Behaviour Policy

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Applicable to:	All staff, parents and pupils
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1. Aims

At Weston All Saints Primary School, we are committed to creating a positive, safe, and inclusive learning environment where every pupil can thrive and reach their full potential.

Within our Trust, it is our ambition to create high-standards of behaviour through a calm, safe, and supportive environment that ensures every pupil can learn.

This Behaviour Policy supports our ambition of high-standards, with a shared-responsibility for behaviour across our school community. It should ensure that the use of rewards and sanctions are consistent and that pupils who require additional support with their behaviour (for any reason) receive timely support.

2. Our Trust and School Values

Nurturing Creativity, Spirituality and Excellence

At Weston All Saints Primary School, our values guide all that we do. These values are taught, modelled, and embedded into school life. They include:

- Kindness
- Peace
- Friendship
- Joy
- Faithfulness
- Self-Control
- Love
- Compassion
- Trust
- Patience
- Goodness

These values are central to our approach to behaviour and help our pupils develop into responsible, caring and successful individuals.

3. Roles and Responsibilities

Trust and Governors

- Monitor the effectiveness of this policy at the school through visits, school data and reports

Headteacher and Senior Leaders

- Ensure the policy is understood by all staff and implemented consistently
- Ensure behaviour incidents are recorded and reported as required to relevant others
- Ensure regular behaviour incident monitoring and analysis
- Ensure all Leaders model high expectations and effective practise and offer additional support to staff if required to implement this policy
- Ensure Senior Leaders, SENCOs or other staff promptly seek advice and support as and when required
- Work in partnership with parents and other professionals around individual pupils and behaviour

Staff Team

- Model the school's values and promote the school's behaviour policy at all times
- Consistently apply the Behaviour Policy and any Individual Behaviour plans
- Use consistent language and non-verbal signals to support positive behaviour.
- Use positive reinforcement to encourage desired behaviours.
- Use de-escalation strategies and restorative conversations where needed.
- Record agreed behaviour incidents (see Section 12) or concerns using the agreed school systems (CPOMS)
- Seek support around behaviour if required
- Engage with continuous professional development (including training, coaching, supervision and) around behaviour

Parents and Carers

- Support the school's Behaviour Policy.
- Communicate positively with staff.
- Work in partnership with school staff and other professionals to support their child's education

Pupils

Pupils are expected to:

- Be **ready** to learn
- Be **respectful** to all members of the school community
- Keep themselves and others **safe**
- Not bring any banned items onto site

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4. Our School's Approach to Behaviour

We follow the **'Ready, Respectful, Safe'** approach, inspired by Paul Dix's research. This simple and consistent language supports all pupils to understand and meet expectations.

We also follow the Five Pillars approach:

1. **Consistent, Calm Adult Behaviour**
   Adults set the emotional tone. Staff must model calm, predictable, and emotionally regulated behaviour at all times — especially in difficult situations.
2. **First Attention to Best Conduct**
   Focus on catching pupils doing the right thing, rather than giving disproportionate attention to poor behaviour. Praise and recognition should be given for expected behaviour, not just exceptional behaviour.
3. **Relentless Routines**
   Embed simple, clear, and consistent routines throughout the school. These should be taught, practiced, and reinforced regularly so all pupils know what's expected.
4. **Scripted Interventions**
   Use agreed scripts for challenging moments to avoid escalation and maintain professionalism. This ensures consistency across the school and reduces emotional responses from staff.
5. **Restorative Follow-Up**
   Repair relationships after incidents. Restorative conversations help pupils reflect, take responsibility, and rebuild trust — ensuring long-term change and emotional growth

We also use parts of the **Thrive Approach**, understanding that behaviour is a form of communication and using relational practice to support emotional development.

5. Behaviour Curriculum and School Routines

Pupils are explicitly taught our high-expectations for positive behaviour and our routines which ensure a focus on learning, including:

- Greet others politely
- Walking calmly and safely in corridors
- Using respectful vocabulary at all times
- Listening when others are speaking
- Lining up quietly and promptly
- Taking responsibility for their belongings and school equipment

Visual prompts and posters are displayed in every classroom to reinforce these expectations.

See Example in Appendix 1.

6. Recognition and Rewards

We celebrate and reward positive behaviour through:

- Verbal praise and encouragement
- Visits to other (important adults) to share successes
- Stickers and certificates
- Special responsibilities (e.g. Sports Leaders or School Council)
- Recognition Boards
- Weekly celebration assemblies
- Notes home, Messages or calls to parents
- The Always Club

Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important for achieving high-standards of behaviour.

7. Responses & Sanctions

For most behaviour concerns, all adults will use the following responses, usually, but not always, in this order:

a. Verbal reminder: a reminder of the expected behaviour, and a statement that the expected behaviour is still not observed
b. Verbal warning: a warning that the expected behaviour is still not observed, and a clear warning of the next steps
c. Time Out: the pupil is moved to another classroom for reflection and to become ready to learn. Any missed learning to be 'given back' at the very next opportunity (break or lunch play)
d. Sanction or a 'repair' activity (for example, restorative conversation, writing a letter of apology or school-based community service)

Examples of Sanctions:

1. Repaying lost learning time during playtimes (detention)
2. Repeating tasks until they meet the expected standard the pupil
3. School-based community service (eg: litter-picking or supporting other pupils)
4. Repair activity (tidying up, letter of apology)
5. Loss of privileges (including: restricted access to playgrounds; extra-curricular activities; removal of leadership roles or representing school teams etc).
6. Behaviour report or monitoring chart
7. Removal (internal suspension)
8. Suspension for serious incidents

Restorative Conversations

We aim to use reflective conversations for any behaviour that affects relationships to help pupils restore and retain positive relationships.

These:

a) ensure pupils understand the impact of their behaviour choices on others
b) help pupils to take responsibility for their actions and choices
c) help pupils to develop skills to identify solutions that repair harm or damage
d) ensure discussions about how to prevent /reduce repeated misbehaviour or issues

Removal (formerly internal-suspension)

Removal is a sanction for disruptive, or repeated misbehaviour. A pupil completes their learning separately to their class - either in a different class or in a separate space from other pupils. This can last from one hour to a whole day. This could be extended under certain circumstances (for example, ensuring a pupil feels safe whilst alleged bullying is being investigated). The pupil would be supervised and have all the required resources to learn. It includes having 'breaks' and lunch separately to their class / peers. Usually, a reintegration meeting involving a member of SLT, the class teacher and pupil occurs before they pupil returns to class. A record of 'removals' will be kept on CPOMS by Senior Leaders. Frequent use of removal for an individual pupil will lead to Tier 3 support (see section 9), an individual Pastoral / Behaviour Plan and could lead to a suspension.

Reduced Timetables

A reduced timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary and following discussion with other involved professionals. Any individual timetable or other agreement should have a time-limit (recommended maximum of 8 weeks) by which point the pupil is expected to attend full-time education, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing a reduced timetable with the pupil and their parents. In agreeing to a reduced timetable, a school has agreed to a pupil being absent from school for part of the week or day and must record this on BromCom using code C2. Schools must gain parental agreement ahead of any arrangement (See example on Appendix 2) and inform the Trust Inclusion Lead (and BANES Schools must also inform the Children Missing Education Service (ChildrenMissing_EducationService@BATHNES.GOV.UK).

9. Tiers of Support - Supporting Individual Needs (Tier 1- 3)

For a variety of reasons (often external to the pupil or school), a pupil can require support with regulating their emotions and / or behaviour. This can include pupils with SEN and/or a disability and those with social emotional, or mental health needs (SEMH) – including those who have experienced trauma. Behaviour can be viewed as communication, so it is important that adults seek to understand a pupil's behaviour and gain any advice or support required.

Tier 1: School Support

Initial support is via school-provided adjustments or interventions, these include:

- Reward chart
- Individualised support
- Inclusion strategies
- Behaviour toolkit strategies
- Advice from SEND and AP Advice Service
- 1 Page Profile
- LSP
- Behaviour Plan
- SEND Needs screened
- Needs led approach
- SpL Needs screened
- ELSA support
- Mentoring
- Thrive (1:1 or group)
- Early Help referral

Tier 2: External Advice

If Tier 1 support is unsuccessful, External Advice **is** sought from or via one or more of:

1. Thrive practitioners
2. Local BANES Inclusion Panel
3. TPT Inclusion Lead
4. Inclusion & SEND Service (BANES)
5. Paediatricians
6. Educational Psychologists
7. SALT Services
8. SASS
9. OPAL (Online behaviour)
10. Attendance and Welfare (AWSS)
11. Student & Family Support (SAFS)
12. Violence Reduction Partnership (VRP)

We also engage with other wider-professionals to address specific challenges such as:

• Trauma related behaviours
• Difficulty with self-regulation or managing emotions
• Anger management skills
• Lack of resilience
• Social Conflict or bullying-type behaviours
• Difficulties with peer relationships and/or social skills
• Inappropriate Online behaviour

If Tier 1 and 2 approaches are unsuccessful and concerns about a pupil's on-going behaviour continue (or the behaviour represents a sudden change for any pupil) external involvement should be sought;

Tier 3: External Involvement

External Involvement **(Tier 3)** can be sought from or via:

1. Inclusion & SEND Service (BANES)
2. Mental Health in School Support Team
3. CAHMS
4. Alternative Provision – support in school
5. Alternative Provision (out-reach)
6. Mentoring (for example Mentoring Plus)
7. Early Help referral
8. Social Care referral

Risk Assessments

Some behaviours (which if repeated could pose a risk to the safety of the pupil or others) may require a risk assessment (Appendix 3). If a pupil has an individual risk assessment this will include the school's approach to any off-site activities for the individual pupil.

10. Exclusions: Suspension and Permanent Exclusion

For more detailed information see the separate **Exclusions Policy**.

Decisions about suspension and permanent exclusions are based on individual circumstances. The reasons below are Department of Education examples of the types of circumstances that may lead to a suspension or permanent exclusion:

- Persistent disruptive behaviour
- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use, of an offensive weapon or banned item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Suspensions

If a suspension is necessary, the Head teacher, will inform the parents that their child is to be suspended from the school for a fixed-period (for a maximum of 45 days in a single academic year).

If misbehaviour at lunchtime is problematic, despite support, the school may suspend a pupil from school during lunchtimes (this counts as a half-day suspension). This will not affect lessons. Parents will always be given 24 hours warning to enable them to make the necessary arrangements. If a pupil is entitled to free-school meals – meals will be offered.

All suspensions will ideally be followed up with a **reintegration meeting**. The purpose of this meeting is to support a successful return to school for the pupil. It provides an opportunity to discuss the reasons for the suspension, review any plans and agree on strategies to prevent further incidents. The meeting ideally involves the pupil, parents or carers, and relevant school staff, ensuring that expectations for all are clearly communicated. (Appendix 4)

If a child is suspended on two or more occasions in a two-term period, advice should be sought as to if a needs assessment should be started.

Permanent Exclusion

Permanent Exclusion is for a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education welfare of the pupils or staff in the school (see separate policy).

11. Preventative Measures

If individual support through Tiers 1-3 is unsuccessful and frequent suspensions occur, we explore other alternatives or 'preventative measures' prior to considering exclusion, as part of a Tier 4 review. These include:

Alternative Provision

Outreach support for pupils from high-quality alternative provision providers or short-term time-limited intervention away from school.

Off-Site Direction

Off-Site Direction is a temporary placement (full or part-time) to another school or alternative provision (to improve behaviour). This is an alternative to permanent exclusion. Off-Site direction is agreed at BANES Inclusion Panel (see BANES Direction Off-Site Protocol).

Managed Moves

A managed move is used to initiate a transfer of a pupil to another mainstream school permanently. A managed move should only occur when it is in the pupil's best interest. Managed moves are discussed and arranged via the BANES Inclusion Panel.

12. Tier 4: Review of Provision

If a child is at risk of permanent exclusion, a multi-agency review to reflect on strategies, support and provision for the pupil will occur.

This review of support involves an evaluation process, including completion of the reflective exclusion protocol or check-list, consultation with TPT Inclusion Lead, and discussion with the Manager of the Alternative Learning Team (BANES) to ensure all support available has been explored.

13. Child-on-Child Abuse

Child -On Child abuse is targeted behaviour from a child (or group of children) towards another child and includes:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Any potential child-on-child abuse will be dealt with robustly using this and the Anti-bullying policy. This may involve support from other agencies (including Early Help or Social Care).

14. Recording Behaviour Incidents

Some escalating and **all serious behaviour** incidents are recorded promptly and accurately by the relevant staff on our CPOMS system.

A CPOMS record should be kept for these incidents: (list to be school specific)

- If a pupil is physically hurt
- Alleged, potential or bullying-behaviours (including child-on-child abuse)
- Discriminatory behaviour
- Repeated or emerging patterns of behaviour
- Incident involving parent involvement (phone calls or meetings)
- Removal
- Suspension

Any discriminatory behaviour will also be reported to BANES via RID (Report Incidents of Discrimination) The reporting tool also offers suggestions of where appropriate support can be sought.

These records help track patterns, inform support or interventions, and ensure consistency in response. All records are stored securely and maintained in line with the UK General Data Protection Regulation (GDPR), ensuring that personal data is handled lawfully, fairly, and transparently. Access to these records is restricted to authorised staff only.

Serious Incidents

All serious incidents are recorded on CPOMS. Serious Incidents at our school are:

- Racial abuse
- Verbal abuse or swearing at an adult
- Bullying
- Vandalism
- Putting themselves or others in danger
- Violence towards adults
- Being absent from class without permission and/or attempting to leave the school site
- Persistent disobedience or destructive behaviour

(See Appendix 5 and 6 for advice on recording using the correct categories on CPOMS and serious incidents).

14. Pupil Transition

To support pupils to understand the behaviour approaches, rules and routines, reminding and reinforcing these forms part of our transition arrangements. Some pupils (including those with SEN) may benefit from enhanced transition arrangements which may include: (list to be school specific)

- Additional visits to pre-schools, new classes or new schools (junior, secondary, middle or specialist)
- Provision of social stories (or additional photos or information) prior to transitions
- Additional meetings between parent, other professionals and school staff

15. Pupils with SEND

We take all reasonable steps to avoid disadvantaging pupils with SEND (Equality Act 2010).

Examples include:

- Reasonable adjustments to ordinarily-available provision (OAP) as recommended by the SENCo or other relevant school engaged professionals
- Modified instructions
- Tailored uniform requirements
- Staff training for specific needs (e.g. Neuro-diversity or Trauma-informed)
- Provision included in My Plans or EHCPs or My Plans

If a pupil with an EHCP is at risk of frequent suspensions or at risk of a permanent exclusion, or in agreement with parents for other reasons linked to provision, the school will promptly liaise with the Local Authority SEND team (and any other relevant professionals) to organise an emergency or early review.

16. Banned Items and Confiscation

All staff are able to confiscate items from a pupil that are banned, age inappropriate or items that can potentially cause harm.

Banned items include:

1. Inappropriate clothing (for example style or offensive wording)
2. Weapons
3. Alcohol
4. Illegal drugs
5. Stolen goods
6. Tobacco or vaping products
7. Fireworks
8. Pornographic material
9. Any item used to cause harm or disruption
10. Electronic devices including Smart phones, items with internet access or cameras (re-word for partial bans)

Parents will be informed and the items must be collected by an adult from the School Office.

For Further information visit the government webpage

17. Behaviour Outside School

Behaviour outside of school (e.g. online or in the community) that impacts the school community may result in sanctions. This includes:

- Taking part in any school organised or school-related activity
- Travelling to and from school
- Wearing the school uniform or in any other way identifiable as a pupil of the school
- That poses a threat to another pupil
- Adversely affects the reputation of the school

18. Staff Training and Support

The Trust, Local Authority Inclusion & SEND Service or SASS offer the following training:

- De-escalation and positive handling (e.g. Proact-Script-UK)
- Restorative approaches
- Trauma-informed and relational practice
- Understanding SEND-related behaviours
- Understanding Autism

Training requirements are reviewed regularly.

ECTs will be given additional support and training to enable them to successfully manage pupil's behaviour in school.

Staff and pupils are offered time and space to debrief after serious incidents. Staff should complete a Debrief Form (Appendix 7).

19. Working with Parents and Carers

We aim to work in close partnership with parents and carers to promote consistent expectations and support pupils with their behaviour. Communication may include:

- Informal discussions
- Parent meetings
- Pastoral (behaviour) plans or agreements
- External referrals

For some pupils requiring Tier 2-3 support, parents will be invited to agree an individual pastoral or behaviour plan to harness partnership between school and home (including consistent expectations, rewards and sanctions). Pastoral or behaviour plans are part of ordinarily-available provision (OAP) and a short-term intervention. The plan will be regularly reviewed and will be ceased when sufficient progress has been made.

19. Legislative Framework

This policy is based on:

- Behaviour in Schools (DfE, 2024)
- Suspension and permanent exclusion (DfE 2024)
- Searching, Screening and Confiscation (DfE, 2022)
- Equality Act 2010
- Keeping Pupils Safe in Education (DfE 2025)

- SEND Code of Practice (2014)
- Education (Independent School Standards) Regulations 2014

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

- Exclusions
- Anti-Bullying
- Positive Touch (if you are following the policy provided by the Trust)
- Safeguarding

This policy complies with our funding agreement and Articles of Association.

18. Additional Guidance

Malicious Allegations

All allegations are taken seriously and investigated. Malicious allegations against pupils or staff may lead to appropriate consequences and support for all involved. See Safeguarding Policy.

19. Appendices

- Appendix 1: Example Behaviour poster (Ready, Respectful, Safe)
- Appendix 2: Reduced Timetable agreement
- Appendix 3: Risk Assessment Template
- Appendix 4: Reintegration Meeting Script
- Appendix 5: How to record incidents on CPOMS
- Appendix 6: Serious Incident Log
- Appendix 7: Staff debrief form