

Wistow Parochial C of E Primary School

Headteacher: Carla Cox

Behaviour Management Policy

Document Status		
Date of Next Review	March 2027	Responsibility – Full Governing Body
Date of Policy Creation	Adapted School written policy	Responsible Governor Name
Date of Review and Ratification at FGB Meeting	March 2026	Allen Blake
Policy Publication/Communication <input checked="" type="checkbox"/> On the school website <input checked="" type="checkbox"/> Shared staff network drive <input checked="" type="checkbox"/> Updates to staff in staff meetings		<i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i>

This policy links with the following documents:

- ❖ Code of Conduct
- ❖ Home School Agreement

This policy links with the following other policies:

- ❖ Race Equality
- ❖ SEND
- ❖ Public Sector Equality Document
- ❖ Attendance
- ❖ Use of Force or Restrictive Physical Intervention
- ❖ Teaching and Learning Policy
- ❖ Anti-Bullying
- ❖ Exclusion Policy

The following policy and attached documents were updated with contributions and consultation from:

- A selection of children from Reception through to Year 6
- The school council
- All Key Stage 2 children – through focused class sessions
- Volunteer parents representing all Key Stages
- A Governor representative
- A staff representative
- The Head teacher

During the Spring Term 2026, the policy has been reviewed by staff and the children through the work of the pupil groups.

How the Policy and Procedures were developed.

Prior to creating this policy, the children worked with staff to re-establish a set of Golden Values that they felt were key to working and living in a caring, happy and harmonious environment.

These Golden Values are:

- ✓ **Respect**
- ✓ **Honesty**
- ✓ **Forgiveness**
- ✓ **Resilience**

These Golden Values link strongly to the Christian Values that we also try to uphold within the school.

- **Joy**
- **Justice**
- **Service**
- **Peace**
- **Love**
- **Faith**
- **Grace**
- **Hope**

Further to this, the team points reward system was reviewed and fresh new systems for rewarding good behaviour and hard work for both individuals and groups were put into place in all classes.

Going for Gold - The House Point System – linked to learning behaviour within the classroom

Each class will have a chart displayed within their classrooms with everyone's name on it. Over the school day, the children are able to earn house points, for doing good work, showing excellent manners or just standing out for the right reasons. There is a maximum of 2hp given each time as a reward. 1hp for something good but 2hp is for when children do something really well. The children are required to work as a team to earn as many house points as they can. All staff members can award house points and this is done so fairly and consistently. At the end of the week, the class totals will be collected and the class with the most house points will win the trophy, which will be awarded in the whole school assembly.

Choosing To Do The Right Thing

Within class and around school there is a 3 tier warning system. This gives children the opportunity to realise that they are not doing something correctly and get back on track. The first warning would be a verbal warning. The second would be the child moved to work somewhere else and the third would mean that they are told they are red spotted and they need to see the head teacher at break. There the head teacher, will talk through with them their choices and complete restorative practice. Staff use Emotion Coaching techniques to assist with this. If a child reaches a third warning and visits the head teacher, this is recorded in the behaviour category on CPOMS, by the head teacher or a member of SLT speaking with the pupil. Parents are always informed if their child receives a red spot.

If a child causes physical harm to another with intent, or is abusive, then they instantly are red spotted. Then restorative practice is used to deal with the situation by a member of staff and the pupil is sent to the Head teacher. This type of incident is recorded by the Head teacher on CPOMS and parents are informed, again to work in partnership and identify any triggers and support needed.

After the child has met with the head teacher, the child is always told that it has been discussed and dealt with, and it is time to start fresh and the child can continue to work in class and hopefully learn from their mistakes.

The use of CPOMS supports the effective monitoring of behaviour across the whole school and allows the head teacher and SLT to monitor all incidents and actions and ensures that staff to put in effective support where needed.

If the child has 3 red spots recorded within a half term, their parents will be spoken to and receive a letter, explaining the reasons that their child is going to be put on a behaviour report for a given amount of time. This report tracks their behaviour throughout the day. The aim is to encourage the children to be the best they can be and celebrate the positives, building self-esteem and good behaviour at all times. The head teacher and parents will have daily conversations to work in partnership to improve the behaviour and promote an excellent attitude to all areas of school. When behaviours have improved, the pupil is removed from the behaviour report. These are saved and scanned onto CPOMS.

Our aim is that none of our pupils reach the red spot, as we give them opportunities to reflect and correct their behaviour and make the right choices. All children are made aware of how they can do this and given support in class by the staff. We aim to support and encourage all children to be the best that they can be and usually talking through things ensures that the red spot is not reached.

Every class room has a Regulation Station or area for children to calm down, or remove themselves to if needed.

The Marble Jar

This is the whole class reward system where by individuals or groups of children can contribute to gaining a marble through showing their Golden Values. Marbles are awarded by the class teacher or any other staff member and go towards building up to a treat for the whole class, encouraging them to work together to achieve a shared goal. At the beginning of the academic year, the children decide as a class on what their targets and treats are as a class, within reason.

It was interesting to note that the children discussed and decided that this would be an encouraging system for those children who might find some behaviours more challenging – as although they might benefit from the reward they would be encouraged to help get more.

The Children's Vision

Over a period of time, the children from all age ranges were asked:

- What sort of school they wanted Wistow School to be?
- What they thought the social behaviour should look like in school?
- What they thought the learning behaviour should look like?
- How they thought we could make "bullying extinct"?

Here are some of the answers they gave which have supported the development of this policy and the related documentation.

- ❖ Everyone to be nice to one and another, sharing ideas, working together and being included.
- ❖ We want our school to be a fun place where we can learn.
- ❖ We want friendship, harmony and teamwork.
- ❖ We want a place where **"you can be the best that you can be"**.
- ❖ We want smiling faces and happy hearts.
- ❖ We want links with our community.
- ❖ We want a safe school where we can just be ourselves.

- ❖ We need to look out for one another and be kind and caring.
- ❖ We need to follow the rules.
- ❖ We need to react in the right way when there is a misunderstanding.
- ❖ We need to respect each other.

- ❖ We need to respect our property and schools.
- ❖ We must show our Golden Values
- ❖ We must show our Christian Values
- ❖ We know everyone is different, but we celebrate this and know we will help each other always.

- ❖ We need to listen to our teachers and each other.
- ❖ Our teachers need to listen to us.
- ❖ We know we can make mistakes, that is how we grow and thrive.
- ❖ We learn to be resilient when we make mistakes and we talk through our choices to help us understand and learn for the future.
- ❖ We need to work hard and contribute to our learning.

- ❖ We should think about our actions and words and how they might affect others.
- ❖ We should include everyone.
- ❖ We should ask why things are happening to help us all understand.
- ❖ We should have someone that we can talk to who will keep listening.
- ❖ We know who our trusted adults are and will talk to them if we need to.
- ❖ We need to be able to communicate – children / parents and school.
- ❖ We need to try and do the right thing.
- ❖ We need to show tolerance of one another and respect each other.
- ❖ We need to use our British Values.
- ❖ We need to be honest with one another.
- ❖ We can all help stop bullying. If we know what it looks like and how to help, together we can make a difference.

Through discussions with both the children and parents, we agreed that bullying can take place anywhere. However, if we learn and understand more about it and work together, we can endeavour to make sure it doesn't happen at Wistow School and ensure our school is a happy and safe place for all. If it does happen, we will talk and work together with the children involved and parents to support their understanding of why it has happened, what we can do to prevent it from happening again and offer any further support moving forward.

The Principles

1. All stakeholders of the school believe that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:
 - promoting good behaviour and discipline
 - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
 - developing pupils' social, emotional and behavioural skills
 - ensuring fairness of treatment for all, including those with special educational needs, those with physical or mental health needs and looked-after pupils
 - encouraging consistency of response to both positive and negative behaviour
 - promoting early intervention
 - promoting race/gender/sexuality equality
 - providing a safe environment free from disruption, violence, bullying, racism, homophobia, name-calling, harmful sexualised behaviour and any form of harassment
 - encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures in school and at home.

Teaching and Learning

2. Opportunities will be provided within the curriculum for development of pupils' social, emotional and behavioural skills. This will include structured approaches in PHSE/Citizenship and 'personalised' programmes of support for pupils where additional support is needed, opportunities to benefit from enhanced work related learning, and a range of informal learning.
3. As pupils develop during their time at the school, there will be increasing opportunities for them to act as positive role models for younger learners, and the school will encourage them to take these opportunities.
4. Staff will be given support in developing effective approaches to teaching and learning which will promote positive behaviour and attendance. Support may take the form of individual coaching, tailored or whole School CPD or, where appropriate, structured support with e.g. challenging groups.

Roles and Responsibilities

5. The Governing Body will establish, together with the Head teacher, staff, children and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
6. The Head teacher, together with other staff, will be responsible for the implementation and day-to-day management of the policy and procedures. Arranging support for staff faced with challenging behaviour is also an important responsibility of the Head teacher and the leadership team.
7. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation and consistency of the policy is essential. Staff have a key role in advising the Head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head teacher, for creating a high quality learning environment, demonstrating and teaching good behaviour and implementing the agreed policy and procedures consistently.
8. The Governing Body, Head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
9. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school, and for their attendance. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and attendance, and will have the opportunity to raise with the school any issues arising from the operation of the policy.
10. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment are reported. These type of incidents will be recorded by staff in a record and parents of the pupils notified immediately, so that clear lines of communication are in

place and the school can work with them in partnership to ensure that this type of behaviour doesn't happen again. Pupils will be given opportunities to seek and provide peer support as well as support from staff, who will be aware that pupils may become vulnerable through events such as bereavement, divorce or separation of their parents. The School Council will be responsible for reviewing annually the progress that has been made in tackling bullying.

Procedures

11. The procedures arising from this policy will be developed by the Head teacher in consultation with staff and children. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. The procedures will also be written as a child friendly brochure by the School Council to enable all the children to fully understand the expectations. These will be shared at the start of every school year to remind the children of their responsibilities.

Rewards

12. A School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. Details of some of the newer rewards used at Wistow School have been explained above. A more detailed explanation will be provided in the brochure.

Sanctions

13. Sanctions are needed to respond to inappropriate behaviour.

14. A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training

15. The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other School Policies

16. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly Racial Equality, Equal Opportunities, Special Educational Needs and Anti-Bullying, has been established.

Involvement of Outside Agencies

17. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

18. The Head teacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head teacher will keep the Governing Body informed. The agreed period of review is annually. The agreed period of review of effectiveness of the Anti-Bullying Policy will be every year.
19. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head teacher, staff and parents/carers.
20. The outcome of the review will be communicated to all those involved, as appropriate.

Behaviour Management Procedures

Policy Statement

- 1.1 The School's Behaviour Policy has been adopted by the Governing Body.
- 1.2 The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the School's rules, prospectus, School website, newsletters and other normally used channels.
- 1.3 The School has communicated the Behaviour Policy to all new and existing pupils through the school's rules, prospectus, pupil noticeboards, pupil newsletters, assemblies, and within the curriculum wherever relevant.
- 1.4 The school will seek to ensure that all staff are consulted regularly about the policy and its implementation.
- 1.5 The school has communicated the Behaviour Policy to all teaching and non-teaching staff by providing copies of the policy and through staff training sessions/ meetings.

Acceptable and Unacceptable Behaviour

- 1.6 The School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, with teachers and other school staff and with visitors or other people within/outside the School premises.
- 1.7 The school has identified examples of unacceptable social behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, harmful sexualised behaviours towards others, bullying and harassment, including racist, sexist and homophobic abuse. **All of these are instant red spots and children will need to speak with the head teacher.**
- 1.8 The school has identified examples of unacceptable learning behaviour as that which includes not listening, un-cooperation during lessons, disruptive behaviour in lessons which prevents others from completing their work.
- 1.9 The school communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the school's rules, prospectus, Home-School Agreement, assemblies, pupil noticeboards, parent newsletters and letters to parents/carers.
- 1.10 The School communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook, the staff training programme, staff meetings and briefings.

Recognition, Rewards and Sanctions

- 1.11 The School will promote good and improved behaviour by pupils through a system of recognition and reward. The will include the use of:
- Praise and positive feedback throughout the day
 - Going for Gold – the house point system
 - The Marble Jar
 - Stickers and stamps
 - Awards during Celebration Assemblies
 - Termly 100% Attendance Certificates
 - Leaver's hoodies for year 6 pupils – as a reward for excellent behaviour demonstrated to the rest of the school
- 1.12 The School will review the support available to individual pupils who may be at risk of disaffection or exclusion, including:
- learning support
 - mentoring
 - individual education planning
 - curriculum and curriculum resources
 - teaching strategies
- 1.13 The School will implement a range of strategies to deal with inappropriate behaviour by pupils, including:

Minor Incidents

- talking quietly with the pupil
- three step chance to support and encourage improving behaviours – step 1 we quietly talk to and encourage positive behaviour, step 2 – move to a new place to give a chance to change perspective and step 3 – if no change or improvement,
- reflection
- restorative practice
- following three successive incidents parents will be informed through a phone call or if more serious a meeting*

*(The school reserves the right to decide the time restrictions for the three successive incidents for individual cases of inappropriate behaviour and also consider SEND needs with the incidents)

More Serious Incidents or repeated minor incidents

- removal from situation
- withdrawal of school privileges
- letters to parents/carers
- meetings with parents/carers and after three successive incidents within a half term the child will be put on a report to improve their behaviour for an agreed amount of time.

Persistent Challenging Behaviour resulting in Major incidents

- behaviour panel meetings
- referral to external agencies
- fixed term or permanent exclusion (see Exclusion policy)
- placement at an alternative site

1.14 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Early Intervention

- 1.15 The School will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.
- 1.16 The School will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.
- 1.17 The School will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- 1.18 The School will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the School.
- 1.19 Parents/carers will be contacted promptly by the school and normally within two working days to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

Investigating Cases

- 1.20 The school will investigate, as appropriate, reported incidents of pupil misbehaviour.
- 1.21 The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- 1.22 The school will provide adequate non-contact time for the conduct of investigations.
- 1.23 The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.
- 1.24 The school will complete investigations within a reasonable timescale and not normally exceeding four working days.
- 1.25 The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 1.26 A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

Developing Capacity

Training and Professional Development for all Staff

- 2.1 The School has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the School.
- 2.2 The School reviews regularly the health, safety and welfare of all staff and provides for professional and personal support (including counselling and training).
- 2.3 The School provides relevant information and training on behaviour management matters to all groups of staff, including:
 - lunchtime supervisors
 - support staff (e.g. teaching assistants)
 - other school staff (e.g. canteen staff, buildings/grounds maintenance)
 - newly qualified teachers during their formal induction period
 - pupils undertaking programmes of initial teacher training
 - supply teachers
 - class teachers
 - management/leadership group.
- 2.4 The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.
- 2.5 The school undertakes annual reviews of the continuous professional development needs of all staff.
- 2.6 The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
 - implementing the School's Behaviour Policy
 - logging and recording of incidents
 - lunchtime supervision
 - classroom management
 - educational visits
 - learning styles
 - legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint)
 - pastoral support
 - equal opportunities and anti-discrimination
 - techniques for promoting positive behaviour.

Clear Roles and Responsibilities

- 2.7 The School ensures that all staff job descriptions include appropriate reference to the School's Behaviour Policy.

- 2.8 The Governing Body is advised of the implications of the Behaviour Policy for their own practice, and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

Referral

- 2.9 The school will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils.
- 2.10 The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- 2.11 The school has established a database of the main points of referral outside the school (including pupil counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).
- 2.12 The school maintains appropriate records on the use of referrals, using the relevant referral forms.
- 2.13 The school ensures that the class teacher/form tutor has access to information about the outcome of the referral.

Resources

- 2.14 The School undertakes an annual review of the resources needed to ensure the effective implementation of the Behaviour Management Policy, including reviews of the following:

(i) staffing issues:

- staffing levels
- staff training and development
- provision for non-contact time
- workload
- health and safety

(ii) record keeping:

- provision of administrative and record keeping systems
- monitoring arrangements

(iii) curriculum review and alternative provision:

- alternative education provision for pupils, including the use of off-site provision (where available)
- review of curriculum appropriateness
- use of curriculum flexibility, including disapplication (where appropriate)
- on-site facilities wherever possible and appropriate (e.g. access to learning support, mentoring).

- 2.15 The school has secured access to appropriate specialist child and family support services (where available), including:
- Behaviour Support Service – Selby HUB
 - Pupil Referral Unit
 - Education Welfare Service
 - Education Psychology Service

- Health Services (including mental health)
- Early Help
- Social Services

2.16 The school has a pastoral support programme, and has reviewed the need for mentoring, counselling and peer mediation. – (HSLW – Home School Link Worker)

Meeting Needs

Needs Assessment/Reviews

- 3.1 Teachers and the SENCo, in consultation with other staff, are all able to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive.
- 3.2 The school provides appropriate training for all the above people responsible for the conduct of assessment and reviews.
- 3.3 The school ensures that adequate time is given during the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the individual learning plan.
- 3.4 The school ensures that teachers receive adequate non-contact time to provide support to individual pupils.

Curriculum Flexibility

- 3.5 The school's curriculum is kept under review to ensure that it is appropriate to the needs of pupils.
- 3.6 The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

Pupil Involvement

- 3.7 The school encourages pupils to take responsibility for their own learning and behaviour.
- 3.8 The school encourages pupils to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self-discipline.
- 3.9 The school provides opportunities for pupils' positive involvement in the life of the school and community through various means such as positions of responsibility and representation of the school through sporting and other events.

Parental/Carer Involvement

- 3.10 The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- 3.11 The school provides opportunities to encourage parent/carers involvement and support for the Behaviour Policy.

Community Involvement

- 3.12 The School liaises with a range of bodies as appropriate, including the LEA, health services, police, voluntary sector and religious bodies, and Social Services.

Reviewing Effectiveness

Record keeping

- 4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the School's Behaviour Policy.
- 4.2 The school maintains accurate records of behaviour incidents using CPOMS.
- 4.3 The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

Monitoring and Evaluation

- 4.4 The School monitors behaviour incidents in order to identify issues and trends. When children hit red, the Head teacher is notified and records this in the central behaviour record.
- 4.5 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- 4.6 The School monitors incidents of disruptive behaviour in terms of:
- type of incident (including racist, sexist and homophobic incidents)
 - critical days/times in the week
 - critical places within/outside the School
 - pupils involved
 - profile of pupils involved (ethnicity, gender, age, SEN)
 - outcomes.
- 4.7 The School ensures that its pupil record keeping systems provide analysis of the impact of its Behaviour Policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- 4.8 The School assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 4.9 The School evaluates its policy against key improvement objectives which include:
- (i) Individual measures:**
- improvement of individual behaviour
 - academic progress
- (ii) Class/Learning Area/Whole-School measures:**
- general behaviour patterns
 - balance in the use of rewards and sanctions
 - staff support and training needs

- curriculum access and academic progress
- equal opportunities
- behaviour management trends over time
- effectiveness of the policy in encouraging positive behaviours.

4.10 The school provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

4.11 The School will report to parents the details of the implementation of the behaviour management programme.

Sharing Good Practice

4.12 The school shares information on good practice gleaned from:

- reviews of individual practice
- reviews of whole-school practice
- reviews of practice in other schools
- reviews of cross-phase practice




4.13 Relevant information is shared with all members of staff and the Governing Body to better inform decision-making, and to assist in meeting the educational needs of all pupils at the school.


Annex 1 Behaviour Policy

Written and reviewed by the School Council.


What Makes Wistow School So Special and Our Behaviour So Good?

- We work together as a team and show each other respect at all times
- Our Golden Values of: Respect, Honesty, Resilience and Forgiveness are shown in all we do
- We enjoy school, it is a fun place to be with great staff and children
- We are lucky and have so many wonderful opportunities, like exciting new sports, fantastic equipment, trips and activities with our friends
- We have privileges given to us and understand that they have to be earned and that if we misbehave we can lose them.
- We know we learn from mistakes and it is okay to make them. We just need to learn and grow from them.
- We are coming to a safe, warm, loving, friendly school each day and we know that we are blessed and we are cared for
- We have high expectations of ourselves and want to be the best that we can be!



School Council Behaviour Brochure



Created by the children of Wistow School Council

Welcome to Wistow Parochial Church of England Primary School. We are a friendly, family primary school who work hard, enjoy learning, who try their best in everything, in order to be the best that we can be.

As the School Council, we are role models to everyone. As part of our role, we wrote this brochure to explain to you about how we promote excellent behaviour and make sure that everyone is aware of how to behave at Wistow.

Going for Gold

Each Class has a Chart displayed within their Classrooms with everyone's name on it. Over the school day, we are able to earn house points, for doing good work, showing excellent manners or just standing out for the right reasons. There is a maximum of 20p to be given each time as a reward. 10p for something good but 20p is when we do something really well! We are need to work as a team to earn as many house points as we can. At the end of the week the total will be counted up and the Class with the most house points will win the trophy, which will be awarded in the whole school assembly, which is really cool!

To make sure we behave at all times we have a red spot warning system in school. We get three chances, a verbal warning, if we do something again we get moved in class and if we don't make the right choice and receive a third warning, then we have to see our head teacher Mrs Cox at break time.

If anyone swears or hurts someone, it is an instant red spot. Mrs Cox, will talk to you about your behaviour, you will agree on how to make it right, learn from your choices and then you can go back to class with a fresh start.



Be the best you can be!



Marble Jars

We have marble jars in classes and we work as a team to earn whole class rewards. We decide what we would like to work towards ... within reason! Then if we do good things or shine, we get to put a marble in the jar. When it is full we get our treat!

Celebration Assemblies

We can also try to be awarded certificates weekly and these are presented every Friday. If we get one, our parents are invited in to celebrate with us!

Cloakroom Award

This is an award where we work as a team to keep our cloakrooms tidy. This means behaving and looking after property at all times. Each week the winner is rewarded with a star on the tidy cloakroom display and the winners get a surprise treat at the end of term!

