

Policy – Behaviour Management

Dream, Believe, Achieve Together.

Persons with Responsibility

All stakeholders

Linked Policies

Anti bullying policy

Procedure for dealing with racist incidents.

Equal Opportunities

Health and Safety

PSHCE

Inclusion

Positive Handling/Restrictive Physical Intervention

Young Carers

Allegations Against Staff

Whistleblowing

Next Review: September 2026

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

This policy should be seen in the light of the 9 protected characteristics.

Introduction

Every member of the school community has the right to feel emotionally and physically safe, to be treated with dignity and respect and have the right to learn. This policy sets out a whole school approach to behaviour management through promoting positive behaviour and establishing a clear and consistent framework for dealing with inappropriate behaviour. All children should be encouraged to show self-discipline and a regard for authority. They should endeavour to complete all their work and behave in a respectful manner at all times both in and outside of school. (In line with Section 89 of the Education and Inspections Act 2006).

Rationale behind the policy

- An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships. We value relationships as fundamental to the development and fulfillment of ourselves and others and the good of the community.
- Praise and a system of rewards are more likely to change behaviour than blame and punishment.
- Prevention rather than reaction is a key message at Westwood Park. This means it is vital to be aware of each child's needs and individual circumstances and support those children who are at risk.

Aims of the policy

- To establish an ethos within school where positive behaviour is promoted and inappropriate behaviour is dealt with firmly and consistently, thereby securing a learning climate where effective teaching and learning can take place.
- To develop self-control in every child.
- To set out a framework for a whole school approach to promoting positive behaviour.
- To set out a framework for dealing with inappropriate behaviour.

Attendance and Punctuality

Regular attendance and punctuality are essential to pupils' learning, wellbeing, and success. At our school, we promote the importance of being in school every day and arriving on time, as this supports strong routines, positive behaviour, and a sense of belonging within the school community. Good attendance enables pupils to access learning consistently, build secure relationships with staff and peers, and make sustained progress. We work closely with families to identify and address barriers to attendance at an early stage, offering support and guidance where needed, while also making clear our expectations and statutory responsibilities. By fostering a culture where attendance and punctuality are valued and celebrated, we help pupils develop habits that prepare them well for later life.

Positive climate and attitudes to learning

Each teacher must create the climate for positive behaviour and recognise and reward children for everyday efforts. Creating a climate for positive behaviour means building a positive and engaging relationship with the children ensuring that they feel valued and cared for. It also means teachers must try to break down barriers to learning by encouraging a calm working environment and

enabling pupils to express and deal with their emotions appropriately. Positive attitudes to learning are central to success at our school. We expect all pupils to engage with curiosity, effort, and resilience, taking responsibility for their own learning and striving to achieve their best. Staff actively model and reinforce behaviours that support focus, persistence, and collaboration, while recognising and celebrating pupils' progress and achievements. Where challenges arise, we provide guidance, scaffolding, and encouragement to help pupils overcome difficulties and develop a growth mindset. By fostering enthusiasm, respect for learning, and a commitment to improvement, we create an environment in which every pupil can thrive academically, socially, and emotionally.

Good behaviour is likely to come from

- High expectations
- An established policy with clear routines and structures that is enacted and has an impact
- A clear sense of what pupils will be explicitly taught and reinforced over time
- An understanding that pupils may be presenting with some gaps and that getting things right from the start is crucial
- Awareness of what pupils need to feel included / behave well
- Continuous professional development for all staff

This can be achieved by:

- Effective teaching and learning that engages and motivates the children.
- A calm and orderly environment
- Clear routines and expectations
- Commonly understood practices, applied consistently and fairly
- Strong focus on attendance and punctuality
- Clear and effective policies
- A focus on motivation and attitudes
- A positive and respectful culture
- A safe environment
- Work matched to the ability of the child
- A stimulating and welcoming classroom environment that celebrates success
- A comprehensive Personal, Social and Health Education programme – We use a programme called My Happy Mind.
- Encouraging children to discuss their emotions
- The delivery of My Happy Mind through whole school/phase or class assemblies
- Restorative conversations after the event
- Praise and rewards in support of school rules.

Both staff and senior management have agreed a set of non-negotiables to aid the development of a positive climate including:

- A peaceful, well organised classroom. Some silence every day.
- A clear timetable and discussion with the children about changes
- Peaceful music when appropriate.
- Kindness at all times.

Our School Values

Our school values of kindness, friendship, resilience, respect, and integrity are at the heart of everything we do and form the foundation of our behaviour policy. These values guide the way pupils interact with each other and with staff, helping to create a positive, safe, and inclusive learning environment. Kindness and friendship encourage pupils to support and care for one another, fostering strong relationships and a sense of community. Resilience helps pupils face challenges with determination and a growth mindset, while respect ensures that everyone's feelings, property, and opinions are valued. Integrity underpins honesty and responsibility in actions and choices. By embedding these values into our expectations and approaches to behaviour, we aim to develop pupils who are not only successful learners but also compassionate, responsible, and principled members of society.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Teachers should work on the principle of a 6:1 praise to sanction ratio.

Rewards may involve:

- Star of the week- chosen for special qualities and following the golden rules, a certificate is sent home. Nursery children have their own special celebration assemblies on Fridays held within the Foundation stage building.
- Dojos – which lead to prizes at the end of each half term
- Positive phone call home
- Positive texts home
- Team points
- Special responsibility jobs
- Sent to another class to share success.
- Positive verbal praise
- Celebration praise assembly- to celebrate success.
- Stickers, stamps, raffle tickets.
- Lining up stars and rewards
- In EYFS the listening medal may be awarded
- A half termly trip to Winton Park in KS2 for those children who have had no warnings

Support systems for children

In addition to regular teaching and learning about positive behaviour through Jigsaw, circle time and a caring school community, some children will need extra support to manage their behaviour. The school has in place clear procedures for identifying those children at risk and taking early intervention.

We recognise that some pupils may need additional support and this will be provided.

If a safeguarding concern has been raised then the Social Inclusion Group (Head, FLO, SENCO, EP, class teacher) will become involved. After monitoring if a child is deemed to have a behavioural

need, then the group will ensure that appropriate support systems are put in place for the child. These range from:

- Individual support plans setting appropriate targets. The focus is one of intervention and teaching the desired behaviours, ensuring success and raising of self esteem.
- Group and individual intervention from Teachers, Teaching Assistants, Nursery Nurses, Kickstart and Family Liaison Officer..
- Close liaison with parents from an early stage
- Nurture groups - children in these groups engage in activities that address their particular behavioural or social needs.
- Referrals to specialist advice from agencies linked to the school e.g Educational Psychology Service and Learning Support Service (LSS)
- We offer tailored support for pupils who find behaving well to be a challenge working with Kick Start Education. This is on a one to one or one to two basis.
- When it is judged appropriate and in line with the school's SEND policy a pupil may be put forward for a formal assessment and the EHCP process.
- We offer a Counselling service for identified pupils.
- Occasionally, in specific circumstances a child may receive alternative provision from LA designated providers.

Pupils who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers

Our school is committed to ensuring that all pupils, including those who are disadvantaged, have special educational needs and/or disabilities (SEND), are known or previously known to children's social care, or face other barriers to learning and wellbeing such as being a young carer, are supported to succeed and feel included. Behaviour expectations are high for all pupils, while support is carefully adapted to individual needs and circumstances. Staff take a trauma-informed, inclusive approach, working closely with families and external professionals where appropriate, to understand pupils' experiences and remove barriers to engagement. Reasonable adjustments, clear routines, and targeted interventions are used to support positive behaviour, emotional regulation, and well-being. Our approach focuses on early identification, consistency, and restorative practice, ensuring pupils are treated fairly, with dignity and respect, and are supported to learn from mistakes and make positive choices. Where pupils are unable to attend school due to illness and are educated under Section 19 of the Education Act 1996, including those educated in hospital settings, the school works in partnership with medical professionals, local authorities, and other relevant specialists to support access to education and promote a planned, supported return to school where appropriate.

Inclusive approaches to behaviour and attendance

Our school is committed to inclusive approaches to behaviour and attendance, ensuring that all pupils are supported to engage fully in learning and the life of the school. We recognise that each pupil is unique, with different strengths, needs, and circumstances, and we adapt our expectations, support, and interventions accordingly. This includes providing reasonable adjustments for pupils with SEND, offering additional pastoral support for those facing social, emotional, or medical challenges, and working closely with families and external professionals where needed. By fostering an environment that is fair, understanding, and responsive, we promote positive behaviour,

consistent attendance, and a sense of belonging, enabling every pupil to thrive academically, socially, and emotionally.

Consequences

Despite a positive approach as a means to encouraging good behaviour in Westwood Park Primary School, it may be necessary to employ consequences in order to enforce the Golden Rules. Consequences are necessary for those children who exceed the boundaries of acceptable behaviour. These consequences ensure that the school is a positive place where children can feel happy and secure and concentrate upon their learning.

Bullying

Bullying in any form is not tolerated at our school. We are committed to creating a safe, respectful, and inclusive environment where every pupil feels valued and protected. When bullying is reported or identified, staff respond promptly and consistently, investigating incidents thoroughly and involving all parties to understand the situation fully. Our approach focuses on restorative conversations that help pupils recognize the impact of their actions, take responsibility, and rebuild relationships where possible. We work closely with families to support those affected and implement appropriate consequences for those who bully, while also providing guidance and education to prevent recurrence. Through ongoing awareness-raising, teaching about respect and empathy, and clear procedures, we strive to eliminate bullying and promote positive, supportive behaviour across the whole school community.

Restorative Justice

Restorative practice at our school focuses on building positive relationships, helping children understand the impact of their actions, and supporting them to make better choices in the future. When behaviour issues arise, we encourage calm, respectful conversations where pupils are guided to reflect on what happened, who has been affected, and how harm can be repaired. This approach promotes empathy, accountability, and problem-solving skills, while ensuring every child feels heard, valued, and supported. By prioritising restoration over punishment, we create a safe, inclusive environment where pupils learn from mistakes and grow socially and emotionally.

Team Teach

Westwood Park staff are trained in Team Teach methods. This is a recognised programme which focuses on de-escalation techniques. In line with legal requirements, physical restraint may be used in exceptional circumstances if the pupil is putting themselves or others at risk of injury or significantly damaging property. Staff have a duty of care and all actions should be in the best interests of the child and proportionate to the situation. Restraint should be used for the minimal amount of time. Such situations can be unpredictable and despite training it is possible that the child or adults may have minor injuries such as scratches. Parents will be informed of any physical restraint used and it will be logged. After an incident, the child will be encouraged to reflect, repair and re-connect with the adults and other pupils. (Training booked for September 2025 – lasts for 3 years).

Under no circumstance is physical punishment permitted at Westwood Park Primary School.

Suspension/Exclusion

The school has a responsibility to support all pupils and use a variety of support strategies to support those with behavioural problems. However, there will be occasions when the health, safety and education of all pupils' are put at risk by the actions of others. In this case the head teacher will act appropriately following the government guidelines for suspensions/exclusion.

Suspensions include:

Suspension at lunch time lasting for a number of days

A fixed term suspension lasting a number of days

A permanent exclusion from the school.

Some circumstances mean that an internal suspension is more appropriate. The child will spend the day in our Reflection Room supervised by a member of staff.

Effective discussion with parents is of paramount importance in all these circumstances. A return to school meeting will be held with the parents and child.

In some cases, we may request support from Alderbrook, the Pupil Referral Unit or the Learning Support Service. A support adult may come to work in school to work with and assess a child or we may move straight to a fixed term placement at Alderbrook – 4-6 weeks. In extreme circumstances, a child may go to the Pupil Referral Unit on a long-term basis.

We work with other agencies to support families and the behaviour of their children including Parent Support, Brief Intervention, CAMHS, Social Care etc.

Only the Head teacher has the legal right to exclude. In the absence of the Head teacher, the Deputy or Assistant Head (Designated) will assume this role keeping the Head informed.

Responsibilities

Pupils

What do pupils need to feel included / behave well?

In addition to:

- Knowledge for ideas
- Language to express ideas and feelings
- Understanding social norms / code for friendships

Pupils also need to know:

- The school rules
- The routines
- What happens when they get things right or wrong

Class teacher

The class teacher has the responsibility for implementing the school behaviour policy, to recognise and promote positive behaviour and deal with inappropriate behaviour within their own classroom and across the wider school. They must also:

- Ensure they must create a positive learning environment and ethos using whole school non-negotiables.
- Use agreed strategies to deal with inappropriate behaviour.
- Have a responsibility to ensure that members of the Social inclusion group are kept well informed of individual behaviour needs and concerns.
- Have the responsibility to ensure that all appropriate records are kept.
- Plan for good behaviour by ensuring that lessons are planned, appropriate and prepared and that all relevant materials are available.
- Praise positive behaviour and the children's best efforts.
- Ensure that children are emotionally and physically safe in the school
- Work closely with parents.
- Complete items set out on non-negotiables list.

All staff should be made aware of and be alerted to any incidents of bullying or racial harassment. These will be dealt with in accordance with the relevant policies.

Social inclusion officers – Mandy Knipe, Dafydd Davies, Angela Lamb

The Social Inclusion officers guided by the lead professional on behaviour are responsible for:

- Leading the development of behaviour policies within the school.
- Securing and promoting positive behaviour within the school
- Introducing new staff to the policy
- Monitoring the implementation and reviewing the impact of the behaviour policy.
- Supporting colleagues, giving advice and strategies as well as providing training.
- Liaising with other agencies to provide relevant support for individuals.
- Facilitating the delivery and implementation of agreed interventions.
- Liaising with parents of children who show more challenging behaviours.
- Organising support for families' e.g Early Help assessments, liaison with Social Care.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of behaviour and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. The head teacher has the day-to-day authority to implement the school behaviour and behaviour policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Role of the Head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy 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.

The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspension to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

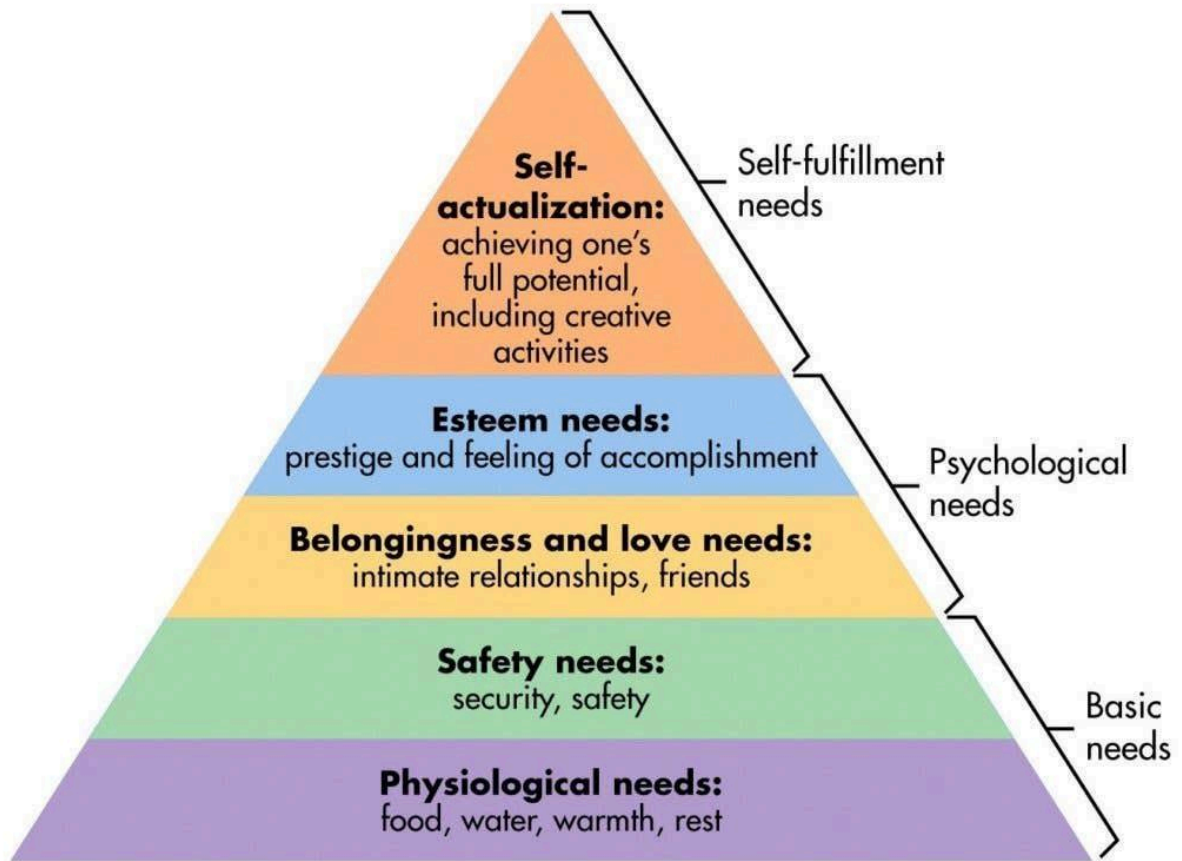
Parents

The school believes that both parents and the school have a joint responsibility to promote self behaviour and self-control in and out of school and discourage unacceptable behaviour. Parental participation is encouraged in the following ways.

- Consultation in writing the consequences list
- Explaining the school's Golden Rules in the school and displaying them in key areas.
- Meetings with the teachers and Family Liaison Officer
- Sharing Support Plans
- Conducting Pastoral meetings with teachers or Social Inclusion Group.
- Consultation through annual questionnaires

It is school policy to contact parents about incidents of unacceptable behaviour that have been carefully investigated and have been proved beyond reasonable doubt that a particular child is responsible. To ensure fairness, we always take great care to treat all children involved in such incidents in an appropriate way.

Westwood Park Community Primary School Behaviour Policy



[Appendix 1](#)

[Rationale Through Evidence Based Theory:](#)

At Westwood Park Community Primary School, every member and visitor of the school has the right to feel physically and emotionally safe, treated with dignity and respect and have the opportunity and the right to learn in a safe, respectful environment. This policy sets out a whole school approach to behaviour management through promoting positive behaviour, building relationships with all built on respect and establishing a clear and consistent framework for managing inappropriate behaviour.

Here at Westwood Park we believe that relationships come first and that all members of our community deserve to be treated with respect, compassion,

empathy and dignity at all times. That is why we have developed this behaviour policy that is built upon evidence based theory, which sets about the holistic development of the whole school community.

The Threat Response:

When considering the challenging lives faced by our ancestors, the flight or fight response was integral to the survival of our species. In our current time, much of society has changed, and whilst the flight of fight response still holds value in our modern times, the threats that our nervous system face have changed significantly, however, the way our nervous systems respond, still very much behaves in the exact same way as our ancestors. This then presents challenges within all environments of modern society. Not only do our nervous systems identify threats and react accordingly, they also identify 'perceived' threats and react in the same way as a real threat.

Particularly when considering the children within our setting and environment, we must consider what the ancestral roles of children were:

Women and Men: looking after the very young and hunting and gathering

Primary aged children: developing strong bonds with peers for support and protection.

Whilst our ancestral adults were busy with the challenges of day to day life, the children of the time were extremely vulnerable to environmental and social factors, therefore, forming strong group bonds with peers became a matter of survival. Life or death. Whilst this need has changed significantly in modern times, psychologically this factor still holds true. Therefore, here at Westwood Park we have developed a system of non-confrontational behavior management techniques, that allow members of staff to manage behavior in a respectful and understanding approach, limiting the opportunity for activating the threat response.

The Threat Response:

Our brains can be separated into 3 major parts:

The NeoCortex – responsible for complex thought, abstract ideas, creativity and the learning and use of language

The Limbic System – responsible for emotional responses, affection and caring behaviours and complex social group living

The Reptilian Complex – mediates autonomic functions such as breathing, drives instinctive behaviours like dominance and the distinct behaviours of fight and flight

When the threat response is activated and children go into a state of fight, school begins to see behaviors such as argumentativeness, aggression and violence. When in a state of flight behaviours manifest as physically running away, refusal to complete tasks and complete disengagement from the perceived threat.

Most importantly as educators and care providers, the sole purpose of an active threat response is to survive and therefore the reptilian complex suppresses all activity in all other areas of the brain. Therefore, emotional capacity is limited in the limbic system and critical thinking and working memory is limited in the neocortex.

As a school, in order to limit the activation of the threat response we implement a number of non-confrontational behaviour management techniques aimed to preserve the dignity of all those involved and to decrease the hyper arousal caused by embarrassment in front of peers.

[Non-confrontational Behaviour Management Techniques:](#)

Show the Children You Like Them:

- Greet children at the door with a smile
- Be friendly
- Learn facts about every child you engage with

Respect Personal space:

- Approach from the front
- Move slowly and deliberately
- Talk to the target person on the way so that hear you coming
- Open up body shape, non-threatening, palms out stance
- Smile
- Get down to pupil's level
- Ask permission

Get Them To Copy The Good Stuff:

- Model the behaviour you wish to see
- Give positive directions
- Avoid negative directions

Use Praise:

- Positive praise points (dojos) awarded for specific behaviour
- Focus on pupils who are making good choices
- Praise effort not outcome
- Be predictable/ keep your promises
- Don't praise for no reason (it dampens the meaning)

Expect Compliance And Act As If You Will Receive It:

- Be an active teacher. Own your space
- When giving an instruction follow with 'Thanks' instead of 'Please'
- After 'Thanks', break eye contact or walk away

Switch Off The Spotlight (don't confront in front of peers if possible):

- Take a breath
- Control your own threat response
- Slowly approach child discreetly
- Talk with the child calmly
- Give a rule reminder

Allow Take Up Time:

- Give an instruction
- Turn away and allow time for the instruction to be followed

- Ignore secondary behaviours
- Use positive cueing
- Refocus with a question

Give a rule reminder and a choice or an apparent choice. Use choice scripts:

- Give a rule reminder
- Use a choice or apparent choice
- Use choice scripts developed as staff
- You can choose x or you can choose y
- Give consequential choices

Don't go Nuclear:

- Ask to move seat for a set period
- Focus on behaviour not child
- Ask them to leave the room on an errand
- Watch your own threat response

Trauma Informed Practice and Emotionally Friendly Schools

Here at Westwood park our practice is holistic and inclusive of all those who walk through our doors.

1. Realisation about trauma and its affects
2. Recognising the signs
3. Responding to trauma
4. Resisting Re-traumatisation

Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



4 or more ACEs



“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67% of the population have at least 1 ACE



Maslow's Hierarchy of Needs



Reference: Maslow, 1943

If a student's basic needs are not being met, the impact on behaviour and learning can be considerable. The basic needs of many children are not being met due to a combination of deprivation, poverty and mental health. At Westwood Park we use many strategies to ensure children's basic needs are met.

Why are children's basic needs not being met?

- Income deprivation
- Employment deprivation
- Education, skills and training deprivation
- Health deprivation and disability
- Crime
- Barriers to housing and services
- Living environment deprivation

Strategies to Use:

- Get to know our pupils well
- Develop links with home
- Celebrate all achievements to help build positive relationships

Physiological Needs:

- Breakfast club (social clubs)
- Drinking water available throughout lessons
- Understand the importance of rest

Safety Needs:

- Consistent approach to behavior management

Belongingness Needs:

- Greet people at the door with a smile
- Get to know at least one interesting fact about a pupil
- Get to know at least one interesting fact about a colleague
- Keep in close communication with home
- SMILE

Esteem Needs:

- Reward short-term wins
- Celebrate long-term wins

Appendix 2

Natural and Bespoke Consequences

At Westwood Park we believe that consequences are a natural process of life and therefore, we implement natural and bespoke consequences based upon individual action. See below examples.

Action	Consequence
Disrupting learning	Verbal warning Last chance warning Time out with different adult
Name calling/ inappropriate banter	Verbal warning Conversation at break time with adult Apologise
Play fighting	Remove from playground and back to class for discussion
Not lining up appropriately	Verbal warning Reminder of expectations at break or lunch times
Fighting/hurting others	Bespoke Children/ child to the office Discussion with BL /HT /DHT/AH Parents phones Resolve with those involved

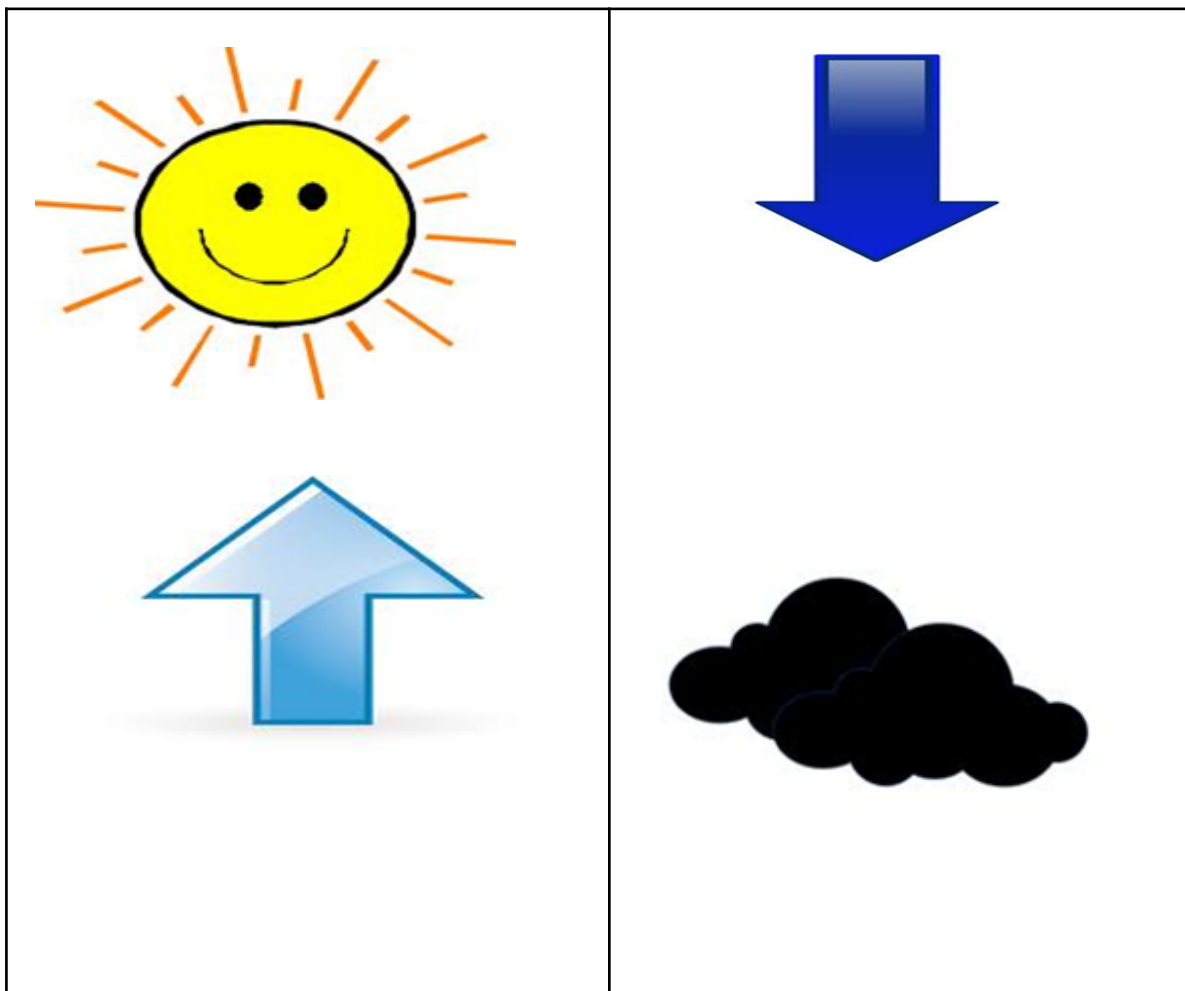
<p>Damage to school property</p>	<p>Bespoke</p> <p>Discussion with BL/HT/DHT/AH</p> <p>Clean/fix the damage at break or lunch time</p> <p>Parents phoned</p>
<p>Disrespectful towards adults</p>	<p>Bespoke</p> <p>Discussion at Break/ lunch with adult</p> <p>Apology</p> <p>Conversation with parents at the end of the day</p>
<p>Swearing</p>	<p>Bespoke</p> <p>Discussion with BL/HT/DHT/AH at break/lunch time</p> <p>Conversation with parents</p>
<p>Discriminatory/ intolerant/ prejudice behaviour</p>	<p>Bespoke</p> <p>Remove from classroom and discussion with BL/HT/DHT/AH</p> <p>Parents phoned to attend meeting at school</p>
<p>Unprovoked physical aggression towards pupil</p>	<p>Bespoke</p> <p>Use of reflection room</p> <p>Parents contacted to attend meeting</p> <p>In house exclusion until resolved</p>

	Apology
Physical and verbal aggression towards staff members	Bespoke Use of reflection room Parents contacted to attend meeting In house exclusion until resolved Apology

Appendix 4

KS1 Reward/Sanction/Consequence list.

Rainbow Reward System



Walking sensibly

Playing nicely

Working properly

Listening quietly

Lining up properly

Saying kind things to others

**Putting your hand up to
answer**

Showing patience

Waiting your turn

Sharing

Tidying up

Using equipment properly

**Using kind words and
actions**

Being polite

Offering to help

Doing a job

Running in school

Toy fighting

Refusal to work

Making silly noises

Not lining up properly

Name calling and banter

Loud voices

Not putting hand up

Interrupting

Not helping to tidy up

**Not using equipment
properly**

Using rude words

Not polite to adults

	<p><i><u>Straight to the dark cloud.</u></i></p> <p><i>Other children hurt.</i></p> <p><i>Adults hurt.</i></p> <p><i>Throwing objects.</i></p> <p><i>Continual refusal to follow instructions.</i></p>
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