



Wellington Place
Primary School
Learn, Lead, Achieve, Succeed

Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

Version number	3.0
Consultation groups	Pastoral Leads
Approved by	Education Standards Committee
Approval date	20 September 2021
Adopted by	Advisory Board
Adopted date	22 nd April 2024
Implementation date	April 2024
Policy/document owner	Trust Safeguarding and Behaviour Lead
Status	Statutory
Frequency of review	Every two years
Next review date	April 2026
Applicable to	School may adopt this policy as a template

Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed
V3.0	April 2024	Cressida Knox	New school

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1. Introduction

At Wellington Place Primary School we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils are taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Online -safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

4. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

Children in our school follow three simple rules

- **Be respectful**
- **Be responsible**
- **Be ready to learn**

These rules reflect the values and the ethos of our school and should be visible around the school and in all classrooms.

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor

behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils efforts and achievements
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour

8. Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates in a weekly Celebration Assembly.

- ✓ Class Dojo points
- ✓ Letters, texts or phone calls home to parents
- ✓ Special responsibilities given.

Pupils are informed of the wide variety of rewards available to them through our behaviour curriculum, and the steps that can be expected if they choose not to do so. These rules apply all day, every day in every situation – including in the playground or on school trips. We believe that all pupils and staff have the right to always feel safe in school without undue disruption or harassment. There should be mutual respect between staff and pupils and between each other.

9. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Sending the pupil to another class for thinking time
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Letters or phone calls home to parents
- ✗ Agreeing a behaviour plan
- ✗ Please see the FOUNDATION stage behaviour system below.

When a behavioral incident occurs we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

10. Behaviour system

In Class Behaviour Systems

There are a number of strategies in use within classrooms to monitor behaviour throughout the day, rewarding children from their positive behaviour (and giving consequences for negative behaviour.)

For Foundation see section below.

ClassDojo (Years 1 to Year 4) Teachers use an electronic tool, ClassDojo, to assign/takeaway points for behaviour throughout the day.

[ClassDojo](#)

Squirrel (Year 5 and Year 6) In Years 5 and 6, teachers assign 'Squirrel' virtual pounds to children, for exhibiting positive behaviours, whilst fines are in operation for negative behaviour.

[Platform - Squirrel Education](#)

Foundation Stage:

We are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. Children need to learn to consider the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

Ethos

Positive behaviour management in the Early Years Foundation Stage (EYFS) emphasises a proactive approach to fostering desired behaviours in young children. By creating an environment that promotes understanding, respect, and constructive communication, educators can guide children in developing essential social and emotional skills. This foundational stage sets the tone for future learning, ensuring children are equipped with the right attitudes and behaviours for lifelong success.

The following terminology is used throughout the day to promote positive behaviour:

'It's good to be safe', 'It's good to be kind', 'It's good to be fair', if a child is struggling to follow instructions/ misbehaves within the environment 'Stop and think' is applied. The next step is then given depending on the incident or child. The adults also encourage the children to use the language 'Stop I don't feel safe!' This protected behaviour language is encouraged to be used by peers, adults and at home.

If a child shows some positive behaviour a child can be told by an adult 'Wow you are amazing'. The adult can give a sticker to a child, the child can repeat back the affirmation 'Wow I am amazing' and explain the reasoning for this positive feedback.

A child that does not listen, does not share, hits another child and is generally not following the class rules will move progressively through the system below:

1. 'Stop and think' - Have a verbal warning
2. Be given time out of their classroom or removed to a different area of the classroom
3. Taken to the Year Leader
4. Taken to EYFS Leader
5. Phone call home

Unacceptable Behaviour

There could be times when a child will behave in a way that is unacceptable, disruptive or harmful to others.

A list of what constitutes unacceptable behaviour in EYFS includes:

- Tearing books or pictures
- Hitting, spitting, biting, pinching or scratching
- Taking toys from another child
- Throwing food, drink or toys
- Deliberately spoiling or breaking another child's work
- Swearing

What do the EYFS staff do?

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We take a positive and consistent approach towards managing children's behaviour.
- We help children find solutions such as for example the acknowledgement of feelings, explanation as to what was not acceptable, supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued by for example acknowledging positive behaviour such as kindness and sharing.
- We encourage children to be aware of our routines and procedures around the building.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

Biting

During the children's developmental stages of the early years some children can go through a biting phase, which is a natural part of development. Whilst children are learning the skills of language, they can at times show frustration which can lead to biting as they have not yet acquired the skills to express their feelings. Temper tantrums are another expression of frustrated behaviour by children of a similar age. In time, with the correct guidance, both behaviours eventually diminish.

EYFS staff must recognize the children's reasons for biting and react appropriately with taking the appropriate measures to prevent further incidents.

Biting Prevention

- We examine and develop our programmes so that the children are happy, stimulated and engaged in activities to prevent these incidents.
- We organise activities that allow our children to release frustration.
- We provide age-appropriate materials that stimulate interest.
- We provide close supervision and monitor each situation.
- Staff will be aware of possible conflict of personality between children and act accordingly and separate the children if necessary.
- Staff will be aware that a simple conflict over a toy or personal space could be enough to cause a child to bite.
- Staff will know the temperaments of the children and look for patterns in a frequent biter
- Are there particular times of the day that the biter has difficulty? Be extra vigilant at these times
- Does the biter focus on one child? Look at ways of separating children as much as possible
- Do toys seem to cause many biting incidents? You may need more or duplicate toys, so every child has several to choose from
- Encourage the use of words to express feelings and emotions
- Help children understand that words can be used to express feelings
- Staff may need to teach the children words that are appropriate
- Children who can verbally express themselves will be less likely to lash out physically
- We provide biting chews (chewy tubes) for children that may need sensory input.

11. Lunchtime behaviours

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. We offer different lunchtime clubs to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour. Class dojo points, stickers and lunchtime awards are given at lunchtime for positive behaviour.

12. Online Behaviours

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

13. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 1) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

15. Exclusions and Suspensions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension/exclusion.

There are three types of suspension/exclusion:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

16. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions 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
- Causing distress to another child at (insert school name)

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for suspension.

17. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

18. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

19. Bullying

What is bullying? **'S.T.O.P.'** Bullying is the deliberate, pre-meditated and repeated physical, verbal or emotional assault of an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the child or person being bullied. We explain this to children as actions that cause upset on purpose 'Several Times On Purpose'. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the child/person being bullied. It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying can be:

- Emotional / Psychological
- Physical • Verbal
- Cyber-Bullying
- Sexual bullying

Emotional / Psychological: Being unfriendly, malicious gossip, social exclusion, tormenting, being bossed, hurting people's feelings, being nasty, mean, blackmailing, extortion, intimidation, ostracising.

Physical: Pushing, kicking, hitting, spitting, pinching, punching or any use of violence, damaging or stealing people's belongings, jostling, damaging schoolwork and equipment. Verbal Threats, insults, name-calling, malicious gossip, teasing, and coercion of the victim into acts he / she does not wish to do.

Cyber-Bullying: Cyber-bullying via text messaging or instant messaging (eg. Whatsapp, MSN etc.) and social networking sites may involve name calling, malicious gossip, the passing of images, teasing, ostracising etc. In our context it would occur beyond school (as access in school to such technology is denied) however we acknowledge the potential for cyber bullying to cause much upset in and out of school and operate a zero-tolerance approach to this behaviour, informing parents whenever we suspect pupils may be involved.

Sexual: This overlaps with child-on-child abuse. It may include sexual harassment, use of graphic language, sexual comments, jokes or taunting, physical behaviour, displaying graphic images, upskirting, online sexual harassment, coercing others to share images or perform sexualised acts.

The Equality Act 2010

The Equality Act 2010 sets out the nine Characteristics that are protected. These are: Age, Disability, Gender Reassignment, Marriage or Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. ALL these protected characteristics will be protected from bullying.

The list below covers further vulnerable groups and the protected characteristics most applicable in school and this is reflected in our Anti-Bullying Policy. Bullying can be because of prejudice against particular groups for example: • Appearance or health conditions (physical appearance or a health condition eg. A disfigurement, a traumatic injury, severe skin condition). • Social circumstance (based on living arrangements eg. Young carer, child in care or geographic location). • Racial, religious, cultural (based on the targets skin colour, culture, nationality or faith) • Sexist (Use of sexist language eg. 'girl' used to mean something, or someone is less worthy) • Sexual (unwanted physical contact or sexually abusive comments). • Special Educational Needs & disability (negative emphasis of the special needs or disability of an individual. This includes learning difficulties, sensory impairments and mental health conditions). • Homophobic (prejudice or negative attitudes, beliefs or views about lesbian or gay). • Biphobic (prejudice or negative attitudes, beliefs or views about bisexual people. Suggests that something or someone is less worthy because they are bisexual). • Transphobic (prejudice or negative attitudes, beliefs or views about trans people. This can affect those who are trans or questioning their gender identity or those who do not conform to gender stereotypes or norms).

We believe the whole school community works together to combat all forms of bullying.

All staff, parents and children need to be very clear about the school's policy and procedures on bullying. It is always our ultimate aim to provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

The school uses the STOP acronym in regard to friendship and bullying, meaning Several Times On Purpose and Start Telling Other People.

All children are taught about how to be friends and what to do if they are bullied through Personal Development lessons. Children are encouraged to talk about issues with teachers and their parents. We involve the School Council in any planning, discussion and dissemination of any work related to anti-bullying. We have in place an anti-bullying support system that all staff and children understand and are committed to applying the system consistently. Parents/Carers have a vital role in reinforcing the value of good behaviour at home and supporting children's sense of well-being when they are in school. They should understand that the school does not tolerate bullying in or out of the school premises and know the procedures to follow if they believe their child is being bullied. Any concerns should be raised with the class teacher. Children understand the school's approach through S.T.O.P and are clear about the part they play to prevent bullying, including when they are bystanders. Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. Children MUST understand what bullying is and the difference between bullying and 'falling out with other children, or a one-off disagreement (PSCHE lessons, Parent/Carer understanding of the term bullying). Children MUST know that the school will not condone bullying and know that they should speak out if they are aware of any bullying. Children MUST be aware that their class teacher, the Deputy Head and the Head teacher will help them deal with the situations in which they feel they or their friends are being bullied. Children MUST be given opportunities to learn and talk about bullying in general.

20. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

21. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

22. Review

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.