ILCHESTER COMMUNITY PRIMARY SCHOOL

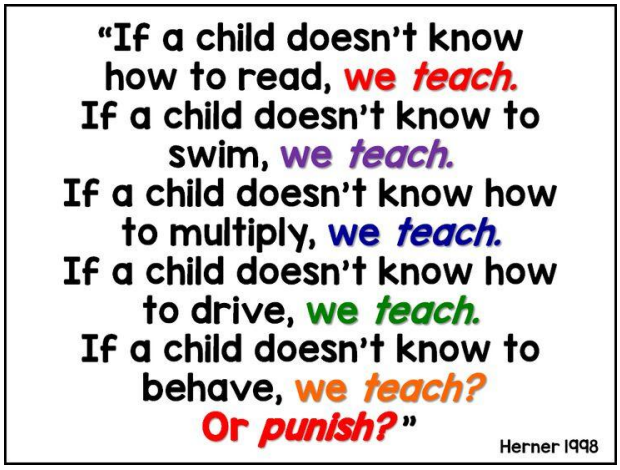
Behaviour Policy

Reviewed September 2025	M Mordue	**M Mordue**	**Headteacher**	**Review September 2026**

Rationale

Ilchester Community Primary School is committed to establishing an environment where exemplary behaviour is at the heart of productive learning and in which all members of the school community feel safe, secure and respected.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It is imperative that we recognise the need to teach children how to behave rather than expecting them to have already developed this understanding.



This echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Our Behaviour Policy reflects the work of Paul Dix and is supported through our partnership with Pivotal Education.

Our School Expectations

Ilchester's Three Golden Expectations: **READY, RESPECTFUL, SAFE** should be embedded, followed and referred to when having conversations about behaviour. These expectations can be applied to a variety of situations and are taught and modelled explicitly.

Aims of the Behaviour Policy:

- To create a culture of expected good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To ensure a consistent and calm approach to and use of language for managing behaviour
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, respect and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Behaviour Policy:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Ilchester School Values

Providing a positive attitude and environment in our school are also underpinned by the Ilchester Values. These values are designed to create well rounded children and good future citizens. These values are discussed on a regular basis within whole school and class assemblies.

Belief (determination, confidence, grit, tenacity)
- We have confidence in our own and others' abilities
- We keep going
- We ask for help when we need it

Kindness (compassion, understanding, respect, care)
- We are gentle with each other
- We try our best to do the right thing
- We say sorry when we get it wrong

Bravery
- We try new things
- We know mistakes help us to learn
- We push ourselves

Curiosity (inquisitiveness, interest, enquiring)
- We ask questions
- We embrace new experiences
- We learn how to find answers on our own

Equity (fairness, integrity, honesty, inclusivity)
- We are fair
  We include everyone
- We celebrate everyone's difference

Aspiration

- We aim high
- We always do our best work
- We dream big and celebrate our success

All staff will:

- Meet and greet learners at the door.
- Refer to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism.
- Are calm and give time when going through the stepped boundaries. We aim to prevent before using consequences.
- Follow up every time, retain ownership over situations and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving poorly.

The Senior Leadership Team

Senior leaders (SLT) are not expected to deal with behaviour referrals in isolation. Rather they work with colleagues to support guide, model and show a unified consistency to the learners. They will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site to encourage appropriate conduct.
- Celebrate staff and learners whose efforts go above and beyond expectations.
- Regularly share good practice.
- Encourage use of our rewards and recognition systems.
- Ensure staff training needs are identified and targeted.

What we expect of our children:

- To be respectful to teachers, support staff, other children and visitors.
- To listen to adults and each other in lessons and in assemblies.
- To move around the school quietly and calmly.
- To work and play co-operatively with each other.
- To take care of the school and its equipment.
- To be honest and truthful.
- To accept responsibility for their actions and be aware that they may have consequences.
- To embrace the learning opportunities, they are given.

What we expect of our parents/carers:

- To adhere to the school's behaviour policy.
- To support the school's decisions regarding rewards and consequences.
- To celebrate with us their children's successes.
- To support their child by agreeing to discuss any problems that arise.

- To ensure their child is aware of what being Ready, Respectful, Safe means.
- To be positive and encouraging about their child's learning experiences.

A strong partnership between school and parents/carers is fundamental to a successful behaviour policy.

INCENTIVES TO POSITIVE BEHAVIOUR
We believe the ideal rewards are the intrinsic rewards offered by:

- Good relationships
- A stimulating curriculum
- Positive role models

Rewards and Recognition for Positive Behaviour

Children can and should be recognised for both their good behaviour and for their achievements at school.

Our Rewards and Recognition system has three tiers:

1. Immediate Individual Praise
Verbal praise/House points (KS2)/Stickers(KS1) This is an extremely powerful way of connecting with our learners and letting them know they are appreciated and their efforts are seen and recognised. However, we need to be mindful of how different people react to praise

Deliver deserved praise: discreetly privately fairly

2. Recognition Boards
Each class has a recognition board and these can also be used in communal areas such as the school lunch hall.

You get more of the behaviour that you notice most

Each class does not need to follow the same format but the principles below are followed:

- Targeted at 'Learning Attitudes' not just functional behaviours.
- Names or tallies go on the board to recognise learners who are demonstrating the desired learning attitude.
- Names or tallies are never removed from the board. Learners who disrupt are dealt with privately.
- Learners can nominate others to be put on the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up.
- Recognition boards need refreshing daily or weekly.
- Learners are recognised for effort and not for achievement.
- When everyone has their name on the board a collective reward is appropriate

- Use the recognition board to persistently and relentlessly catch learners demonstrating the right learning.

3. Praise Postcards and phone calls home
At the top of the hierarchy of recognition is acknowledgement that communicates positive messages to the child's home. It is sincere recognition for those children who have gone over and above.

The best recognition is when reinforcement is written down

- These should be used to reward a specific over and above behaviour, event or piece of work.
- Rewarding children with praise postcards should be both proportionate and inclusive. Therefore, some learners may need to be awarded 'fractions' of a praise postcard until they earn a full postcard.
- Praise should not be caveated in the context of other negative behaviours.
- If children have parents who live in different households; both parents are contacted.

Positive recognition lasts for a lifetime. It's the reward that keeps giving.

Managing and Modifying Poor Behaviour

We strongly believe that high quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Engagement with learning is always our primary aim at Ilchester Community Primary School.

However, we understand it may be necessary for staff to apply our stepped boundaries when pupils demonstrate unacceptable behaviour. Learners are held responsible for their behaviour and staff will deal with behaviour without delegating.

- For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed.
- These steps should always be gone through with care and consideration, taking individual needs into account where necessary.
- We praise the behaviour we want to see.
- All learners must be given 'take up time' in between steps.
- It is not possible to leap or accelerate steps for repeated low-level disruption.
- Children must be allowed to explain their actions. It is important that they feel staff give them a chance to do this and listen with an open mind. Staff will always deliver consequences calmly and with care.

All staff and children are made aware of the rewards and consequences in place. It is felt that if we apply these steps consistently and fairly this will promote clear boundaries and in turn positive behaviour.

Stepped Boundaries gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away	
1. REMINDER	**A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.** I've noticed you chose to …… (state the noticed behaviour). This is a REMINDER that we need to Be… (Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and do not respond) Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. WARNING	**A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Offer a positive choice to do so and refer to previous examples of good behaviour.** I've noticed you chose to …… (state the noticed behaviour). If you choose to break the rules again you will need to … (go to a quiet area/move to another table/stay behind at playtime) Do you remember when …… (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you choose to break the rules again you will need to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. CONSEQUENCE/ CALMING TIME	**If a learner still refuses to engage, an appropriate consequence will be explained to the child. The child may need time afterwards to calm down and compose.** I've noticed you chose to …… (noticed behaviour) You have now chosen to … (go to a quiet area/move to another table/stay behind at playtime/move to another classroom) I will come and speak to you in two minutes. Thank you for listening Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to stay behind at playtime. I will come and speak to you in two minutes. Thank you for listening.' **A short, restorative conversation should take place as soon as possible afterwards.**
4. FOLLOW UP, REPAIR RESTORE	**Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.** 1. What happened? 2. What were you feeling/thinking at the time? 3. Who has been affected and how? 4. What could you have done differently? 5. What do you think needs to happen to make things right? **The behaviour incident must be recorded at this point in the green folder.**

Early Years Stepped Boundaries
gentle approach > use child's name > down to child's level > make eye contact > deliver message>walk away
Each step will require the use of **visuals** alongside verbal explanations.

1. REMINDER	**A clear, simple reminder of the expectations Ready, Respectful, Safe. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Give the child 'take up time'.** Examples: 'Good sitting. Be ready. Thank you.' 'Kind words. Be respectful. Thank you.' 'Kind hands. Be safe. Thank you.' 'Good listening. Be ready. Thank you.' 'Be friends. Be respectful. Thank you.' 'Walking. Be safe. Thank you.' 'Good looking. Be ready. Thank you.' 'Take turns. Be respectful. Thank you.' 'Pick it up. Be safe. Thank you.' 'Good standing. Be ready. Thank you.' 'Share. Be respectful. Thank you.' 'Let go. Be safe. Thank you.'
2. WARNING	**A clear verbal warning making the child aware of their behaviour. Link their behaviour to how the child may be feeling at that moment. Use visuals to clearly explain the consequence if they continue.** Examples: 'Stop. You are excited. Good sitting. Time out or be ready. Good girl/boy.' 'Stop. You are upset. Kind words. Time out or be respectful. Good girl/boy.' 'Stop. You are angry. Kind hands. Time out or be safe. Good girl/boy.'
3. CONSEQUENCE/ CALMING TIME	**If a child still refuses to engage, the appropriate consequence will be explained to them. Children will sit on a time out according to their age (2 year olds – 1 minute, 3 year olds – 3 minutes, 5 year olds – 5 minutes). The child may need time afterwards to calm down and compose.** Examples: 'Stop. You're still excited. Not ready. Time out.' 'Stop. You're still upset. Not respectful. Time out.' 'Stop. You're still angry. Not safe. Time out.' **Saying sorry should not be a consequence but can be part of the follow up/repair/restore.**
4. FOLLOW UP, REPAIR RESTORE	**Allow time to follow up the incident, repair relationships and enable the child to learn what to do next time.** **This will be dependent on the individual child but may include saying sorry to those who were affected by their behaviour. The adult must apologise on behalf of the child to model this behaviour if the child cannot do it themselves.** **Allow 'Time in' with the child to let them know that you still love them but you didn't love their behaviour.** **The behaviour incident must be logged at this point.**

Exclusions

Exclusion is used only in the most exceptional and extreme circumstances. At all times the school looks to follow the DFE guidelines and a comprehensive explanation of these can be found on the Somerset LEA website by following the link below:

https://www.somerset.gov.uk/education-and-families/school-exclusions/

Governors and Somerset LEA are always involved in any undertaking and DFE policy followed rigorously.

Children with Additional Behaviour Needs

Some children may be beyond normal rewards and sanctions. Their behaviour may be linked to behavioural, social and emotional needs. In cases like this, the Head, Deputy and Inclusion Leader will be monitoring their behaviour at a school action level. The child's parents will be fully involved, and an Individual Behaviour plan or Pastoral Care Plan will be in place. The strategies employed will be consistent with the aims and approaches within the behaviour policy.

"The children who need the most love, ask for it in the most unloving of ways."
(Russel Barkley)

Recording Procedures

Green Folders

Any incident in the school building or on the playground must be recorded on CPOMS using the behaviour tag. These will be monitored by a member of the SLT. The total recorded number of incidents will be analysed which will inform the effectiveness of rewards, policies and procedures in the school. This is an effective tool for reflecting on and understanding the reason for the behaviour and how to adapt provision and support in order for it not to occur again. Praise Postcards will also be recorded by class teachers.

ABCC Charts

Where necessary, incidents involving children with ABCC charts must be recorded on the ABCC chart and kept in the Green Folder. These too will monitored by the SLT and Inclusion Leader.

We must never forget that the most powerful incentive to promote positive behaviour is to regularly praise children who display appropriate behaviour.

Staff, Parents' and Visitors' Behaviour in School

At all times we expect adults within school to be polite to both each other and to the children, and to ensure positive language is maintained.

We ask that all adults respect that the school is an environment in which children are learning and to ensure their activities enable, rather than disrupt that learning.
Abusive language or behaviour towards children or our staff will not be tolerated and a complaint may be made in relation to this using the school's 'Complaints Procedure' outlined in the policy available on the school web site.

E-Safety is a priority at Ilchester School and in line with this the use of mobile phones or sound and image recording equipment (tablet or phones) is strictly prohibited during school hours unless specific permission has been granted (for a school play for example).

Monitoring, Reviewing and Evaluating

The implementation of this policy will need to be continually monitored for effectiveness and consistency. Senior staff and the PSHE co-ordinator are responsible for this activity.

Staff guidelines will be updated to reflect any agreed changes following discussions with stake holders.

All stake holders will be kept informed of any review and action that will need to be taken.

The areas targeted for review will be:

- The aims – are they still valid?
- Rules – are being applied consistently and fairly?
- Rewards/Consequences – are they appropriate and do they act as incentives/disincentives?
- Evaluation
- Have the number of incidents of poor behaviour reduced? This will be measured by: staff surveys, pupil conferencing and parental questionnaires.

Behaviour Blueprint

Our Behaviour Blueprint provides a clear summary of our approach. It shows Ilchester's agreements on adult behaviours, positive recognition and consistent steps.

Ilchester Community Primary School

Behaviour Blueprint

Child centred learning in the heart of the community

Ilchester Community Primary School is committed to establishing an environment where exemplary behaviour is at the heart of productive learning and in which all members of the school community feel safe, secure and respected.

Visible Adult Consistencies

1. Calm, consistent and fair
2. Give first attention for best conduct
3. Relentlessly bothered
4. Meet and greet with a smile
5. Recognise over and above

Rules

Ready

Respectful

Safe

Over & Above Recognition

1. Praise
2. Recognition Boards
3. Positive Post-cards and Phone Calls home

Our Values

Belief Kindness Bravery Equity Curiosity Aspiration

Stepped Boundaries

1. Reminder
2. Warning
3. Consequence/ Calming Time
4. Follow up/Repair/ Restore

Microscript

- I've noticed that…
- Remember our school rules...
- You have chosen to…
- Do you remember when….? That is the behaviour I expect of you.
- Thank you for listening.

Restorative Questions

1. What happened?
2. What were you feeling/ thinking at the time?
3. Who has been affected and how?
4. What could you have done differently?
5. What do you think needs to happen to make things right?