



Wycliffe Church of England Primary School

Behaviour Policy

2024/25



Ratified by the governing body: Oct 24

To be reviewed: Oct 25

Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.

All of the life and work of Wycliffe CofE Primary School is underpinned by our shared Christian and core values of love, friendship, kindness, trust and forgiveness. We recognise, respect, value and celebrate difference of all kinds. We are committed to ensuring that we all care for each other so that we are able to grow and learn together, in a safe and stimulating environment.

The central ethos of our Behaviour Policy at Wycliffe is one of positivity, acceptance and justice. We will always explain why and guide and support our children to make positive choices.

This policy has been written to align with the Trust policies on behaviour and we may refer to: [MAT-Behaviour-Statement-and-Expectations-Reviewed-June-2024.pdf](#)

- DRAFT Behaviour Statement and Expectations
- Managing Abusive and Threatening Behaviour (Zero Tolerance)

Linked Wycliffe Policies

- Safeguarding and Child Protection
- Suspensions and Exclusions Policy
- Staff Code of Conduct
- Anti-Bullying
- SEND

Wycliffe Aims

We promote positive behaviour and attitudes and support personal development and well-being. We aim:-

- To encourage pupils to co-operate with one another, with staff and with other members of the school community.
- To help pupils develop self-discipline and support their growing sense of responsibility for their own actions.
- To help pupils to achieve a positive self-image and provide experiences which nurture a sense of care and responsibility towards others.

- To provide an environment which fosters independent decision making and allowing for the growth of resilience.
- To use positive feedback to empower children to succeed.
- To encourage consistency and a feeling of common purpose among all members of the school's community.
- To use a range of strategies to support, value and reward positive behaviour, whilst allowing children to experience the consequences of poor choices in a supportive atmosphere where mistakes become key learning opportunities.

Positive Behaviour Expectations

At Wycliffe we believe that excellent pupil/staff relationships are the critical element in promoting positive behaviour in the school.

We have five core [key] school expectations, which are prominently displayed around school and which apply to everyone. These underpin our approach to every situation. Key words/phrases are underlined to help the pupils remember and understand what is expected of them. These expectations are valid throughout the school day: during lessons; at playtime; at lunchtime and when participating in any school activity including trips out.



Staff at Wycliffe encourage pupils to achieve these expectations by:

- Demonstrating consistency and fairness
- Being positive role models themselves
- Using positive encouragement and rewards. For example, apply Good to be Green, praise, stickers, reinforcement of praise from SLT, praise in good news assembly and house points.
- Recognising and highlighting positive behaviour as the 'norm' – but never taking it for granted.
- Sharing children's positive behaviour and attitudes with their parents with texts home 3 times a week if you reach purple.
- Providing a range of stimulating, challenging and engaging activities to give children the skills to succeed.

- Being positive role models who want to catch children being good.

Good to be Green

Our Good to be Green system of rewards and sanctions acknowledges those children who are consistently well behaved. It is simple and easy to understand. Each class has a chart displaying every child's name on a pocket containing a purple, green, yellow and a red card. Children are encouraged to aspire to be 'proud to be purple' but also know that it is 'good to be green' through the visual aid and through a variety of additional rewards.

Most children start on a green card every day. If a child chooses not to adhere to a school rule they are given a verbal warning. If this continues they move onto a yellow card. If a child again ignores this and continue to make poor choices through inappropriate behaviour, they are moved to a tilted red, followed by a final stage of a full red card. A red card will result in seeing a member of SLT. They will address the behaviour with a fitting sanction and they or the class teacher may call home. These are logged as red cards on CPOMS.

Red cards could result in:

- Missing some break time – still outside but with an adult – not their friends.
- Reflection time in the nurture room or another class, where work will also need to be completed.
- Writing an apology letter.
- A call home to parents.

If a child had 3 red cards in a week then a call home would be a must.

If there is time in the day, restorative work can take place and the aim would be to leave school on a positive note, yellow, green or purple. If a child fails to engage and poor choices continue the child would commence on red for the following day and the restorative work would commence first thing to support moving back up the behaviour chart. Parents would be notified about this.

Sometimes, there are more serious aspects of behaviour that result in the child being given a red card without the steps in between. They would be taken straight to a member of SLT to discuss unacceptable choices and be supported to move back up the chart after a period of reflection. A call home by the class teacher would occur.

Zero Tolerance

All members of the Wycliffe community have a right to expect that their school is a safe place in which to work and learn. There will be a zero tolerance of violence, threatening behaviour and disorderly conduct, including abuse in all forms, against school staff, volunteers or other members of the school community. Where such behaviour does occur, action will be taken to deal with the person or persons concerned.

Our definitions around matters of such severity are lifted from the BDAT Zero Tolerance Policy: "disorderly conduct" as: verbal abuse, threatening abusive or insulting words or behaviour or any disorderly behaviour whereby a person is caused alarm, harassment or distress. "Threatening behaviour" is when a person fears that violence or threat of violence is likely to be provoked. In an academy context this could mean someone shouting at a volunteer or member of staff, either in person or on the phone; acting aggressively,

including using intimidating body language, as well as actual violence. It also covers comments posted on social networking sites or situations where volunteers or members of staff are approached.

Staff are expected to apply the Good to be Green system consistently and must not use any other forms of sanction. In order for a consistent approach we have devised the following steps that all staff must adhere to for giving yellow or red cards:-

Possible problem:	Possible sanctions can be any of the following depending on the severity:-
Shouting out Fidgeting Interrupting Answering back Failure to engage/work Talking over staff	<ul style="list-style-type: none"> • A gentle warning initially • A look... • Request to pay attention and keep class rules • A warning of yellow
Persistent as above	Yellow card given
Continued as above – persistent	A tilted red card
Continued as above	Full red card given: sent straight to SLT, CPOMS and sanction appropriate from SLT. Reflection work and reflective time out. Aim – to get child back up the chart.
Intentional harm to other pupils Violent threats to other pupils Damage to property *Reasonable adjustments	Immediate full red card... sent straight to SLT, CPOMS and fixed term suspension may be issued. If suspended a child will return on a red and a consequence and reflection time needs to happen to allow better choices in future. Both perpetrator and victim will receive targeted, bespoke support.
Harmful Sexual Behaviour Bullying Persistent bullying Homophobic, racist or any discriminatory abuse against protected characteristics Verbal abuse to other pupils Verbal abuse to staff Violence/physical harm to pupil or any adult Abusive and Threatening Behaviour The Public Order Act 1986 defines disorderly conduct as: verbal abuse, threatening abusive or insulting words or behaviour or disorderly behaviour whereby a person is caused alarm, harassment or distress. Threatening behaviour is when a person fears that violence or a threat of violence is likely to be provoked. In an school context, there will be a zero tolerance of violence, threatening behaviour	Immediate red card recorded on CPOMS. Any of the following <i>could</i> happen, in no particular order:- <ul style="list-style-type: none"> • SLT informed • SLT/CT/Pastoral contact parents • Parents attend a support meeting • Internal counselling / support offered • LA/TRUST notified • SLT decision to put child on report sheet (3 weeks) • Decision for a fixed term suspension • Permanent exclusion • Police and Social care involvement

and disorderly conduct, including abuse in all forms, against school staff, volunteers or other members of the academy community.	
Persistent red cards	3 in a week a call home to parents is a must. No improvements: Parental meeting Targeted report sheet with measured steps to show improvements and interventions to support achieving these goals.

Restorative Practices/Approaches

Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners.

We will always seek to value each pupil, as an individual, and seek to recognise their achievements and the positive contributions they make the life and work of the school. We listen to our pupils. We will work to help them put their emotions into words and discuss them constructively. We aim to provide warmth and acceptance, whatever the issue so that we can help a child improve their behaviour.

Research shows that punishing children does not improve or change behaviour. We use restorative practice to challenge children to think about their poor choices; the impact they have on other people and themselves. We help children to understand that their behaviour can be harmful to other people and to themselves and how they can make better choices next time. Restorative practice also enables children who have been affected by negative behaviour to express how they feel and it helps them to see that something is being done to repair the harm that was done and to make things right. Restorative practices promote healing and resolution.

Examples of Restorative Questions

We will use specially focussed questions to enable pupils to reflect on the impact of poor behaviour and to promote further learning. Our aim is always to fully resolve incidents and issues so that all parties can move forward positively.

To those who have caused harm to others we ask;

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- What do you think you need to do to make things right

To those who have been harmed by others we ask;

- What happened?
- What did you think when you realised what had happened?
- What have been your thoughts since then?
- What has been the hardest thing for you?
- What do you think must happen now

Restrictive Physical Intervention

All members of staff are aware of the regulations regarding the use of force by staff, as set out in DfE Guidance for Use of Reasonable Force, July 2013

[Use of reasonable force advice Reviewed July 2013.pdf](#)

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves or others. The actions that we take are in line with government guidelines on the restraint of children. Any incidence of using force to control or restrain pupils will be documented and reviewed by the Principal of the academy/school. Records will be kept in accordance with DfE guidelines.

Suspension and Permanent Exclusion

On the rare occasions where students do not behave as we would deem acceptable, Wycliffe owes a duty of care to all persons at our school – staff, volunteers, students, Trustees and Governors. When behaviours go beyond acceptable we may administer a fixed term suspension. Most fixed period suspensions are for short periods of **5 days or less** but they can be for longer. An individual pupil may not be given more than 45 days fixed term suspension in any one school year. Guidance:

[Suspension and permanent exclusion guidance september 24.pdf](#)

Suspension: A suspension will be issued following constant or a serious breach of the behaviour policy, or where a pupil has failed to adhere to the consequences put in place through the behaviour policy. Confirmation in writing of the suspension will be provided to parents and the relevant authorities notified. This will confirm the length and reason for the suspension, along with the arrangements for a review meeting. The process to appeal against a suspension will be included in this letter. Work will be provided for the pupil to complete during their suspension. *See Suspension and Exclusion Policy.*

Permanent Exclusion (PEX): The decision to permanently exclude a pupil would be based on the following grounds:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy.
- Where allowing the pupil or student to remain in school would seriously harm the education or welfare of the pupil/student or others in the school.
- Possession of drugs places other pupils or students at risk of significant harm and is a serious breach of the school's behaviour policy. It will therefore, unless there are exceptional circumstances, result in permanent exclusion.

It will therefore, unless there are exceptional circumstances, result in8 Page 4 of 6 permanent exclusion. The academy/school will provide information, in writing, to the parents without delay. This will include the reasons for the permanent exclusion, and information concerning how to make representation to the Exclusion Panel. In exceptional cases, where a pupil or student has received a suspension, and additional evidence has come to light, a permanent exclusion may be issued to begin immediately after the end of the suspension. Any decision to permanently exclude would be made by the Principal/Headteacher, with due consideration to guidance provided by the DfE. See *Suspension and Exclusion Policy*.

Bullying

The school has an Anti – Bullying Policy which is reviewed by the Governing Body. Please refer to it for further detailed information about bullying and the strategies we use to deal with bullying incidents. Our Behaviour System (below) sets out actions that will be taken in response to incidents of bullying.

See separate Anti-Bullying Policy for detailed information.

Many areas of child protection that relate to bullying are included in our Child Protection and Safeguarding Policy – found on our website. This follows: KCSIE 2024:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Eliminating discrimination and harassment

The school will:

- develop and adapt its procedures on anti-bullying to include equality perspectives
- value all God’s children
- support staff to challenge and address any bullying and harassment that is based on a person’s protected characteristics; keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis
- review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

SEN:

https://consult.education.gov.uk/school-absence-and-exclusions-team/revise-school-behaviour-and-exclusion-guidance/supporting_documents/Suspension%20and%20permanent%20exclusion%20guidance.pdf

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can in principle apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their ‘best endeavours’ to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

Our Curriculum

Our Curriculum Intent:

To build a curriculum that enables children to build positive, respectful relationships with other people, assume greater responsibility and manage their own safety as we look after each other. We will endeavour to nurture their knowledge of the wider world, to enable every child to thrive as they grow older and make an active contribution to their communities. We encompass British Values into our messages. We have a curriculum that supports healthy relationships. PSHE teaches being caring and respectful.

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Our aim at Wycliffe CE Primary is to teach RSE in accordance with our school motto of: “All different- All equal” and in accordance with our ethos whereby: “We seek to provide pupils with a clear and solid moral framework, part of which is tolerance of the different beliefs and cultures of others, and equal opportunities for all.” Our vision of all our pupils being entitled to life in all its fullness will be supported as we teach RSE in order to ensure that our school family are happy and fulfilled and grow up to be respectful individuals.

Our Behaviour Curriculum:

At Wycliffe we aim to develop children’s character through the ‘Wycliffe Way’. To build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. Regular, purposeful practise overtime consolidates children’s understanding and helps them remember the expected behaviours and conduct. If children practise them explicitly and return regularly to them over time, the behaviours become automatic and frees their working memory up for their learning. When children have learnt routines, their cognitive load will be reduced.

Each year we follow an explicit way to teaching our behaviours.

Early Years to Year Six inclusive	Explicit teaching of the behaviours we wish to see. Part of every aspect of our curriculum.	Ongoing revision of content and add to appraisal.	Creation of a behaviour curriculum – our next step.	Revision of the Behaviour Curriculum.	Longer recap of what The Wycliffe Way looks like.	Ongoing revision including any new staffing.
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What explicit teaching of behaviours looks like:

- Identify the routines we want to see.
- Communicate in detail what we want to see.
- Practise and practise again until we see the routines are embedded.
- Reinforce and maintain in every lesson.

The Wycliffe Way Positive Attitudes to Learning focuses on providing children with opportunities and structures to develop their character including their perseverance/motivation and independence whilst also developing their collaboration skills and own ability to self-reflect on their own learning to help them keep physically and mentally healthy.

GOOD TO BE GREEN AND PROUD TO BE PURPLE

	Purple card if behaviour has been particularly impressive – for behaviour only – not academic work. It could, for example, be really super following of our school expectations
	Gold... above green but one step left for the perfection that we call purple.
	Most children start the day by being good to be green.
	Yellow card to be turned after verbal warnings have been given and not acted upon. This can quickly go back to green when better choices are made.
<div style="background-color: red; width: 20px; height: 100px; margin: 0 auto;"></div>	Last warning before a SLT visit. Very persistent behaviours.
	Red card - sending to SLT. Either worked down the process or violence/threatening to anyone. Tougher sanction such as loss of privileges, phone call home. You can be jumped straight to red when Zero Tolerance behaviours occur.