Policy document for: **Bobbing Village School behaviour policy**
Approved: Local Governing Body
Reviewed: Term 1 2026
Due for review: Autumn 2027

Positive behaviour principles

These principles are shaped through consultation with parents, staff, and children about behaviour in our Trust, alongside educational research, and practice from local schools.

The behaviour culture within our schools strives to reinforce with positivity and celebrate behaviour within a context that is appropriate to our pupils. We aim to promote a classroom culture that enables children to succeed in all aspects of their school day and seek to celebrate children's achievements, both academically and personally.

The Trust aims are to ensure our schools offer:

- *Care for all through teaching dignity, respect, empathy and is person- centred.*
- *Ensure safety for all through promoting self-worth, protection to rights and minimising risk and harm. Treating all children fairly and based on individual needs.*
- *Maintain the welfare of our families through developing independence, supporting choice, and recognising the importance of a child's well- being and positive mental health, whilst actively teaching positive directions to take.*
- *Security, knowing that our children are happy, safe, harmonious and collaborate to build strong relationships. Children have chances to rectify and learn from mistakes so that their future benefits.*
- *Foster key values that allow children to be Ready, Respectful and Safe in all situations and understand the expectations during these times.*
- *Equip children with skills to resolve issues through resilience and determination to succeed.*

This philosophy requires our school community to work together, getting to know our families and developing a partnership that puts children at the centre. We will work hard to communicate how to support a child's learning and behavioural needs with our families. Good behaviour and achievements are not automatically learned, and these attributes need to be taught in unison from families and teachers. We know that positive behaviours must be modelled, explained, taught, supported, and recognised. We have high expectations of behaviour and will continue to develop children's understanding of the impact of choices they make, whether positive or negative. Everyone makes mistakes, in their learning and in their behaviour choices. These are opportunities to learn and grow.

Embedding these expectations for our children will support them in making positive behaviour choices, avoiding anti-social behaviours such as discrimination or bullying and support them within their wider experiences. The school will actively challenge sexism, misogyny, sexualised bullying and inappropriate sexualised behaviour. Such behaviours are not viewed as harmless banter and may indicate wider safeguarding concerns requiring assessment and intervention.

We recognise the barriers that some children face and adapt to meet their needs through this policy. We understand that all behaviour is a form of communication and it is the right of a child to express this. We know that some children need adaptations to the policy to meet their needs, so whilst the approach may vary to suit the child, we are consistent in how we approach children and what to expect of their behaviour daily. This is done through the following technique in our school:

- Establishing a consistent and calm learning environment that offers children the chance to understand expectations safely, fairly and within their own understanding
- Embed sustainable routines which reinforce positive ways to succeed and support a child's emotional well-being.
- First attention to best conduct is used by all, modelling expected behaviours and teaching children how expectations look within a real context.
- Scripted interventions seeks to offer a well-versed, tailor-made dialogue that allows children to be heard and valued.
- Leading on to a restorative approach that is assertive, meaningful, and direct.

Our expectations of children, staff and parents

Children

- To always try your best and celebrate personal achievements and those of others
- Respect, support and care for each other both in school and in the wider community
- Listen and follow Ready, Respectful and Safe expectations
- Listen to others and respect their opinions
- Follow instructions given by every member of staff throughout the school day
- Be accepting of others and their needs, accepting that everyone has the right to learn and feel safe
- Take responsibility for their own action by being honest and acknowledging mistakes if they have been made and finding ways to make amends
- Strive to be resilient to deal with new situations or when faced with challenging circumstances
- Reflect on behaviours and emotions that arise through different situations and allow children to have their voice heard
- Care for and look after all learning environments – treating them with respect.

Staff

- All staff to promote the school's high expectations
- Provide a caring, positive learning environment for all and that allows children to manage their behaviours calmly and effectively and builds on sustainable routines that offer stability and consistency for all children
- Show appreciation of the efforts and contributions of each child on an individual basis
- Encourage positive relationships based on kindness, respect and understanding the needs of others
- Lead by example positive behaviour through first attention to best conduct
- Teach children to repair and restore after a challenging situation through restorative conversations that are age appropriate
- Work as a collective group of professionals, alongside senior members of staff to identify reasons for barriers and patterns of behaviour
- Meet the educational, social, emotional and behavioural needs of individuals
- Teach children effective method to communicate with others through a diverse curriculum content

- Form positive relationships with parents so that children are aware that the key adults in their lives share a common aim
- Ensure fair treatment for all regardless of age, gender, race, religion, ability or disability and listen to both side of every story before acting.
- Treat any injuries before investigating any issues of behaviour incidents
- Continue to teach online safety as per the online safety policy documents

Parents

- To trust that the school and its staff manage behaviour and learning in a professional manner with the best interest of everyone.
- Responsibly monitor and control the parental controls and filtering linked to the appropriate ages for social media and gaming
- Foster positive relationships with all school staff, highlighting to their children good relationships
- Celebrate success for your child regarding both learning and behaviour
- Encourage their child to tell a member of staff if they feel concerned in any way about someone else's behaviour or if they do not feel safe
- Work with the school, in line with this policy, to ensure behaviour remains good for the benefit of all
- Understand that there are two sides to every story and ensure that all versions are heard and understood, showing empathy to others and model tolerance
- Have an awareness and understanding that the policy is adaptive to the needs of each child in both learning and behaviour, rewards and consequences, enabling each child to learn from their mistakes and experience success.
- To work in unison with the school, following the schools procedures and consequences.

At Bobbing Village School, we start each day on a positive note through being a welcome face to children and parents/carers through meeting and greeting children in a calm manner, being present and starting every day is a clear mindset.

We promote positive behaviour and learning throughout the school. We use a positive behaviour management process by which a child's behaviour and learning is improved using reward, consequence and learning from collective experiences as they arise. We encourage our children to make good behaviour choices which are intrinsically motivated.

School Values

We teach our children the importance of being Respectful, Responsible, Resourceful and Reflective as our school values. The children are all ambassadors for their own behaviour, and we as a school, offer the opportunities to build on our values daily. Our values underpin the fundamental skills that will ensure that all children leave our provision prepared for later life and succeed in the world around them. Bobbing Village School has developed an ethos that seeks to celebrate children who demonstrate our values well, are role models to others and who uphold our values in all situations.

We recognise that our values are woven in everything we do, we teach our children how to be respectful to others, themselves, and their environment. In doing so, we create reflective children who go on to be resourceful and responsible in any challenge or lesson they may face.

Setting Expectations

Each class will have their own set of expectations, linked to the Trust ethos and schools' values. These are pupil led, with appropriate guidance from the class teacher, so they are understood by all. These are displayed in each classroom and reviewed and taught regularly. Children understand that our expectations are positive, teach us how to be safe and allow us to then be ready for the day ahead. We enjoy recognising children who follow their class expectations, through outward displays of recognition, for all to see.

Rewards

We use a range of strategies to ensure children are noticed and recognised for their positive behaviour. These include:

- Class Dojos
- Positive telephone calls home/ notes
- Verbal praise
- Celebration assemblies
- Positive Postcards

These strategies help children to build a positive association to school, enabling their emotions and sense of worth to be satisfied, allowing them to leave each day successful. A child's emotional currency matters and we strive to ensure that all of our pupils feel that they have a team of people who care for them.

In our school we use Zones of regulation The Zones of Regulation | A Curriculum For Emotional Regulation as an effective tool for supporting children to understand how they feel and manage their feelings. This method of self-identification, linked with calm and consistent classroom, allows all children to feel heard, nurtured and cared for throughout their time at school. Where children may need further assistance with their emotional regulation, additional services are provided through our pastoral care including play therapy, Time to talk or bespoke sessions. Zones of Regulation is not a behaviour strategy but teaches children to recognise their emotional state and build strategies around these feelings.

Class Dojos support children under 3 main headings of Ready, Respect and Safe. When children actively display these throughout the day, they are rewarded with a dojo. These are shared with families through the dojo app. Children who are not meeting the expectations are given a reminder and redirection. If a child then continues to show disrespect, are unsafe and or are not ready to learn, they will receive a Nojo. This is to reinforce our behaviour expectations and, with parent's support, will seek to put in place positive measures to ensure children move on and learn from these situations.

Class Dojos can be accessed by families through the Class Dojo App, acting as a positive tool to work in unison to support every child. This platform does not replace the importance of effectively communicating about your child's behaviour and is not a correspondence tool. It is designed to ensure children know that parents and families working well with staff in school and are a team in championing a child's successes each day. The Dojo app is not used as a direct messaging tool and queries should be made via the correct and relevant methods including through Arbor or contacting the school office.

Dojos are an effective strategy in developing a child's emotional currency and reinforces the school's expectations. Reasonable adjustments for pupils with SEMH/ ADHD or another disability that can impact on behaviour will be in place and children will be included at all times.

Managing behaviour choices through Restorative Justice

If a pupil continues to make poor behaviour choices, they will be directed appropriately to reflect on their decisions, with the support of the Community Lead or another trusted member of staff. After this period of reflection pupils will need to put things right in their own time. Pupils will be assisted by adults to recognise how their behaviour might affect others and for ways they could make things right. During this restorative conversation the child is encouraged to take responsibility for their behaviour. It is from here an appropriate action will be agreed to make things right and support the child to move on.

Occasionally incidents occur which are of a more serious nature. The child will be allowed to deescalate form the situation and given the opportunity to calm down. When the child is ready to discuss the incident rationally, they will work with a member of staff to discuss a fair and suitable conclusion and consequence. Depending on the circumstances of the situation at the time and the needs of the child, they may need space to reflect, and this can be supported by our Family Liaison officer. Incidents of a more serious nature will be managed in school, by members of the SLT or other trusted adults using a restorative justice approach that leads to appropriate consequences and support for those who need it.

Steps to support – managing consequences

We follow 4 steps of support for all our children, with each step ensuring that children have their needs met and effective strategies are used to reinforce positive behaviour and managing consequences.

Step 1 Quality First Provision; actively celebrating children's achievement, establishing clear and consistency classroom expectations that are maintained, good communication with parents, the use of rewards and recognition to boost a child's emotional currency, clear routines and structure to a day, intervention for support if needed. Some consequence at this stage may include a NoJo being given, some loss of time at break or lunchtime, an agreed consequence following a restorative justice conversation, etc. Where children do not respond to this and show concerning low level behaviour we lead to the next step.
Step 2 Whilst the support from step 1 is in place, a child will then be raised at a Team Around the Child meeting to discuss their behaviours in more detail. At this point adaptions to their learning will be made, adaptions to their structure will be put in place with immediate effect. This may also involve setting up a reward chart to encourage the child to make the right choices and reinforce what is expected of them in school. Reward time – where this is earnt, this cannot be removed. HOWEVER, should a serious incident occur (resulting in internal or external suspension), this time will be suspended until the child can demonstrate the expected behaviours and the time has been earnt again. Step 2 may – or may not – mean that there is a move to step 3 immediately.

Step 3

If a child's behaviour escalates further, they will be placed on a Wellbeing and Behaviour plan, alternative provision within their class will be made and a strike system will be in place. A strike system involves children receiving a warning for their behaviour followed by a strike. Following a strike and a restorative justice conversation there will be an agreed consequence for that strike.

Behaviour and wellbeing plans are used to support and teach a child about the expectations of the school and are intended to improve behaviours.

Following 3 strikes, a child will then receive an internal suspension and parents will be informed. This means a child will work alone, away from their class, for a period of time (usually half a day). This may be in another class, with a member of the senior staff or another trusted adult.

Step 4

Where we see a severe escalation of behaviour, an external suspension will be given. This means that the child will be collected by parents and taken home and remain at home for the suspension period. The class teacher will provide learning for the child which is accessible and appropriate.

Examples of behaviour leading to external suspension will include when a child physically hurts another child or adult, deliberately or with intent to harm and without provocation. At our school we do not tolerate intentional harm to others.
Ultimately, the school may make the decision to permanently exclude a child.

Recording of behavioural incidents

We recognise that all children will make mistakes regarding their behaviour, and that this should not be held against them, nor does every incident need to be recorded if dealt with appropriately. However, if these behaviours become repeated or are out of character, it might be an indication that something else is happening in their lives either within or outside of school.

Therefore, if the same child has more than one incident in a week, shows repeated behaviour incidents over a period of time, or shows behaviours which are outside of their normal character, the adult supporting the child will record them on CPOMS and they will be alerted to the Community Lead, Class Teacher and Family Liaison Officer. These children will be discussed at DSL meetings, at a further Team Around the Child Meeting, as well as meeting with parents to share concerns. This may then move the child up through the steps to support.

Children with specific behavioural needs

We recognise that some children have specific needs with regards to their behaviour. For those identified ESMH (Emotional, Social, or Mental Health), or whose behaviour is as a direct result of SEND (Special Educational Needs and Disability), the system may be altered in consultation between the class teacher and the SEND team and adapted to meet their needs. Their Individualised Learning Plan (ILP) or Individualised Wellbeing & Behaviour Plan (IWBP) will indicate the actions planned to address and support their needs.

Positive handling

There are occasions when a child may display behaviour which is unsafe to themselves or others. The school priority is always to remove the child from the class – in line with the Positive Handling policy

– rather than ask the class to leave to another space to learn. This may not always be possible, but the priority is always to keep all pupils and adults as safe as possible.

Individual Wellbeing and behaviour plans (IWBP)

If a child's behaviour is giving staff cause for concern, senior staff and/or SENCo may decide whether to implement a Nurture programme or an WBP depending on the individual child's circumstances and needs. Parents will always be informed and work together to create a suitable plan for their child.

When on this plan, the child will be given 3 clear expectations that must be met. When these are not being adhered to, the child will be given a warning, and the opportunity to make the right choices. Where the unacceptable behaviour continues, the child will be issued with a strike. It is clear in the plan that 3 strikes then lead to an internal suspension for a fixed day. A member of SLT will then work alongside that child, building a clear understanding of what went wrong and how to move forward to resolve the unacceptable behaviour demonstrated.

Pupil Passports

Children who have had a Team Around the Child meeting (TAC) will also have a 'pupil passport', produced by their class team and wider supporting staff, which sets out the positive behaviours seen by the child, their triggers, how to support them in crisis and recovery. These are shared in the staffroom to enable all staff to understand the needs of the pupils and how best to support them without needing to have access to the full Wellbeing & Behaviour plans.

Risk assessments

Where needed a child will have a risk assessment written for them by the class team. This will identify the risks to themselves, other pupils and staff or safeguarding risks. It will then consider how to mitigate these risks and what additional steps need to be taken such as wider agency referral. It will also set out Team Teach handling which may be used if the child is a danger to themselves or others. This document will be shared and agreed with the parents and carers for signature and agreement. Team Teach holds will be agreed by parents/carers but other holds could be used if the situation is dynamically risk assessed as needed.

Out of School Behaviour

With the support of our FLO (Family Liaison Officer) we will actively support parents if children are acting in an unsafe or irresponsible manner whilst not under our duty of care. The Trust is committed to ensuring our pupils act as positive ambassadors for our school within community.

We expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Safe behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public.
- Reassurance to members of the public about school care and control over pupils to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of each school when not on the school site.
- Appropriate online and digital behaviours which are positive, safe and mindful of others in line with the school expectations

Online sexualised bullying, sharing of sexualised comments, image-based abuse, coercive messaging, sexually harassing content or the circulation of sexual images will be addressed as both behaviour and safeguarding concerns.

Child-on-child Sexual Behaviour, Misogyny and Harmful Sexual Behaviour (KCSIE 2026)

- In line with Keeping Children Safe in Education 2026, Bobbing school recognises that inappropriate sexualised behaviour exists on a continuum and can escalate from seemingly low-level incidents to harmful sexual behaviour, sexual harassment and sexual violence. All concerns will be taken seriously, recorded where appropriate and responded to promptly.
- Staff will view misogyny, sexist language, gender-based harassment and the normalisation of disrespect towards others as potential safeguarding indicators. Such behaviours must never be dismissed as banter, teasing or part of growing up. Early identification and challenge can reduce the risk of escalation to more serious harmful sexual behaviour.
- Indicators of harmful sexual behaviour may include repeated sexualised comments, unwanted touching, coercive behaviour, sharing sexual images, sexualised intimidation, persistent boundary violations, sexually abusive behaviour online or offline, and behaviour that is developmentally inappropriate. Concerns will be assessed alongside safeguarding procedures and referred to the DSL where necessary.
- Online sexualised bullying, including the sharing of sexualised comments, rumours, altered images, image-based abuse, sexually harassing messages, or other harmful content through digital platforms, will be treated as a safeguarding concern and managed in accordance with the behaviour, anti-bullying and online safety policies.
- All staff are required to challenge inappropriate sexualised behaviour, sexist language, misogynistic attitudes and harmful conduct whenever it occurs. Responses will be proportionate, educational and restorative where appropriate, while ensuring that victims are supported and protected.

Outside Agencies

Any concerns about a child should always be discussed with the class teacher, who can then liaise with our Family Liaison Officer. It is at this time we can access wider support with external agencies. Any outside agency will require evidence and documentation, therefore the behaviours noted on CPOMs for that child will be collated and shared.

Concerns relating to harmful sexual behaviour (HSB), child-on-child sexual harassment, sexual violence, misogyny or escalating sexualised behaviour will be referred to the Designated Safeguarding Lead and managed in line with safeguarding procedures and KCSIE Part Five.

Confidentiality

We expect our parents and carers to be respectful of other families and trust that the school will be effectively liaising with all adults involved in the care of children, alongside any external agencies. These matters will remain confidential to the family and any agencies involved. We ask that parents and carers respect this and trust that these matters are dealt with confidentially on an individual basis.

Linked policies

- Antibullying including cyber bulling policy
- Safely using digital devices and social media for parents & pupils

- Parent and carer code of conduct
- Racism, discriminatory, biased and derogatory language policy
- Online safety policy and linked policies
- Anti bullying and cyber bullying policies
- Child-on-child Abuse and Harmful Sexual Behaviour Procedures
- Child Protection and Safeguarding Policy