



Vickerstown Primary School & Brambles Nursery Behaviour Policy

September 2025

Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils are always respectful, responsible and ready to learn.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not tolerated and explicit teaching can take place.

Aims:

- Encourage responsible behaviour and raise children's self-esteem
- Provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- Encourage the children to have a sense of pride and ownership in their school
- Promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship
- Prevent bullying, racism and anti-social behaviour. ☒

Guidelines:

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are. The Vickerstown Way is taught as part of the Curriculum so that children know and understand what good behaviour looks like and is expected at Vickerstown Primary School and Brambles Nursery.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to “punishment” or “sanction”. Instead, children understand that there is always a consequence to their behaviour, which will be restorative in nature.
6. When physical intervention is required, to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.” Use of Reasonable Force DfE circular 03/12
8. Teachers and the Senior Leadership Team will hold a register of those children whose behaviour choices are causing concern. Use of class dojo- set to private and logs low level behaviours. Negative points are set to 0 and do not remove positive. Extreme behaviours are logged via Cpoms.
9. Each class will have a copy of the “Vickerstown Values”, FAB Listening, Fantastic Walking, STEPS and SHAPE displayed in class. Edit for own routines agreed.
10. Staff will work closely with the Senior Leadership Team, Lead Behaviour Professional and the SENDCo to ensure that pupils at risk receive specialist support when necessary.

Pocket Principles:

At Vickerstown Primary and Brambles Nursery School we have three simple principles that underpin our behaviour policy. These are:

- We are Respectful
- We are Responsible
- and Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents, and stakeholders. ☒

The Fantastics

We also follow the principles of Fantastic walking and Fantastic Listening. ☒

Fantastic walking is: ☒

Face the way you're going

Arms by your side

Not talking

Taking your time (steady pace)

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

FAB Listening:

F- Facing the speaker

A- Attentive listening

B- Being Calm and still

STEPPS:

Steps teaches children how to be polite. Someone who is polite has good manners and behaves in a way that is not rude to others.

Steps to politeness: ☒

Sir and Miss

Thank you

Excuse me

Please

Pardon

Spread positivity

Teach Like a Champion Techniques: ☒

At Vickerstown, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best.

We want to ensure that we have 100 percent of students. 100 percent of the time, 100 percent of the way.

We will step in to address distractions at an early stage, fixing it non- invasively, without breaking the thread of instruction. ☒

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

Technique	Description
-----------	-------------

Narrate the positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk'. Name the behaviour you want replicating, rather than giving generic praise.
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking. Give children cues before going their way.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling. Do not publicly "correct", "connect" with a child discreetly and offer support to get back on track.
Pastore's Perch	Stand in a position in the room where you can see all of the students easily. Position support staff based on assessment of need- which children are likely to need re-directing?
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.' Teaching Volume levels
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go' Chunk/ create pathways for children who may struggle with verbal instructions- visual reminders.
3:30:30	When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room.
Live in The Now	State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off. Remember "connection before correction."

Recognition:

We will recognise acceptable behaviour in the following ways: ☒

- With smiles

- With words
- When the class achieve 200 points- whole class reward.
- With Golden Book awards
- With Dojo messages home (Excellent effort or achievement)
- With prizes for achievement and effort (Dojo Lucky Dip) Multiples of 10 KS1, 15 for KS2.

The staff at Vickerstown Primary and Brambles Nursery School make the following commitments to their pupils:

- We will aim to manage behaviour using positive re-enforcement rather than negative comments.
- We manage behaviour with a “connection before correction” philosophy. ☒
- We will adopt a warm but firm approach to behaviour management.
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept ‘inflated praise’ and adapt our approach to accommodate this)

Child on Child Abuse:

All staff are aware that safeguarding issues can manifest themselves via child-on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying); ☒
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment; ☒
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Challenging Behaviour: ☒

Occasionally, children will show more challenging behaviour and do not follow the Vickerstown Way. This could be disrupting the learning of others on several occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. Teachers should inform the Senior Leadership Team as soon as they become concerned that the child is not responding to their high expectations and we will implement the Consequence Flow Chart. At this stage parents will be called into school for a meeting with the Class Teacher and Head

Teacher/ Behaviour Lead. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a Fixed Term suspension. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents. Actions implemented at this stage may be:

- Behaviour contract
- Use of timer to measure disengagement from Learning
- Lost Learning Time after school/ in break time
- Team around the child meeting including SENCo and Lead Behaviour Professional
- Referral to external support
- Structured timetable for Break/Lunchtimes
- Rag-rated hierarchy of behaviour shared with all staff to ensure consistent behaviour management
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis

Inappropriate Behaviours :

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of any person (including the pupil)

The school also prohibits the following items: ☒

- Lighters
- E-Cigarettes
- Mobile phones

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children, who walk to and from school, can bring

a mobile phone into our school office for safe keeping during the school day and collect at 3pm.

Suspension/Suspension:

Suspension and/or suspension is a last resort at Vickerstown. The decision to suspend or suspend a child from Vickerstown Primary School can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or suspension then the Headteacher will follow the most recent DFE guidance, 'Suspension from maintained schools, Academies and pupil referral units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Suspensions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Suspended Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or a suspension the Headteacher will apply the civil standard of proof, i.e.. 'On the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to suspend a pupil permanently will only be taken:

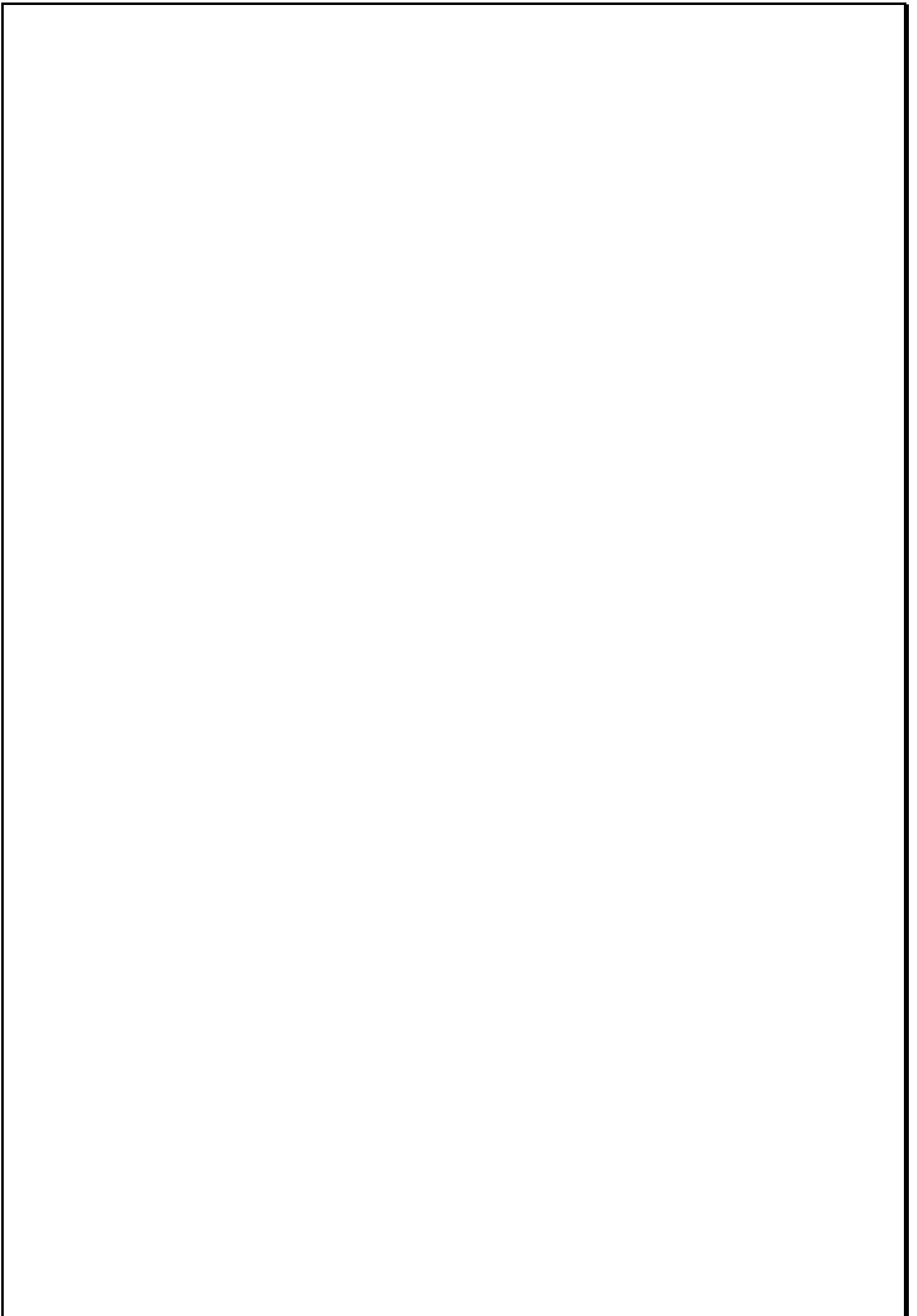
- In response to a serious breach, or persistent breaches, of the school's behaviour policy and,
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff, and governing bodies' and 'weapons protocols for schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them to have the statutory power to search pupils and their possessions, can search a pupil at Vickerstown without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff authorized by the Headteacher to search or screen a pupil without consent at Vickerstown School are: The Deputy Headteacher, The SENDco and any member of SLT.

Written By:	F.Hayes	September 2025
Approved by Governors	J.Crellin	February 2026
Review Date		February 2027

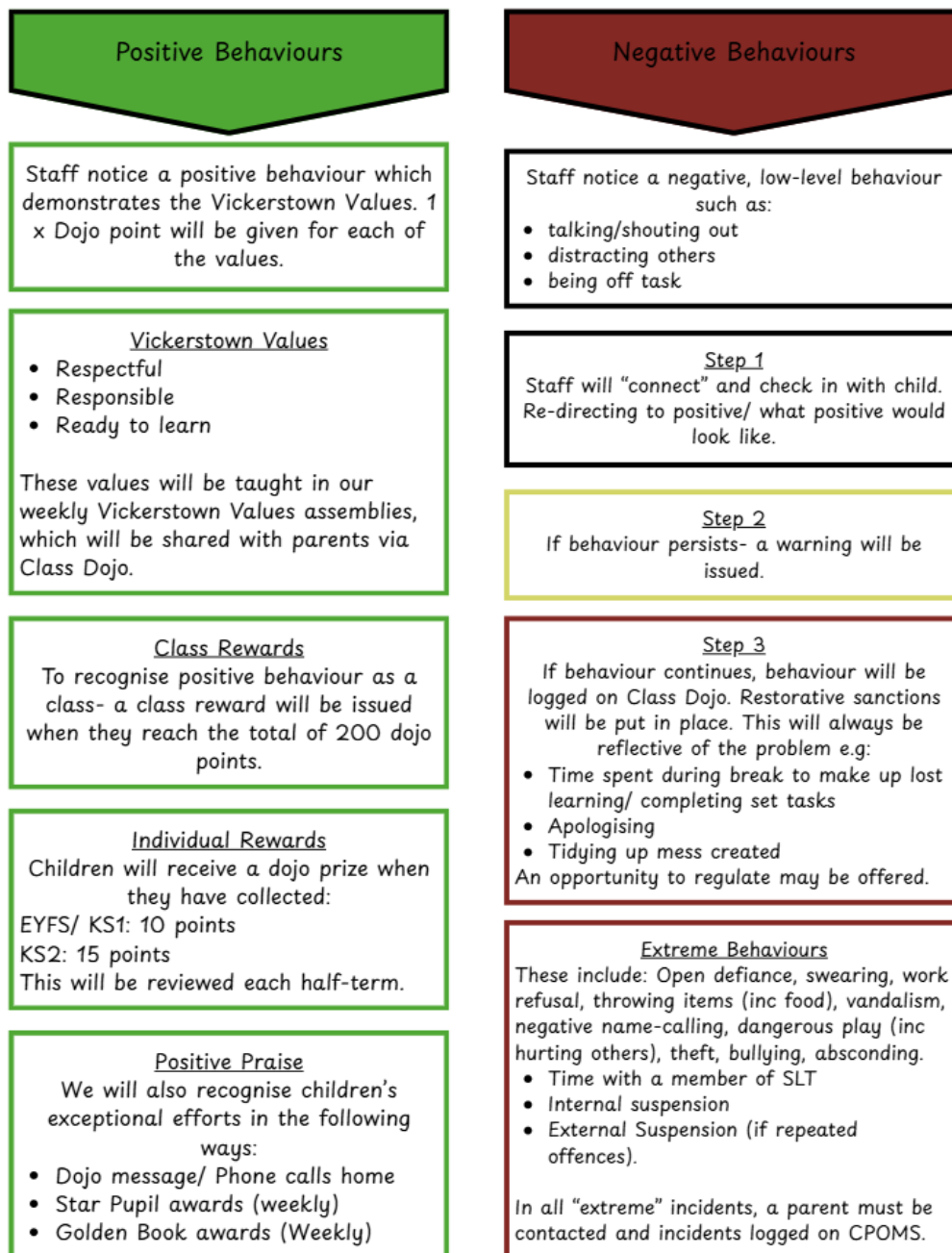


Appendix 1

Appendix 1 – Reward Systems and Consequences



Behaviour Flowchart



Achieve 200

At Vickerstown we have a class points system to reward effort and behaviour. Children receive Dojo points for making positive choices about their behaviour which are linked to our three pocket principles of respectfulness, responsibility, and readiness to learn and in addition, resilience and being a role model. When the class have achieved 200 points, the whole class will receive a reward such as extra playtime, film afternoon. The children should vote for their reward to give them a shared goal they all want to work towards.

Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Where appropriate children can discuss their own consequences with an adult guiding the discussion
- Consequences do not have to be severe to be effective. ☒
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and may be expected to come into school to discuss the incident.

Examples of relevant consequences: ☒

- Children who have deliberately made a mess in the classroom should tidy up in their own time.
- A child who has wasted learning time in class should catch up with their learning in their own free time.
- A child who has been rude to another pupil should apologise and make amends.
- A child who has been disruptive at playtime should miss their next playtime.

There may be times when a child is not following the Vickerstown Values and time out of class is needed because emotions for the child or teacher are becoming raised. In this situation the child should be given an opportunity to work outside of the classroom for a short period of time. After regulation the child will speak with class teacher about expectations to return.

For extreme disruption in class, SLT should be alerted. The child should spend a period of time (appropriate for age/ need) out of class. Restorative conversations will take place with a plan for return when ready to learn.

If a child is being kept in at breaktime, the child will be sent to the learning street to make up their learning time. The class teacher must inform the member of staff of the conditions for returning to the playground.

Appendix 2

Dealing with behaviour incident

Low-level disruptive behaviour in lesson:

1. Use as appropriate- a look, moving to stand beside the pupil, praising someone who is following the instruction, a short, private instruction to re-direct the student and stop what they are doing. Try to “connect” and understand why they have disengaged.
2. Repeat the instruction to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction.
4. Log a “Verbal Warning” Dojo point with note added for tracking.
5. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then...

6. The child will be taken to a suitable space to calm down and reflect on their behaviour for a specified period (e.g. ten minutes) They are expected to return to class and make positive choices.
7. Parents will be contacted if class teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
8. For pupils causing concern as a result of persistent poor choices then a **‘Positive Behaviour Plan’** will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour. Other regulation/ engagement strategies to be used must be laid out in their plan. This plan must be signed and agreed by both pupil and parent.

More Severe Behaviour Incidents: ☒

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children’s or adults safety.
4. Serious wilful damage to property.

Use the appropriate intervention to **de-escalate and** then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices, then they will be suspended for a minimum of one day. We always aim to suspend pupils internally where possible. An internal suspension may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal suspension.

Recording serious incidents:

Serious incidents are to be recorded on CPOMs using the Negative Behaviour thread. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMs (this list is not exhaustive but merely to be used as a guide).

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying - Including incidents of Racism/ Homophobic language
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly
- Persistently disrupting teaching and learning

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. A child flicks a rubber across the classroom and apologises.

Safe Handling:

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may therefore be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Appendix 3

Logging Incidents on CPOMs

Logging Behaviour Incidents on CPOMs

1. Log in to your CPOMs account.
2. Assign incident to the relevant student. Where other children have been affected, log them as linked students.
3. Write up an account of what happened. Think of the 5 W's and include any outcomes.
4. If any injuries occurred, log where on the body map.
5. Select Behaviour- Negative Behaviour as a category.
6. Finally, click 'Submit Incident'.

Note

Consequences should never be logged as an 'suspension' or 'lunchtime suspension' unless this has been authorised by the headteacher. If the consequence involves a child missing their playtime, then this must be communicated as 'Loss of Privileges'. Parents must always be contacted as soon as possible.