

Draft Behaviour Policy

Document Control

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Approval		
Meeting	**Date**	**Chair**
Full Governors via email	May 2020	J McCarthy
T&L	Jun 2020	K Scheinkonig
Full Governors	Sept 2021	K Forster
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Full Governors	12.06.23	W Hyde
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Full Governors	10.10.26	W Hyde

Behaviour Policy

Collaborative Development

This policy has been developed in partnership with pupils, staff, governors, and parents to reflect the shared values and expectations of our school community.

Our School Values and Ethos

At Wirksworth, we want to create an environment in which pupils feel safe, happy and want to learn.

We aim to create this ethos through our six core values:

- Togetherness
- Fairness
- Respect
- Perseverance
- Aspiration
- Trust

These values guide our approach to promoting positive behaviour.

Principles

Our Behaviour Policy is based on the following key principles:

- Behaviour is a form of communication.
- Strong relationships are essential for supporting positive behaviour and learning.
- Behavioural engagement follows the sequence: **Regulate → Relate → Reason**. (Trauma-informed practice.)
- A restorative approach encourages empathy and respect for others.
- Positive behaviour is reinforced through praise and recognition.
- Staff apply a consistent and compassionate approach to behaviour management.
- Responses to behaviour aim to support emotional regulation and learning.
- Inappropriate behaviour is addressed through proportionate and constructive sanctions.
- Bullying and child-on-child abuse are not tolerated, in line with **KCSIE 2026**.
- A balanced system of rewards and sanctions is maintained.
- Timely implementation of consequences is prioritised.
- Sanctions are never harmful or humiliating.
- Parents are kept informed and involved in supporting their child's behaviour.
- Consistency between school and home is key to successful behaviour support.

Policies linked to behaviour

- Antibullying policy
- Attendance policy
- Child Protection policy
- Child on Child Abuse policy
- Low-level concerns policy
- Confidential reporting policy

General approach

At Wirksworth Juniors, we recognise that **behaviour is a form of communication**. When pupils struggle to regulate their emotions or follow school expectations, it may stem from a range of underlying factors, including:

- Past trauma
- Difficulty understanding social norms
- Emotional awareness challenges
- Social, Emotional and Mental Health (SEMH) needs
- Neurodiversity
- Unmet sensory needs
- Safeguarding concerns, including abuse
- Experiences of bullying

Our role is to interpret what the child is communicating, co-regulate with them, and support the development of emotional resilience and behavioural self-management. This enables pupils to feel safe, secure, and ready to learn.

What is expected of children?

The following rules are explained to children and displayed in all classrooms.

In school, you are expected to:

- Be kind to one another (or treat others the way you would like to be treated).
- Show respect
- Keep yourself and others safe
- Have good manners
- Follow instructions

In the classroom

Recognition board will be in classrooms to focus on improving an area of behaviour for the whole class. This board will have names which reward children for showing behaviours for learning.

Reward Points- Class Dojo Points

Class Dojo points are given to pupils/whole classes by teachers/MDS on the playground, for demonstrating our school values and following the school rules. The class with the most dojos will be celebrated in assembly and will be rewarded with 5 minutes of extra playtime.

Each week, the child in each class with the most class dojo points will receive a certificate and a pick from the dip box in the classroom.

Children will receive an award event on the last day of the half-term of the equivalent to 20 Class Dojo points a week for the half term.

Promoting Positive Behaviour

Positive behaviour reflects our school values, readiness to learn, and respect for others. It is cultivated by creating an environment where good conduct is encouraged and poor conduct is less likely. Behaviour expectations must be explicitly taught, reinforced, and consistently applied.
Key principles include:

- **Teaching expected behaviours** to all pupils.
- **Reinforcing positive behaviour** through praise and recognition.
- **Applying proportionate sanctions** when rules are broken.
- **Using restorative practices** to promote understanding and empathy.
- **Maintaining consistency** across all staff responses.
- **Avoiding threats or consequences** that cannot or will not be enforced.
- **Ensuring pupils understand expectations** in all school contexts.

Staff are committed to upholding high standards of behaviour to ensure effective teaching and learning. All responses to behaviour—positive or corrective—are part of a whole-school approach designed to support pupil wellbeing and development.

Proactive Measures to help children to manage their behaviours.

At Wirksworth Junior School, we take a proactive approach to behaviour management by embedding high expectations and positive reinforcement into every aspect of school life.

Clear Routines and Transitions

- Establish predictable routines for key parts of the day (e.g. arrival, transitions, lining up, end-of-day).
- Use visual timetables and verbal cues to support smooth transitions and reduce anxiety.

Rewarding positive behaviours

- Staff catching children following the school rules and rewarding them with Class Dojo points
- During Friday assemblies, Achievement Awards are given to two children in the class who have worked particularly hard, behaved particularly well or demonstrated the school values.
- Headteacher awards are given for exceptional behaviours and achievements in and out of school. These will be presented in the Friday celebrations assemblies.

Positive Language and Framing- see Annex G

- Use affirming language to reinforce expectations (e.g. “We walk in the corridor” instead of “Don’t run”).
- Frame corrections as opportunities for growth rather than punishment.

Curriculum Integration

Every lesson is an opportunity to promote positive behaviour. Staff consistently:

- Set clear expectations
- Recognise and reward appropriate behaviour
- Apply consequences fairly and consistently when needed

PSHCE and Emotional Literacy

The PSHCE curriculum plays a vital role in supporting the Behaviour Policy. Through structured activities such as **Circle Time**, pupils develop emotional literacy, empathy, Zones of Regulations and strategies for peer support in a safe and inclusive environment.

Assemblies and Role Models

Assemblies reinforce behavioural expectations and school values. Across the curriculum, pupils learn about key individuals who exemplify our core values, providing meaningful role models for positive conduct.

Modelling Behaviour

All staff and visitors are expected to model respectful and responsible behaviour at all times, reinforcing the standards we expect from pupils.

Adaptive Teaching
We recognise the importance of adapting teaching to meet individual needs. Reasonable adjustments may include:

- Sensory tools and manipulatives
- Brain or sensory breaks
- Scaffolds such as knowledge organisers, stem sentences, or partially completed tasks

Emotional coaching

- Train staff in emotion coaching techniques to help pupils identify, label, and manage emotions.
- Use reflective questions to guide pupils through emotional regulation

Safe Spaces and Regulation Zones

- Create designated areas in classrooms or around school where pupils can go to self-regulate.
- Taught about the 'Zones of Regulations'
- Equip these spaces with calming tools, sensory items, and emotion check-ins.

These strategies support engagement, regulation, and access to learning. For further details, refer to the **SEND Policy**.

Vulnerable Groups
We recognise that all children are at risk, but that some groups are more vulnerable than others and including:

- A child with additional needs and disabilities.
- A child with neurodevelopmental conditions such as autism.
- A child with mental health issues
- A child living with domestic abuse.
- A child who is at risk of/suffering significant harm.
- A child who is at risk of/or has been exploited or at risk of exploitation (CRE, CSE)
- A child who is at risk of/or has been abused from child on child
- A looked after the child.
- A child who goes missing or is missing education.
- Children who identify as or are perceived as LGBTQI+ and/or any of the protective characteristics.

Research tells us that these groups are more at risk of bullying and discrimination, as well as presenting more challenging behaviours, and being unable to regulate their behaviours. School will ensure such pupils are given bespoke behaviour plans to support their needs and ensure the school is meeting their sensory needs. Where appropriate, risk assessments will be carried out to support the pupils and to ensure all staff and pupils are kept safe. Please see the Anti-Bullying policy and SEND policy.

Restorative Approach
At Wirksworth Junior School, we believe that every incident—whether a falling out, a breach of rules, or a moment of dysregulation—is an opportunity for learning and growth. Central to this belief is our commitment to a **Restorative Approach**, which aims to resolve conflict through a fair, respectful, and inclusive process where all voices are heard.

This approach supports pupils in:

- Understanding the impact of their actions

- Developing empathy and emotional awareness
- Learning how to repair relationships
- Building the skills to make positive, informed choices

We uphold the principle that maintaining our school values is a shared responsibility among staff, pupils, and the wider school community. When these values are not respected, restorative practices help pupils reflect on their behaviour, consider its effects on others, and contribute to a constructive resolution.

By embedding restorative approaches into our behaviour policy, we empower pupils to take ownership of their actions and foster a culture of kindness, accountability, and mutual respect

When there has been an incident, we will ask pupils the following questions:

What's happened?
What were you thinking when it happened? **What did you feel inside when it happened?**
How are you now? **Who else has been affected?** **How have they been affected?**
What do you need to feel better about this?
What needs to happen to put things right? **What could you do to put matters right and repair the harm?**

We record the responses using Annex G.

<u>Imposing sanctions (consequences for unacceptable behaviour)</u>

Guidelines for imposing sanctions and rewards are:
- Always be consistent.
- Apply a sanction every time a rule is broken.
- Be positive and hand out rewards for children following school rules and values
- Always carry out the sanction.
- Present the sanction as a choice. (You have chosen to .....)

<u>If a school rule is broken, the following system is used for imposing sanctions:</u>

When a pupil breaks a school rule, staff follow a consistent step-by-step approach to address the behaviour and support the child in making better choices:

Step-by-Step Sanctions System

1. Initial Check-In
- An adult has a quiet, supportive conversation with the pupil to understand if there is an underlying issue.

2. Verbal Reminder
- If the behaviour continues, a clear verbal reminder is given.
- This is the pupil's final opportunity to change their behaviour before a sanction is applied.

3. Yellow Card

- If behaviour persists, the pupil receives a **yellow card**.
- Their name is moved to the yellow card section of the class behaviour chart, which is recorded by the teacher/ teaching assistant.

4. Red Card

- Further poor behaviour results in a **red card**.
- The pupil's name is moved to the red card section.
- The pupil will miss **10 minutes of their next break or lunchtime** (whichever is soonest).
- This is recorded on **My Concern**.
- After the consequence is completed, the pupil is forgiven.

5. Escalation and Support Planning

- If red cards are frequent or behaviour escalates, the **class teacher meets with the SENDCO**.
- Together, they explore additional strategies and reasonable adjustments.
- **Pupil and parent involvement** is essential at this stage.
- A **Personal Behaviour Plan or Trauma-Informed Plan** may be developed (see Annex F).
- The SENDCO supports the creation and implementation of this plan.

6. External Support and Leadership Involvement

- If the behaviour plan does not lead to improvement, the issue is escalated to the **Headteacher**.
- External support may be sought, such as:
    - ISAT Teacher
    - Educational Psychologist
    - Family Support Worker

<u>Immediate Red Card – Serious Incidents</u>

For serious behaviour incidents, **steps 1–3 are bypassed**, and a **red card is issued immediately**. Examples include:

- Bullying
- Open defiance
- Intentional property damage
- Physical aggression- it will be noted the difference between intent to harm and intent to defend, and the sanction and support given.

These incidents are recorded on **My Concern**, and appropriate consequences are applied.

Pupils will be made aware of the steps.

For GDPR reasons, please ensure only first names are used and that at the end of the day, all names are returned to the green board.

<u>Lunchtime Behaviour Management</u>

Midday supervisors play a key role in promoting positive behaviour and maintaining a safe, respectful environment during lunchtime. The following procedures and expectations apply:

Positive Reinforcement

- Verbal praise is used frequently to acknowledge and encourage good behaviour.
- Class Dojo points are awarded for positive conduct.
- Weekly certificates are presented to individual pupils by midday supervisors to celebrate consistent good behaviour.

- Golden eaters each week, where the children get VIP treatment by going to the front of the queue and eat their lunch on a plate with a tablecloth.
- Dinner time points will be given to dinner tables (approximately 6 children) to reinforce keeping their space tidy and showing respect to their environment. The table with the most points will get extra play on a Friday.

Managing Incidents

- Minor incidents are addressed using restorative practices by midday supervisors where possible.
- If further support is needed, the class teacher or teaching assistant will complete the restorative process.
- All incidents of poor behaviour are recorded on My Concern.

Red Card Procedure

If a pupil receives a red card during lunchtime:

- They will miss 1 minutes of time out where they are redirected to other activities.
- After this time, the pupil is forgiven and reintegrated into play.
- If this happens again this will be increased to 2 minutes
- The incident is recorded on My Concern.
- The class teacher is discreetly informed by the midday supervisor that a red card was issued and logged.

Monitoring behaviour

Class teachers monitor the frequency of sanctions through their behaviour log, for children in their class and use this as an indicator for self-evaluation. Incidents must be logged so that they can be used for writing behaviour plans if necessary. More serious incidents, such as those where a red card has been given, will be recorded on My Concern. The Headteacher monitors and records incidents of poor behaviour and the associated responses through My Concern.

Children showing regular disruptive behaviour may need various methods of behaviour management to monitor their behaviour, record successes and incidents, encourage the child to reflect on their behaviour, provide a basis for implementing a reward system and establish an effective way of communicating with parents daily. Well-being plans may be written, support from behaviour support and extra funding (Inclusion Panels Requests) may be applied for by the SENCO.

Suspension/Exclusion from school

The Behaviour Policy and Restorative Practice is underpinned by the shared commitment of all members of the school community to achieve two important aims:

The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.

The second is to realise the aim of reducing the need to use suspension as a sanction. The decision to suspend a student will be taken if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Head teacher in extreme circumstances. We are aware as a school that by suspending/excluding a child we are putting them at risk of abuse, neglect or exploitation, and we will work with other outside agencies to support the child in returning to school. Please refer to our Child-Protection policy, Attendance policy, Exclusion policy and our Early Help offer.

Equal opportunities

All systems for rewards and consequences are designed to be appropriate for the context in which they are applied. Care is taken to ensure that children with differing needs and backgrounds are dealt with by the principles of this policy.

Training

Staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring arrangements of policy and behaviour incidents.

This behaviour policy will be reviewed by the headteacher and the governing body annually.
Behaviour grids online are used to monitor low-level concerns.

Annex A

What is expected of me?



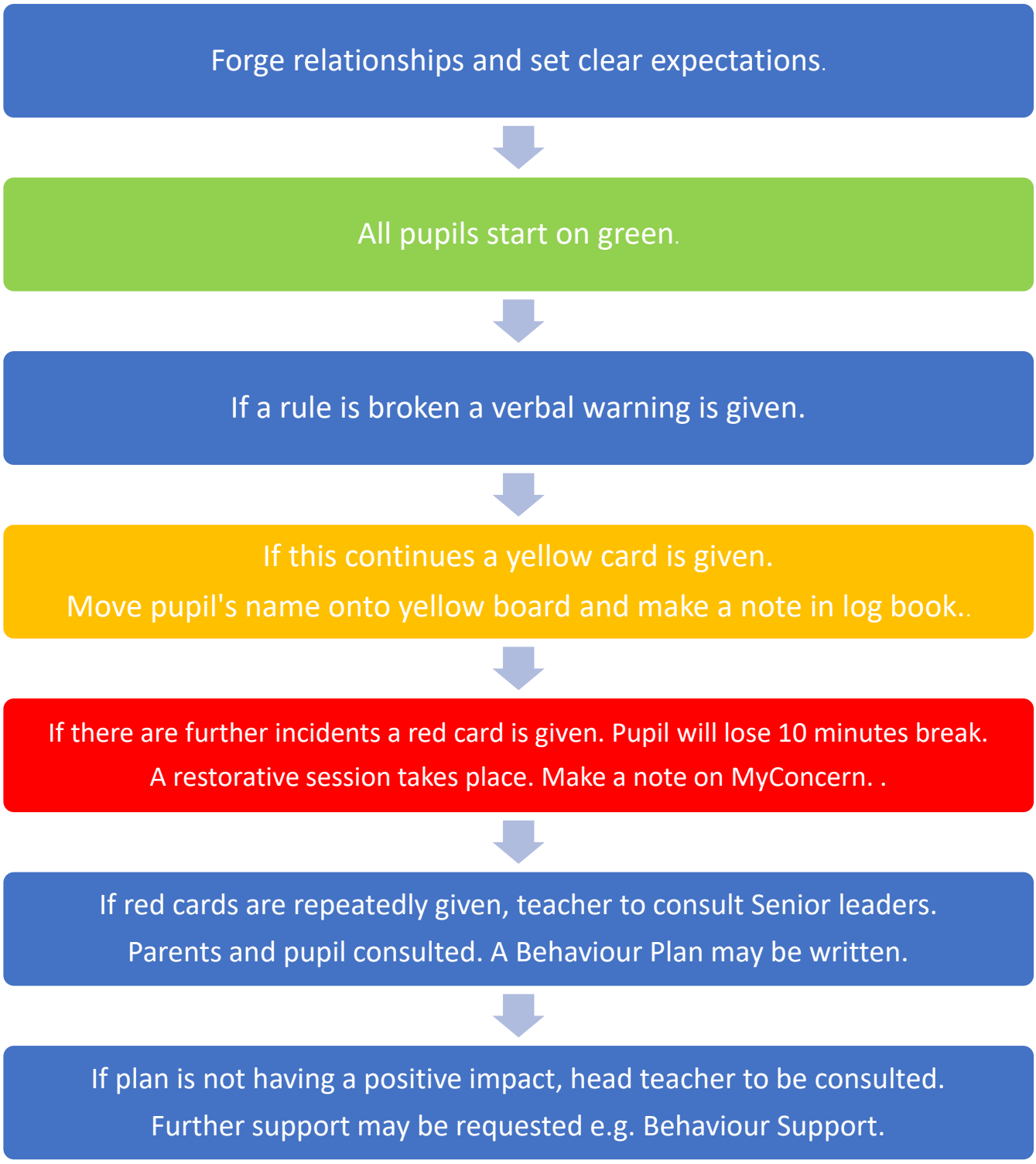
In school, I am expected to:

- Be kind and respectful to everyone and everything.
- Keep myself and others safe.
- Have good manners.
- Follow instructions.



Annex B :

Managing Behaviour Flow Chart



Annex C:

Class Dojo Points



School values	1 dojo
Read x 3 a week	1 dojo
Read x 5 a week	2 dojos
Ready to learn	1 dojo
On task/good work	1 dojo
Homework	2 dojos
Lunchtime	1 dojo
Great work	2 dojos
Out of this world work	3 dojos
School Values	1 dojo
Star of the week	3 dojos

Annex D – Scenarios for staff training

Scenario 1 Pippa always wants to go to the toilet just as the class are about to start a task.
Scenario 2 You see Tim is cheating in a spelling test by copying the words from another child.
Scenario 3 Just as you walk around the corner, you see a child push another child.
Scenario 4 Every time you ask the class to line up, one pupil always pushes in and wants to be at the front of the line. This is aggravating other pupils. The pushing is escalating.
Scenario 5 You are monitoring a game of football, and Sally shouts out, “This is ****** unfair!” and storms off the pitch. She is very angry and upset.
Scenario 6 Just as you start talking to the class, Gillian starts making silly noises. It makes the other children all look at her and start laughing, so she does it even more.
Scenario 7 Whilst teaching in the class, Stuart shouts and says he is not doing that. Swears at you and runs out of the classroom, and then comes back in, making loud noises.
Scenario 8 Is there a scenario that you have come across that you would like help in dealing with?

Scenario 1 – Talk to parents to check for any medical issues. Consider whether it is work avoidance or linked to anxiety. Have a quiet, discreet word with the pupil. Possibly allocate them a buddy for support.
Scenario 2 – Have a whole-class discussion about rules or spelling tests and the reasons behind them. Have a quiet word with the pupil. Consider if this is linked to anxiety about success. Give them plenty of opportunity to practise spellings during school time. Give rewards for pupils who improve with their spelling test scores, not just those who get full marks. Consider changing seating arrangements. If it persists, inform parents.
Scenario 3 – Investigate further. Try and get both sides of the story. Inform the class teacher. Reiterate rules. Depending on the circumstances, a verbal warning may be given to one or both pupils. Monitor the pupils involved. If there are repeats of this sort of behaviour, further sanctions may be given. For more extreme violent behaviour, a red card may be given.
Scenario 4 – Initiate a line order for the class. Assign the pupils involved to be at the front of the line, but with responsibilities for walking in sensibly.
Scenario 5 - Time-out needed for the pupil to calm down. Then discussion about rules and using unacceptable language. Red card for swear words. May require a whole-class discussion about following the rules in games.
Scenario 6 – Give praise/dojos to other pupils who are behaving sensibly. While other pupils are doing a short task, have a quiet word with the pupil and give a verbal warning. Distract/re-direct them and give praise and attention for doing the right things.
Scenario 7 – Reminders that the behaviour is resulting in a red card. Ask how we can help them feel safe.
Scenario 8 – Answering back Don't engage. Walk away. Talk about it at a later time. The pupil may need the opportunity to jot down what they want to say in a book or on a whiteboard.

Annex E

The Anger Rules



It's OK to feel angry BUT…..

- Don't hurt others (physically or verbally).
- Don't hurt yourself.
- Don't hurt property.

Do talk about it and get help.

Do plan what to do if you feel angry and how to manage your emotions.



Annex F to the Behaviour policy. How would children like us manage a dysregulated child?

How to deal with other dysregulated children to make us all feel safe.

As children, we cannot always regulate our emotions, and we are all learning. Sometimes we may be around someone who is dysregulated, and this may upset us, make us feel angry or even frightened. If we do, we would like the following actions from the trusted adults in school to make us feel happy and safe.

At the time, we would like the following actions:

- Remind everyone of the rules and how we calm down and regulate.
- Remind everyone that anger is ok, but it is how you deal with it that can be a problem. Hitting others and saying unkind words is wrong.
- Give us some time and space to calm down after seeing the behaviours. Them and us.
- Allow us some time to take some deep breaths; read a book or enjoy an activity which can distract us to calm down and feel safe.
- Calm us down first before talking about what has happened, so that we can listen to what you are saying.
- We would like an adult to give us verbal praise for walking away and doing the right thing.
- Give us Class dojos when we have done the right thing.

What we will do:

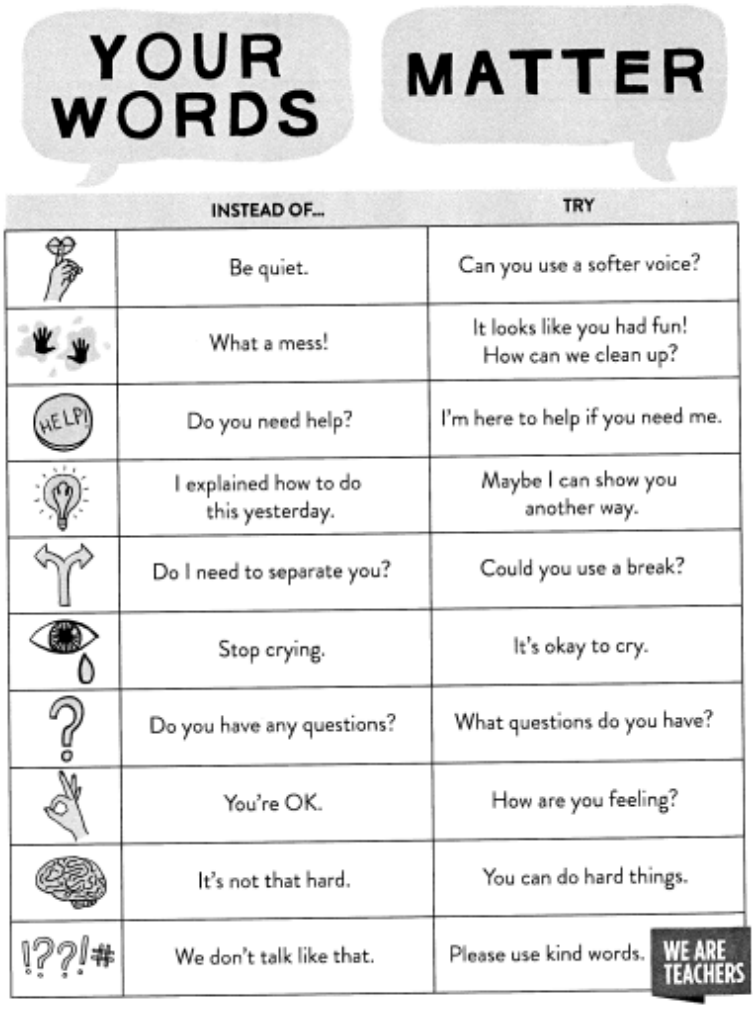
- We may ask an adult or another person to check in on us later.
- We will keep away from the other child until they are calm. We will walk away and give them space and not say anything that may upset them.
- When they are ready, we may ask them if they are ok, but only when they are ready.

Later on, we may like:

- To have some time to have positive experiences with that child.
- Give you a challenge to do in partners to get you talking.
- Time to talk to them.
- Someone to check on us so we can talk to a trusted adult about how we felt, and remind us it is ok to feel upset seeing someone who is upset. This tells us you are normal and understand how others feel.
- The teacher to lead a circle time to discuss and share how everyone is feeling.

Annex G- Positive reframing of language used

Instead of	Try
Why have you not got your PE Kit?	I can see you haven't got your PE kit today. Is there anything I can do to help you remember this?
Did you do that?	All eyes are on me and focus on your learning. Speak to the children at a quieter time.
Why have you just kicked Tom?	What has happened?
Don't shout at me	I can see you are upset. Do you need to talk? Try lowering your voice so I can hear you. I am using my calm voice; can you do this to?
You are not going outside until you…	I need you to complete this before you go outside. Thank you
I explained how to do this yesterday	



Annex H: Restorative approach

Name of person recording: ……

		Pupil 1 name:
Theme 1 **Unique stories.**	What's happening? What's happened? What's going on?	
Theme 2 **Linking thoughts to feelings.**	What were you thinking when it happened? What did you feel inside when it happened?	
Theme 3 **Empathy and consideration for others.**	How are you now? Who else has been affected? How have they been affected?	
Theme 4 **Needs and repair.**	What do you need to feel better about this?	
Theme 5 **Putting things right together.**	What needs to happen to put things right? What could you do to put matters right and repair the harm?	
		Signed:

Annex H: Responsive Co-regulation Plan

State of Regulation	Potential Displayed Behaviour	Agreed Response for Regulation	Potential Displayed Behaviour- example	Agreed Response for Regulation- example
Calm **Safe / Socially engaged**			• Steady heart/breathing rate. • Calm state of arousal. • Open to social engagement. • Expressive facial expression and voice prosody. • Able to listen, process language, and engage in thinking to learn.	• Maximise expressive social engagement. • Fully engage and connect using the face, voice, and movement. Encourage listening and expressive responses. • Engage thinking skills to reflect and make connections. • Introduce a gentle challenge through play/activity.
Mild stress **Alert / Aroused / Agitated**			• Slightly raised heart/breathing rate. • Signs of agitation, frustration, and anxiety. • Raised hypervigilance. • Lack of focus easily distracted. • Increased mobilisation. • Early signs of needing to take control or helplessness.	• Connect through eye contact, movement and facial expression. • Express calmness through storytelling prosody and open facial expression. • Attune to the mood, intensity, and energy of the child. Respond by being more animated to attune to agitation, and increase intensity to attune to anger, be gentle and delicate to attune to sadness. • Respond empathically and validate feelings. • Use calming, soothing and regulatory activities.
Dysregulated **Mobilised /**			• High levels of arousal/distress. • Hyper vigilant. • Difficulty listening and focusing. • Mobilised – fidgeting, jumping, running, climbing etc. • Raised voice with lack of prosody. • Decreased expressivity. • Threatening behaviour. • Oppositional behaviour.	• Reduce social demands whilst remaining present. • Provide individual attention. • Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. • Convey your calm and regulated state by being confident and contained. • Use quiet, calm sounds and tones that are expressive and confident. • Reduce language, give short, clear directions. Avoid questions and choices. • Use a predictable routine.

				• Reduce sensory input, lights, noise. Use sensory soothing.
Dysregulated Immobilised			• Lowered heart/breathing rate. • Reduced energy. • Shuts off from surroundings/dissociates. • Depressed state. • Immobile/frozen. • May feel faint.	• Gentle, soft, and delicate manner of coming close, making them aware of your presence and support. • Use a comforting and predictable voice. • Use invited touch to soothe. • Singing, humming, music. • Use sensory soothing. • Calm and gentle reassurance.
Crisis Unsafe			• The child's behaviour means that they or other people are not safe.	• An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. • This may include advice from outside agencies. • The plan should be shared with the child and include their views as to what helps and with all staff working with the child. • Roles and responsibilities should be clear. • If the plan includes physical intervention staff should have had the appropriate training. • Adults need to provide high levels of containment through their way of being – having a plan can help.