Winterbourne Earls CE Primary School
Behaviour Policy

Date Published: September 2026
Date of next review: September 2027

Winterbourne Earls CE Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion. This policy needs to be read in conjunction with the Relationships and Positive Behaviour policy.

Introduction

Winterbourne Earls is committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment. We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Behaviour in Schools
- Suspension and Permanent Exclusion, including pupil movement - guidance for maintained schools and academies
- Mental health and Behaviour in Schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special Educational Needs and Disability (SEND) code of practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

Aims

To ensure:

- All our children are safe and protected from harm
- All our children experience and learn positive behaviour strategies
- All adults in the school community are aware of our agreed approach to be consistently applied

The policy provides an agreed framework for teaching and modelling pro-social behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour is that which demonstrates:

- A good level of self-awareness
- Empathy for other people of all backgrounds, abilities and ethnicities
- A good level of personal motivation
- An ability to manage one's feelings positively
- Good social skills

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review

- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate

Scope

This policy is consistent with all other policies adopted by the governing body and operates alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding Policy
- SEND Policy
- Staff Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Relationships and Positive Behaviour Policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses)
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **Child** refers to all children on roll at our school

Our Vision and Ethos

'As each one does their part, we grow in love' Ephesians 4 v 16

In our school community we nurture strong relationships forming a secure foundation from which our children can flourish. We promote positive mental health and emotional well-being for all, and grow as a family recognising our unique contributions so that we are stronger together than we are apart.

Our Mission Statement and Christian Values

At Winterbourne Earls CE Primary School, we aim to encourage a culture of excellence, the highest quality teaching and learning and memorable inclusive experiences. Pupils are inspired to reach their full potential in an environment where relationships reflect the values of the school.

Our values are:

Courage
Honesty
Respect
Inspiration
Stretching our Learning
Thankfulness

Our School Relationships Charter

- Be Ready
- Be Respectful
- Be Kind

Roles and Responsibilities

'The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'. Elton Report 1989

Leadership

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors also work with the senior leaders to make sure the following essentials are in place:

- curriculum that supports the development of personal social skills, emotional intelligence and positive mental health
- training for staff about teaching strategies and approaches that build child competence to manage their own behaviour
- policies that complement the key positive behaviour management approaches

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure:

- the health, safety and welfare of all children in the school
- records are kept of all reported serious incidents of misbehaviour and the actions taken
- staff are supported to implement the policy through training, monitoring and feedback
- Spiritual, moral, cultural, mental and physical development and prepares them for the opportunities and experiences of life

The school leadership team are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. The Headteacher should be called for if children are so disruptive as to stop teachers teaching or if behaviour is extreme. Supporting staff and children on a day to day basis to implement the relationships and positive behaviour policy in a consistent way is a key role of the senior leadership team.

The SENDCo supports class teachers through discussion of individual pupil targets and involvement of outside agencies. Children and families may need to be supported through referrals to:

Educational Psychologist
Health Visitor

School Nurse
Social Services
Educational Welfare Officer
Pupil Services
Child Guidance
Behaviour Support
CAMHs
Mental Health Support Team

This support will be in the form of:

- observation by other professionals
- feedback to class teacher
- writing and implementing de-escalation plans
- planning meetings for individual children attended by invited outside agencies

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

Governors

Governors ensure that child wellbeing is an agenda item on the for every full governing body meeting.
The head teacher ensures that child welfare is an agenda item for every staff meeting and SLT meeting.
This policy is reviewed biannually or earlier as required by changes to legislation or statutory guidance.
The nominated governor for safeguarding meets the head teacher regularly -once every term (at least 6 times a year) to monitor the effectiveness of this policy. The Chair of Governors is the governor responsible for monitoring the effectiveness of the Behaviour, Safety and Safeguarding policies.

School Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by our school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.' DfE Behaviour in Schools, September 2024

All staff understand the positive impact of certainty as much as consistency on children at Winterbourne Earls. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and antisocial behaviour.
All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school expectations and values.

Staff ensure:

- their interactions with children about behaviour focus always on:

    - building and maintaining positive relationships through restorative approaches
    - supporting wellbeing
    - resolving conflict
    - preventing harm
    - what is happening now and expected in the future, more than about the past
- positive behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is always managed calmly.
- antisocial behaviour is dealt with consistently and quietly, where possible, away from peers.
- where appropriate, a learning discussion is encouraged to support a peer group following an incident

Responding to bullying;

- All staff ensure our response to incidents of bullying takes into account:
    - the needs of the person being bullied
    - the needs of the person displaying bullying behaviour
    - needs of any bystanders
    - our organisation as a whole

The leadership team reviews plans developed to address any incidents of bullying at regular intervals, to ensure that the problem has been resolved in the long term.

Child support systems

We regularly review the support available to those individual children identified as being at risk of disaffection. The support offered includes:

- The Pastoral and Wellbeing Mental Health Lead
- ELSA – Trained ELSA practitioners who work on a 1-1 basis with individual children or work with small groups
- The school chaplain providing mentoring, spiritual and pastoral support
- Access to alternative curriculum/provision
- Teaching strategies – Leaders will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for children whose behaviour may be the result of a learning difficulty, a disability or a medical condition.
- Planned "Time Out" –Children who exhibit impulsive behaviour can be offered a Time Out card where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENDCo/SLT.
- Referral to and working with external agencies. We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support children's social and emotional development

<u>The Pastoral and Wellbeing Mental Health Lead</u>

The school has a nominated Pastoral and Wellbeing Mental Health Lead who can support families with: challenging behaviour within the home, leading 1:1 ELSA sessions with individual pupils, signposting parents and carers to agencies and offering parenting courses. The Pastoral and Wellbeing Mental Health Lead forms part of the safeguarding team who meet fortnightly to discuss children and families whose behaviour is communicating that they are not happy. Early Help and Team around the Family meetings are set up with parents to focus on how to gain the best outcomes for the child and the family.

The Chaplain

The role of the chaplain is to support the spiritual and emotional wellbeing of staff, pupils and families**.** Children can be referred to her support through class teachers, safeguarding reviews and ELSA provision.

Midday Supervisory Assistants (MDSAs)

Lunchtime supervisors will follow the guidance in this policy. MDSAs are encouraged to record positive happenings and reward good behaviour through issuing stickers or initiating lunchtime awards.

For all logical consequences imposed, the class teacher will be notified and if the behaviour is persistent or children refuse to adhere to the policy, a logical consequence will be given by the teacher for the next breaktime the following day. In the event of more serious incidents, MDSAs should consult the Headteacher/SLT.

Staff Development and Training

We recognise that all behaviour is a form of communication; that it is relational, interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- Positive behaviour management and restorative strategies
- Special education needs and disabilities associated with challenging or withdrawn behaviour e.g. Autism or ADHD
- Solution-focused thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child on child abuse
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of children. Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children

Staff support

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate. The Relationships and Positive Behaviour Policy forms part of our induction procedure for staff.

Liaison with parents

We work in close partnership with parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour. We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future. Parents as well as our children are given an opportunity to contribute to the review of this policy.

Teaching and the Curriculum

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and RSE curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships

Our curriculum promotes children's self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces. They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages children to be engaged.
- Invest time and energy in building positive relationships with children. This may include but is not limited to:
  - Greeting children in the morning/at the start of teaching sessions
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures)
  - Highlighting and promoting prosocial behaviour
  - Concluding the day positively
- Make reasonable adjustments to expectations and to consequences for antisocial behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency

The use of praise is the key strategy used to motivate and encourage children. Positive language and redirection are the first steps in focusing children on the task in hand.

Logical consequences will be used beginning with verbal warnings and need to be given calmly and consistently. It is important to give 'take up' time to children for them to comply with dignity. If logical consequences are given e.g. loss of break times or lunchtime, children are reminded that, once the logical consequence has taken place and followed up with a restorative conversation, there will be a fresh start. This behaviour is then followed by praise which reinforces the positive behaviour.

When children display unacceptable patterns of behaviour, it is necessary to consider what we can do to change the pattern of behaviour:
By reviewing:

- seating arrangements
- level of work
- support provided
- lesson style
- clarity of explanation
- wellbeing or trauma

When required, individual tables are available for children who would benefit from sitting alone. Class teachers are then supported by the Senior Leadership Team. They are available daily to discuss any issues arising and will offer support by observing individual children in class. Where necessary, other members of staff will support by having children for a short period of time to give respite time to teachers or pupils, where needed.

Managing Transitions

We recognise that how children start and leave our school is a key indicator of:

- success with us and
- success at their next school, setting or workplace

Consequently, we work closely with parents to ensure we have the most up-to-date information about our children's social emotional and mental health needs. We ensure children's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations e.g. Pickwick Trust, schools, Wiltshire Council, to ensure any welfare records for children are shared on transition by the:

- setting/school previously attended by the child.
- DSL/Pastoral lead in the next school when the child leaves us

For any child dual-registered with another school or supported by an alternative provider commissioned by the school, on or off site, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the child. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

Rewards and consequences

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to promote high standards of behaviour.

All staff who deal with children directly:

- set clear expectations about child behaviour (positively phrased)
- ensure rules, routines, learning behaviours and specific activities are mapped out for children who need an individual response
- encourage children to recognise and explore their motivation to follow the behaviour expectations in line with our values and relationships charter

Staff promote good behaviour by children through positive feedback that is consistent and meaningful to each child. While our primary focus is specific targeted verbal feedback to individuals and groups, we also use some tangible rewards. These include, but are not limited to:

- Stickers
- Name on the positive recognition wall/charter display
- Celebrations in collective worship
- Positions of responsibility e.g. role of prefect, Head Boy/Girl
- Whole class treats
- Positive notes home

- Email home to parents
- Head Teacher Hot Chocolate

Each class has a class reward system whereby children can earn a class reward by earning marbles (or equivalent) for whole class positive behaviour.

Responding to misbehaviour

Children have the right to expect fair and consistent staff responses to antisocial or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate consequence is one that encourages a positive change in behaviour in the future and rectifies any harm done where possible.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the relationship and positive behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. Staff across school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. Where appropriate, de-escalation techniques will be used to help prevent further behaviour issues arising.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes. These include:

- deterrence: logical consequences can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via logical consequences, reflective conversations or targeted pastoral support

Logical consequences

If a child's behaviour is communicating that they are experiencing challenge or dysregulation we:

- aim to reinforce that the child they are safe by reminding them of the Relationships Charter and our values
- give a warning
- give a consequence which is reasonable, respectful and restorative

Staff implement a consistent range of strategies and logical consequences to deal with inappropriate behaviour including bullying by children. In determining whether a consequence is 'logical' and 'reasonable', the following must be considered:

- the extent to which the consequence provides an opportunity for the child to restore relationships
- the extent to which the child has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was proportionate in the circumstances;
- any special circumstances which are known to the person setting the consequence, including:
    - the child's age

- any special educational needs or disability they may have
- any other extenuating factors such as bereavement, mental health needs or experiencing significant challenges at home or in school

Acceptable forms of logical consequence

Logical consequences will not involve humiliation, sarcasm, shame or public ridicule. We believe fully that consequences should be personalized, based on 'fairness, not sameness'. Examples of these logical consequences may include:

- a verbal reminder of the expectations of behaviour
- loss of free time in order to complete any work missed
- offering an account of their behaviour- this could be written or verbal
- loss of privileges – for instance, the loss of a prized responsibility
- school based community service, such as tidying a classroom
- removal to a single desk/space in class
- removal to another classroom with their work to complete
- removal to a space outside class with their work to complete
- internal suspension-removal to work in the head's office
- targeted formal behaviour monitoring agreement made alongside parents- this could include an agreement to implement a behaviour/positivity chart
- missing out on a special treat
- missing out on a school trip
- suspension
- in the most serious of circumstances, permanent exclusion

De-Escalation Plan

Children whose behaviour is causing concern may have a 'De-Escalation Plan' which will include strategies and steps to follow when particular behaviours are displayed. This is reviewed regularly and involves parents/carers.

Removal from Class

Some children will benefit from time out, which is time taken to 'cool down'. This may be in the class or a designated area. Their class teacher retains control of this unless support is required. When a child needs to be removed from class, the first port of call is the Headteacher. Children may be sent to the Headteacher for a cooling off period. Where safety is an issue, a red triangle warning card available to every member of staff should be sent to the Headteacher.

Supporting pupils following a logical consequence

Following a logical consequence, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.
These might include:

- a targeted discussion with the pupil, including explaining
- what they did wrong
- the impact of their actions
- how they can do better in the future and
- what will happen if their behaviour does not improve
- advising them to apologise to the relevant person, if appropriate

- a phone call with parents (and the Virtual School Head for looked after children)
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- inquiries into circumstances outside of school, including at home, conducted by a member of the safeguarding team
- considering whether the support for behaviour management being provided remains appropriate

It may be deemed appropriate to provide a reflection/thinking time logical consequence for the child to reflect on their behaviour. This will be carried out, whenever possible, by the adult who gave the logical consequence and will be in the child's next period of free time. Following the logical consequence, a restorative conversation will take place to ensure the child understands why their behaviour was not acceptable. Incidents that take place on the playground will be managed mainly by TAs/MDSAs. The class teacher will always be informed.

If a child receives several logical consequences in a short period of time, parents will be informed. Manageable targets will be set (with the Head/Pastoral Lead/SENDCo) and reviewed regularly.

If a child is hurt, the parents of all children involved are contacted as soon as practically possible via phone, or in person. If a parent is not available, a message will be sent via email.

Serious incidents of unacceptable behaviour will result in the child being supported by a member of the Senior Leadership team.

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disaffected behaviour may constitute a safeguarding concern for either the instigator or child subjected to that behaviour and record and report accordingly.

If there are three instances of physical behaviour towards another child, then the DSL will complete a risk assessment and both parents are informed. Risk assessments will be reviewed at the end of a three-week period and, where relevant continued.

Suspensions and Permanent Exclusions

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency e.g. Pickwick Trust, Wiltshire Council SEND and Targeted Education support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy i.e. behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the child's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no punishments are given that are ever degrading or humiliating;

- all rewards and consequences are applied fairly

Physical intervention

Physical intervention is only to be used when all other options for de-escalating a conflict have failed. Whenever possible, staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention. Parents are informed of any use of physical intervention, by phone if possible, on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to safeguard the pupil and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

We have adopted the Team Teach approach for dealing with pupils who display challenging behaviour resulting in the need for physical intervention.

Members of SLT have been trained to an appropriate level and are authorised to use restrictive physical interventions. However, in an emergency, the use of physical intervention by other members of staff can be justified if it is the only way to prevent injury or to prevent an offence being committed.
This is compatible with school philosophy, Wiltshire Council and DfE guidance.

Banned Items

To maintain good order and safety of our community, certain items are banned from the school:

- weapons
- illegal drugs
- alcohol
- pornography
- fireworks or flares

Staff can search a child for any banned item, or any item believed to be stolen if the child agrees. This is normally undertaken by senior staff and by at least two staff members. However, the Headteacher and staff authorised by them can search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a dangerous/unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion e.g. they may have heard other children talking about the item, or they might notice a child behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that children's expectation of privacy increases as they get older and therefore the approach may change.

Child-on-Child Abuse

Child-on-child abuse is defined as "any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate" (Abuse between young people: a contextual account (Routledge 2017).

All child-on-child abuse is unacceptable and will be taken seriously. All staff should be aware that child-on-child abuse takes many forms. This is most likely to include, but is not limited to:

- Bullying (including cyberbullying)
- Physical abuse
- Sexual abuse
- Sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting
- Initiation/hazing type violence and rituals
- Gender-based violence
- Relationship abuse (including domestic violence) where abuse takes place within existing intimate relationship(s)
- Non-consensual sharing of nude and semi-nude images and videos

Pupil Use of Mobile Phones

Pupils should not bring mobile phones to school unless there is a prearranged agreement with the school. If a child brings a phone to school, the agreed procedure is that this will be handed over to a member of staff who will send it to the office for safe keeping during the day. The phone can then be collected at the end of the day from the office.

Parents will be informed that the school will not be held responsible for the security of mobile phones brought into school unless they are handed to staff for safekeeping.

Monitoring and review

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor for safeguarding meets the Headteacher at least annually to monitor the effectiveness of this policy.