



# Positive Behaviour Management Policy

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| Approved by governors: | September 2025 |
| Review dates:          | September 2027 |



We are kind  
and respectful



We reach our  
individual best



We are curious  
about our world



We care about  
teamwork

This policy is shared with all members of staff, supply teachers and students working on placement at our school as well as volunteers. Staff review the policy annually to ensure it remains current and fit for purpose. In order for good behaviour to be maintained it is important that **all members of staff, whatever their role, consistently implement the policy.**

## Rationale

We wish to ensure that children attending our school have clear guidelines for behaviour which will teach them to become considerate and self-disciplined citizens. They need to understand that communities only function when individuals and considerate and show respect for others, for property and the environment. We wish to develop children's understanding of the ways in which their behaviour, as children and then as adults, has an impact on the world around them.



We work hard to ensure that our Ide Primary School, values and sanctions are devised for the good of our school community, and provide a platform for effective learning; that they are used consistently across the school and that they are applied fairly, proportionately and equitably, taking into account SEN needs and disabilities and the challenges some vulnerable pupils may face. It is important that this policy reflects the rights that children, staff and parents have to enjoy a safe and productive learning environment.

### **Expectations**

We, the staff, have high expectations of behaviour for all, and we know that excellent behaviour comes as a result of caring and meaningful relationships between staff and pupils. We are committed to modelling, supporting and developing appropriate behaviours during the children's time in the school. We acknowledge that vulnerable and young children will need support and consistency from all staff to enable them to learn to express their needs and feelings in appropriate ways as this sets the tone for lifelong learners. Our high expectations apply on educational visits and when attending other venues with or on behalf of the school.

### **Aims**

- To promote a caring and co-operative ethos for effective teaching and learning.
- To ensure that a productive and safe learning environment will be maintained at all times.
- To support children to grow up with an understanding of the importance of values.
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for pupils and consistent in following the procedures.
- To prevent and deal promptly with any bullying and inappropriate behaviour by educating and changing attitudes.
- To create a happy and safe environment for children and adults.
- To keep parents informed of the policy, and its principles and procedures for rewards and sanctions.
- To support children whose behaviour gives repeated cause for concern and reduce the risk of exclusion.
- To develop an understanding of the ways in which our behaviour has an impact on our families, friendships, workplaces and society as a whole.

We recognise that children will need time, space and support to enable them to have awareness of boundaries set and of behavioural expectations in the setting. We follow an approach where children are given time to reflect and modify their behaviour. All staff have discussed and identified strategies and techniques to enable the children to learn to do this. All new children will be given time to become familiar with their new surroundings and our expectations of behaviour in line with the school values. We recognise that some children will need additional support in order to learn and develop an understanding of appropriate behaviour. This may involve working with parents or outside agencies.

### **Promoting Good Behaviour**

We aim to be pro-active in our approach to behaviour education and management by adopting a variety of positive strategies. We recognise that positive relationships, behaviour reinforcement and recognising children's achievements socially as well as academically, is the most effective form of behaviour management. We seek opportunities to praise good behaviour and achievements, with individual pupils, classes and as a whole school. Once a week we have a whole School 'Celebration' Assembly which gives a wider view of children's achievements. Adults model exemplary behaviour at all times and seek opportunities to praise the children frequently for their good choices

We seek to provide an exciting curriculum delivered by high quality teaching that engages children's interest, presents challenge and takes account of differing modes of learning, thereby reducing the possibility of inappropriate behaviour. Every class learns PSHE weekly based on progressive skills which are appropriate to the age of the pupils. Teachers spend time discussing and modelling appropriate behaviour with the children and this is linked to PSHE and the school's values. We recognise that parents have a very large role to play in promoting good behaviour and



encourage all parents to talk about the school values at home and support the behaviour section of our home/school agreement.

### **Knowing Children as Individuals**

We recognise children as individuals and acknowledge their strengths as well as understanding what they find more difficult. All staff are committed to supporting these individual needs.

### **School Values**

The school values are displayed throughout the school and staff reference these with the children on a daily basis. Where needed, classes or individuals may have extra guidelines or prompts to support positive behaviour.

### **Language used to support Behaviour**

Intentional and specific language can help individuals understand the expectations, needs, and impact of their actions, fostering a more positive and constructive approach to behaviour management.

#### **Key Considerations:**

Be specific about the behaviour and its impact.

Use positive language: Focus on what you want the person to do, rather than what you don't want them to do.

The language and tone should be calm and respectful even when the pupil has done the wrong thing.

Consider the context: The best language to use will depend on the situation and the individual involved.

Behaviour is communication: Try to understand the underlying message of the behaviour.

Acknowledge emotions: Validate feelings and help individuals express them appropriately.

Ask pupils to reflect on their behaviour and give them time and space as needed to do this.

Language should be focussed on the expectations and the impact of behaviour, suggested wording is given on the one page document at the end of this policy, which is also displayed around school. Children are encouraged to reflect on how they can help to make things better.

Talking about choices can be helpful, where professional judgement and knowledge of the child determines that they are in control of their actions. Where a child is highly dysregulated, this language should be avoided as children are not able to make reasoned choices in this situation.

### **Positive Playtimes**

We encourage positive play times and lunchtimes by providing a good supply of play equipment and other resources. We also actively involve pupil leaders, so that they can support mealtime assistants with directing the children to stimulating activities. There are a variety of different spaces to use, including a 'chill out' woodland area for pupils who would like a quieter space.

### **Anti-Bullying Policy**

The school takes measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour by using, amongst others, preventative strategies that actively develop pupils' social, emotional and behavioural skills.

The Anti- Bullying policy is understood by all staff and is used in conjunction with this policy.

### **Managing Inappropriate Behaviour**

Clear strategies are in place for dealing with behaviour that is inappropriate. See **PROCEDURES**.

### **Behaviour Monitoring**



The class teachers are principally responsible for the day-to-day management of the behaviour of children in their class and all staff have a collective responsibility for behaviour outside the classroom. They should act in accordance with the agreed procedures at all times.

Knowing children as individuals, all staff seek to be aware of the potential reasons why a child may be displaying negative behaviour. At staff meetings there is a regular agenda item for pastoral issues, when staff discuss matters of behaviour as well as sharing information where appropriate about key children to be aware of. We know that the identifying the underlying cause is key to managing behaviour- “a difficult child may be a child in difficulty”. Staff will be particularly aware of children who display a change in behaviour, who suddenly become withdrawn, disruptive, aggressive or anti-social or who display other behaviours that give cause for concern. When these situations arise they are referred to the Designated Safeguarding Lead (Alice Purcell, Headteacher) or deputy Designated Safeguarding Lead (Seann Williams, Deputy Headteacher) who assess the situation, consider the best strategies for helping the child and may consult with parents and other agencies.

### **Recording Behaviour Incidents**

Pupils often need a quick reminder during lessons to focus or show appropriate behaviour and this happens as part of positive relationships between staff and pupils. These incidents would not normally be recorded.

All behaviour incidents that are beyond usual reminders to follow the school values will be logged on our online reporting system, Cpoms. It is the duty of each member of staff to record behaviour incidents. Where possible, these should be reported by the staff member who was most directly involved with the incident. Behaviour concerns are reported factually. Class teachers and designated safeguarding leads should be alerted to these incidents. For SEN pupils, the SENDCO should also be alerted. Any actions relating to a behaviour concern are linked to the initial report. Incidents should be recorded whether they happened in lessons, at play or lunch time, or outside the school day. This will help to build a full and accurate picture.

Behaviour incidents are monitored by the headteacher, deputy headteacher and SENDCO on an ongoing basis and reported on termly to governors by the headteacher in the Headteacher’s Report.

If a member of staff does not yet have access to Cpoms, they need to see the headteacher, who will provide them with a behaviour log form to complete and hand directly to the headteacher/deputy headteacher.

### **Further Behavioural Support**

Children whose behaviour is repeatedly a cause for concern will receive support from the Head Teacher, Deputy Headteacher or SENDCO, together with other relevant staff and possibly outside agencies. It is crucial that parents are involved at this point as we work together to support the child. This may result in a pupil requiring a Behaviour Care Plan (BCP) and this will be developed with school staff and parents.

The school policy still applies, but the sanctions/strategies employed will be in accordance with their BCP. Information regarding these children and their BCP is shared with all appropriate staff. BCPs are the subject of regular termly reviews.

### **Exclusions**

The school seeks to promote inclusion by working together with families to identify needs at an early stage. In cases of persistent or extremely anti-social or disruptive behaviour, the Headteacher may decide that an exclusion is necessary. This will always be logged by the school and discussed with parents. There are different levels of exclusion. The examples given here are illustrative and every case has to be considered by its unique circumstances.



1. Internal Exclusion:

A child may have an internal exclusion if there is a serious behaviour incident, including those listed under level 3 below. This takes place for a lesson/day as deemed appropriate by the Headteacher or Deputy Headteacher. An internal exclusion means that a child will be taught within school but away from other children. It also means that playtimes/lunchtimes may be spent away from other children. A child will be supervised by an adult at all stages of internal exclusion. Parents will be notified of an internal exclusion. If a child has a pattern of internal exclusion, the school will write a detailed plan for that child and seek additional support from outside agencies.

2. Fixed Term Exclusion

A child may have a fixed term exclusion if there is a serious behaviour incident, including those listed under level 3 below, and which is dangerous or threatening or completely disruptive to the running of the school. The maximum period of fixed - term exclusion for an individual child is 45 days per year. It must also be reported to the Area Education Office and the Chair of Governors, and parents have a right of appeal to the governing body. . If a child has a fixed term exclusion, the school will write a detailed plan for that child and seek additional support from outside agencies.

3. Permanent Exclusion:

Permanent Exclusion is only used in extreme cases after other forms of intervention may have failed to solve problems of behaviour with a child. At each stage of the process, Devon Inclusion Team and the school leaders will work together to support the child, and family. A permanent exclusion must be reported to the Area Education Office and the Chair of Governors. Parents must be informed by letter and have the right to appeal to the governing body.

## PROCEDURES

| 1. <b>Low level</b> behaviours that can be managed effectively within a the school environment by all staff                                                                  |                                                                                                                                                                                                                                                                                                                                 |
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| Behaviours may include, but are not limited to                                                                                                                               | Suggested response                                                                                                                                                                                                                                                                                                              |
| Calling or shouting out<br>Ignoring instruction or warning<br>Refusal to work<br>Out of seat<br>Running in school<br>Lack of manners<br>Squabbling, teasing<br>Queue jumping | Non-verbal signals to remind of good behaviour choices.<br>Describe the expected behaviour.<br>Praise those doing as expected, and give child time to respond and make a good choice.<br>Ask the child to change the behaviour and praise them when they do.<br>Be proactive and use knowledge of child to pre-empt situations. |



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| <p>Answering back<br/>Pushing or pulling, rough play but not aggressive.</p> | <p>Intervene with distraction if appropriate for that child. Use tactical ignoring or direct attention away from the child to give them a chance to self-correct in a set period of time.</p> <p>Catch children 'being good'. Offer choices to give responsibility and ownership of behaviour to the pupil. Refer to the school values and ask the pupil to reflect on how they are meeting them.</p> <p>If the above are not successful,</p> <ol style="list-style-type: none"> <li>1. Move to a different space in the class (or playground, by adult, at playtime or lunchtime) to reflect on their behaviour. This is to give children chance to reflect on their behaviour and remove them from the situation. On return, if there is a repeat of behaviour continue as follows.</li> <li>2. Move to a different space in another class. The length of time out needs to be age/need appropriate and should be the minimum necessary to have an impact on the child. The purpose of this is to provide a separate space for reflection so that the pupil can return to their own classroom for a fresh start. On return, if there is a repeat of behaviour continue as follows.</li> <li>3. Send to deputy headteacher, who will ask the child to reflect on their behaviour and have a final chance to reflect and make a good choice before they come back to class. On return if there is a repeat of behaviour continue as follows.</li> <li>4. Send to Head teacher. Children who are sent to the headteacher will have a behaviour reflection conversation. Where appropriate, the children will complete a written behaviour reflection before discussing it with the headteacher, or for younger pupils, the headteacher will scribe and guide the children to reflect and make a plan for change. These reflections are signed by pupil, headteacher and parent. These are logged as reports on our online recording system.</li> </ol> |
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| <p><b>2. Behaviour which is hurtful or harmful towards others, that is not so easily managed within a classroom or outdoor environment</b></p> |                                  |
| <p><b>Behaviours may include, but are not limited to</b></p>                                                                                   | <p><b>Suggested response</b></p> |



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| <p>Bumping, pushing or otherwise hurting other children following an escalation of rough play</p> <p>Small damages or taking of property that is not their own</p> <p>Continual refusal to follow instructions</p> <p>Running off</p> <p>Swearing</p> <p>Continuous level 1 behaviours</p> | <p>Give a warning and offer the child the chance of 'making the right choice'. Inform the child of the possible actions and follow through if needed.</p> <p>Child to have reflection time within the classroom or in another classroom (of a younger year group).</p> <p>As appropriate to the behaviour, ask pupils to correct their actions and apologise, either at the time or later in the day, as appropriate to the pupil.</p> <p>If the above are not successful, follow the numbered points listed under level 1, however there will be an expectation that the child must address the behaviour with responsibility and make reparation as is appropriate, for example by talking with staff/peers and apologising. We recognise that some children may need time to calm down before adults can talk through their behaviour with them. All staff know that they may need to give children time and space to reflect on their actions before following up the consequences of their behaviour. Staff must however make it clear that the child understands that discussion will take place once they have calmed down. It is at the adult's discretion where and when this takes place.</p> |
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| 3. Serious behaviour such as unsafe, aggressive or discriminatory behaviour                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| High level behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Suggested response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Any sign of peer-on-peer abuse or discrimination</p> <p>Physical violence towards peers/staff with intent to harm – kicking, punching, biting et</p> <p>Inappropriate</p> <p>Abusive language</p> <p>Stealing from others- significant or persistent</p> <p>Running off – escaping or absconding</p> <p>Dangerous behaviour</p> <p>Putting themselves or others at risk</p> <p>Deliberate misuse of technology</p> <p>Allegations of bullying</p> <p>Continuous level 2 behaviours</p> | <p>Keep using level 1 and 2 responses, where appropriate, to regulate the situation.</p> <p>Calmly ask the child to stop. Ensure the safety of children by asking the child to remove themselves from the situation to a safe place. Remove the other children from the situation to another space if required.</p> <p>Observe, give space, keep distance of yourself and other children. Physically intervene if this is the only way of ensuring safety of the child or others.</p> <p>Take the child to the headteacher or deputy teacher or send another adult or a child to ask these staff for support, depending on the situation.</p> <p>All children displaying serious behaviours will have a reflection conversation with the Headteacher or deputy Headteacher. This should take place on the day</p> |



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|  | <p>of the incident/s wherever possible. The pupil will be expected to reflect on the behaviour shown and make a plan for improvement. This will be shared with the parent.</p> <p>If a child leaves the site, do not follow without informing another member of staff, so that the police and parents can be immediately informed. If monitoring a child who has left the school site, stay at a distance so as to avoid causing the pupil to run or undertake any other dangerous behaviour.</p> |
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#### **Process at lunchtimes:**

After a warning ask the child firstly to,

- 1) Stand with the staff member on duty for a fixed period of time.
- 2) Have reflection time outside the office
- 3) See the headteacher or Deputy Headteacher if behaviour persists
- 4) If behaviour is serious, bring the pupil straight to Headteacher or deputy Headteacher or ask another adult or child to notify these members of staff and request assistance





# How we talk about Behaviour at Ide

Teamwork - Individual Best - Curiosity- Kindness and Respect

## Expectations

"At Ide school, we follow our shared values."

"That action (describe) does not fit with our school values."

"

## Understanding

"Can you help me understand what happened?"

"What were you trying to achieve?"

"I wonder why..." / "Perhaps..."

"Thinking about our values..."

"Let's reflect on what happened."

## Impact

"That action is interrupting the learning."

"That could lead to [negative outcome]."

"How has it made others/ you feel?"

## Choice

(Not to be used when children are highly dysregulated)

"You can choose to [positive action] or [alternative action]."

"If you choose to [negative action], the consequence will be [consequence]."

## Making things Better

"What could you do to put this right?"

"How can we make sure everyone feels okay again?"

"What will help to rebuild kindness and respect?"

"Let's plan how to move forward together."

