Bishop Wood Church of England Junior School



BEHAVIOUR POLICY

Wisdom – Hope – Community-Dignity

To be the best versions of ourselves, enjoying life in all its fullness.

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1. Aims and Vision

This policy aims to:

- Provide a consistent, therapeutic approach to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave through the lens of our values: Wisdom, Hope,
 Community and Dignity
- Summarise the roles and responsibilities of all members of our school community
- Outline our system of **rewards and consequences**, rooted in personal growth and positive relationships
- To create a positive learning environment, respond to behaviours thoughtfully, and work in partnership with pupils, parents, and staff to ensure that every child can become, "the best version of themselves, enjoying life in all its fullness."

Our learning community is built on the Christian values of:

Wisdom making thoughtful and informed choices

Hope believing in growth, second chances and the future

Community caring for and supporting others

Dignity respecting the value of every individual

These values shape how we treat one another, how we behave, and how we reflect on our actions.

Children are expected to:

- Behave in a kind, thoughtful and self-regulated way
- Show respect to all members of our community
- Contribute to a positive, calm learning environment
- Move around the school in a quiet and safe manner
- Care for the school's environment and property
- Wear correct uniform
- Accept consequences and engage in reflection
- Represent the school positively both in and out of school

Golden Values for Pupils

The Golden Values underpin our expectations for behaviour. They are shared with pupils and displayed in every classroom (see Appendix 8).

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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:

- Section 175 of the <u>Education Act 2002</u>, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the <u>Education and Inspections Act 2006</u>, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- <u>DfE guidance</u> explaining that maintained schools should publish their behaviour policy online

3. Definitions

Low-level behaviour (Teacher-led) is defined as:

- Disruption in lessons, in transition between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude or conduct
- Incorrect uniform

Higher-level behaviour (SLT-led) is defined as:

- Repeated breaches of the school rules
- Bullying
- Theft, fighting or vandalism
- Discriminatory behaviour (racist, sexist, homophobic)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article a staff member suspects has, or is likely to be, used to commit an offence.

4. Bullying

Bullying is the repeated, intentional harming of others, often involving a power imbalance (see Appendix 2). It is deliberately hurtful, ongoing, and hard for the victim to defend against.

We tackle bullying through a **therapeutic**, **values-led approach** that reflects our vision of a safe, respectful, and inclusive community. Rooted in our core values of wisdom, community, hope, and dignity, we focus on:

- Empowering the victim
- Restoring relationships
- Supporting the perpetrator to change behaviour

We are committed to a safe, respectful and inclusive environment. Guided by our core values, we use a therapeutic approach to understand, prevent, and respond to bullying. Our key strategies include:

- Wisdom: Through PSHE lessons, assemblies, and staff training, we help pupils, staff, and
 parents recognise bullying and know how to report it. Children are taught strategies to respond
 wisely to challenging situations.
- Community: We work closely with families, staff, pupils, and external agencies to address all
 forms of bullying. Safe spaces are actively created where vulnerable pupils feel heard, valued,
 and protected.
- Hope: Using Jigsaw PSHE, values-led assemblies, and peer support schemes, we develop pupils' empathy, resilience, and social skills. Events like Anti-Bullying Week inspire positive action and cultural change.
- Dignity: Pupils are encouraged to share worries and are always listened to respectfully and sensitively. Responses to incidents aim to preserve dignity, combining appropriate sanctions with restorative conversations.

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 3).

The governing body also works in partnership with the headteacher to review this behaviour policy and monitor its effectiveness, holding the headteacher to account for its consistent and values-driven implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, ensuring it reflects the school's statement of behaviour principles (Appendix 3) and core values of wisdom, community, hope, and dignity.

The headteacher will promote a school environment that encourages positive relationships, supports emotional wellbeing, and fosters respectful behaviour.

The headteacher will ensure that staff consistently and fairly implement the policy, applying rewards, natural consequences, and restorative opportunities in line with the school's therapeutic approach.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy with consistency, empathy, and fairness
- Modelling positive, respectful behaviour at all times
- Building trusting relationships with pupils
- Providing a personalised response to the specific behavioural needs of individual pupils (see appendix 7 and 8)
- Sharing and encouraging SLANT (appendix 5) to promote good learning behaviour
- Recording behaviour incidents accurately and promptly to inform support and monitoring and complete Class Charts daily – informing parents
- Discuss and display pupil friendly chart (Golden Values)

The senior leadership team will offer regular support, coaching, and reflection opportunities for staff in managing behaviour restoratively and therapeutically.

5.4 Parents and Carers

Parents and carers are expected to:

- Support their child in upholding the school's pupil code of conduct and living out the school values
- Inform the school of any changes in circumstances that might affect their child's wellbeing or behaviour
- Communicate promptly with school staff about any behavioural or emotional concerns
- Work collaboratively with the school, supporting restorative processes where appropriate
- Uphold the home-school agreement, fostering a strong partnership between home and school

6. Behaviour management

We manage behaviour with a focus on restorative practices, celebrating positive choices and fostering an environment where children can learn and grow. We promote the values of **wisdom, community, hope, and dignity** through positive reinforcement and mutual respect. Our approach is about teaching children to make responsible choices, rather than punishing them.

6.1 Classroom management

Teachers and support staff play a crucial role in setting the tone for behaviour within the classroom. They will:

- Establish a calm, purposeful learning environment
- Model positive behaviour for pupils to follow
- Display our golden values chart and SLANT and refer to it
- Build positive relationships through:
 - o Greeting pupils
 - o Establishing clear routines
 - o Communicating expectations in various ways
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively
 - o Getting to know and understand each child to motivate and engage them
 - o Use positive reinforcement

6.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint 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 and reported to parents

6.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's <u>latest guidance on searching</u>, <u>screening and confiscation</u>.

6.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging or harmful behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

6.5 Monitoring Behaviour

All low-level and high-level behaviour is logged on Class Charts, which is also used to log and track house points. SLT regularly review Class Chart data in order to track trends and identify patterns, monitor individual pupil behaviour, ensure consistency in responses, and inform targeted support or interventions where needed.

7. Rewards and Consequences

At Bishop Wood, we celebrate positive learning behaviours, encouraging pupils, "to be the best versions of ourselves..." and through our school values: Wisdom, Community, Hope and Dignity. We understand that mistakes are part of learning, and support children to take responsibility and restore relationships where needed. We make reasonable adjustments to SEND pupils according to their needs.

7.1 Rewards

Positive behaviour is recognised through:

- Purposeful praise
- House Points (using Class Charts)
- Postcard home/special tea
- Certificates (e.g. lunchtime, celebration assemblies)
- Special responsibilities and privileges
- Pom Poms from lunch leaders
- Positive communication with parents

7.2 Consequences

Where behaviour falls below expectations, we respond fairly and restoratively. See graded table, appendix 6.

7.3 Off-site behaviour

Children are expected to uphold the school's reputation and maintain high standards of behaviour when visiting other settings. Rewards and sanctions will be applied when representing the school, such as on a school trip or on the bus on the way to or from school.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8 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 with colleagues sharing information regarding behaviour.

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 at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

10 Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Behaviour Co-ordinator every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 3) will be reviewed and approved by the Governing body.

11 Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: Strategies for teachers dealing with low-level behaviour using the therapeutic approach

Relational Strategies (to build connection and prevent escalation)

Idea Example **Meet and Greet** Welcome every child personally — a smile, eye contact, using their name. Quietly ask a child how they are at the start of the day ("You doing okay Personal Check-ins today?") — shows you notice them as a person. Create class 'rules' together based on our values, so children have ownership. Class Agreements "I noticed you're finding it hard to settle — are you okay?" (non-judgemental 'I noticed...' Language Publicly notice what's going right, e.g., "I can see lots of people showing **Positive Narration** Wisdom by starting straight away." Help children name their feelings ("It looks like you're frustrated. Let's work it **Emotion Coaching** out."). Restore Before If there's been an upset, take a minute to repair the relationship before expecting full engagement. Instruction Aim for 3 positive interactions to every 1 corrective one. Keeps relationships 3:1 Praise Ratio warm.

Natural Consequences (so consequences feel logical, not punitive)

Behaviour	Natural Consequence
Scribbling on school property	Clean it up; help with classroom maintenance.
Calling out/disrupting learning	Miss part of own break to complete learning.
Being unkind to a peer	Find a way to <i>repair</i> — writing a note of apology, helping them, checking in with them.
Leaving a mess after lunch	Stay behind to tidy the dining hall.
Misusing equipment	Loss of privilege to use it for a short time and relearning how to use it properly.
Hurting someone (minor)	Offer first aid help, a check-in conversation to rebuild trust.
Not following uniform rules	Borrow spare uniform from school from the music room or hall.
Shouting or storming out	Calm-down time + a conversation before rejoining the group.

Opportunities for Restoration using the therapeutic approach (bringing back connection after conflict)

Idea	Example
Restorative	Structured script: 1) What happened? 2) What were you feeling? 3) Who has
Conversations	been affected? 4) What needs to happen next?
Circle Time	Small group restorative circles after bigger incidents (can include affected pupils).
Reflection Sheets	Short form (especially for younger children): "What happened? What could I do differently next time?"
Making Amends	Practical acts of kindness or service to the community (e.g., helping a lunchtime leader if they were rude earlier).
Behaviour Support	Regular positive catch-ups with an adult (even after an incident) to rebuild
Check-ins	trust.
'Walking with'	Walk side-by-side (e.g., to playground duty) while having restorative
Instead of 'Talking at	conversations — feels less confrontational.
Pupil-Led Apology	Support a child to find their <i>own</i> way to apologise or rebuild a relationship (letter, drawing, verbal apology).
Class Reconnection Activities	After a tricky time (e.g., after lunchtime incidents), do a short 5-min positive team activity to re-bond the group e.g. Pass the Praise, Silent High-Fives (how many can you do in one minute) Mindful Minute, Story Chain.

Restorative Conversation Script

(Quick, low-stress for staff and pupils)

1. What happened?

"Tell me your side of the story."

2. What were you feeling?

"How were you feeling at the time?"

3. Who else was affected?

"How did it make other people feel?"

4. What needs to happen to put it right?

"What can you do to make things better?"

5. How can we move forward?

"What will you do next time?"

(Keep voice calm, open body language, listen more than talk.)

Quick Reminders

- Focus on **restoring relationships**, not just punishment.
- Stay curious about behaviour ("What's driving it?") rather than just reacting to it.
- Celebrate small wins and improvements!
- Consistency matters even on tough days.

Appendix 2 (different types of bullying)

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use
	of violence
Racial	Racial taunts, graffiti, gestures
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Appendix 3

Written statement of behaviour principles

The following points were chosen by the governing body and used by the leadership team to underpin the behaviour policy:

- Every pupil understands that they have the right to feel safe, valued and respected, and be free to learn without disruption from others
- All pupils, staff and visitors can expect to be treated without discrimination at any time
- Staff and volunteers to model exemplary behaviour to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the pupil's committee every two years.

Appendix 4: behaviour log (completed and stored in class folders)

Bishop	ishop Wood CofE Junior School: Reflection Sheet					
Pupil's name:					Class:	
Date:						
Where did the incident take place?			When did it take place?			
Which value is involved?	Wisdom	Hope		Communi	ty	Dignity
What happened?						
Who was involved?						
What actions were taken, including any sanctions?						
Is any follow-up action needed? If so, give details.People informed of the incident						
How can you be the best version of yourself next time an issue arises?						

Appendix 5



|Appendix 6

Behaviour Management Chart

Stage/linked value		Behaviour Examples	Response	Follow Up Actions	
L o w	Yellow (Reminder) Community, Wisdom	Minor disruption, calling out, fiddling, wandering, first-time unkindness	Verbal reminder, positive reinforcement, link to values.	 Monitor for repeated behaviours 	
-l e v e l	Light Orange (Warning) Dignity, responsibility	Repeated disruption, ignoring instructions, poor effort	Clear warning, 2-min restorative conversation at the beginning of break, negative point.	 Log on Class Charts Assign negative point Begin pattern monitoring 	
H ig h- L	Dark Orange (Consequence) Respect, wisdom, community	Persistent disruption, rudeness, defiance, untargeted disrespect, minor damage, dishonesty	Managed by SLT, lunchtime reflection sheet, parent contact, logged on Class Charts. CPoms if necessary	 Log incident on Class Charts Inform parents via office Discuss support if patterns emerge 	
v el (S LT)	Red (Serious Incident) Dignity, hope community	Physical aggression, bullying, discriminatory language, serious damage, refusal to reflect	Immediate removal, Headteacher meeting, behaviour plan, sensory room use, CPoms.	 Headteacher meets with parents Behaviour plan or possible suspension Record on Class Charts Use reflection sheet 	

Date:	
Staff member:	

• Complete	Context (home and sif required	school)	Complete if	Diagnosis required
		The bo	ehaviour	
	Function			Cultural expectations
Sensory		Action:	Complete if	required
Escape or avoidance		Action:		
Attention		Action:		
Tangible gain		Action:		
Hypothesis	:			
Action:				

Appendix 8 – Golden Values

Bishop Wood Behaviours for Learning	
Wisdom: We RESPECT people, property, and	
ourselves	·We are polite to all.
	·We do not call out.
	·We keep our school and belongings tidy.
	·We wear the correct uniform.
Community: We LISTEN to instructions	·We do what we are asked the first time.
	·We show good learning behaviours (SLANT).
	·We let adults teach and others learn.
	We do not fiddle with things on our table.
Hope: We TRY our best and try again	·Mistakes are okay, they are part of learning.
	·We persevere and do not give up.
	·More effort means more success.
Dignity: We take responsibility for our own	
behaviour	We learn from what we have done.
	We do not blame others.
	·Accept consequences when they are given.
	We say sorry for any hurt caused.

	Anxiety Mapping Analysis and Evidence of Differentiation					
	Score	Staff/Location/Activity/Peer/Time	Evidence of action			
		Predict it	Prevent it			
ţ	+2	These items overwhelm the pupil	Planned Differentiation required to reduce anxiety			
Anxiety	-	•				
ed Ar	+ 5	•	•			
Raised		•	•			
		•	•			
	+ 2	These items run the risk of overwhelming the pupil	Monitoring needed			
		•	•			
		•	•			
		•	•			
	0					
icy	-2	These areas run the risk of developing an over reliant	Monitoring needed			
dependency		·	•			
Ď.		•	•			
der		•	•			
l	-2	These areas have developed an over reliance	Differentiation needed to reduce this over reliance			
eas	-	•	•			
Increased	-5	•	•			
•		•	•			