



MURDISHAW WEST COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY Autumn 2025

Policy Title	BEHAVIOUR POLICY
School/HBC	School
This policy complies with Halton LA guidance	Yes
Linked Policies & Documents	Safeguarding and child protection policy Relationship education policy Code of Conduct SEND Policy and statement Anti-bullying policy
Written By	Vanessa Edwards/Julie Phillips
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Signed by Chair of Governors	
Date:	
Review Date	Autumn 2026

At Murdishaw West Community Primary School we work together to..... Collaborate, Achieve, Respect and Enjoy. At Murdishaw West, we CARE.

Purpose

Statement of Intent

Murdishaw West Community Primary School promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance where children can learn free from disruption. We believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these.

Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

Aims

To provide:

- A behaviour culture that reflects Murdishaw West's guiding principles and core values and that is embedded and enacted in everything we do.
- Strong school leadership, where leaders are highly visible and ambitious goals are set.
- A positive, fair and consistent approach with attention to detail.
- Well established, universally known and well-articulated protocols that are easy to understand and implement.
- Well communicated expectations around praise and positive reinforcement.
- A detailed graduated behaviour curriculum.
- Expectations around the development of effective partnerships with parents and the wider community.
- Engaged staff who receive high quality support and training.

Monitoring and Review

- ❓ This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the Full Governing Committee annually.
- ❓ Application of the policy will be monitored by the SLT and others within routine school self-evaluation activities.

- 2 The Behaviour Expectations and Curriculum will be kept under constant review and updated as required.

2

Leadership and Management

Organisation and facilities

Everything we do is carefully planned and structured to give children every opportunity to behave well and succeed. This includes all elements of our education strategy, the timetable, the layout of the classroom and shared spaces, exit and entry points, flexible staffing structures, CPD, curriculum and pedagogy.

Governance

The Governing Body is responsible for a statement of behaviour principles and for holding the Headteacher to account for their implementation. The behaviour link governor is.....

Local Governing Committee Statement of Behaviour Principles

- Under Section 88 (1) of the Education and Inspections Act 2006 and in line with the DFE 'Behaviour and Discipline in Schools - Guidance for governing bodies', we ensure good behaviour and discipline on the part of pupils are pursued by the school.
- Under section 149 of the Equality Act 2010 we aim to eliminate discrimination.
- Under Section 175 of the Education Act 2002 we have due regard to ensuring we promote the safeguarding and welfare of children.
- We require the school to have due regard to the DFE guidance 'Searching, screening and confiscation' July 2022.
- We require the school to have due regard to the DFE guidance 'Use of reasonable force' July 2013.
- We require the Headteacher to outline the school's response to negative behaviour that occurs beyond the school gate.
- We require the Headteacher to apply the policies in the case of staff accused of misconduct.
- We expect the school to be proactive in working with other agencies, particularly for pupils who display continuous disruptive behaviour.

Head Teacher and Senior Leaders

The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults. Senior Leaders monitor behaviour to support CPD and ensure this curriculum is consistently being taught. In addition, the team are visible to our families at the arranged class doors.

Parents

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them.

Systems and Norms

Within our systems and norms we have 2 critical documents. These include our:

1. Golden Rules & Values
2. Behaviour Curriculum

These cover clear structures around rules, routines and consequence systems

Golden Rules & Core Values

Our Golden Rules & Core Values reflect the guiding principles and the core values of Murdishaw West as it conveys the school's expectations and understanding for children, staff, and visitors. They are highly visible throughout the school, constantly referred to and explicitly taught:

1. We are polite and respectful at all times.
2. We keep hands and feet to ourselves.
3. We listen when others are talking.
4. We treat other people's property with respect.
5. When we are inside, we use indoor voices and walking feet.

Our whole school values are: Collaborate, Achieve, Respect, Enjoy

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school's Golden Rules and Values and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

We proactively work with other agencies as soon as we become aware of any issues, and we support families together in a range of ways e.g. Early Help, referrals to iCart etc.

Behaviour Curriculum

Our Behaviour Curriculum covers what we expect the children to do. We have generated a document which covers what the children should do within school. This also includes specific routines to explain what should happen when at different points throughout the school week.

Lesson routines relate to the different routines within a particular subject, particularly those that require the children to move to an alternate room within the building or to use varying pieces of equipment. These can be found within our Behaviour Curriculum.

Rewards and Sanctions

At Murdishaw West, we acknowledge all efforts and achievements of children, both in and out of school. We praise and reward children for good behaviour in a variety of ways. This is scaffolded by consistent class norms focusing on explicitly positive learning and social behaviours.

The school employs a number of sanctions to enforce our rules and to ensure a safe and positive learning environment. Sanctions are applied appropriately to each individual situation, with a graduated response (see Behaviour Curriculum) to promote positive behaviour using a range of sanctions.

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.

Suspension and Permanent Exclusion

As a tolerant, supportive learning community, suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child, but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted.

As with rewards and sanctions, reasonable force is used consistently, proportionally and reasonably, by staff in line with this policy, taking into account children with SEND and the bespoke needs of vulnerable children.

Staff are trained in the use of reasonable force (Team Teach) and if a child's risk assessment identifies deployment of this approach, Team Teach techniques will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Banned Items

The Headteacher and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes/vapes, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at parent's risk.

Discipline Beyond the School Gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our rules and values and exclusions. This includes incidents that may occur online.

The Headteacher may notify the police if the behaviour is considered anti-social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

Pupil Support System

We respect the rights of all children within our setting and recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The SENDCo & class teacher make a risk assessment which identifies the support required, e.g. anger management, conflict resolution etc. and who will deliver this. Impact is carefully monitored.

Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

Record Keeping and Data Analysis

We use CPOMS systems to record behaviour and safeguarding concerns. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated. Staff are all trained as part of our CPD offer. The Headteacher & SLT analyses the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity.

Reasonable Adjustments (see SEND Policy and SEND Information Report)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

Pupil Transitions

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support may need to be given. Parents/carers are involved and informed as appropriate.

Anti-Bullying Strategy

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We believe bullying is wrong and endeavor to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it. Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways: assemblies and PSHE curriculum.

Any incidents of bullying will be dealt with in line with the agreed protocol. Violence or threatening behavior or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy, we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyberbullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act).
2. It is deliberate and targeted.
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define cyberbullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- ? Race, religion, belief, culture, or gender.
- ? SEN or disabilities.
- ? Appearance or health conditions - including maternity or pregnancy.
- ? Sexual orientation - including homosexual, gay or homophobic, gender reassignment.
- ? Young carers or looked after children or otherwise related to home circumstances.
- ? Sexist or sexual

Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our safeguarding policy. **Mrs Edwards**, our DSL, will consider each incident on a case-by-case basis, seeking support from external agencies where required.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

Staff Training and Development

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensure that all staff are accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values. Staff receive specific training on how to teach behaviour management within school, this is standalone and repeated throughout the year.

Staff Induction

We are committed to ensuring that all new staff are fully aware of all policies and routines to ensure consistency. As part of the induction process, new members of staff are introduced to the school's policies and staff code of conduct, these documents give clear overviews of the expectations within different areas of the curriculum, of which behaviour is one. Protocols are clearly demonstrated to support understanding and maintain high standards amongst staff and pupils.



Introduction

At Murdishaw West, we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow. We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing. Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self regulate. This is supported through the use of strategies such as emotion coaching, restorative practice and where necessary logical consequences.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong. Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At Murdishaw West, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

At Murdishaw West, we incorporate this practice into our behaviour flowchart (page 3)



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

At Murdishaw West Community Primary School, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time, they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten principles of instruction from Barak Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum.



CELEBRATE

We look for opportunities to celebrate children making good choices, demonstrating our school values and following our school rules. We celebrate with Swap Shop points, positive praise and weekly certificates in assembly.



POSITIVE REMINDER (Attune, Validate, Contain & Regulate)

Reminder of expectations e.g. I need you to.....thank you. An opportunity to make the right choice. Used when a child is not following instructions/school rules.



WARNING CONVERSATION

When a child continues to not follow the school rules or is deliberately unkind or disruptive. This conversation should take place away from others.



REFLECTION TIME (WIN - Win, Imagine, Notice)

When low level behaviour continues to disrupt the learning of others or play e.g. kicking, shouting, damaging school property. Time to reflect in the classroom is given along with a discussion - What happened? What were you thinking and feeling at the time? What have you thought about it since? Who has been affected and in what way? How could things have been done differently? What do you think needs to happen to make things right?



ISOLATION

Continues to deliberately disrupt the learning of others, using inappropriate language, persistently being rude or total refusal to follow instructions. Time away from class for activities or larger part of break or lunch to agree a resolution.



ISOLATION FOR THE REMAINDER OF THE DAY/ SUSPENSION

Used when staff are concerned about dangerous or threatening behaviour. Reasonable force used as last resort. External agency may be informed. Child to spend time in isolation or be suspended.



Curriculum content to be covered in depth in Autumn 1 and revisited throughout the year.

Our core values

Every child deserves to be taught well to enable them to learn new knowledge that can be applied in all aspects of their lives. It is our aim that every pupil can look back positively on their school experience having achieved the highest standards of work and achievement. To this end we provide a broad and balanced curriculum which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as academic skills, underpinned by our school values:

C.A.R.E

We Collaborate	We Achieve	We are Respectful	We Enjoy	We CARE!
Using calm and respectful tones when we communicate. We work with others to develop our learning. We value everyone's contributions. We encourage each other to do their best. Collaborating helps us to remember more. We work together to overcome challenges. We listen to others' point of view. We take pride in our community.	Sitting sensibly in the classroom. We are motivated to be the best we can be We want to achieve excellence. We believe in ourselves. We aim high. We show perseverance. We work hard towards our goals. We complete homework on time . We remember to bring equipment to school. We wear correct school uniform. We tidy up our own workspace and the classroom.	Say please and thank you. Hold doors open for people. Talk kindly to other pupils. Say good morning. afternoon to others. We respect others right to learn. We respect school property by looking after it We use a calm and polite tone of voice. We value differences. We follow teacher instruction. We walk through corridors. We play games where we do not hurt others emotionally or physically.	We have the right to enjoy learning. Our curriculum is fun, engaging and creative. We play games that do not become too physical. We celebrate the achievements of others as well as ourselves. We think about how our actions and words can affect others.	We accept responsibility if we make a mistake and saying sorry. We play with others. We help others. We give good and helpful advice. We are kind and thoughtful and we think about how our actions and words can affect others. We show support to someone experiencing difficulties. We show forgiveness.



Our Routines

Show Me You're Ready to Learn...

Give Me 5 is our whole school prompt for attention and silence. To ensure our younger children and those with slow processing have time to respond, we say '5 4 3 2 1 give me 5' then expect silence from all children before moving on.

Children are reminded to have:

- Eyes on me
- Mouths closed
- Ears listening
- Body still/ everything out of your hands
- Brainboxes switched on.

Walking Feet

Know that we walk around school using **Walking Feet**

Know that **Walking Feet** means

- Facing forward
- Walking in a straight line
- Hands by side
- Use indoor voices.

Indoor Voices

Know that, when we are inside, we use an indoor voice. We do not shout at others. We speak calmly and respectfully.

Show me you are ready to learn...

Give Me 5!





Our Routines

Fantastic contributing

Know that we expect all children to contribute in class. Fantastic contributing means:

Listening to the class teacher or whoever is speaking

Considering my responses before sharing

Putting my hand up so I know my teacher knows I want to contribute during whole class discussions

Sharing answers/contributions in a clear voice using full sentences

Building on what others have said

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchbox and water bottle away

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Using good manners

Know that I should always say 'please' when I am asking for something.

Know that I should always say 'thank you' when I receive something or someone does something nice for me.

Know that I should say 'Good morning/afternoon' to greet others.

Know that it is important to show gratitude to others by thanking people for what they have done for me.

Know that a calm and polite tone is respectful.



Our Routines

Playtime Behaviour

Know that I must walk from my classroom to the playground using **Walking Feet**.

Know that I must play safely without hurting others or myself.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be kind, by including people in my games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring and helpful way towards other people.

Know that, when called, I must line up in my lining up order straight away.

Know that I must walk back to my classroom using **Walking Feet**

If I drop litter, I will pick it up and put it in the bin.

Lunchtime

Know that I use **Walking Feet** when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use my **Indoor Voice** when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down with my lunch.

Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.

Know that once I have cleared my plate, I walk to the playground.

Know that I use **Walking Feet** when walking from the dining hall to the playground.



Our Routines

End of the day routine

Know that when my teacher signals, I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.

Know that I should leave my workspace tidy and ready for the next day.

Know that I should check on the floor around my workspace and make sure it is tidy.

Know that when the teacher signals, I should stand up and tuck my chair in or stand up if on the carpet.

Know that when the teacher signals, I should move to my line space quietly.

Know that I should wait quietly whilst my class is dismissed.

General classroom expectations

Know that I should not be leaving my seat during a lesson, unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk, as this will stop myself and others from learning.