Children feel safest when they know what is expected. Clear routines reduce uncertainty, increase independence and maximise learning time. Every classroom follows the same agreed routines so that children experience consistency as they move through the school.

These routines include:

- Arriving at school
- Entering the classroom
- Beginning lessons
- Listening to adults
- Transitioning between activities
- End of playtime
- Lining up
- Walking through school
- Going to assembly
- Lunchtime expectations
- End of the school day

Children rise to the expectations that are consistently taught, modelled and celebrated. Behaviour is not something we expect children to know. Behaviour is something we teach.

Detailed guidance for each routine can be found in the appendices.

Ready to Learn

Learning begins long before the lesson starts. Adults prepare children for success by ensuring they feel emotionally and physically ready to learn.

Being "Ready" includes:

- arriving calmly
- having the correct equipment
- listening to instructions
- participating positively
- managing distractions
- asking for help appropriately

Adults actively teach these behaviours rather than assuming children already possess them.

Consistency Creates Confidence

Children should experience the same expectations wherever they are in school. Everyone teaches the same behaviours. Everyone uses the same language. Everyone follows the same routines. This consistency helps children feel secure and successful.

Behaviour is Learned Through Repetition

Children rarely learn a behaviour after hearing it once. Like all learning, behaviour improves through repeated teaching, guided practice and encouragement. Adults are expected to:

- pre-correct expectations before transitions;
- model routines explicitly;
- practise routines until they become automatic;
- reteach routines following holidays or when standards slip;
- celebrate improvements as well as success.

At Vernon Primary School, we never assume children are "choosing not to behave" when they may simply need further teaching.

Connect, Praise and Reward

At Vernon Primary School, we believe that children flourish when they feel noticed, valued and successful. Recognition is one of our most powerful tools for strengthening relationships, reinforcing positive behaviours and creating a culture where every child feels that they belong. We actively look for opportunities to recognise children who demonstrate our school expectations of being Safe, Ready and Respectful. Recognition is not reserved for exceptional achievements. It celebrates the everyday behaviours that make our school a positive place to learn, including kindness, resilience, perseverance, responsibility and effort. When children experience consistent encouragement, they become more confident learners, develop positive relationships and are motivated to make good choices.

Our Recognition Principles

Every adult at Vernon Primary School commits to:

- Notice positive behaviour first.
- Use specific praise rather than general praise.
- Celebrate effort as well as achievement.
- Recognise improvement, however small.
- Ensure recognition is fair, inclusive and consistent.
- Give every child opportunities to experience success.
- Recognition should be genuine, timely and meaningful.

Positive interactions include:

- verbal praise and positive body language;
- recognition through giving Dojo housepoints;
- communication with parents/carers - face-to-face or phone calls home;
- stickers, stamps, certificates and praise postcards;
- Headteacher awards;
- celebration assemblies - praise assembly;
- whole class rewards;
- acknowledging effort.

Class Dojos are used consistently across the school to recognise behaviours that reflect our values of being Safe, Ready and Respectful. All adults, including teachers, teaching assistants, lunchtime supervisors, sports coaches, music teachers and visiting staff, are encouraged to recognise positive behaviour using the agreed system. To ensure consistency, individual recognitions are limited to a **maximum of five Dojos** at any one time.



 1 Dojo	Excellent manners, kindness, following instructions, being Safe, Ready or Respectful.
2 Dojos	Consistent effort, resilience, participation or showing responsibility.
3 Dojos	Demonstrating school values throughout the lesson or supporting others to succeed.
4 Dojos	Going above expectations through sustained effort, leadership or perseverance.
5 Dojos	Exceptional learning behaviours, outstanding kindness, significant personal achievement or consistently modelling our school values. 



Connect, Praise and Reward

Praise Pads

- Every classroom has a Praise Pad.
- Each subject leader also has a Praise Pad to recognise children demonstrating excellent attitudes and behaviours within their curriculum area.
- Praise Pads celebrate: perseverance; improvement; kindness; resilience; curiosity; positive learning behaviours.
- This ensures that children are recognised across the whole curriculum, not only within their own classroom.

Hot Spots

A Hot Spot is one specific behaviour that the class is working hard to improve together.

Examples include:

- Walking quietly through school.
- Listening to the first instruction.
- Looking after classroom resources.
- Working collaboratively.
- Showing resilience when learning is challenging.

Hot Spots are reviewed regularly and celebrated before moving on to the next focus.

Class Rewards

- Class rewards reinforce the importance of teamwork, belonging and shared responsibility.
- Examples of class rewards may include: extra story time; class games; teacher's choice activity; extra time on the trim trail; additional PE or wellbeing time.
- Individual classes may personalise rewards to reflect the interests of their children, ensuring they remain motivating, inclusive and meaningful.

Celebrating Success

Children's achievements are celebrated in a variety of ways throughout school, including:

- Celebration Assemblies;
- Headteacher Awards;
- Positive phone calls home;
- Praise postcards;
- Certificates;
- Subject leader recognition;
- Displays of learning;

Recognition helps children to see themselves as successful learners and valued members of our school community.

Every adult should:

- ✓ Notice positive behaviour before correcting unwanted behaviour.
- ✓ Use specific praise linked to Safe, Ready and Respectful.
- ✓ Award Dojos consistently using the agreed criteria.
- ✓ Celebrate effort, resilience and improvement.
- ✓ Ensure every child experiences success each day.
- ✓ Use Praise Pads to recognise children across the curriculum.
- ✓ Refer to the class Hot Spot throughout the week.

Remember...

Children become what we consistently notice.

When adults deliberately notice positive behaviour, children learn what success looks like and are more likely to repeat it.

Recognition builds confidence.

Confidence builds belonging.
Belonging builds success.

» Connect, Reflect and Repair

"Every mistake is an opportunity to teach, every conversation is an opportunity to strengthen relationships."

At Vernon Primary School, we recognise that children will sometimes make mistakes. Learning how to manage emotions, solve problems and make positive choices is part of growing up. When behaviour does not meet our expectations of being Safe, Ready and Respectful, our response is calm, consistent and restorative.

We believe that children are most likely to change their behaviour when they feel listened to, understood and supported to make things right. Our aim is not simply to stop unwanted behaviour. Our aim is to teach children the skills they need to make better choices in the future. Children are always held accountable for their behaviour, but accountability is achieved through reflection, responsibility and repair rather than shame or humiliation. Every interaction should leave a child feeling that they can succeed tomorrow.

Our Restorative Approach

Restorative practice is at the heart of our behaviour culture. Rather than asking, "What punishment does this child deserve?" We ask, "What has happened, who has been affected and how can we put things right?" Restorative practice encourages children to understand the impact of their actions, take responsibility for their choices and repair relationships. This approach develops empathy, resilience, emotional literacy and personal responsibility: skills that will support children throughout their lives.

1. Connect

Children cannot learn when they are overwhelmed. Adults begin by connecting with the child. This may include: remaining calm; moving closer rather than calling across the room; acknowledging feelings; listening without judgement; reducing the audience; giving the child time to regulate if needed. Connection comes before correction.

2. Reflect

Once the child is calm and ready, adults support them to reflect on what has happened. Reflection helps children to understand: what happened; why it happened; how their choices affected themselves and others; what they could do differently next time. Adults remain curious rather than confrontational. Reflection is a conversation, not a lecture.

3. Repair

Where appropriate, children are supported to repair any harm caused. Repair may involve: apologising sincerely; repairing damaged work or equipment; helping someone they have upset; completing missed learning; rebuilding trust through positive actions; contributing positively to the classroom or school community. Repair teaches responsibility.

4. Return

Every child deserves a fresh start. Once reflection and repair have taken place, children return to learning without carrying the mistake throughout the day. Adults do not revisit the incident unnecessarily. Children know that tomorrow is a new opportunity to succeed.

Next Steps

Most behaviour incidents can be successfully managed within the classroom through calm, consistent adult responses. The following graduated approach supports consistency across the school.

Stage	Adult Response	Purpose
Reminder	Quiet reminder of the expected behaviour.	Re-teach the expectation.
Redirection	Clear instruction and opportunity to make a better choice.	Support success.
Reflection	Short reflective conversation or time to regulate before discussing behaviour.	Encourage responsibility.
Repair	Restore relationships, repair harm and re-establish expectations.	Rebuild trust.
Restore	Return positively to learning with a fresh start.	Maintain belonging.

This process is not designed to be rigid or mechanical. Adults use professional judgement, recognising the age, developmental stage, additional needs and circumstances of each child whilst maintaining consistently high expectations.

What We Avoid

At Vernon Primary School we avoid approaches that damage relationships or dignity.

Adults do not:

- shout across classrooms;
- argue with children;
- publicly shame or humiliate;
- use sarcasm;
- make comparisons between children;
- revisit incidents repeatedly once they have been resolved;
- expect immediate reflection from a child who is dysregulated.

Children cannot reflect until they have first regulated.

Serious Behaviour

Whilst the majority of behaviour incidents are resolved through restorative approaches, **some behaviours require immediate intervention to ensure the safety of everyone in our school community.** These include behaviour that places a child or others at risk of harm, including:

- physical aggression;
- deliberate injury;
- discriminatory language or behaviour;
- bullying;
- serious damage to property;
- behaviours that significantly compromise safety.

In these situations, adults will prioritise safety first. Once everyone is safe and the child is emotionally regulated, restorative conversations and repair remain an essential part of the process. Serious incidents will be recorded in accordance with the school's behaviour and safeguarding procedures and parents or carers will be informed.

>> Connect, Reflect and Repair

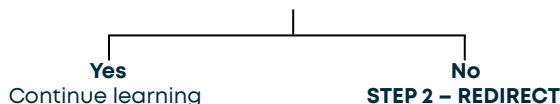
Pathway: if behaviour does not meet Safe • Ready • Respectful expectations

STEP 1 – REMINDER

- Calm, quiet reminder
- Re-state expectation
- Use positive language
- Opportunity to correct behaviour

"I know you can show me what Ready looks like."

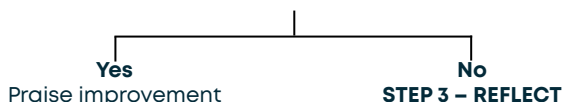
Behaviour improves?



- Repeat expectation
- Give clear choice
- Offer support
- Move closer/use proximity Name the behaviour, not the child

"You have a choice... Show me Ready or we will need some time to reflect."

Behaviour improves?



- Short time to regulate
- Private conversation
- Restorative questions
- Record if required

"Let's talk about what happened."

Behaviour continues

Professional Judgement

This pathway provides consistency for all adults. However, consistency does not mean responding identically to every child or every situation. Adults should always consider:

- the child's age and stage of development;
- SEND, including autism, ADHD and communication needs;
- trauma or adverse childhood experiences;
- disability;
- individual behaviour plans;
- safeguarding concerns;
- reasonable adjustments required under the Equality Act 2010.

The pathway should be applied with consistency, compassion and professional judgement.

STEP 4 – REPAIR

- Repair any harm caused
- Repair relationships
- Repair learning
- Apology where appropriate
- Complete missed learning
- Parent informed if appropriate

STEP 5 – RESTORE

- Fresh start
- Return to learning
- Positive welcome back
- No lingering consequences

It is the responsibility of all staff to record behaviour incidents on CPOMS. Behaviour incidents are then systematically monitored, evaluated and analysed by skilled staff. ABC behaviour logs and behaviour incident records may be used to identify behavioural triggers and emerging patterns and trends across the school day and over time, informing appropriate support and intervention strategies.

» Positive Handling of Pupils

At Vernon Primary School, we are committed to creating a calm, safe and nurturing environment where positive relationships and effective behaviour support reduce the likelihood of physical intervention being required.

We recognise that there may be exceptional circumstances where a child presents an immediate risk of harm to themselves or others. In these situations, the safety and wellbeing of all children and adults is our priority.

Positive handling will only ever be used as a last resort, when all appropriate de-escalation strategies have been attempted or when immediate action is necessary to prevent injury or serious damage to property. Wherever possible, adults will seek to calm the situation through skilled communication, regulation strategies and restorative approaches before considering any physical intervention.

Any use of reasonable force will:

- be proportionate, reasonable and necessary for the specific situation;
- use the minimum force required for the shortest possible time;
- always preserve the dignity, safety and wellbeing of the child;
- cease as soon as the risk has reduced;
- be carried out only by adults who have received appropriate training where applicable.

Following any incident involving positive handling:

- the child will be supported to regulate before any restorative conversation takes place;
- parents or carers will be informed as soon as practicable;
- the incident will be recorded in accordance with the school's procedures;
- the incident will be reviewed by senior leaders to identify any further support, risk assessment or reasonable adjustments that may be required.

Where a child is known to require physical intervention as part of an agreed behaviour support plan, an individual Positive Handling Plan and risk assessment will be developed in partnership with parents or carers and reviewed regularly.

Our approach reflects the school's commitment to safeguarding, restorative practice and inclusion. Physical intervention is never used as a punishment. Its sole purpose is to keep people safe and to enable children to return to learning as quickly and successfully as possible.

Remember...

Regulate first. Restore relationships. Return to learning.

» 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.

» 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.

» Use of outside agencies:

Support may be accessed from the following external agencies:

- Education welfare
- Educational psychologist
- Police
- GP or Paediatrician
- MHST mental health support team
- CAMHS (Child and Adolescent Mental Health Service)
- CEAT (Cheshire East Autism Team)
- Sensory Occupational Therapy Support Service (SPOTSS)
- Outreach Support

» 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 & Child Protection Policy; Equality Policy; Children's Mental Health and Emotional Wellbeing Policy; and Attendance Policy.

Policy Date: September 2026

Review Date: September 2027

Ratified by Governors: September 2026

Appendix A

Behaviour Principles Written Statement

This statement has been written and approved by the Governing Body and will be reviewed annually in line with current Department for Education guidance and Vernon Primary School's Behaviour & Relationships Handbook.

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and relevant Department for Education guidance. It provides the principles that underpin the school's Behaviour & Relationships Handbook and reflects the shared expectations of governors, staff, parents and carers for promoting positive behaviour, safeguarding pupils and creating a culture where every child can flourish.

Vernon Primary School is an inclusive school committed to providing a calm, safe and respectful learning environment where every child feels valued, supported and able to succeed. We believe that positive behaviour is explicitly taught through consistent routines, strong relationships and high expectations. Adults take responsibility for creating the conditions in which children can learn, regulate, reflect, repair and thrive.

At the beginning of every child's journey through Vernon Primary School, our behaviour expectations of Safe, Ready and Respectful are shared with children and parents/carers. These expectations are taught, modelled and reinforced consistently by every adult in school. We recognise that behaviour is communication and that children learn best when expectations are clear, relationships are positive and responses are calm, consistent and restorative.

The Governing Body believes that:

- Every member of the school community has the right to feel physically and emotionally safe.
- Positive relationships, high expectations and mutual respect underpin effective behaviour and successful learning.
- Behaviour expectations should be taught, modelled and reinforced consistently by all adults.
- Every child has the right to learn in an environment free from disruption.
- Positive behaviour, effort, kindness and achievement should be recognised and celebrated.
- Some pupils will require additional support, reasonable adjustments or individualised approaches to enable them to meet behaviour expectations.
- Responses when expectations are not met should be consistent, proportionate, restorative and support children to reflect, repair and make positive choices.
- Bullying, discrimination, harassment and any form of prejudice are unacceptable and will be addressed in accordance with the school's Anti-Bullying Policy.
- Behaviour approaches will always take account of pupils' age, stage of development, SEND, disability, vulnerability and individual circumstances.
- Positive partnerships with parents and carers are essential in promoting children's wellbeing and success.
- Threatening, abusive or violent behaviour towards any member of the school community will not be tolerated.
- Suspensions and permanent exclusions will only be considered where necessary and will always be used in accordance with statutory guidance and the school's Behaviour & Relationships Handbook.

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.