



**WEST BOROUGH**  
PRIMARY SCHOOL

# Behaviour Policy

Date agreed	February 2026	(draft)
Review date	January 2026	

## Introduction

This document is a statement of the aims, principles and strategies for West Borough Primary School in relation to promoting positive behaviour. It is weighted in theory and takes into account DfE guidance, Local Authority advice and the findings of the Education Endowment Foundation, along with a sound understanding of the lives and needs of our pupils. It should be read in conjunction with the Positive Handling Policy, Inclusion Policy, Anti-Bullying Policy, Exclusion Policy, Child Protection Policy and the RE and Collective Worship Policy to establish the general ethos of the school.

The Proactive Behaviour Management Policy provides a framework for a happy, supportive and safe environment in which children can learn to self-regulate and flourish as respected members of the West Borough Primary School community.

### Our Vision

**At West Borough Primary School, we work together to create a safe, inclusive, and forward-thinking environment where every child is empowered to thrive academically, emotionally, and socially. We aim to nurture confident, curious, and compassionate learners, where every child feels valued and empowered to reach their full potential. We embrace diversity and celebrate differences, encouraging everyone to approach learning opportunities with resilience and enthusiasm.**

### Aims

West Borough Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being **'Ready, Respectful, and Safe.'**



Ready



Respectful



Safe

At West Borough Primary School, we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments
- Understand the impact each individual can have on their class, school and the wider community.

## Our Core Values

At West Borough Primary School, we have 5 Core Values which underpin everything we do:

**Equality**  
**Responsibility**  
**Respect**  
**Resilience**  
**Challenge**

### Purpose of the behaviour policy:

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### All staff must:

- Take time to welcome children at the start of the day
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to '**Be Ready, Be Respectful and Be Safe**'
- Recognise 'Over and Beyond' behaviours

### The Headteacher and Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours.

### Members of staff who manage behaviour well:

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

### Children want teachers to:

- Give them a 'fresh start' every lesson

- Help them learn and feel confident
- Be just and fair
- Have a sense of humour.

## Behaviour for Learning

West Borough Primary School principles: **‘Be Ready, Be Respectful and Be Safe’**

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”*

Paul Dix, Pivotal Education

The school has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’**, which can be applied to a variety of situations and are taught and modelled explicitly.

<b>Be Ready</b> to learn, to succeed, to engage, to achieve	<b>Be Respectful</b> to yourself, to others, to resources, to the environment	<b>Be Safe</b> at play, at work, in mind, in body
Be well rested and ready for school each day Be on time for school and attend school regularly Wear the correct uniform (named) Have your learning resources ready Always listen and be attentive Focus on your work all the time and always give it your best	Listen to others Allow others to speak Follow all instructions from an adult in school Use appropriate language and tone when speaking to others Look after the school environment, equipment and displays Use the bins provided for all litter Look after equipment and belongings of others Put equipment away in the correct place	Keep hands, feet, objects and unkind comments to yourself Stop, stand still and remain quiet when the bell rings Line up correctly when leaving and returning to the classroom Speak to an adult about any problems or issues To act sensibly to and from school Walk calmly around the school and when coming inside from the playground Be in the right place at the right time

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Be Ready</li> <li>2. Be Respectful</li> <li>3. Be Safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Accompanying children to and from the playground at breaktime, lunchtime and after school</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards</li> <li>2. Certificates</li> <li>3. Stickers</li> <li>4. Verbal praise</li> <li>5. Notes home</li> <li>6. SLT praise</li> <li>7. Class Rewards</li> <li>8. Show work to another adults</li> <li>9. Class Dojo points awarded</li> <li>10. Pupil of the Week</li> <li>11. Pupil of the Term</li> </ol>

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
<b>1. REMINDER</b>	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Ready, Respectful, Safe).            You now have the chance to make a better choice.            Thank you for listening.</p> <p>Example – <b>"I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening."</b></p>
<b>2. WARNING</b>	<p>I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson.            If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc. ....)</p> <p>Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you.            Think carefully. I know that you can make good choices.            Thank you for listening / I'm glad we had this conversation.</p> <p>Example – <b>"I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening."</b></p>
<b>3. TIME OUT</b>	<p>I noticed you chose to ..... (noticed behaviour)            You need to..... (Go to quiet area / Go to sit with other class / Go to another table etc.)</p> <p>Playground: You need to ..... (Stand by other staff member / me / Sit on the picnic bench/ stand by the wall etc.)            I will speak to you in two minutes.</p> <p>Example – <b>"I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening."</b></p> <p>*DO NOT describe child's behaviour to another adult in front of the child*</p>
<b>4. FOLLOW UP – REPAIR &amp; RESTORE</b>	<ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• What should we do to put things right? How can we do things differently?</li> </ul>
<b>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</b>	

ClassDojo is an online reward platform that school staff use to award children behaviour Points.

### Awards for ClassDojo Points

We also have a Termly 'House' award where dojo points are added up and children can wear their own clothes on the last day of term.

## Sanctions

Sanctions should:

1. Sanctions need to be in proportion to the action
2. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

## Adult Strategies to Develop Excellent Behaviour

**IDENTIFY** the behaviour we expect

Explicitly **TEACH** behaviour

**MODEL** the behaviour we expect

**PRACTISE** behaviour

**NOTICE** excellent behaviour

**CREATE** conditions for excellent behaviour

## Language around Behaviour

At West Borough Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script, and behaviours should be discussed as the behaviours they are and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged on a 'Behaviour Log form.'

## BEHAVIOUR PATHWAY

Reminder

Warning

Time Out

Follow up/Reparative Conversation

If a child has already been through the behaviour pathway above in one session; the child might need to complete their next timeout in another space.

**Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then please contact a member fo SLT.**

## Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

These children will have a bespoke 'Behaviour Support Plan' that can be found in Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be as a last resort. Further details can be found in Appendix B – Physical Intervention and Use of Reasonable Force Policy.

The school will record all serious behaviour on My Concern. Parents and carers will be informed of any behaviour which necessitates recording in this way.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day's seclusion with a member of the SLT or Head Teacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Physical Attacks on Adults**

At West Borough Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Head Teacher and they should be recorded on a behaviour form. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

## **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the circumstances above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Excellent behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour that does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future

## **Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on: Behaviour and discipline in schools

advice for headteachers and school staff,

2016 Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010 Keeping Children Safe in Education Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice.

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a Proactive Behaviour Management Policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their Proactive Behaviour Management Policy online

### Appendix I: personalised behaviour support plan

<b>Pupil</b>		<b>Primary Need</b>		<b>Date Completed</b>	
<b>Date of Birth</b>		<b>EHCP</b>		<b>Version No</b>	
<b>Age</b>		<b>Reason for Risk Assessment</b>		<b>To be reviewed by</b>	
<b>Class</b>		<b>Medical Information</b>		<b>Completed By</b>	

<b>Function of Behaviour</b>	Sensory	Escape	Attention	Tangible
<b>Observed Behaviour(s)</b>	<i>(Positive behaviours)</i>		<i>(Behaviours that challenge)</i>	

	<b>Baseline Support</b>	<b>Proactive Support</b>	<b>Active Support</b>	<b>Reactive Support</b>	<b>Reflection and Restorative</b>	<b>Reintegration</b>	
<b>Pupil's Actions</b>							<b>Total</b>

<b>Agreed Staff Response</b>							
<b>Onsite Score</b>							
<b>Offsite Score</b>							

Risk Level Scoring		
<b>Low</b> Minimal risk to others, self and/or property (1 point)	<b>Medium</b> Potential risk and intent to harm others, self and/or property (3 points)	<b>High</b> Actual risk and intention to harm others, self and/or property (5 points)
0-9	10-19	20-30
Review Alternate Terms	Review Termly	Review After each incident

**Consent**

The receiving of this document forms an agreement between all parties, and if appropriate informing the pupil of their identified needs and West Borough School's proposed response in the management of their behaviour.

Name	Role

## BEHAVIOUR POLICY

### Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE

#### Key Points

##### 1. Definitions

**'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

##### 2. The Legal Position

###### Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

##### 3. When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction
- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful. T**

The school will record all serious behaviour incidents on My Concern.