



Behaviour Policy

2025-26

At Picknalls, we have a calm and consistent approach to behaviour management. We understand that positive behaviour can be taught and needs to be modelled. This policy outlines our principles and the way the school supports and educates children in managing their own behaviour.

This policy was approved as follows:

Approver:	LAC	Date:	Autumn 2026
Owner:	PFS	Version:	V1.0
LAC adoption date:	October 2026	Review frequency:	Annually
Status:	Active	Next review date:	Autumn 2027

This policy applies to all School Academy staff, pupils and parents.

PICKNALLS FIRST SCHOOL

BEHAVIOUR POLICY SEPTEMBER 2025-26

What did OFSTED say, November 24...

'Pupils are eager to learn at this friendly school. They enjoy lessons and have fun during playtimes. All staff in the school expect pupils to achieve well. Pupils behave particularly well. Staff care for pupils. They provide the support they need. This includes pupils with special educational needs and/or disabilities (SEND). Careful nurture, coupled with high expectations, helps all pupils to flourish and achieve.'

'Pupils feel safe and happy here. They learn and play nicely together. They feel able to ask for help if they need it.'

'Relationships between staff and pupils are very positive. Staff show concern for pupils and model high expectations of behaviour and attitudes. They help pupils to practice agreed routines, including cooperating with each other in lessons. All this encourages polite and considerate behaviour and an ethos of respect and tolerance. Pupils' positive attitudes are reflected in their high levels of attendance.'

Policy Statement

Picknalls is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We aim to achieve and sustain the highest standards of behaviour both within the school environment and on school visits in order to make the children's experiences of school life enjoyable, safe, secure and rewarding. This will maximise learning opportunities and raise the quality of education for all at Picknalls. We want pupils to leave Picknalls with a high sense of worth, positive mental health, clear identity and with intrinsic motivation to behave in a positive way that will influence their future life opportunities.

At Picknalls, we have a calm and consistent approach to behaviour management. We understand that positive behaviour can be taught and needs to be modelled. This policy outlines our principles and the way the school supports and educates children in managing their own behaviour.

Behaviour Principles

At Picknalls, our behaviour policy is underpinned by our core principles in which we believe all children should be treated with. These are;

Kindness, consistency, calmness, trust, respect, dignity, understanding and care

All staff must:

-  Take time to build a relationship with the children that they work closely with
-  Welcome children at the start of the day by name
-  Never walk past or ignore children who are failing to meet expectations
-  Always redirect children by referring to 'Be Ready, Be Respectful, Be Picknalls'
-  Praise in public and remind in private

Members of staff who manage behaviour well:

-  Deliberately and persistently catch children doing the right thing and praise them in front of others
-  Know their class well and develop positive relationships with all children
-  Relentlessly work to build mutual respect
-  Remain calm and keep their emotion for when it is most appreciated by children
-  Demonstrate unconditional care and compassion

Children want teachers to:

-  Give them a 'fresh start' every lesson

-  Help them learn and feel confident
-  Be fair and consistent
-  Give them a sense of belonging
-  Make them feel valued

Rules

The school has three simple rules **'Be Ready, Be Respectful, Be Picknalls'** which can be applied to a variety of situations and are taught and modelled explicitly.

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the rules and routines that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Relationships

We believe that children respond well to adults that they have a good relationship with. Relationships are developed over time. We use 'deliberate botheredness' to show children that we care, value and respect them. Greeting children daily, thoughtful comments/questions and showing genuine interest will over time build the relationships we wish to see in our school.

Routines

We understand that children respond well to routines. Routines enable children to feel a sense of safety and security whilst in school. All classrooms have a timetable that is shared at the beginning of each day. There are a number of whole school expectations which include; entering the classroom, working well, walking, cloakroom behaviour, toilet behaviour, gaining attention, tidy up time and end of the day. These routines are used consistently across school, backed up by shared language by all staff to ensure children understand expectations.

Recognition

We believe that the use of praise and encouragement is the most effective means of communicating good behaviour expectations. By fostering positive relationships between children and all staff the children will feel valued as individuals and as part of the Picknalls family, thus promoting self-esteem, self-confidence and self-respect on a personal level; and co-operation, consideration, courtesy and respect for others on a social level. Through this, we hope that children will develop a pride in themselves and in their school together with a sense of belonging.

Good behaviour is recognised sincerely rather than just rewarded. This recognition is through praise and positive conversation. Behaviour that meets expectations is recognised through:

-  Red Certificates
-  General Stickers
-  Positive Praise
-  Positivitree Award
-  SLT/Headteacher Stickers
-  The Proud To Be Picknalls Award

The Proud to Be Picknalls Award

This is solely to celebrate positive behaviour as demonstrated in all aspects throughout school. The elements of:

-  Be Ready – Sitting, looking and listening
-  Be Respectful – Good manners, being kind and considerate
-  Be Picknalls – Wear your smart uniform with pride, smile and enjoy everyday

A class chart is displayed in each room as a visual celebration of positive behaviour. Children will build on this over each half term and the child with the most Picknalls Points in each class will receive the Proud To Be Picknalls rosette and attend a special celebration with the Headteacher.

Over the year, pupils who are able to maintain or increase their points over each half term will receive a special celebration treat at the end of the academic year. Praising and rewarding their commitment to following the elements of being Proud to be Picknalls all year.

Escalation Procedure

Staff will use a gentle approach, use the child's name, and get down to the child's level to deliver the message privately wherever possible.

1. Prompt

Teachers offer a low-key reminder of the expected behaviour. For example, a verbal direction (work quietly thank you), non-verbal cues, a redirection (placing a pencil in front of the child) or asking a question (are you OK?)

2. Reminder

Teachers remind children what they should be doing, referring to one of the school rules.

3. Last Chance

Teachers explain to children that if they continue the unwanted behaviour, they will move away from peers.

4. Change of Classroom

If a child continues to display the unwanted behaviour, they will move to the opposite year group classroom until ready to return and learn.

5. Repair

At the appropriate time, the teacher will have a restorative conversation with the child. The child may lose up to 5 minutes of break time to finish any work that they have missed.

6. Escalation

Should unwanted behaviour continue the child will be sent to a senior leader/DDSL to determine a consequence such as missed play, phone calls home or visit to headteacher.

7. Headteacher

Headteacher to consider more formal consequences such as meeting with parents, fixed term suspension or permanent exclusion.

Restorative Conversations

A restorative conversation aims to help the child understand why they behaved how they did, how it impacted on others, how they could repair the situation and how they could behave differently next time. It teaches the child how to manage their own behaviour.

The adult will lead a conversation using a series of questions;

-  What happened?
-  What were you thinking? How were you feeling?
-  What have your thoughts been since the incident?
-  Who else has been affected by this?
-  What do we need to do to make things right? What do you need and what needs to happen now so that the harm can be repaired?
-  What could you do differently next time?

The questions will be asked in an exploratory, relaxed way. They encourage responsibility for actions. It helps children to make amends and close the incident in a positive manner whilst teaching the child how to manage their own behaviour.

It is not the severity of the sanction; it's the certainty that the follow up will take place that is important.

Lunch/break times

The same high expectation of behaviour remains when children are outside of the classroom. All adults follow the same rules and use the escalation procedure approach when children are not meeting the rules. There is an area on all playgrounds used for time out. In some circumstances, a child may be asked to attend lunchtime nurture to help them as they regulate. In serious cases, a child may be kept off the playground for a fixed period of time.

At lunchtime, time out incidents are logged in key stage book and shared with the class teacher.

Extreme Behaviour

The majority of children at Picknalls are very well behaved and lapses of behaviour are dealt with effectively by the class teacher or other members of staff in school following the usual escalation procedure.

When a child struggles with meeting the expectations over a period of time the class teacher will employ strategies to manage/ improve the behaviour alongside guidance from a member of the senior leadership team. Where a member of the senior leadership team has become involved, behaviour incidents will be logged on the child's MyConcern by staff members involved and monitored termly by the senior leadership team. Incidents may lead to planned follow up work; in these circumstances, parents/carers will be informed.

In more serious cases when children find it difficult to behave appropriately and are disrupting their own and their peer's education on a regular basis, then a more structured approach is necessary. We understand that some children exhibit behaviours linked to previous experiences. As a school we recognise that their behaviour is their way of communicating their emotions. We understand and offer support to those children who need support in reaching the expected standards of behaviour. In these cases, an individual behaviour plan (IBP) will be used and will identify targets, strategies and desired outcomes to help the individual child to manage their behaviour. Support in writing an IBP and strategies to manage difficult behaviour can be sought from the SEND team. The strategies outlined in the IBP will be communicated to other members of staff and to parents/carers.

In very serious cases of unacceptable behaviour other agencies may need to become involved and / or a child may need to receive a suspension or permanent exclusion. A suspension can be internal during in which the child is expected to come to school and work away from their class and their usual routines for a fixed period of time. Alternatively, the child could have a suspension where they are expected to remain at home for a fixed period. Parents/ Carers will be made aware if these measures are needed.

Restrictive Physical Intervention

In line with the school's use of Restrictive Physical Intervention Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Refer to Picknalls First Schools Restrictive Physical Intervention Policy.

Anti-bullying/Cyber-bullying

As a school we take bullying seriously and pupils and parents / carers should be assured that they will be supported when bullying is reported.

Refer to Picknalls First School Anti bullying and online safety policies.

Suspensions and Exclusions

In our school, it is rare that school support will not have a positive impact upon pupil behaviour, development and regulation. However, the school does and will suspend or exclude pupils for a serious breach or persistent breaches of the behaviour policy. This may include but is not limited to; harming other children or adults, verbal abuse, threatening behaviour, disruptive or unsafe behaviour.

Refer to the I2e Exclusion policy.

Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. The school can respond to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour when the child is:

-  taking part in any school-organised or school-related activity;
-  travelling to or from school;
-  wearing school uniform;
-  in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

-  could have repercussions for the orderly running of the school;
-  poses a threat to another pupil or member of the public;
-  could adversely affect the reputation of the school.