



THE WINCHCOMBE SCHOOL - BEHAVIOUR POLICY 'IMPROVING AS ONE'

'Everyone at The Winchcombe School aims to 'improve as one' through living the four Winchcombe school values: **Respect, Kindness, Courage, Curiosity**

	Respect	Kindness	Courage	Curiosity
The Winchcombe Values	Take responsibility for your actions by being honest and treating everyone and everything with consideration .	Be thoughtful and caring towards others.	Embrace challenge , take risks and be resilient .	Be motivated and inspired to learn more.

Aims:

- To encourage and promote positive behaviour.
- To encourage and develop intrinsic motivation.
- To provide a safe and calm environment where effective teaching and learning can take place.
- To support children in articulating and regulating their emotions.
- To support children in making good choices and in taking responsibility for their actions.
- To support children in their understanding of the consequences of their behaviour.

Our school rules embody our values:

- Keep classroom and school tidy
- Safe walking
- One person, one voice
- Follow instructions
- Line up in silence
- Be ready to learn
- Kind hands, feet and words

Active ingredients to promote positive behaviours:

- Use non-verbal reinforcement e.g. thumbs up, to recognise positive behaviour.
- Use positive framing. Give verbal feedback specific to the child and situation.
- Use the language of **choice** and **consequence**.
- Promote positive relationships based on mutual respect and kindness. Ensure high levels of staff engagement with the children.
- Model desired behaviours at all times.
- Notice and reward examples of, and improvements in, positive behaviour.
- Communicate positive behaviour with parents.

Recognition for positive behaviours:

Group Recognition	Individual Recognition	Tailored strategies for individual children
Winchcombe Wonders: Across the school - Every 5000 – class reward decided by class teacher Grand total target of 30,000 – whole school reward	Non-verbal praise Positive framing Texts home Star of the day/week Weekly Praise Assembly	Stickers Reward charts Puzzle pieces Tokens

Consequences for not following the school rules:

- At The Winchcombe School, we try to address the problem behind the behaviour through the use of restorative discussions, support plans and discussions with parents. This can pre-empt future issues and resolve conflicts.
- Consequences will be delivered clearly, calmly and respectfully.
- Group consequences should be avoided as they are unfair for children making the right choices
- There maybe occasions where a member of staff is required to search a pupils' personal belongings – this will be done in accordance with the DfE guidance on searching and screening. If during a search a phone is found it will be removed and placed in the office for safekeeping.

In EYFS:

Children who enter into our Early Years setting are still learning about boundaries and about what is acceptable and unacceptable behaviour. We teach children the skills they require to regulate and manage their own emotions and behaviour and to enable them to form positive relationships with all those around them. Consequences are as follows:

- Verbal warning.
- A child may be asked to make a sensible choice in moving to another part of the learning space.
- A child may be removed from the carpet area to another part of the classroom so as to minimise disruption to other children.
- There will be a consequence conversation with the child using age-appropriate language. Makaton or visual images will be used to support children who are at a different developmental stage in their communication skills.
- Children may need to make up for missed learning e.g spend time with an adult completing a task during Child-Initiated Learning.
- Children may miss some minutes of their play or child-initiated learning -1 minute per year e.g. 4 years old = 4 minutes
- Where behaviour is persistently unacceptable or deemed as serious, children will be spoken to by a member of the Leadership Team, away from the class, giving them time to think about their behaviour and de-escalate as necessary.


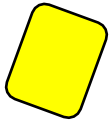

Introduction of White, Yellow and Red Cards:

The white, yellow and red card system used across the rest of the school will be introduced to FS2 during the final half of the Summer Term. The system will be clearly explained and modelled to the children and explained to parents as part of the transition to Year 1. Expectations of behaviour, consequences and our emphasis on teaching pro-social behaviours will remain the same.

- **Yellow card** – A child may be asked to make a sensible choice in moving to another part of the learning space. A child may be seated on the periphery of the carpet area or if outside, on the periphery of the play area.
- **Red card** – Children may miss some minutes of their play or child-initiated learning -1 minute per year e.g. 4 years old = 4 minutes.

Parents will be always be notified of yellow or red cards at the end of the day. All red and yellow cards will be recorded on CPOMS.

In Key Stages 1 and 2:

Consequences		Adaptations
<p>Step 1 (White card)</p> 	<p>Formal warning after one verbal reminder for low-level disruptive behaviour.</p>	<p>Individual Pupil Support Plans will be written for pupils with specific needs where the consequence system isn't meeting their specific needs.</p> <p>These will be written collaboratively between Class Teacher, parents and the Inclusion team.</p>
<p>Step 2 (Yellow Card)</p> 	<p>Difficult behaviour continues, yellow card given. = 10 minutes of next break/lunchtime missed with class teacher for KS2 and up to 10 minutes for KS1</p> <p><i>(Brief restorative discussion; catch up on learning; a consequence task related to difficult behaviours; time-out)</i></p> <p>Class teacher to record on CPOMS (school's safeguarding database). Parents informed depending on context as judged by Class teacher. Class teacher may consider putting a Pupil Support Plan in place.</p>	
<p>Step 3 (Red Card)</p> 	<p>Persistent difficult behaviour continues after yellow card time out, red card is given. Straight RED cards can be given for dangerous behaviours = up to 40 minutes missed with SLT</p> <p><i>(Brief restorative discussion; catch up on learning; a consequence task related to difficult behaviours; time-out)</i></p>	

	<p>SLT to call or text parents (arrange meeting where necessary) and record on CPOMS Class teacher may consider putting a Pupil Support Plan in place.</p> <p>Please note that in cases of extremely dangerous behaviour we may issue a fixed-term suspension – the length of this will vary dependant on the amount and complexity of the adaptations to provision that are required to make the environment safe for all</p>	
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Examples of negative behaviours	
Yellow Card	Red Card
<ul style="list-style-type: none"> • Rudeness to staff • Ignoring instructions • Silly comments to other children • Wilfully excluding others from play • Disrespecting school property – low level • Unsafe walking/ movement around the school • Talking over the top of others • Talking when lining up 	<ul style="list-style-type: none"> • Persistent disregard for the school values and rules • Swearing at an adult or child • Physical aggression towards another person • Unsafe behaviour – running away or trying to leave the school premises • Deliberate racist, sexist or otherwise prejudiced comments • Damaging property • Child-on-child abuse
<p><u>Child-on-child abuse:</u></p> <p>We relentlessly ensure that any signs of child-on-child abuse are identified swiftly and dealt with clearly, fairly and robustly. We are aware that this abuse takes many different forms: bullying (face-to-face or over the internet), physical abuse, prejudice, sexual violence, sexual harassment, upskirting, sexting and initiation/hazing rituals. We follow our behaviour system rigorously and in persistent cases, this could lead to suspension or permanent exclusion. We ensure that all staff are trained in high-priority areas such as child-on-child abuse. We constantly revisit with staff how we identify, manage and act on any safeguarding concerns.</p>	

The use of consequences should be characterised by certain features:

We endeavour to focus on describing the behaviour displayed and analysing the reason behind it - NOT on our emotional response.

- Staff always start by acknowledging the children that are showing our school values and school rules.
- Any consequences for individuals ARE NEVER visibly displayed in the classroom but on a laminated sheet. The children are given discrete verbal warnings.
- The sanction should be relevant and proportionate to the rule being broken.
- It must be clear why the consequence is being applied.
- It must be clear what changes are required to avoid breaking the same rule again.

To support children who display persistent difficult or dangerous behaviours, a pupil support plan or a therapeutic plan will be created by the Class Teacher in collaboration with parents and the Inclusion team.

Physical interventions


Staff should be aware that when they are in charge of pupils during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all pupils in their care. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing and have a lawful justification for taking reasonable physical steps to prevent injury to any person, or damage to property. Taking no action which results in a person being injured, could leave a member of staff open to an allegation that they were in neglect of their duty of care.

Staff will act in the best interests of all concerned, balancing the need to keep physical intervention to a minimum with the need to keep all pupils safe. Whenever possible a member of SLT will be called in order to support and safeguard all parties.

Any physical interventions will be recorded and parents informed.

A Therapeutic Plan focuses on:

- Identifying social and emotional triggers
- Encouraging pro-social, positive behaviours
- Planning environmental adaptations
- Making boundaries explicit

LINKED POLICIES: Learning and Teaching	
DATE: 24.11.2025	REVIEW DATE: annually or when required
SIGNED: 	
Head teacher	
The Winchcombe School	