Wycliffe Church of England Primary School

Behaviour Policy

2026/27

Bradford Diocesan Academies Trust

Ratified by the governing body:	Oct 26
To be reviewed:	Oct 27

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, hope, courage, respect, creativity 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.

We have a culture in school where our values are seen through our actions and interactions in school. We will always guide and support our children to show positive behaviour, using our values as a framework for this support, with our Behaviour Policy being one of positivity, acceptance and justice.

This policy has been written to align with the Trust policies on behaviour – see here.

Related school policies including Safeguarding and Child Protection Policy can be found here.

This policy is written to align with EEF Improving Behaviour in Schools recommendations 2019.

Wycliffe Aims

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

- For our school to be a place where both children and adults live out our school values through their interactions.

- To help children understand themselves more, learning to navigate difficult and new emotions.

- To help pupils to achieve a positive self-image and provide experiences which nurture a sense of care and responsibility towards others.

- To use positive feedback to empower children to succeed.

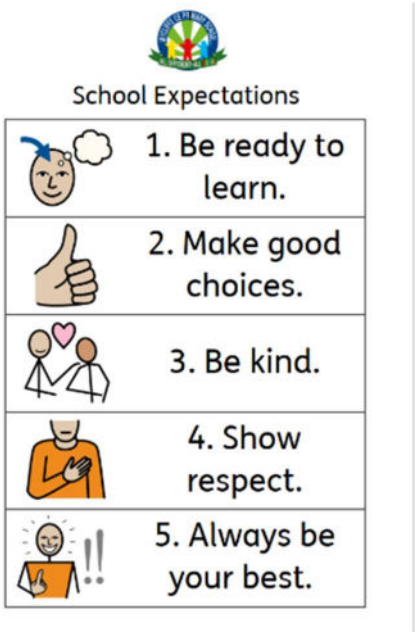
- To encourage consistency and a feeling of common purpose among all members of the school's community.

- To use a range of strategies to support, value and reward positive behaviour, whilst using incidents of less positive behaviour as an opportunity for growth and reflection.

Positive Behaviour Expectations

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

We have five core 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 children to achieve these expectations by:

- Highlighting and praising examples of positive behaviour.
- Demonstrating consistency and fairness.
- Being positive role models themselves.
- Using positive encouragement and rewards.
- For most occurrences in school (eg. running in corridor, talking in assembly) children will receive a reminder of expectation, not a sanction.
- Sharing children's positive behaviour and attitudes with their parents through Dojo messages and assembly recognition.
- Providing a range of stimulating, challenging and engaging activities to give children the skills to succeed.

Good to be Green

Our Good to be Green system of rewards and sanctions acknowledges positive behaviour. It is simple and easy to understand. Each class has a chart displaying every child's name on a pocket containing a green, yellow and a red card. Children know that it is 'good to be green' through the visual aid and through a variety of additional rewards.

All *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 the behaviour does not improve*, they are moved to a 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.* Parents are also messaged via Dojo with a brief summary of the Red Card incident.

Red cards could result in:

- Missing some break time – still outside but with an adult – not their friends.

- Reflection time in the nurture room, another class or office area, where work will also need to be completed.
- Writing an apology letter.
- A call home to parents.

If a child receives 3 red cards in a week then the parents would be telephoned.

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 away to a member of SLT to discuss this and be supported to move back up the chart after a period of reflection.

Reception children and staff follow a similar system. This system is adapted and more visual to help the children understand.

Dojo Points

All staff in school can award Dojo points to any child for good work or positive attitude and behaviour. Children earn prizes over the course of each half term for these points. Children win a prize on 50, 100 and 200 points.

Children receive one negative dojo point for a yellow card and two negative Dojo points for a red card.

Guide to responses to some behaviours:
This list is not exhaustive.

Behaviour:	**Possible response can be any of the following depending on the severity:-**
Shouting out Interrupting Answering back Failure to engage/work Talking over staff	• A gentle warning initially • A look… • Request to pay attention and keep class rules • A warning of yellow card
Persistent as above	Yellow card given. One negative dojo point received.
Continued as above	Red card given: visit to SLT, CPOMS and sanction appropriate from SLT. Dojo message home and two negative dojo

	points. 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 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 *Reasonable adjustments	Immediate full red card… visit to SLT, CPOMS, Dojo message home and two negative dojo points. Parental meeting. Nurture or other support may be utilised. Internal supportive behaviour system may be introduced for the child. Fixed term suspension may be issued. Permanent Exclusion may be considered. Police/Social care may be contacted.

There may be occasions where behaviour outside of school is addressed by school under this policy.

Mobile Phones

Children are not allowed mobile phones in school. Children who walk to and from school may want to carry a mobile phone for safety. We understand this. Children are expected to hand in their phones when they arrive in school. These are then kept safe, away from children, during the day, and returned at home time. Children should not be using them at any time in school. If a child is found to have a mobile phone or be using a mobile phone in school, this will be treated as a breach of this policy and may result in sanction.

Targetted Approaches

Universal behaviour systems do not always meet the needs of every child in school. Where this is the case, our approach will be adapted. This may involve coming off the Good to be Green system and/or the implementation of an Individual Behaviour Plan.

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 value each child, as an individual, and seek to recognise their achievements and the positive contributions they make to the life and work of our school. We listen to our children. We will work to help them put their emotions into words and discuss them with understanding, empathy and guidance. We aim to provide warmth and acceptance, whatever the issue so that we can help a child manage their emotions, leading to more positive behaviour.

Research shows that punishing children does not improve or change behaviour. We use restorative practice to challenge children to think about their responses; 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 might respond differently 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.

This time for reflection on past events or potential future events is a large part also of our time together in school Collective Worship, where the school values are explored regularly, linked to faith stories, significant individuals and how our own lives can be impacts by our ow and other people's actions.

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 restrictive intervention by staff, as set out in DfE Guidance:
Restrictive Interventions, April 2026.

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. The school's Restrictive Intervention Policy provides more information.

Suspension and Permanent Exclusion

On the rare occasions where children do not behave as we would deem acceptable, Wycliffe owes a duty of care to all persons at our school – staff, volunteers, children, Trustees and Governors. When behaviours go beyond acceptable, we may administer a fixed term suspension. Most fixed term 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 from maintained schools, academies and pupil referral units in England, including pupil movement

Suspension: A suspension will be issued following repeated breaches 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. Our *Suspension and Exclusion Policy* can be found here.

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.

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*, which can be found here.

Suspension and exclusion are always a last resort. We want all children to succeed in our school. However, there are times when a child remaining in our school will not be in their and/or other children's best interests.

Bullying

The school has an Anti-Bullying Policy, adopted by our whole Trust, which is reviewed by the Governing Body. This can be found here. Please refer to it for further detailed information about bullying and the strategies we use to deal with bullying incidents. As our policy states, Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).
Our Behaviour System (below) sets out actions that will be taken in response to incidents of bullying.

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.

SEND:

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.

Unacceptable behaviour towards staff

All members of the Wycliffe community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behaviour and disorderly conduct, including abuse in all forms, against school staff, volunteers or other members of the school community is not acceptable. Where such behaviour does occur, action will be taken to deal with the person or persons concerned.

Our Behaviour Curriculum

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.
Positively reinforce and maintain throughout school.

The Wycliffe Way for general behaviour:

Way 1 – Hands up

When needing to gain the children's attention, the adult raises their hand in the air. Children then stop what they are doing, put pencils etc down, stop speaking, raise their own hand and look at the adult. We also keep our learning area tidy in order to create a positive atmosphere for learning.

Way 2 – Travelling through school
Children walk through the school building at all times. At doorways, the first child will hold the door open for any adults or children behind them.

Way 3 – Worship
Children sit, facing the front. They do not talk during Worship unless invited to by an adult, showing respect for our Collective Worship.

Way 4 – Outside
Children stop to help anyone who is upset and include anyone who wants to join in with their game. Children are kind to other children and adults outside. Litter is placed in the bins. On hearing the whistle, all games stop, children stop and follow the adult's instruction.

Way 5 – Lunch hall
Children sit where they choose. Children allow others to sit with them. Children keep the hall tidy. Children line up for lunches sensibly and quietly. Children thank the staff working in the hall.

Way 6 – Kindness
Children and adults are kind to each other at all times in all they do and say.

The Wycliffe Way for positive learning behaviours:
Self-reflection and increased independence is taught and supported throughout the curriculum and throughout school. Teachers know that developing learning behaviours allows better access to lesson content and participation in lessons, and supports children for success in life after Wycliffe.

In Early Years, we follow, develop and support The Characteristics of Effective Learning (Birth to Five Matters). We continue to build on these essential attributes after Early Years and up to Year 6.

We promote Engagement, Motivation and Thinking as key learning behaviours.

Engagement:

- Children are encouraged to explore new ideas and find out more.
- Children are encouraged to 'have a go', understanding we do not also find things easy or get an answer right the first time.

Motivation:

- Children are supported to do all they can to help themselves with their own concentration.
- Children are encouraged to keep trying.
- Children are helped the experience the intrinsic motivation for success.

Thinking;

- Children are encouraged to share and develop their own ideas.
- Children are helped to make links in their learning.

Our staff work hard to plan opportunities for these elements to be explored and practiced. Children are rewarded for showing these attributes. These are also highlighted, revisited and developed each half term in school assemblies.

Appendix 1:

Good to be Green

	Children start the day by being good to be green.
	Yellow card to be turned after verbal warnings have not acted upon. This can quickly go back to green when better choices are made.
	Red card

Appendix 2:

School Expectations

	1. Be ready to learn.
	2. Make good choices.
	3. Be kind.
	4. Show respect.
	5. Always be your best.