



Barnett Wood Infant School

Behaviour Policy and Statement of Behaviour Principles

Barnett Wood Infant School

Policy Impact Statement and Updates

Policy:	Behaviour Policy
Date of review:	May 2026
Reviewed by:	Anne Gibbard
Governor/s responsible:	Claire Brooke-Wilson/Kelly Headen
Status / date of next review:	Annual - May 2027
How well has the policy achieved its purpose and outcomes?	
The Behaviour Policy sets out clearly defined behaviour standards that are understood and adhered to by all pupils and staff. Staff are equipped with the skills and confidence to manage behaviour consistently and fairly. The policy has ensured that: - The school is a calm, safe, and supportive place where pupils can learn without disruption. - Good behaviour and respect for others is encouraged, fostering an environment where positive behaviour is recognised and rewarded. - Behaviour management is consistent, fair, and predictable across the school. - Support and interventions are provided for pupils who struggle to meet behaviour expectations, making reasonable adjustments as required. Regular reviews and updates to the behaviour policy ensure it remains effective and relevant.	
Updates and/ or changes to policy:	
May 2026	p.4 Updated links to guidance documents p.5 Added section on safeguarding/behaviour p.7 Added section on Child-on-Child Abuse p. 8 Renamed section 'Rewards and Sanctions' to 'Rewards, Consequences and Restorative Support'. p. 9 Amended wording around written apology letters p. 9 Amended 'Physical Restraint' to 'Restrictive Physical Intervention and the Use of Reasonable Force' and updated in line with guidance p. 10 Updated exclusion terminology
May 2025	p.4 Updated link to KCSIE 2024 p.16 Updated Statement of Behaviour Principles
May 2024	No changes to the policy

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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Behaviour Policy

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Barnett Wood Infant School

Behaviour Policy

1. Introduction

The staff, children, parents and governors work together to make Barnett Wood a happy, safe and successful school, where we celebrate achievement and support each other through mutual respect and trust. This policy supports our work in child protection and safeguarding and is linked to our Anti Bullying Policy. Our behaviour management focuses on praise and reward rather than sanction and criticism.

2. Aims of the policy

The DfE states: 'A school's culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone. The school's behaviour policy should provide details on how staff will support pupils to meet these expectations'. This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/behaviour-in-schools-guidance.pdf) [Searching, screening and confiscation at school \(DFE 2024\)](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [School suspensions and permanent exclusions](#)
- [Restrictive interventions including use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

4.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 2)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations (The Barnett Wood Way – Behaviour Curriculum Appendix 1) and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5. Behaviour and safeguarding

Behaviour can be a form of communication. Where a pupil's behaviour raises concerns that they may be suffering, or likely to suffer, harm, staff will follow the school's Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead or deputy. The school will consider whether behaviour may be linked to SEND, disability, medical needs, mental health, trauma, family circumstances or unmet communication needs. Consequences will be used alongside support, reasonable adjustments and early help where appropriate.

6. Our Core Values and Rules for Behaviour

At Barnett Wood Infant School, we are committed to ensuring that children learn the basic skills that will equip them for life in the 21st century. Through the promotion of the Barnett Wood values, children will be eager to learn, do their best and will be well-behaved. They will show kindness and respect for all. Our five core values are:

Be Kind – we treat others how we would like to be treated

Be Respectful – we are thoughtful and considerate to ourselves, others and the world around us

Be Trustworthy – we are honest and responsible

Be Resilient – when things are tough, we persevere and are determined - we don't give up

Be Aspirational – we embrace challenge and aim to be the best we can be

Alongside our values, we have three basic school rules:

Be Kind
Be Safe
Be Ready

These rules keep us safe and happy. They are displayed in every classroom and around the school. They are revisited every term with the children during assemblies or as appropriate. The types of behaviour expected for each rule are discussed with the children.

We also have a kindness agreement (child friendly Anti-Bullying Statement) which is shared with the children during school assemblies and PSHE lessons.

Where behaviour gives staff cause to suspect that a pupil is suffering, or is likely to suffer, harm, staff will follow the school's Safeguarding and Child Protection Policy and speak to the DSL or deputy DSL. Behaviour will be considered in the context of safeguarding, SEND, mental health, trauma, family circumstances and early help needs.

7. Definitions

Misbehaviour is defined as:	Serious misbehaviour is defined as:	Bullying is defined as:
• Breach of the school rules • Disruption in lessons, in communal areas between lessons, and at break and lunchtimes • Non-completion of classwork • Poor attitude	• Repeated breaches of the school rules • Any form of bullying • Fighting • Theft • Vandalism • Racist, sexist, homophobic or discriminatory behaviour • Sexual violence or sexual assault (intentional sexual touching without consent) • Physical behaviour like interfering with clothes	The repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: • Deliberately hurtful • Repeated, often over a period of time • Difficult to defend against

8. Bullying

Types of bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

We aim to work effectively with parents and communicate any concerns in a timely manner. Ongoing issues of behaviour will always be shared with parents in order to support the child who is causing problems AND importantly to support any child who is experiencing unacceptable behaviour from a peer (most documentation call this 'bullying'). The word 'bullying' is clarified when we have issues. We will focus on specific behaviours which are unacceptable alongside promoting the desired behaviour. We welcome parents into school and continually aim to develop the partnership that we have. We also work closely with a multi professional team covering education and health support.

Child-on-child abuse

The school recognises that children can abuse other children. This is known as child-on-child abuse and can take many forms, including bullying, prejudice-based or discriminatory behaviour, physical harm, online abuse, sexualised language or behaviour, and harmful behaviour linked to protected characteristics. At Barnett Wood Infant School, all such behaviour will be taken seriously and responded to in an age-appropriate and proportionate way. Staff will not dismiss harmful behaviour as "banter", "part of growing up" or "just children being children". Incidents will be recorded and dealt with in line with this policy, the Anti-Bullying Policy and the Safeguarding and Child Protection Policy. Where appropriate, support will be provided both for the child who has experienced the behaviour and for the child who has displayed it, with parents/carers involved as necessary.

9. Promoting Positive Behaviour

In order to provide a consistent approach to behaviour in the school we will:

- Ensure all staff and parents are aware of this policy
- Ensure all staff, pupils and parents are aware of the Behaviour Curriculum (The Barnett Wood Way)
- Regularly discuss and review strategies for promoting good behaviour
- Be positive in our approach to every child
- Use a calm, firm tone of voice when needed
- Give recognition to positive behaviour and promote this throughout the school
- Engage children in learning that motivates challenges and enthuses.
- Avoid shouting as this raises stress levels for both staff and child
- Give more attention to the hurt child and minimum attention to the perpetrator

- Keep eye contact
- If reprimanding children, focus on the behaviour that is unacceptable not the child
- Have clear and high expectations of expected behaviour with clear school and class rules
- Regularly celebrate achievements, good work and behaviour in the classroom and around the school
- Give frequent verbal rewards along with class and individual rewards. Teachers and children devise their own rewards as appropriate
- Celebrate achievements during a weekly Achievement Assembly (children)
- Celebrate children who show the core values
- Encourage children to take responsibility for their own behaviour and to be sensitive to the needs of others (assemblies and PSHE curriculum)
- Provide opportunities for children to experience success within a broad and balanced curriculum.
- Discuss changes in behaviour with parents e.g., when sanctions are used more than once for the same behaviour.
- When more than one child is involved in a recordable event then parents are involved as appropriate
- Teachers will be sensitive to reporting any issues that have happened during the day that they feel parents should be aware of.

10. Circle time and PSHE - Jigsaw

We use circle times as a natural part of the school PSHE curriculum. Circle times can be used to:

- Discuss issues and resolve problems
- Share worries, concerns
- Reinforce school/class rules
- Help each other understand feelings – good and bad/ happy/unhappy
- Get to know each other and what we like/dislike

11. Rewards, Consequences and Restorative Support.

We will continually praise good behaviour and set clear examples of what 'good' is.

Examples of rewards:

- Verbal praise – 'well done you are walking sensibly in the school' 'it was very kind of you to help J with his coat'.
- Stickers
- Written statements
- Some individuals may need reward charts
- Classes devise their own whole class reward system eg marbles in the jar, Dojo points
- 5 mins extra playtime (agreed by HT)
- Special job to do around the school
- Sharing achievements in assembly
- Headteacher's awards
- Values awards
- Visit to Headteacher's office
- Write short notes via the home/school link book informing parents of special events/behaviour.
- Verbal feedback to parents both formally (consultations) and informally (day to day)
- Written feedback to parents through the annual Record of Achievement

Sanctions may be used for unacceptable behaviour which may include the following:

- Unsafe behaviour (anything that puts themselves or others in a dangerous situation)
- Continued unacceptable behaviour (shouting in class, hitting)
- Bullying or teasing – in any form – physical or verbal
- Continually ignoring class or school rules

- When a member of staff has given repeated instructions (at least 2)
- In extreme cases a child may be immediately removed from the situation if it is unsafe for the child or another person.

Consequences will be proportionate, age-appropriate, consistent and explained to the child. Staff will support pupils to repair harm, practise the expected behaviour and rejoin learning successfully.

Consequences include:

- Moving a child to another place in the classroom. (A child will not be sent out on their own or left in the classroom on their own).
- Have a few minutes 'calm down time' (e.g. sit on a bench in the playground) or in the classroom (again not on their own).
- Walk around the playground with a member of staff who will be modelling what is expected.
- Stay to talk to the teacher for a few minutes at break time.
- Finish work in break time if the teacher concludes that the child needs more time and has not been fully focused. (Within this we will remember children need some fresh air and exercise).
- Send child to Headteacher or teacher in charge if behaviour has not improved.
- A verbal, drawn, written or adult-supported apology or restorative action, where developmentally appropriate.

Some behaviour targets are set out in SEND plans where appropriate and reviewed with staff and parents regularly. We will inform parents of any concerns which may occur from time to time.

12. Reporting and Recording of behaviour incidents

We use CPOMS to log incidents of serious misbehaviour. If the incident is not logged by the class teacher, then the person logging the incident will alert the child's class teacher through CPOMS. Serious incidents of unacceptable behaviour by children must be reported to the Headteacher or teacher in charge. We will also involve and report to parents any incidents we feel need reporting.

If an incident of serious misbehaviour occurs during lunch time and a child reports an incident to a member of staff on duty, this must be responded to. The lunch supervisor will report the incident to the class teacher. If a child reports an incident once back in the classroom the teacher will find out if an adult has been involved (this may happen at the next break). Once in the classroom, we encourage the children to be ready for learning as we want to make maximum use of teaching and learning time. We may follow up the incident later in the day.

13. Racist Incidents

Any racist incidents must be reported immediately to the Headteacher or teacher in charge. These will be recorded using CPOMS and dealt with following Surrey guidance.

14. Homophobic Incidents

Any homophobic incidents must be reported immediately to the Headteacher or teacher in charge. These will be recorded using CPOMS and dealt with.

15. Restrictive Physical Intervention and the Use of Reasonable Force

There may be rare occasions when staff need to use **reasonable force** or another **restrictive physical intervention** to keep a child or others safe.

Reasonable force will only be used when it is **necessary, reasonable and proportionate**, and for the **least amount of time necessary**. It may be used to prevent a pupil from:

- causing injury to themselves or others
- causing serious damage to property
- committing an offence

- causing serious disruption or prejudicing the maintenance of good order and discipline at school

Staff will always seek to use **positive behaviour support, prevention, distraction, de-escalation and verbal reassurance** wherever possible before any restrictive physical intervention is considered.

Any use of reasonable force or restrictive physical intervention will take account of the pupil's age, individual needs, SEND, disability, medical needs, communication needs and any known trauma or safeguarding factors. Where a pupil is known to be at risk of requiring restrictive physical intervention, this will be considered as part of an individual behaviour support plan or risk assessment, in consultation with parents/carers and relevant professionals where appropriate.

Staff will not use force as a punishment. Restrictive physical intervention must never be used to humiliate, frighten or cause pain. Staff will use the minimum intervention necessary to keep everyone safe.

All significant incidents involving the use of reasonable force or restrictive physical intervention will be:

- recorded on CPOMS
- reported to the Headteacher or teacher in charge
- shared with parents/carers as soon as reasonably practicable
- reviewed to consider the child's needs, staff support, patterns or triggers, and whether further adjustments, support or training are required

Staff will receive appropriate guidance and training according to their role and the needs of the pupils they support. Further information can be found in the school's Positive Touch and the Use of Restrictive Physical Intervention Policy.

This section should be read alongside current DfE guidance: Restrictive interventions, including the use of reasonable force, in schools, which came into effect from 1 April 2026

16. SEND needs

Children with additional needs may receive an adapted behaviour support plan. Children's behaviour will be reported to parents on a regular basis. Behaviour plans will be devised in consultation with the parents, outside agencies and SENDco. Before applying a consequence or considering suspension, staff will consider whether reasonable adjustments, SEND provision, medical needs, disability, communication needs or safeguarding factors are relevant.

17. Parental involvement

Full support is expected from parents in dealing with their child's behaviour, in accordance with the home school agreement. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's behaviour and/or performance at school.

Parents are notified in serious cases of misbehaviour or in the case of gradual deterioration of behaviour with the expectation that school and home will be able to support each other to prevent further occurrences.

18. Suspensions and Permanent Exclusions

Suspension and permanent exclusion will only be used in line with current DfE statutory guidance. Decisions will be lawful, reasonable, fair and proportionate, and will take account of the pupil's age, SEND, disability, safeguarding context and any reasonable adjustments required. Permanent exclusion will only be used as a last resort in response to a serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The only person legally empowered to exclude a student from school is the Headteacher or the member of staff deputising for the Headteacher in their absence. For further information, please refer to the following website:

[School discipline and exclusions: Exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-discipline-and-exclusions-exclusions)

19. Allegations against members of staff

In the instance of pupils making allegations against school staff, the Headteacher will consider the seriousness and the likelihood of the allegations being based on fact when notifying the Area Education Officer and the LADO. Staff will not be automatically suspended pending investigation. The Headteacher will appoint a senior member of staff with responsibility for the pastoral support of the member of staff against whom the allegation has been made. In the case of an allegation against the Headteacher, the chair of governors will take responsibility for liaison with the Area Education Officer and for appointing a supporter.

This policy will be reviewed annually.

Next review: **May 2027**

Linked Policies:

Anti-Bullying Policy

Exclusions Policy

SEN Policy and Information Report

Safeguarding and Child Protection Policy

Managing Allegations against Staff Policy

Our Behaviour Curriculum: The Barnett Wood Way



Intent

At Barnett Wood Infant School, we aim to develop excellent standards of behaviour through our 'Barnett Wood Way' behaviour curriculum. This curriculum carefully defines the behaviours and habits that we expect pupils to demonstrate, and is underpinned by our five values of Kindness, Respect, Resilience, Trust and Aspiration. We want to support our pupils to grow into adults who are kind, polite and respectful, and who put others before themselves. 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. As philosopher Aristotle stated, "We are what we repeatedly do. Excellence, then, is not an act, but a habit."

The 'Barnett Wood Way' behaviour curriculum is also based on the EEF's Summary of recommendations in the document, 'Improving Behaviour in Schools', which states:

- Consistency and coherence at a whole-school level are paramount
- Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Our behaviour curriculum also draws upon guidance from DfE's 'Behaviour in Schools' (January 2022) which states:

- Good behaviour in schools is central to a good education. Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like.
- A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibitive behaviour. It should represent the key habits and routines required by the school.

Implementation

The curriculum is taught explicitly during the first week in the 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 'Barnett Wood Way' 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 and will involve regular retrieval practice to check and strengthen retention. All adults will also demonstrate these behaviours. Adults will need to ensure pupils have time to practise these (particularly in the first few days of term). For example, our relentless routines Fantastic Walking/Lovely Lining Up 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. We need to acknowledge that reaching these high standards of behaviour will be harder for some children than it is for their peers. This doesn't mean we lower our expectations; it means we scaffold up and help them to succeed. A good scaffold could be considered a 'reasonable adjustment'. Some of these adjustments can be adapted, or slowly removed over time. Some of them are features of good, inclusive practice, and don't ever need changing or removing.

Examples of scaffolding for behaviour:

Visual timetables, preparing for change, organisational prompts, over-communicating our expectations, check for understanding, pre-teaching/pre-preparing, exit cards (or similar), time to talk, reward charts, time out at end of session for reward, specific behaviour plan, social stories

Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the full 'Barnett Wood Way' curriculum content	Ongoing revision of content	Longer recap of 'Barnett Wood Way' curriculum	Ongoing revision of content	Longer recap of 'Barnett Wood Way' curriculum	Ongoing revision of content
Value of the half term: Kindness	Value of the half term: Respect	Value of the half term: Trust	Value of the half term: Resilience	Value of the half term: Aspiration	Consolidation of all values

NOTE: We do not have class charters or individual class rules. All classes will follow this whole school behaviour curriculum.

Our Behaviour Curriculum: The Barnett Wood Way



Our school rules:

Be Kind	Be Safe	Be Ready
We show kindness when - we treat others how we want to be treated - we consider other people's feelings - we say kind things to each other - we help others who are finding things tricky - we include others in our games and conversations - we do things for others without being asked - we can disagree without being unkind	We show we are safe when..... - we follow instructions to keep ourselves safe - we use our indoor voices in all areas of the school buildings - we play games that keep others safe and happy - we do 'wonderful walking' and 'lovely lining up' - we make sure our environment is safe, for example tucking in our chairs, hanging up our coats - we use equipment safely - we move calmly and quietly around the classroom - we stay safe online and make safe choices in our community - we tell an adult if we do not feel safe	We show we are ready when..... - we are in the right place at the right time - we show that we are listening and give the teacher 100% of our attention - we show 'sensible sitting' - we get our equipment ready to learn in good time - we follow instructions for learning the first time of asking - we listen carefully to instructions so that we know what to do next - we concentrate on our learning and remain focused - we take turns and co-operate

Our Behaviour Curriculum: The Barnett Wood Way



Our school values:

Kindness	Respect	Resilience	Trust	Aspiration
We show we are kind when	We show we are respectful when.....	We show we are resilient when.....	We show we are trustworthy when...	We show we are aspirational when.....
- we treat others how we want to be treated - we consider other people's feelings - we say kind things to each other - we help others who are finding things tricky - we include others in our games and conversations - we do things for others without being asked - we can disagree without being unkind	- we are thoughtful and considerate to ourselves, to others and to the world around us - we listen to <i>any</i> adult who speaks to us - we are polite and use our manners and say 'hello', 'good morning', 'please' or 'thank you' - we hold doors open for other people - we appreciate others' differences, including their beliefs - we respect our resources and care for our environment - we are proud of who we are as individuals	- we persevere and are determined, even when things are tricky - we use our problem solving skills - we approach challenges with positivity and optimism - we say 'we can't do it....YET!' - we ask for help when we need it - we are in control of our emotions and we sort our problems out calmly - we learn from our mistakes - we don't give up	- we are honest and responsible - we always tell the truth - we accept responsibility for our own actions - we do the right thing, even when no one is looking - we are reliable and show we can carry out our roles or tasks when asked - we are resourceful and independent, but know to ask for help if we need it	- we embrace challenge and aim to be the best we can be - we take pride in our work and presentation in our books - we set ourselves ambitious targets - we know what we need to do to achieve our targets - we take risks in our learning - we believe in ourselves - we encourage others to do their best - we recognise and celebrate ours and others' successes

Our Behaviour Curriculum: The Barnett Wood Way



Our Relentless Routines:

Wonderful Walking	Lovely Lining Up	Sensible Sitting	Positive Playtimes
We show this by:	We show this by:	We show this by:	We show this by:
- walking at a steady pace - keeping our hands and feet to ourselves - staying one behind the other when walking - staying to one side in corridors - using our indoor voices	- standing one behind the other, in our own space - facing forwards and standing tall - keeping our hands and feet to ourselves - waiting our turn - listening for the adult's next instruction - entering and leaving assembly one line at a time - using our indoor voices	- sitting up straight - hands in your own lap - in your own space - facing forward, eyes on the speaker - listening so that we can contribute to our learning - using our indoor voices	- always being kind to others in our words and actions - keeping our hands and feet to ourselves - playing games that keep everyone safe and happy - using our playground equipment in the correct way - sharing and taking turns - putting equipment away when we have finished playing - keeping our playground litter free

Appendix 2: Written Statement of Behaviour Principles



Barnett Wood Infant School

Written Statement of Behaviour Principles

- We believe that all pupils have the right to learn in an environment that is safe, respectful, and conducive to learning. Positive behaviour will be actively promoted through clear expectations and recognition of achievements.
- We are committed to fostering a culture of inclusivity where every pupil is treated with respect and dignity. We will celebrate diversity and encourage pupils to understand and appreciate differences among their peers.
- We will establish and communicate clear behaviour expectations to all pupils, staff, and parents. These expectations will be consistently reinforced to ensure a shared understanding of acceptable behaviour.
- We will create a supportive environment where pupils feel safe to express themselves and seek help when needed. Staff will be trained to identify and address behavioural issues sensitively and effectively.
- We will engage parents and families in promoting positive behaviour by fostering open communication and collaboration. We will provide resources and support to help families reinforce positive behaviour at home.
- We will implement a system of recognition and rewards to celebrate positive behaviour and achievements. This will motivate pupils to strive for excellence and contribute positively to the school community.
- We recognise that all staff and volunteers play a crucial role in shaping the behaviour and attitudes of our pupils. Therefore, we expect all adults in our school community to demonstrate exemplary conduct, embodying the values of kindness, respect, and resilience. By acting as positive role models, staff and volunteers will inspire pupils to adopt these values in their own behaviour, fostering a supportive and nurturing learning environment.
- We will regularly review and evaluate our behaviour policies and practises to ensure they meet the needs of all pupils. Feedback from pupils, staff, and parents will be sought to inform improvements.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Board annually.

This written statement will be reviewed May 2027