



Winscombe
Primary School

Care, Aspire, Respect and Excel

Behaviour Policy



Date Agreed	Sept 2026
Review Date	Sept 2027

Behaviour Policy

At Winscombe Primary School, we strive to create an environment that is warm and welcoming. All staff use their best endeavours to ensure that children feel safe and supported in school so that they are able to learn and thrive. Our behaviour policy is written with the intention to ensure that all children are treated with equity, respect and care that encourages them to be the best they can be and to demonstrate the core values of the school. Focus is given to praise and recognition of positive behaviours to empower the children to make good choices.

Aims of This Policy

This policy aims to:

- Ensure a consistent approach to behaviour management across the school.
- Define behaviours that are considered unacceptable, including bullying and discrimination.
- Set out clear expectations for how pupils should behave.
- Summarise the roles and responsibilities of all members of the school community in promoting positive behaviour.
- Outline our system of rewards and consequences to support good behaviour and address unacceptable behaviour.

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
- Keeping Children Safe in Education
- Restrictive interventions including the use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also informed by the **Special Educational Needs and Disability (SEND) Code of Practice** and complies with **Schedule 1 of the Education (Independent School Standards) Regulations 2014**.

Paragraph 7 of the Regulations sets out a school's duty to safeguard and promote the welfare of children. Paragraph 9 requires the school to have a written behaviour policy, and Paragraph 10 requires the school to have an anti-bullying strategy.

Department for Education (DfE) guidance further states that academies must publish their behaviour policy and anti-bullying strategy on their website.

Our Intent

- Every pupil has the right to feel safe, valued, and respected, and to learn free from disruption.
- All pupils, staff, and visitors are entitled to be free from any form of discrimination.
- Staff and volunteers consistently model positive behaviour and set an excellent example for pupils.
- The behaviour policy is clearly understood by pupils, parents and staff.
- Rewards, consequences and, where appropriate, restrictive interventions and reasonable force are applied consistently and fairly, in line with the behaviour policy.
- Pupils are supported in taking responsibility for their actions and understanding the impact of their behaviour.
- Families are involved in behaviour incidents to promote positive relationships between the school and home.
- The Wessex Learning Trust (WLT) exclusions policy is applied only as a last resort and outlines the processes for both permanent and fixed-term exclusions.

1. Behaviour in our school

In our school we aim to create an atmosphere in which everyone cares for each other. It is important that every child in school feels secure, in surroundings that are calm and ordered, so that effective teaching and learning can take place. All our actions have the best interest of the child as our core principle. This is underpinned by our school's vision and values.

1.1 Our School vision and values

Our vision supports the aims of the National Curriculum, promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

At Winscombe Primary School, we aim to create a nurturing and caring environment for everyone in our community. With our support, children will flourish personally, socially, and academically, leaving them equipped to thrive as individuals, support others, and succeed in the 21st century. A growth mindset is central to this vision, and we strive to empower every member of our diverse community to be the very best version of themselves.

Our values, shown below, guide pupils' choices, promote respect and responsibility, and underpin a positive, consistent behaviour culture.

Our children will C.A.R.E.

- **Care** – treat everyone with kindness, fairness and consideration.
- **Aspire** – work hard, aim high and give their best effort in everything they do.
- **Respect** – value themselves, others, and their environment. Tell the truth and take responsibility.
- **Excel** – be proud and achieve their personal best

Our vision and values aid us to nurture respectful, active learners who flourish, excel, and aspire to make a positive difference in their communities and beyond.

1.2 Behaviour as a continuous teaching programme:

We recognise that behaviour is an important part of our school curriculum; children benefit from continuous guidance and opportunities to learn how to behave positively. Teaching and support staff play a key role in creating a supportive and respectful environment. They help set the tone and provide the context for positive behaviour both in the classroom and across the school.

To support positive behaviour, teaching and support staff will:

- Create and maintain a stimulating environment that encourages pupils to engage and participate.
- Develop a class charter that can be displayed and referred to throughout the year.
- Build positive relationships with pupils by:
 - Greeting them warmly in the morning and at the start of lessons, giving a gentle start to the day.
 - Establishing clear routines and consistent expectations.
 - Communicating expectations for behaviour through both words and actions.
 - Recognising and celebrating good behaviour
 - Ending the day on a positive note and helping pupils start the next day afresh
 - Having clear strategies in place for managing low level disruptions (for example: non-verbal cues, proximity and presence, gentle reminders, positive reinforcement or structured choices)
 - Using positive reinforcement to encourage and motivate pupils

1.3 The importance of a Safe and Supportive Environment

All children need to feel safe before they can learn. It is our responsibility to provide this through clear routines, structured systems, safe spaces, and the presence of reliable, trusted adults. A safe, calm, and organised environment helps reduce disruptive or negative behaviours.

Equally, all children are expected to behave responsibly, showing consideration, courtesy, and respect at all times. Staff model this behaviour consistently and follow a clear code of conduct, ensuring expectations are fair and consistent across the school.

1.4 Roles and responsibilities for promoting positive behaviour

Wessex Learning Trust

The WLT Behaviour and Inclusion Strategy provides a toolkit to support pupils who may find it challenging to follow our school rules. All behaviour incidents and exclusions are recorded on Bromcom to ensure consistent monitoring and support.

As part of the Wessex Learning Trust (WLT), we follow Trust policies relating to behaviour, including:

- Safeguarding (Child Protection) Policy
- Attendance Policy
- Dealing with Allegations of Abuse Against Staff Policy
- Dealing with Aggressive Parents Policy
- Exclusions Policy

The Local Partnership Board

The LPB is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. They will ensure that the school environment promotes positive behaviour, support staff in addressing poor behaviour effectively, and monitor the implementation of this policy to ensure that rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Consistently implementing the behaviour policy.
- Modelling positive behaviour for pupils.
- Providing a personalised approach to meet the specific behavioural needs of individual pupils.
- Recording behaviour incidents accurately.

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

Parents

Parents are expected to:

- Support their child in following the pupil code of conduct, as outlined in the Home-School Partnership Agreement and detailed below.
- Keep the school informed of any changes in circumstances that may affect their child's behaviour.
- Raise any behavioural concerns with the class teacher promptly, to ensure issues are addressed quickly and effectively.

Pupils

With the right support, our pupils are encouraged and expected to follow the pupil code of conduct, so that they can demonstrate our CARE values in everything they do:

Care

- Treat all people in our school with kindness and respect.
- Speak to an adult if I experience or witness bullying behaviour or something that worries me.

Aspire

- Arrive at school on time and ready to learn.
- Work hard in class and allow others to learn.
- Complete home learning tasks when they are set.

Respect

- Follow class and school rules.
- Take care of the school environment and equipment.
- Use technology safely, responsibly and respectfully.

Excel

- Take pride in my learning and behaviour at all times.
- Celebrate my achievements, and the success of others.

2. Rewards and Consequences

Our values and rules are discussed and revisited regularly so that all children are very clear about what is expected; how to make positive choices and the steps that will be taken to support improvement. First and foremost, we encourage children to behave well by recognising good behaviour in a range of ways.

2.1 Rewards - How we will recognise positive behaviours:

- Smile, praise, sharing positive feedback
- Crew points given via class Dojo for demonstrating CARE values
- EYFS and KS1 – Smiley face certificates for crew points earned
- KS2 – Bronze, Silver, Gold, Platinum and Diamond certificates awarded each time 100 Crew points accumulate.
- Positive Behaviour Award (shared weekly in each class)
- Learning Power certificate (shared weekly in each class)
- The Ambassadors cup – awarded termly for consistently demonstrating the school core values
- The Muxworthy cup – awarded termly for contribution and commitment to sport

Certificates and awards are mostly shared in our weekly Celebration Assemblies, with parents present, to recognise good behaviour and build an understanding of what is expected from our children.

2.2 Consequences - How we will support improvement

To support children's social and emotional development, they need to understand the impact of their actions and learn from their choices. We intend to support and improve behaviour through a restorative approach that helps children reflect on their actions, take responsibility, and restore positive relationships.

A Restorative Approach

When conflict occurs, we use a restorative justice process which aims to:

- **Develop** emotional literacy, truth-telling, accountability, and responsibility.
- **Improve** behaviour, attendance, learning environments, and teaching.

- **Increase** empathy, happiness, and social and communication skills.
- **Reduce** conflict, bullying, and the need for sanctions.

Restorative approaches are built around four key principles:

- **Respect:** Listening to others, valuing different opinions, and treating everyone fairly.
- **Responsibility:** Taking ownership of your own actions.
- **Repair:** Learning how to identify solutions that repair harm and prevent behaviours from being repeated.
- **Re-integration:** Following a structured, supportive process that resolves the problem and helps pupils return positively to a situation, so they can participate successfully and make better choices.

Discussions with the children involved will explore:

- What happened?
- What was each person thinking at the time?
- How did it make people feel?
- Who has been affected?
- How can the situation be made right?
- How can we do things differently in the future?

The focus is on helping children try again and improve. **It is the behaviour that is disapproved of, not the child.**

3. Behaviour Support Levels

When responding to inappropriate behaviour, **all adults** will endeavour to use a consistent approach in line with the plan below. This aligns the school approach with the WLT stages of behaviour management.

Behaviour Support Levels		
Level	Example of behaviours observed	Suggested strategies / consequences
1.Lowest Level Verbal reminder	<ul style="list-style-type: none"> • Failure to follow instructions • Refusal to complete work as directed • Disrespectful behaviour towards adults or peers (answering back or rudeness) • Failure to care for school resources or property • Low-level disruption during a lesson (once) 	Give a clear, calm verbal reminder using 1:1 behaviour script – for example: <ul style="list-style-type: none"> • I can see... • Remember when... • You need to... • I am going to give you a choice...

	<ul style="list-style-type: none"> • Rough play which may lead to physical harm • Repeated calling out during lessons <p>The list above is not exhaustive and we recognise that in our younger classes, these behaviours may need to be modelled first.</p>	<p><i>Use neutral, non-confrontational language. Allow take-up time: walk away and expect behaviour to improve.</i></p> <p>No recording required at this stage.</p>
<p>2.Low level</p> <p>Adult-led consequence</p>	<p>Continuation of behaviours observed in level 1 in spite of verbal reminder</p>	<p>The class teacher or LSA will determine an appropriate response, which may include:</p> <p>The pupil is asked to move to a quieter area of the classroom or a different space to continue their work.</p> <p>The pupil is kept back for a short period of playtime to reflect on their behaviour and discuss expectations with an adult.</p> <p><i>Where the behaviour occurs during playtime, the pupil may be asked to sit out for a maximum of five minutes to allow time to calm and reflect. This may be at the request of a lunchtime supervisor.</i></p> <p>No recording required at this stage, although repeated low-level incidents over time may be recorded at staff discretion to support pattern tracking and early intervention.</p>
<p>3.Mid-level</p> <p>Teacher-led consequence</p>	<p>Continuation of behaviours observed in level 1 and 2, in spite of verbal reminder and teacher-led consequence.</p>	<p>SLT will be informed to gain support in understanding root cause of actions.</p> <p>Teacher will contact parents.</p>

		Behaviours will start to be logged on Bromcom
4. High level SLT involvement	Continuation of behaviours observed in levels 1 – 3 in spite of warnings, consequences and parental involvement.	SLT to meet with class teacher and parents. Possible involvement of external professional agencies (Family liaison officer / educational psychologist) Development of Positive Behaviour Plan, which may involve input from the SENDCo.
5. Highest level Headteacher involvement	Continuation of behaviours observed in levels 1 – 4, in spite of support offered through a Positive Behaviour Plan	Temporary exclusion used as a last resort if behaviour continues and is significant. WLT policy followed. Re-integration set up and reviewed. In extreme cases, a pupil may be permanently excluded from school. This will only be used as an absolute last resort.

These levels of behaviour support apply at lunchtime and during Breakfast and After School Clubs, and similar procedures will be followed if children behave inappropriately at this time.

4. Severe Behaviour

Some behaviours are considered so serious that they require **immediate action** and cannot be addressed through the stages of the Behaviour Support Levels. Severe behaviour is defined as conduct which places the child or others at risk of significant harm, or constitutes outright defiance or refusal to comply with adult instruction where safety is compromised.

Examples of severe behaviour include:

- A deliberate physical or verbal attack on another person with intent to cause harm
- Deliberate and significant damage to property
- Persistent defiance where there is a risk to safety
- Bullying behaviour
- Bringing prohibited or dangerous items into school

- Behaviour which significantly disrupts learning or compromises the safety and well-being of others
- Leaving the school grounds without permission

Procedure:

- Incidents must be reported **immediately** to the Headteacher or Deputy Headteacher.
- The incident must be recorded on **Bromcom**.
- Parents/carers will be informed through **direct contact**.

Due to the serious consequences that may follow, the member of staff reporting the incident must be confident in their understanding of:

- the nature of the incident, and
- the level of risk posed to the child or others.

In cases of physical aggression, the **degree of intent and level of force used** will determine whether the behaviour is classified as severe. An incident may still be deemed severe even if it was provoked.

Where serious fighting occurs, **all pupils involved** must be reported. Any pupil found to have provoked an incident will be addressed through the appropriate stage of the behaviour procedure.

In the case of deliberate destruction of property, we would expect an appropriate contribution towards the cost of replacing the property destroyed.

5. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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.

A number of staff members have been trained as Team Teach practitioners and these approaches are used where appropriate to support and protect pupils when using physical restraint.

Where seclusion is used as a short-term safety measure, it will be monitored continuously by an adult. It will be recorded and reported to parents in line with statutory requirements.

6. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils but parents will be asked to collect any confiscated items from the office.

We will also confiscate any item which is harmful or detrimental to school discipline.

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

7. Specific Pupil support

The school recognises its legal duty under the Equality Act 2010 to ensure that pupils with a protected characteristic are not placed at a disadvantage. As a result, our approach to managing behaviour may be adapted in a sensitive and differentiated manner to meet the individual needs of pupils.

Where a pupil exhibits challenging behaviour, the school's Special Educational Needs Co-ordinator (SENDCo) and Headteacher will evaluate whether there are any underlying needs that are not currently being met. Where appropriate, support and advice may be sought from specialist teachers, educational psychologists, medical practitioners and other relevant professionals to help identify and address specific needs.

When acute needs are identified, the school will liaise with the WLT Behaviour and Inclusion Lead, SENDCo, and relevant external agencies to plan appropriate support. This support is often documented within an individual Positive Behaviour Plan. Provision may also include support through the school's tiered Emotional Literacy Support approach, including trained ELSAs, where appropriate. Parents will be fully involved in the development of the plan, which will be reviewed regularly to ensure its effectiveness.

8. Bullying

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Our school vision clearly reflects the ethos we strive for as a school; to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. For details of our approach to addressing and preventing bullying, please refer to our Anti-Bullying Policy.

9. Zero-tolerance approach to inappropriate or unsafe behaviour

The school takes seriously any behaviour that makes someone feel uncomfortable, unsafe, or hurt, including inappropriate touching, language, or jokes. We will **always respond promptly** and ensure no concern is ignored. Pupils are encouraged to **tell a trusted adult** if anything worries them, even if it seems small.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school follows clear procedures to respond to concerns about a child's safety or wellbeing. These include:

- Responding promptly to reports
- Conducting risk assessments to determine whether to:
 - Manage the incident within school
 - Refer to Early Help
 - Refer to Children's Social Care
 - Report to the police

For further information, including details relating to appropriate sanctions, refer to the WLT Safeguarding (Child Protection) Policy.

10. Off-site behaviour

There are times when a pupil may be off-site, but still representing the school. If a pupil behaves inappropriately, our behaviour support levels and associated sanctions may still be applied to ensure consistent expectations and accountability for actions.

A pupil is considered to be representing the school when they are:

- Taking part in any school-organised or school-related activity (e.g. school trips / outings / events)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The behaviour support levels and associated sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

11. Malicious allegations

Where a pupil makes an allegation against a member of staff that is found to be deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Similarly, where a pupil makes an allegation of sexual violence or sexual harassment against another pupil that is found to be deliberately invented or malicious, the school will apply disciplinary measures in line with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school, in collaboration with the Local Authority Designated Officer (LADO) where relevant, will consider whether the pupil who made the allegation may require support, or whether the allegation may have been a cry for help. Where appropriate, a referral to Children's Social Care may be made.

The school will also take into account the pastoral needs of staff and pupils accused of misconduct, ensuring they receive appropriate support.

Please refer to the Child Protection and Safeguarding Policy for further information on responding to allegations of abuse against staff or other pupils.

12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow the WLT Safeguarding (Child Protection) Policy.

13. Inclusion and reasonable adjustments

The school remains committed to the inclusion of all pupils and will seek to make reasonable adjustments where possible. These might include use of a time limited part-time timetable, provision through a blended offer of in-school and home learning and additional support (subject to available resources) from adults in school.

14. Training

School staff are provided with training on managing behaviour, including proper use of restraint, as appropriate. This is delivered through staff meetings, INSET days, CPD training opportunities and part of Performance Management cycles.

Every day is a new day for every child

Whilst we address behaviour consistently and fairly, we do not define pupils by past mistakes. Ultimately, each day offers a fresh opportunity to make positive choices, rebuild relationships, and succeed. Adults will model this approach by responding with high expectations, clear boundaries, and compassion, ensuring that behaviour management supports learning, wellbeing, and personal growth.