



Birches First School

Believe, Grow, Succeed ...
...to be the best 'me' I can be.



Birches First School Behaviour and Discipline Policy September 2025

General Statement

Good behaviour and self-discipline are at the heart of a successful school. We aim to promote self-discipline by raising children's awareness of their own behaviour and the affect it may have on others. We endeavour to create a friendly but well-ordered and busy school where unacceptable behaviour is rare.

A school behaviour policy should outline a set of choices, strategies and approaches which contribute to the creation of an environment in which children feel safe, happy and valued and also value the importance of their own positive behaviour and that of others. The policy is that 'good behaviour' comes naturally.

It does not represent a formula for good behaviour. Whilst we have many shared, whole school approaches to behaviour; as with many aspects of school life, a blanket 'one size fits all' approach to behaviour is not effective. It is important that alongside whole school approaches, teaching staff are able to create individualised approaches and strategies for their class as well as recognising the need to adapt their own styles for different cohorts and indeed, individual children.

Aims

1. To value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
2. To develop self-discipline, the ability to learn independently and work co-operatively.
3. To listen with respect to one another and be conscious never to damage another's self-esteem.
4. To foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects.
5. Develop a strong partnership of trust between home and school where there is mutual support of the child and their behaviour.

Pastoral Care and Discipline

The pastoral care of all pupils is shared by all teaching and non-teaching staff who work together in the everyday life of the school.

The class teacher accepts responsibility for the educational and pastoral progress of their children during the day. Where parents wish to discuss behaviour, they should always speak to the class teacher in the first instance. The Headteacher should be involved in extreme and or urgent circumstances or where an issue is ongoing following discussion with the class teacher.

Safety and the need to maintain a calm and peaceful working atmosphere are paramount.

A positive approach to good behaviour should recognise, reward and encourage it.

NB – In accordance with the Education Act 1986, corporal punishment will not be administered in county and voluntary controlled schools maintained by Staffordshire County Council Education Committee.

Golden Expectations

The children are made aware of our 'Golden Expectations':

- We care for everyone and everything
- We are polite
- We tell the truth
- We listen
- We walk in school
- We work together
- We always try to be the best '**me**' I can be!

These expectations are displayed in all classrooms with the children's names. They also form the pupil's part of our Home / School Agreement.

The Golden Expectations are reinforced by all staff, as the basis for maintaining the school ethos and environment.

Our School's Aims Agreement

Through close, regular contact with parents we build relationships based on trust, so that parents have confidence in the way we deal with behaviour issues. Parents can support the policy by:

- Reinforcing messages about appropriate behaviour
- Discussing the Golden Expectations with their child
- Showing respect for staff and adults involved with the school
- Making time to discuss worries or concerns
- Listening to "both sides of a story" in the event of a problem
- Supporting behaviour strategies initiated by the school
- Informing school of any issues that could impact on a child's behaviour

Birches Home – School - Child Agreement identifies the key responsibilities of the school, the family and the child. This agreement supports the expectation of good behaviour by including the Golden Expectations and emphasising the need to work together.

The partnership between home and school is vital in promoting positive behaviour choices and the school expects that parents support staff and the professional judgements they make.

Encouraging Good Behaviour - Rewards

The most important reward for a child is praise. To become an active, motivated learner children need to know that their efforts and achievements are recognised and valued.

Rewards used can include: (but are not limited to)

- Raffle Ticket Draw
- Marvellous Me – 2 per week minimum
- Class Reward Systems
- Complimentary remarks

- Private praise and encouragement
- Written comments on work
- House Points
- Stickers on work
- Stickers to wear
- Lunchtime stickers
- Headteacher awards
- Classroom reward chart- Teacher's own system
- Special activities/Golden Time
- Weekly 'Gold Star' for 1 child in each class
- Golden Table
- Weekly 'Class of the Week' – with trophy to be displayed in class and extra playtime reward
- Monthly 'Superstar of the School'
- 'Star Writer/Mathlete' alternate weeks
- Termly Special Achievement Awards – 4 per class awarded for:
 1. Following the Golden Expectations
 2. Effort and Improvement
 3. English
 4. Mathematics
- Termly Birches Values Award
- Termly Superstar Award

When giving rewards to children they should always understand why they have achieved it.

The ultimate aim is that good behaviour becomes the 'norm'. The child develops an understanding of the value and importance of making a positive contribution to school and community life.

Good to be Green

Good to be Green is a behaviour strategy used by YR-4. Nursery have an adapted approach. Children whose behaviour is very good should be rewarded by moving onto the next reward card colour – from green to bronze to silver and then gold. When they achieve their Gold card they receive a gold sticker on their bookmark chart. The child's card then returns to green on the following day. The chart must be 'reset' every morning with all children on at least green (those on bronze or silver will remain there until they achieve gold).

Children are awarded gold star stickers when they receive a gold card. Stickers are collected on a bookmark. Once full, they are awarded with;

- First completed bookmark; a Good to be Green certificate
- Second completed bookmark; a Good to be Green pencil
- Third completed bookmark; a Good to be Green badge
- Fourth completed bookmark; a Good to be Green special award medal
- Fifth completed bookmark; a Gold badge

If poor behaviour is displayed, a child will be issued with;

1. A verbal warning reminding the child of expectations followed by (if behaviour continues).
2. A 'warning card' will be issued if poor behaviour choices continue. If issued with a 'warning card', the child will place a yellow card over their coloured card. During the day, if behaviour improves, they will be praised, and they can remove the yellow card. If behaviour does not improve, this may mean staying on yellow or being moved onto a red card. Children may receive a yellow card for:

- Not following school rules.
- Distracting others.
- Not listening or not putting effort into your learning.

- Not following instructions.
- Talking while someone else is speaking.
- Being rude, disrespectful or unkind to others.

3. More significant negative behaviour may result in a red card being issued. Red cards will result in a sanction and parents will be notified. As with a yellow card, children can work off a red card with improved behaviour. Staff will keep a record of red cards issued on CPOMS. Children who have a red card may miss part/all of Golden Time. This is a discussion between Class teachers and Headteacher.

Unacceptable Behaviour - Sanctions

All children know that behaviour which does not abide by the Golden Expectations is unacceptable. The school will be consistent in its' recognition of this and its' response. Sanctions will be used consistently where appropriate. However, for some children, for example (P)(I)LAC or those with a PSP, IBP, and/or ISP, a different, individualised approach may be required.

Remember that it is the behaviour that is unacceptable, not the child and we must maintain his/her self-esteem. Therefore when disciplining a child:

- check that the child understands what he/she has done
- establish that he/she understands why the behaviour was unacceptable
- explore with him/her the effect that the behaviour has on others
- examine strategies for avoiding a repeat of the situation

Behaviour that will not be tolerated includes (but is not limited to):

- bullying (See Anti-Bully Policy)
- harassment (racial or other)
- name calling
- vandalism
- rudeness
- bad language
- fighting
- aggressive behaviour toward others/equipment
- intimidation
- theft
- continuous disruption to lessons and learning

Poor behaviour is rare at Birches and generally a verbal reminder by the class teacher is enough to have the desired effect. However, if a child breaks the Golden Expectations, persistently misbehaves or causes a serious problem the following sanctions may be used:

- temporary removal – time out
- withdrawal of privileges (playtime, adventure playground, Golden Time, participation in clubs and in some circumstances - school trips and special events)
- asking the SLT to speak with the child
- asking the Headteacher to speak with the child
- recording the incident on CPOMS – as a general rule up to 3 times before parents are involved – dependent on severity of incident
- informing parents immediately if the incident is serious
- behaviour report – with home support
- School rules and expectations also apply to children attending Birches Club (before school and/or after school). The school reserves the right to withdraw this facility from the parents

of children whose behaviour is persistently detrimental to the safe and orderly running of the club service.

If a child's behaviour proves to be continually challenging, the LA Behaviour Support Team can be involved. Very serious incidents, significant or persistent breaches of the school's behaviour policy may result in the decision to exclude a child. In these cases reference should be made to the school's Suspension and Permanent Exclusion Policy.

Where a child's behaviour is deemed to be placing themselves or others at risk, the use of Restrictive Physical Intervention may be necessary to protect all members of the school community. Please refer to the school's Restrictive Physical Intervention Policy.

Monitoring and Evaluation

In order to assess the success of the policy we will:

- discuss issues relating to the policy regularly at staff meetings
- keep records of incidents other than of a minor nature
- make observations around school
- record parent feedback
- seek School Council feedback
- involve governors
- involve lunchtime supervisors
- seek further advice from Behaviour Support

Evaluation outcomes from monitoring procedures will be used to support improvement in the Personal Development and Behaviour & Attitudes sections of the School Development Plan.

Documents and Guidance

Anti-bullying Policy	Birches First School
SEND and Inclusion Policy	Birches First School
Exclusion Policy	Birches First School
Exclusion Procedures	LA
The Management of Pupil Behaviour	LA
Behaviour Support Plan	LA

Social Inclusion

<https://www.gov.uk/government/publications/the-promotion-of-social-inclusion>

Unacceptable Pupil Behaviour

<https://www.gov.uk/school-behaviour-exclusions>

Behaviour in Schools

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Suspension and Permanent Inclusion

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

- PSP – Pastoral Support Plan
- IBP – Individual Behaviour Plan
- PEP – Personal Education Plan
- ISP – Individual Support Plan
- (P)LAC – (Post) Looked After Child

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