



Behaviour Policy

Purlwell Infant and Nursery School

Approved by: School Governing Board

Ratified: November 2025

Last reviewed: September 2025

Next review due by: September 2026

Reviewed by: Headteacher

Vision

'Learners will become well-rounded individuals who successfully play, learn and deal with real-life situations'.

Aims

We are committed to making learner's time at Purlwell secure and happy. Our CARE values of Collaborate, Achieve, Respect and Encourage underpin the approach we take. We work hard to provide a stimulating learning environment and caring atmosphere in which every learner can do their best. To achieve this aim, it is essential that a high standard of behaviour is maintained in and around school.

The ethos of the school is grounded in the quality of relationships at all levels: between adults, between adults and learners and between learners. The relationships are characterised by mutual respect, positive interaction, and a willingness to listen and understand. Through positive relationships we will ensure all learners are successful in demonstrating high standards of behaviour.

We aim to enable learners to take responsibility for their own behaviour and actions through teaching an on-going PHSE programme, setting appropriate examples through our own behaviour, promoting and developing positive skills through the school's 'Steps to Success' and restorative practice approaches; and expecting high standards of behaviour at all times.

We believe that appropriate behaviour is necessary for effective teaching and learning to take place and is an important outcome of education. As well as encouraging and rewarding high standards of behaviour; identifying and targeting underlying issues that result in behaviour that falls short of what is expected will be prioritised by all adults in school.



Recommendations from the research based evidence in the 'EEF Improving Behaviour in Schools Research' underpin strategies used in this policy (Appendix 1).

Whole School Behaviour Expectations

The Trust Behaviour for Learning respect principles underpin all strategies used in this policy:

- Respect Self
- Respect Environment
- Respect Community

There is an expectation that school is always calm and learning is ongoing. To achieve this, there is no exhaustive list of rules for learners to adhere to, but everyone needs to ensure:

- noise levels are appropriate to where you are e.g. inside or outside school,
- everyone must walk safely and calmly around school; and when entering and exiting school,
- everyone and everything will be treated with due respect and care.

Teachers will compile a class agreement with the learners at the beginning of each year and display it. These will be worded to show what the class 'will do' rather than what they 'won't do'.

Whole School Strategies

- Build positive relationships and be respectful to everyone in school.
- Adults put up one hand to gain attention, learners copy this action and listen.
- Adults ring the bell to gain learners attention (nursery).
- Value contributions and achievements in all curricular areas and social situations.
- As well as the weekly PHSE programme and My Happy Mind, ongoing days/weeks will be focused on to raise awareness e.g. Anti-bullying Week, Online Safety week.
- Give positive reinforcement and reward good behaviour through giving praise and rewards.
- A greater emphasis will be on positive reinforcement to give those that need it, the opportunity to do what is expected.
- Be explicit about why learners have received praise, comment on the school's 'Steps to Success' where relevant.
- Implement the school dojo rewards consistently throughout school for all learners.
- Employ restorative practice approaches when dealing with behaviour that falls short of what is expected to increase learner awareness of the wider impact and taking responsibility (see Appendix 2 - poster and resources in classes).
- Reward positive behaviour instantly.
- Staff to communicate ongoing behaviour concerns with the SENCO / Inclusions leader.
- Record repeated negative behaviour on CPOMs and discuss with a member of the SLT.
- Any incidents resulting in the use of team teach strategies must be recorded on CPOMs and in the serious incident log (kept in the office). Parents/carers must also be informed.
- Develop a positive partnership between home and school.

Steps to support pupil's behaviour

Each case is very different, so where the need arises, it is important that careful strategies are planned on an individual basis, and procedure is followed consistently and fairly. To enable learners to develop an understanding of consequences and taking responsibility, sanctions will

be applied alongside time taken to reflect on and talk about situations through restorative approaches.

Rewards and Consequence Procedures:

Rewards can include (it is important to get to know your class and use what works for them):

- Stickers
- Praise
- Green Dojos (see Appendix 3)
- Share with others in class
- Share with other in school
- Golden time (Friday afternoon)
- Dip in the office prize box – 4 children with the most dojos from reception and Y1
- Half termly rewards for Y2 learners include a large gold sticker, pencil and other prizes

Consequences will include (staff must remain calm at all times):

- The adult talking to the child and explaining the behaviour is not acceptable and reminding them of the expected behaviour.
- All adults to use consistent language, “**It is not ok to** use that word. **It is not ok to** hurt others. **It is not ok to** shout out”.
- Red Dojos (see Appendix 3)
- If the behaviour continues, reflection time or working away from others within the classroom for a set time (time appropriate for the age and understanding of the learner). An adult will talk to the learner and reinforce expectations after the set time (restorative approaches).
This must be added on CPOMS.
- Continued behaviour incidents will be discussed with a senior leader to discuss the most suitable action moving forward.

Strategies for learners with continued challenging behaviour

- A detailed behaviour log will be kept by the teacher and class staff at this stage.
 - Some learners may need to have a specific pastoral support plan, in order to meet their needs. These are likely to be learners who are unable to follow the standard behaviour policy. Discussions with the SENCO need to take place in order to design a pastoral support plan. Parents/carers will need to be involved in these strategies. Weekly Behaviour Charts and Individual Behaviour Plans need to be shared with parents/carers if introduced.
1. In the event of continued inappropriate behaviour, staff will identify any triggers and underlying issues that may need to be addressed; dialogue with parents/carers is crucial to gain a holistic picture. Appropriate techniques to develop positive behaviours from the learner will be identified. Parents/carers will need to be informed or involved. Advice from a middle leader or senior leader may be sought at this stage if necessary.
 2. If the inappropriate behaviour fails to improve, this will be discussed with the SENCO and the behaviour log shared to see what has already been put in place. Parents/carers will be informed or involved if appropriate when setting up an individual behaviour plan.

3. If the inappropriate behaviour still does not improve, support through the school nurse, cluster meetings and outside agencies may be sought with the consent of the parents/carers.
4. Strategies suggested by the outside agencies will be put in place and progress monitored.
5. The Headteacher will request a meeting with parents/carers if progress in improving the behaviour is not being made and other avenues will be discussed and considered.

Playtime and Lunchtime behaviour

1. Staff on the playground and lunchtime duty must always be made aware of specific learners who are likely to be vulnerable (relevant staff to inform e.g. teachers, SLT, SENDCO).
 2. All staff on duty will be pro-active in supervising learners and promoting positive play and engagement in activities to reduce the likelihood of poor behaviour.
 3. At lunchtime good behaviour will be rewarded through presenting a 'Well Done / Dojo' ticket to the learner. The ticket will be returned to the class teacher and exchanged for a class dojo.
 4. Learners who exhibit inappropriate behaviour will be given a verbal warning and an explanation / discussion to support better behaviour.
 5. If this continues, the learner will stay beside an adult for 5 minutes. After discussion with the adult, they can return to playing.
 6. Incidents of negative behaviour must be communicated with class teachers. Incidents will be recorded on CPOMs and parents/carers informed if deemed necessary.
- Senior leaders will be visible/available during the lunchtime period and meet with the lead lunchtime supervisor to discuss issues that are arising.

Strategies for learners with continued challenging behaviour

- If a learner has an individual behaviour plan or chart, the strategies actioned will be used consistently by all staff.
- Pro-active, rather than reactive strategies will be used e.g. directing/engaging the learner to a specific activity or giving him/her some responsibility through helping the adult.
- If a learner continues to behave inappropriately at playtime or lunchtime, a letter will be sent to parents/carers requesting a telephone meeting.

Serious incident

If a serious incident of verbal or physical abuse to a pupil or a member of staff takes place, then the Head teacher will be informed and parents/carers will be contacted immediately. In extreme circumstances this may lead to exclusion. This may take the form of a fixed term or permanent exclusion. LA procedures will be followed and these actions are only taken after the school governors have been notified.

Serious incidents include:

- Bullying / Cyberbullying
- Discrimination
- Harassment
- Hurting
- Swearing
- Vandalism
- Theft

Staff Responsibility

- Behaviour Management is the responsibility of **all** staff at Purlwell.
- All staff will adhere to relevant policies and professional guidelines e.g. Headteacher/Leadership Standards, Teacher Standards, Teaching Assistant Standards, Kirklees Behaviours, Staff Code of Conduct and any other documentation made available in relation to professional conduct and safeguarding.
- Be a positive role model for learners and others in school.
- Treat each learner and each other with respect, understanding and fairness.
- Positively promote high standards of behaviour around school, throughout the school day.
- Seek or offer others support / advice when it is necessary or beneficial to do so.

Responsibilities of the Headteacher / Deputy Headteacher

- Ensure the health, safety and welfare of all learners and staff in the school.
- Set the standards of behaviour through the school behaviour policy.
- Ensure the behaviour policy is implemented and adhered to consistently by all staff.
- Report to governors when requested on the effectiveness of the policy.
- Keep records of all reported serious incidents of misbehaviour including bullying, cyberbullying and racism.
- Give fixed-term or permanent exclusions if the need arises in very serious cases.

Role of the Governors

- Set down the general guidelines on standards of discipline and behaviour and review their effectiveness. Support the Headteacher in adhering to these guidelines.
- Give advice to the Headteacher about particular disciplinary issues, however, the Headteacher has the day-to-day authority to implement the school's behaviour policy.

The Role of the Class Teacher

- Ensure that a safe, calm and stimulating environment is created.
- Ensure classrooms are inclusive and meet the needs of all learners.
- Promote high expectations and standards of all learners with regard to behaviour and learning; and ensure that all learners work to the best of their ability.
- Ensure that their class learners behave in a responsible manner during lesson time and when walking around the school e.g. going to assembly, P.E. etc.
- Report to parents/carers about the progress and behaviour of each learner in their class.
- Contact a parent (in discussion with the SENCO and the Headteacher) if there are concerns about the behaviour or welfare of a learner.
- Record incidents on CPOMs where required.
- Display the class charter, dojo sheets, Let's sort it out! Poster and positive reinforcement photos.

The Role of Support Staff

- Work collaboratively with teachers in creating a culture and environment conducive to promoting high standards of behaviour and learning.
- Ensure high expectations are made explicit to the learners.
- Provide the necessary support if deployed to support learners during lunchtime.

- Inform class teachers and senior leaders of any behaviour/incidents that may require further investigation, challenge or support.

Role of the Learners

- Adhere to the class agreement and follow instructions given by adults.
- Accept responsibility and consequences of their actions.
- Respect the adults with whom they work with and be kind and understanding of others.
- Be kind, helpful and caring for others, especially on the playground.
- Work to the best of their ability at all times and use the steps to success to improve further.

The Role of Parents and Carers

- Read, sign, agree and adhere to a Home School Agreement.
- Support the actions of the school and give consistent messages about how to behave.
- Support their child's learning and cooperate with the school.
- Address any queries and questions regarding issues and sanctions firstly to the class teacher, then to the Deputy Headteacher and then the Headteacher.

Continuous Professional Development

Up to date and relevant information will be cascaded to staff during staff meetings and via emails. Staff will be provided with opportunities to observe good practice, attend relevant courses (face to face and online) and coaching sessions to develop their own practice and skills. Senior leaders will identify staff development needs through ongoing monitoring activities e.g. surveys, stakeholder feedback, observations, learning walks etc.

Related Policies

These policies can be found on the school website or through the school office:

- Anti-Bullying Policy
- Trust Attendance Policy
- Trust Equity, Diversity and Inclusivity Policy
- Trust Equality Info and Objectives Policy
- Trust Safeguarding and Child Protection Policy
- Trust Special Educational Needs and Disabilities (SEND) Policy
- Trust Supporting Learners with Medical Conditions Policy

Training updates

Trained staff members may use reasonable force in accordance with the Team Teach Training for the safety of learners and adults.






This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)


- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Sections are colour coded for ease of reference:

Proactive				Reactive
1	2	3	4	5
Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school
				
<ul style="list-style-type: none"> Pupil behaviour has multiple influences, some of which teachers can manage directly Understanding a pupil's context will inform effective responses to misbehaviour Every pupil should have a supportive relationship with a member of school staff 	<ul style="list-style-type: none"> Teaching learning behaviours will reduce the need to manage misbehaviour Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning Teachers should encourage pupils to be self-reflective of their own behaviours 	<ul style="list-style-type: none"> Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time Reward systems can be effective when part of a broader classroom management strategy 	<ul style="list-style-type: none"> Some strategies that don't require complex pedagogical changes have been shown to be promising Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour School leaders should ensure the school behaviour policy is clear and consistently applied 	<ul style="list-style-type: none"> Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation




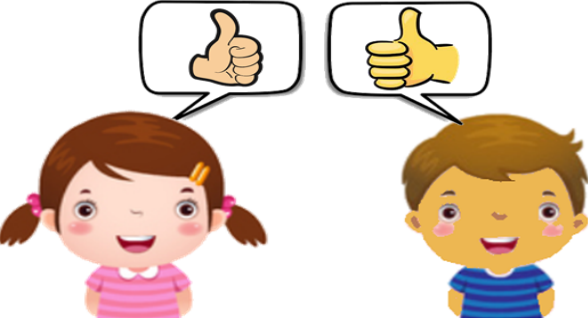
6	Consistency is key		<ul style="list-style-type: none"> Consistency and coherence at a whole-school level are paramount Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level
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eef.li/behaviour



Restorative Practice

Let's sort it out!

<p>What happened?</p>	
<p>How do /did you feel?</p>	
<p>How does / did the other person feel?</p>	
<p>How can you make things better?</p>	

(These resources will be available to use with children in all classes if needed)



Today I am feeling...







Green Dojos are for...



 1 being ready	 1 Doing the right thing	 5 Golden dojo	 2 Helping others
 1 Teamwork	 1 Working Hard	 2 good manners	 1 great answer or question
 1 joining in	 1 not giving up	 1 try new things	 1 understanding others













Red Dojos are for...







 -1 disrespect	 -1 hurting others	 -1 not doing the right thing	 -1 not trying
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Green Dojos are for...







 1 Being ready	 1 Doing the right thing	 2 Fantastic manners	 5 Golden dojo
 1 Good manners	 1 Great answer	 2 Helping others	 1 Joining in
 1 Not giving up	 2 Phonics	 3 Super English	 3 Super maths

 1 Teamwork	 1 Trying new things	 1 Understanding others	 1 Working Hard
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Red Dojos are for...



 -1 disrespect	 -1 hurting others	 -1 not doing the right thing	 -1 not trying
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