MURDISHAW WEST PRIMARY & NURSERY SCHOOL

BEHAVIOUR POLICY

Autumn 2026

Policy Title	BEHAVIOUR POLICY
School/HBC	Murdishaw West Primary & Nursery
Written by	V Edwards
Staff Approval Date	
Committee Approval Date	
FGB Ratification Date	November 2026
Signed by Chair of Governors	D Cox
Date	
Review Date	November 2027

Statement of intent

Murdishaw West Primary and Nursery School promotes an environment where everyone feels safe, valued, happy and secure, and where people treat one another with courtesy, respect and tolerance. This enables children to learn without disruption. We believe it is important to encourage children and adults to behave in a caring, co-operative and self-disciplined manner. We expect everyone in our school to develop a clear sense of right and wrong, and to care for themselves, others and their environment. Every adult has a responsibility to help children develop self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour: it involves children flourishing as learners and as human beings.

We believe praise and positive reinforcement are the most important elements of behaviour management. Children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful. This supports a positive outlook and improved self-esteem, which in turn can improve behaviour. We consistently teach children the rules and routines they are expected to follow and take every opportunity to reinforce these positively.

Clarity and consistent expectations are key to effective behaviour management. We do not overlook or fail to respond when rules or routines are broken, even when we are under time pressure.

Aims

We aim to provide:

- A behaviour culture that reflects Murdishaw West's guiding principles and core values, embedded and enacted in everything we do.
- Strong school leadership, with visible leaders and ambitious goals.
- A positive, fair and consistent approach, with attention to detail.
- Well-established, widely understood and clearly explained protocols that are easy to understand and implement.
- Clearly communicated expectations for praise and positive reinforcement.
- A detailed, graduated behaviour curriculum.
- Expectations for developing effective partnerships with parents and the wider community.
- Engaged staff who receive high-quality support and training.

Monitoring and review

- The Headteacher, Behaviour Lead and Full Governing Committee will review this policy and its associated protocols annually.
- The Senior Leadership Team and others will monitor how the policy is applied through routine school self-evaluation.
- The Behaviour Expectations and Curriculum will be kept under regular review and updated as required.

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 aspects of our education strategy, the timetable, the layout of classrooms and shared spaces, entry and exit points, flexible staffing structures, continuing professional development (CPD), the curriculum and teaching.

Governance

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

Local Governing Committee statement of behaviour principles

- Under section 88(1) of the Education and Inspections Act 2006, we ensure that the school pursues good behaviour and discipline.
- Under section 149 of the Equality Act 2010, we aim to eliminate discrimination, advance equality of opportunity and foster good relations.
- Under section 175 of the Education Act 2002, we have due regard to our duty to safeguard and promote children's welfare.
- We expect the school to have regard to the current Department for Education guidance on searching, screening and confiscation in schools.
- We expect the school to have regard to the current Department for Education guidance on restrictive interventions, including the use of reasonable force, in schools.
- We require the Headteacher to set out the school's response to behaviour that occurs beyond the school gate.
- We expect the Headteacher to follow the school's procedures when staff are accused of misconduct.
- We expect the school to work proactively with other agencies, particularly for children who display persistent disruptive behaviour.

Headteacher and senior leaders

The Headteacher has overall responsibility for ensuring the safety and wellbeing of children and adults. Senior leaders monitor behaviour to inform CPD and help ensure that this curriculum is taught consistently. The team is also visible to our families at the designated classroom doors.

Parents

Parents play a crucial role in helping to maintain good behaviour. We encourage parents to understand and reinforce the behaviour policy at home, where appropriate. If a parent has a concern about how behaviour is managed, they should raise it directly with their child's class teacher so that we can continue to work in partnership.

Systems and norms

Our systems and norms are set out in two key documents:

1. Golden Rules and Values
2. Behaviour Curriculum

These documents set out clear rules, routines and responses to behaviour.

Golden Rules and core values

Our Golden Rules and core values reflect Murdishaw West's guiding principles and core values. They communicate the school's expectations for children, staff and visitors. They are highly visible throughout the school, regularly referred to and explicitly taught:

1. We are polite and respectful at all times.
2. We keep our hands and feet to ourselves.
3. We listen when others are talking.

4. We treat other people's property with respect.
5. Indoors, we use quiet voices and walking feet.

Our whole-school values are **Collaborate, Achieve, Respect and Enjoy**.

We work with parents and carers to foster good relationships between school and home through clear communication. The policy and related protocols are available on the school website and are referred to during parent meetings. We ask parents and carers to understand the school's Golden Rules and Values and to support their children in following them. We communicate our high expectations around routines, attendance, punctuality, uniform and homework, and work together to achieve the best possible outcomes for children.

We work proactively with other agencies as soon as we become aware of issues. We support families in a range of ways, for example through Early Help and referrals to ICART.

Behaviour Curriculum

Our Behaviour Curriculum sets out what we expect children to do. It is supported by a document that explains the behaviours expected of children throughout the school, including specific routines for different points in the school week.

Lesson routines relate to the routines required in particular subjects, especially when children need to move to another room or use different equipment. These routines are set out in the Behaviour Curriculum.

Rewards and sanctions

At Murdishaw West, we recognise children's efforts and achievements, both in and out of school. We praise and reward children in a variety of ways. This is supported by consistent class expectations that explicitly recognise positive learning and social behaviours.

The school uses sanctions to uphold our rules and maintain a safe, positive learning environment. Sanctions are applied appropriately to the individual situation, using a graduated response set out in the Behaviour Curriculum to promote positive behaviour.

We believe praise and positive reinforcement are more effective than sanctions. We expect outstanding behaviour, hold it in high regard and promote and reward it consistently.

Suspension and permanent exclusion

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

The Headteacher is the only person who can suspend or permanently exclude a child. We follow the current statutory guidance, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*.

Use of reasonable force and restrictive interventions

To maintain the safety and wellbeing of children, it may sometimes be necessary to use reasonable force, as permitted by law and in accordance with current Department for Education guidance. Any use of force must be necessary and proportionate to the circumstances. It may be used to prevent a child from hurting themselves or others, damaging property, committing an offence or seriously disrupting good order and discipline. It must not be used as a punishment.

Staff receive training in the use of reasonable force, including Team Teach. Where a child's risk assessment identifies that a restrictive intervention may be required, staff will follow the child's plan and use trained techniques where appropriate. The law permits members of staff to use reasonable force in the circumstances set out in section 93 of

the Education and Inspections Act 2006. Any use of force must be handled, recorded and reported in accordance with current law and guidance.

Banned items

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

Staff may confiscate prohibited items found during a search. They may also confiscate any item they consider harmful or detrimental to school discipline. Items brought into school are the parent's or carer's responsibility; the school accepts no liability for items that are lost after confiscation.

Behaviour beyond the school gate

The school reserves the right to discipline children for incidents that occur outside school, in line with our rules and values and the current statutory guidance on suspension and permanent exclusion. This includes incidents that occur online.

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

The school will always consider whether behaviour may be linked to an unmet need and will follow the Safeguarding and Child Protection Policy.

Pupil support system

We respect the rights of all children in our setting. When a child is involved in an incident, whether as the person harmed or the person whose behaviour caused harm, we ensure that appropriate support is in place. The SENDCo and class teacher will complete a risk assessment to identify the support required, such as anger management or conflict resolution, and who will provide it. The impact of the support is monitored carefully.

Careful data management and tracking help us identify children at risk of not making progress and put preventative measures in place. Ongoing monitoring allows us to assess the impact of these measures and adjust strategies as needed.

Record keeping and data analysis

We use CPOMS to record behaviour and safeguarding concerns. This supports the timely sharing of information, a joined-up approach and early identification of issues. It also enables data to be integrated robustly and purposefully. All staff are trained as part of our CPD programme.

The Headteacher and Senior Leadership Team analyse the data to identify patterns, help prevent further incidents and ensure that effective support is provided at the earliest opportunity.

Reasonable adjustments

See the SEND Policy and SEND Information Report.

As an inclusive school, we aim to ensure that children, staff and visitors are free from discrimination. The school recognises its duties under the Equality Act 2010, including the public sector equality duty, and its duties to safeguard children and meet the needs of children with special educational needs. Our approach may be adjusted to meet an individual child's needs and circumstances. A multi-agency assessment will be considered for children who display persistent disruptive behaviour.

Pupil transitions

Transitions at all levels are planned carefully in response to group and individual needs. Additional support may be provided where required. Parents and carers are involved and kept informed as appropriate.

Anti-bullying strategy

We aim to provide a safe and secure environment where all children can learn without anxiety. We believe bullying is wrong and aim to prevent it by fostering an ethos in which bullying is unacceptable and everyone has a responsibility to help prevent it. Preventative measures are delivered in a range of ways, including assemblies and the PSHE curriculum.

Incidents of bullying will be dealt with in accordance with the agreed protocol. Violence, threatening behaviour and abuse will not be tolerated, whether physical, verbal or through social media.

In formulating our strategy, we have regard to the following legislation:

- Section 89 of the Education and Inspections Act 2006.
- The Equality Act 2010, including the public sector equality duty.

Definition

Bullying may be physical, verbal or, in the case of cyberbullying, written. It has three key characteristics:

1. It is repeated and ongoing. It is not the same as a conflict between two equals or a random, unprovoked aggressive act.
2. It is deliberate and targeted.
3. It involves an imbalance of power. This may be physical or psychological, such as knowing what upsets someone, or may arise from an intellectual imbalance, group support or the ability to socially isolate someone.

Cyberbullying is the deliberate use of information and communications technology, particularly mobile phones and the internet, to upset someone else.

Specific types of bullying include bullying related to:

- Race, religion, belief or culture.
- Sex, sexual orientation or gender reassignment.
- Special educational needs or disabilities.
- Appearance or health conditions, including pregnancy and maternity.
- Being a young carer or a looked-after child, or other home circumstances.
- Sexist or sexual behaviour.

Confidentiality of Behaviour Incidents

When a behaviour incident involves more than one child, the school will communicate with the parents or carers of those directly involved regarding matters relating to their own child. To protect the privacy and wellbeing of all pupils, and in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, the school will not disclose sanctions, consequences, support plans or personal information relating to another child. Parents can be assured that all incidents are investigated thoroughly and addressed in line with this Behaviour Policy.

Child-on-child abuse

Following any report of child-on-child sexual violence or sexual harassment, online or offline, we will follow the procedures set out in our Safeguarding and Child Protection Policy. Mrs Edwards, our Designated Safeguarding Lead (DSL), will consider each incident on a case-by-case basis and seek support from external agencies where required.

We expect high standards of conduct from children and staff, and model good manners, courtesy and respectful relationships. We will not tolerate sexually abusive language being used as “banter” or treated as an inevitable part of growing up. Children whose behaviour does not meet these expectations may receive sanctions in line with the school’s behaviour pathways while any police or children’s social care investigations are ongoing.

Staff training and development

We are committed to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensures that staff are accountable for their decisions, follow school rules and protocols, and consistently demonstrate the school’s values. Staff receive specific training on teaching and managing behaviour in school. This training is delivered separately and revisited throughout the year.

Staff induction

We are committed to ensuring that all new staff understand the school’s policies and routines so that expectations are consistent. As part of induction, new staff are introduced to the school’s policies and Staff Code of Conduct. These documents provide a clear overview of expectations in different areas of school life, including behaviour. Protocols are demonstrated clearly to support staff understanding and maintain high standards for children and adults.

Murdishaw West Primary & Nursery School

Behaviour Curriculum

Our School Values

C.A.R.E

- **Collaborate**
- **Achieve**
- **Respect**
- **Enjoy**

Murdishaw West Primary & Nursery School

Behaviour Curriculum

At Murdishaw West, we take a preventative approach to behaviour management. All adults in our school are encouraged to look beyond behaviour and respond with curiosity to children's needs. Every child will be offered compassion and supported through co-operative learning with a caring adult.

Our vision is to help children feel heard, understood and valued, so that they can develop the skills needed to overcome challenges as they grow. We promote a positive and inclusive approach to managing emotions and well-being, recognising that all behaviour is driven by emotion. With this in mind, we work hard to develop emotional intelligence, leading to greater emotional literacy for all pupils.

We believe that no child chooses to behave negatively. Our aim is to strengthen children's capacity to manage their behaviour by helping them understand the emotions they are experiencing. Each classroom environment is designed to support self-regulation and to help children develop greater self-awareness in their social and emotional development. Children are encouraged and supported to explore:

- their emotions the impact these emotions have on their behaviour and the behaviour of others
- strategies they can use to self-regulate

This is supported through the use of approaches such as emotion coaching, restorative practice and, where necessary, logical consequences.

Restorative practice is a set of principles and approaches that encourages children to take responsibility for their behaviour by considering its causes and consequences. In a rules-led system, the focus is often on telling a child what they have done wrong and what their punishment will be. However, we believe this does not help children understand their responsibility in the situation, or the impact of their actions on others. Restorative practice, by contrast, supports children to reflect on their behaviour, its consequences and what they can do to repair harm and improve future choices.

At Murdishaw West, our vision is to develop, maintain and repair relationships, building a community rooted in empathy, reflection and self-learning, where children are supported to take responsibility for their own behaviour.
This approach is embedded within our behaviour flowchart on page 3.

Murdishaw West Primary & Nursery School

Behaviour Curriculum

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.

Murdishaw West Primary & Nursery School — Behaviour 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 instructioms/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.

Murdishaw West Primary & Nursery School — Behaviour Curriculum

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

- 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.

We Achieve

- 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.

We are Respectful

- 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 Enjoy

- 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 CARE!

- 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.

Murdishaw West Primary & Nursery School

Behaviour Curriculum

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!



Murdishaw West Primary & Nursery School

Behaviour Curriculum

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.

Murdishaw West Primary & Nursery School

Behaviour Curriculum

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.



Murdishaw West Primary & Nursery School

Behaviour Curriculum

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.

