

Behaviour Policy 2025-26

(Including Behaviour Principles)

THE VAYNOR FIRST SCHOOL 	Policy review Date	Autumn 2025
	Date of next Review	Autumn 2026
	Who reviewed this policy?	Governing Body
	Date approved by Governing body	October 2025
	Name of Designated Safeguarding Lead Name of Deputy Designated Safeguarding Lead	Helen Colcombe James Walker

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

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1. Aims

The Vaynor First School aims that everyone in the school works together in a culture that promotes excellent behaviour which:

- creates a caring environment where there is mutual respect
- enables quality learning and working opportunities for everyone in school
- helps every child develop pride in themselves, their class and the school as a whole
- takes pride in the school environment and have respect for the property of others
- establishes a consistent and positive approach to behaviour management shared by all that reinforces efforts to behave well and work hard
- helps children to understand they have rights to be safe and responsibilities to keep others safe
- works positively with parents to promote good behaviour
- communicates effectively with parents

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff, 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

Disruption in lesson, in corridor between the lessons and at break and lunchtimes.

Poor attitude to learning.

Any behaviour that impedes the right of others to learn.

Behaviour we regard as unacceptable is:

- Anything that stops children learning – not working, disturbing others, attention seeking, calling out, shouting, not taking care of property.
- Spiteful and unkind behaviour – verbal or non-verbal including swearing.
- Behaviour or language which demeans others e.g. because of race, gender identity, sexual orientation, culture, religion or belief, SEN, disability, appearance or health.
- Aggressive behaviour which threatens the safety of the child itself, other children or adults within the school e.g. hitting, kicking, punching, throwing, biting.
- Retaliation to the behaviour of others.
- Theft and vandalism e.g. damaging things which do not belong to them.
- Exiting a classroom or the school grounds without permission.
- Any form of cyber bullying eg. sending hurtful text messages.

Making a wrong choice to behave in a way which the school deems unacceptable will lead to a consequence.

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Child on child sexual violence and harassment:

Sexual violence is defined as any sexual offence as defined under the Sexual Offences Act 2003 such as rape, assault by penetration, or sexual assault (intentional sexual touching)

Sexual harassment is defined as any unwanted conduct of a sexual nature, that violates a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment. Whilst not an exhaustive list these are behaviours such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- upskirting
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content. This also

includes sexual exploitation; coercion and threats, including coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Vandalism

Theft

Fighting

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see our Anti-Bullying Policy which outlines our school's approach to preventing and addressing all forms of bullying (including cyber bullying, prejudice-based and discriminatory bullying).

5. Roles and responsibilities

5.1 The governing board

The Vaynor First School's governing board is responsible for: monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 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 behavioural culture to ensure they understand its rules and routines, and how best 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 (see section 13.1)

5.3 Staff

The behaviour of our children is about everyone working together to make the school a safe place for everyone.

Teaching staff will keep a weekly log of any misbehaviour in their class which is passed to senior leaders to oversee.

For teachers and other adults this is about everyone working together so children know that The Vaynor First School is a fair place, where all adults listen to their worries and problems and help to solve them. It is important that all adults are consistent in approach as children react positively in an environment that values fairness and listens to their issues before value judgements are made.

Teachers and other adults will help make sure this takes place by:

- *Helping children to make the right choices*
- *Listening to worries or concerns and investigating thoroughly*
- *Being well prepared for lessons*
- *Being in the classroom or group rooms when children arrive and greeting them at the door*
- *Looking after children when they come into school in the morning and leave in the afternoon*

- *Watching their own classes and other classes when children move around the building and playground, telling children when they have behaved well and when they are not behaving well*
- *Actively using the school rewards and sanctions system*
- *Telling the class teacher about any really good behaviour, or poor behaviour that they have spotted if the child is not in their own class or group*
- *Helping children where they see there is a behaviour problem beginning to start*

5.4 Parents and carers

Parents and carers, where possible, should:

Support their child in adhering to the pupil code of conduct

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

Engage with any pastoral work required following misbehaviour (for example attending reviews of specific behaviour interventions)

As a school we will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and working in collaboration with them to tackle behavioural issues.

6. Pupil Code of Conduct

Our pupil code of conduct exists to help all of our pupils to look out for one another, stay safe and create a happy school environment. At The Vaynor First School we want all of our children to be happy, safe and feel valued and respected.

We do this by encouraging our children to:

- *understand that everyone has the right to be safe and happy*
- *know each person has the responsibility to make sure others are safe and happy*
- *Know that if children are angry or upset they need to talk to an adult (be in control of their own emotions)*
- *solve their problems or difficulties by talking and listening to one another*
- *be kind, honest and fair to each other*
- *stand up for what they know is right*
- *have the courage to tell the truth in difficult circumstances*
- *know that everyone and everything should be treated with respect, including themselves*
- *play a full part in our school community*
- *Refrain from behaving in a way that brings the school into disrepute, including when outside of school and on school trips and visits.*

This is driven through our whole school rules:



Through this we ensure that our children uphold our Vaynor Values at all times and make our school a happy place to be.

Central to everything that we do are our 5 core values, these core principles were decided upon through our class and school council, who believed that these were what made our school so special. We expect every member of our school community to demonstrate them and they are embedded throughout our curriculum. They are:

- ✓ **Honesty** - being true to yourself and inspiring trust in others
This value ensures a strong sense of moral values, right & wrong, integrity of character
- ✓ **Respect** - for yourself, each another and our environment
This value focuses on developing tolerance through everyone valuing themselves, celebrating diversity & difference in their relationships, their interactions and their learning.
- ✓ **Kindness** - showing consideration, compassion and empathy to others
This value develops an understanding of how our actions impact on others. It is also referred to as compassion in the context of our curriculum and is used in reference to the community and our environment.
- ✓ **Forgiveness** - choosing to let go of wrong things that have been done to you
This value enables children to see that they have a choice to move beyond the hurt and what has made them feel bad about themselves on the inside and affected their wellbeing. It helps them to understand that forgiveness takes courage and strength and can cause you not to trust.
- ✓ **Happiness** - enjoying learning and feeling positive about myself and others
The value of happiness is a fundamental building block, which influences a child's behaviours, choices and emotions. It has positive effects on memory and the brain's ability to learn. It is key to health, relationships, a child's ability to perform, to think and to create. We believe that children achieve their best if they are happy at school. By listening and valuing their well-being we encourage a sense of community, support and compassion.

6.1 Mobile phones & Smart Watches

Pupils are not allowed to have mobile phones or smart watches with them on-site.

Such items brought into school will be taken from the child, stored at the office for safe keeping and parents/carers can collect the item at the end of the day.

7. Rewards and Sanctions

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, values and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour can be rewarded in a variety of ways:

- Non-verbal i.e. smile, thumbs up, use of symbol cards
- Verbal i.e. well done, thank you
- Movement forward on the zoneboard
- Child sent to Key Stage Leader – for praise
- Child sent to Assistant or Deputy Head – for praise and to receive a sticker
- Child sent to Headteacher – for praise and to receive a Head Teacher sticker or certificate.

Children receive certificates in recognition of good behaviour choices and demonstrating the learning superpowers in class. Children can also receive School Values Certificates for demonstrating one of our five values. These are presented at weekly Celebration Assemblies to publicly celebrate their achievement.

Whole Class Reward Systems

Group rewards are an effective way of developing a calm, orderly classroom, which draws upon a collaborative approach. We use the following system of whole class rewards.

These will be in the form of class points. Points will be awarded to the class for group standards of behaviour, i.e. being ready to learn, sitting smartly, listening carefully, working well together, coming in sensibly from play /assembly, being attentive in assembly. They may be awarded by any member of the school and these feed into our whole school house point system. The winning house at the end of each term will receive a celebratory event.

Classes can achieve 'Banana Points' for excellent dinner time behaviour. These are awarded by dinner supervisors and the winning classes at the end of the week receive the Banana Award. The winning class also has opportunity to use the Trim Trail during lunchtimes (weather permitting).

Consequences & Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of intervention, distraction, pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Consequences and sanctions are in place for when children make poor behaviour choices. Teachers and other adults need to act to help children make the right choices. They do this by being high quality role models to the children who demonstrate a calm approach. Teachers keep their voices low to maintain this calm approach and repeat actions they want children to take. They use 'Thank you' not 'Please' because they expect all children to do as they are asked the first time of asking. Teachers use the 'hierarchy of consequences' to encourage and remind the children of the correct behaviour choices.

Hierarchy of Consequences

1. Non verbal i.e. the three part teacher stare, frown, thumbs down, use of symbol cards
2. Spoken warning –explaining what the correct choice should be
3. Movement back on the Zoneboard

4. Time out in the Key Stage Leader's classroom (or another member of staff if the child is in Key Stage leaders' class) to work quietly. Key Stage leader may speak informally to parents.
5. Send to the Assistant Headteacher or Deputy Headteacher who will speak to the child and may send a Behaviour Notification Form home for parents to keep them informed, this will need to be signed and returned to school. The incident will be recorded on the school's electronic system.
6. Send to the Headteacher who will speak to the child and may send a letter home for parents to keep them informed, this will need to be signed and returned to school.

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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at break or lunchtime if missed due to behaviour
- Loss of break or lunchtime, or after school club
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract/plan with targets
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Should misbehaviour persist the Headteacher will follow these sanctions:

1. Formally inform the parents by letter and invite them in.
2. Suspension.
3. Permanent exclusion.

Should misbehaviour keep on happening the Headteacher, Deputy or Assistant Head will all, in the first instance, formally speak to parents or write to them about the poor choices made. Parents may be invited for a meeting to discuss their child's behaviour.

The Headteacher may choose to suspend a child from school in response to repeated misbehaviour by a child. The length of the suspension will be determined by the severity of the misbehaviour.

If the misbehaviour results in injury to another person, verbal threat or abuse, bullying or damage to school property, the Headteacher or Deputy may need to move to exclusion without using all the other consequences first. (Please see the Exclusions Policy.)

8. Behaviour management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Ensure the school rules and values are displayed

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

Restore order if the pupil is being unreasonably disruptive

Maintain the safety of all pupils

Allow the disruptive pupil to continue their learning in a managed environment

Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Senior Leadership team and will be removed usually for a morning or afternoon session and for a maximum of one full day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom by a senior member of staff.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

Use of teaching assistants

Short term behaviour plans

Long term behaviour plans

Pupil support units

Multi-agency assessment

Senior staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school's electronic system.

8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

8.3 Physical restraint

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded in the bound book that is stored in a locked cupboard and reported to parents

8.4 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Where there is a need for these sanctions to be applied a full risk assessment will be undertaken to determine the appropriateness of the pupil attending any future trips.

8.5 Online misbehaviour

Behaviour sanctions can be applied to pupils for online misbehaviour when it poses a threat or causes harm to another pupil.

8.6 Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves and in such circumstances, there will be a member of staff present as a witness to the search. The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Please see our safeguarding policy for further information.

8.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.9 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Please refer to our child protection and safeguarding policy and statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse against staff or other pupils.

8.10 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.

8.11 Supporting Pupils

As a school we recognise that our approach to challenging behaviour needs to be differentiated to the needs of individual pupils as part of our legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

For pupils with an education, health and care (EHC) plan the provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff and settings at the start of the term or year.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on the proper use of restraint which is entitled 'Team Teach' and provided by the Positive Behaviour Team

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspension

Use of pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Senior Leaders and reported on a termly basis to the governing board to identify trends in year groups, alongside protected characteristics, and behaviour types to inform necessary interventions and ensure that all duties under the Equality Act 2010 are being met.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board each year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Exclusions policy

Anti-bullying policy

Online Safety policy

THE VAYNOR FIRST SCHOOL WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Rationale

The Vaynor First School recognises that effective behaviour management is an essential element in the creation of a positive environment in which all children feel safe, secure and happy. It is a place where children are given the maximum opportunity to learn while developing self-discipline, a respect for themselves, for others and for the environment. This policy encompasses all aspects of school life and develops in pupil's skills which will support them in their journey towards becoming mature, thoughtful and responsible adults in their communities, who respect the rights of others and know their own responsibilities in ensuring these rights are protected.

A key part to this philosophy is to have an environment which is calm and tolerant; bright and colourful; clean and well organised; open and friendly.

As a community we will not tolerate bullying in any form though we are realistic in recognising that it may happen but where it does it will not be tolerated. Please see the Anti-Bullying Policy.

Purpose of the Policy:

- To ensure that everyone involved in the school works together to:
- Establish and maintain a consistent and positive approach to behaviour management throughout the whole school
- Provide a clear set of whole school behaviour principles that everyone is expected to uphold
- Have a clear system of rewards and consequences that are understood by all
- Understand that everyone has the right to be safe and happy
- Know each person has the responsibility to make sure others are safe and happy
- Know that if children are angry or upset they need to talk to an adult (be in control of their own emotions)
- Solve their problems or difficulties by talking, not with hands and feet (by negotiation and discussion)
- Be kind, honest and fair to each other
- Stand up for what they know is right
- Have the courage to tell the truth in difficult circumstances
- Know that everyone and everything should be treated with respect, including themselves.
- Play a full part in our school community
- Help children to develop a sense of responsibility for their own behaviour
- Ensure that all children are treated fairly and promote equal opportunities
- Ensure good communication between all children and staff in school and build positive relationships based on fairness and trust.

The children at Vaynor First School will:

- Be aware that by respecting and demonstrating our Vaynor Values that they will be rewarded.
- Understand and follow our school rules
- Understand that they are responsible for their own behaviour choices
- Be aware of the system for behaviour, the rewards and consequences of poor choices

BEHAVIOUR SYSTEM

Each class will have a zone board system set up in the room. This is to be in a prominent position using the following colours gold, silver, green, amber and red. The zone board will run horizontally left to right, from red through to gold.

1. Everyone will start in green at the **beginning of the morning and afternoon**. However, if silver or gold is achieved in the morning the children will remain there at the beginning of the afternoon, subject to continuing good behaviour, unless they have been moved to red during the lunchtime.
2. Good behaviour choices will mean moving right along the zone board. Children in silver or gold at the end of the day will get a sticker.
3. If poor behaviour choices are made then a verbal warning should be given first.
4. If this continues, a move left on the zoneboard shows a child they need to improve their behaviour.
5. If the behaviour choices do not improve then a further verbal warning is given followed by a move to red, which is an instant loss of playtime (or 15 minutes of lunchtime) where children will be required to complete a set task. Parents will be informed if their child has been in red zone that day. This enables parents to discuss the misbehaviour with their child.
6. Any child will go instantly to red if they:
 - *leave the class, playground, or group without permission*
 - *hit*
 - *kick*
 - *bite*
 - *swear (not just accidentally with an apology)*
 - *throw things unless as part of a lesson/ playground game*
 - *damage things*
 - *spit at others*
7. Anyone can 'Put it Right' during the day and move back to green or beyond.
8. Teachers will award an additional class point for each morning and afternoon session if there has been no movement to the left of the zone board. This is to reinforce, by the use of peer pressure, positive behaviour in the classroom.

Children who are moved to red zone twice in a day need to be brought to the attention of the Key Stage Leader in the first instance, who may refer the child on if there has been repeated referrals to the Assistant Head, Deputy Head or Headteacher.

Children who are moved to red on a regular basis should be reported to senior leaders.