



## Wellstead Primary School Behaviour Policy

### Intent

At Wellstead Primary School, we know that good behaviour is based on mutual respect between all members of the community. Our vision of 'sowing the seeds of success', based on clear learning values, creates an environment in which everyone feels secure, valued and respected. Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. It creates a calm, safe and supportive environment which children and young people want to attend, and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

We encourage pupils to take responsibility for their behaviour, by following three simple rules of being "Ready, Respectful and Safe." Pupils are taught to understand that all behaviour has consequences for both ourselves and others and are supported to develop strategies to self-regulate and to put right any resulting impact of their behaviour choices. This fosters an inclusive school community where all pupils learn and develop strategies to make positive, confident choices as they journey through the school and into adulthood.



### Aims:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Maintain a consistent, whole-school approach to upholding high standards of behaviour that reflect the values of the school
- Create a shared understanding of effective learning behaviours, with pupils demonstrating readiness to learn
- Identify and define expected positive behaviours and outline reward systems
- Identify and define unacceptable behaviours, including bullying and discrimination, and outline potential consequences for some specific behaviours
- Provide a consistent approach to behaviour management that is applied fairly to all children

Wellstead Primary School recognises that universal systems are unlikely to meet the needs of all children. For those pupils who need a different approach to behaviour management, we will use a **personalised plan** that compliments this policy.

## Rationale

“Staff have high expectations of behaviour and help all pupils to learn how to meet these. Typically, pupils are polite and behave well. They walk quietly in the corridors and show respect for each person and property. The school values are clearly understood and used by pupils.”

“The school has established strong expectations for the behaviour and conduct of everyone.”

“Staff model high standards and support all pupils to achieve them. As a result, there is a calm and purposeful atmosphere throughout the school.”

Ofsted, (Inspection report, June 2025)

We value our school community as individuals with their own unique set of needs (Maslow’s Hierarchy of Needs – Appendix 1). The school recognises that all behaviour has a communicative function and will train adults to be “professionally curious” in order to analyse the root cause of any negative behaviour choices. This allows the correct support to be put in place for the pupil, class or cohort.

**Good relationships** matter to us. It is important that adults know the pupils well and develop positive relationships with children and their families.

We teach **learning behaviours**. Our school values are fundamental to what we believe children need in order to learn effectively now and in the future. They represent positive behaviour.

**Effective classroom management and provision** promotes positive behaviour and engagement, leading to better outcomes for all pupils.

**Clear, positive** rules and restorative practices are part of our regular routines.

**Consistency** and coherence are paramount across the whole school. Everyone witnessing a poor choice of behaviour, from any pupil, has a responsibility to **address that behaviour** in an appropriate way. Equally, everyone seeing good behaviour choices has the responsibility to praise and reward the child.

## Legislation, statutory requirements and statutory guidance

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

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (updated August 2024)
- [Use of reasonable force in schools](#) (updated April 2026)
- [Supporting pupils with medical conditions at school](#) (last updated August 2017)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#). (2014, last updated September 2024)
- 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 behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- White Paper "[Every Child Achieving and Thriving](#)" (February 2026)

It also considers current educational research:

- EEF 'Improving Behaviour in Schools' (2019)
- Paul Dix 'When the Adults Change, Everything Changes' (2017)
- Paul Dix 'After the Adults Change' (2021)
- Sam Strickland 'The Behaviour Manual' (2022)

## **Roles and responsibilities**

The Department for Education guidance, [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#), has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

**Pupils** are expected to:

- Follow the school behaviour expectations and engage in discussions about them
- Adhere to the school expectations, including during off-site visits
- Support other members of the school community in promoting the expectations of good behaviour
- Know the rewards that they can earn for positive behaviour and the consequences of poor behaviour choices
- have support where they find meeting the behaviour standards difficult
- Be supported to understand the school's behaviour policy and wider culture
- Tell an adult in school, or use an agreed communication method (e.g. the Butterfly Jar) if they are experiencing difficulties with the behaviour of others as soon as it happens

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy, through their School Council representative and pupil conferencing.

**Teachers and staff:**

All staff are responsible for setting the tone and context for positive behaviour within the school. The school believes that preventing unwanted behaviour is more effective than responding to negative behaviour when it occurs. Staff aim to create a safe, predictable, positive learning environment by consistently challenging behaviour that falls short of the standards, and by responding in a fair and proportionate manner. This is always done through maintaining positive relationships based on mutual respect and with consideration of the underlying communicative function of the behaviour.

Adults will do this by:

- Teaching explicitly what good behaviour looks like
- Creating a calm and safe environment for pupils that inspires their focus on learning
- Praising and rewarding positive behaviour (see Appendix 2)
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour policy consistently, with planned approaches for the individual needs of children within their cohort
- Using behaviour management strategies such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice

- Communicating the school's expectations, routines, values and ethos through teaching behaviour, displays and in every interaction with children
- Modelling expected behaviour and positive relationships
- Setting high standards of professional behaviour, politeness, self-discipline and respect to all
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering how their own behaviour contributes towards the school culture, and how they can uphold school rules and expectations
- Recording significant or ongoing behaviour incidents promptly on CPOMs
- Using appropriate strategies to de-escalate situations, and restorative practices to explore, restore and repair relationships/ situations.

### **Parents and Carers:**

The school will communicate serious behavioural incidents to parents, and welcome open communication with parents around any concerns that they might have.

We ask parents to work with the school through holding open discussions with their child as appropriate, role modelling and leading through example to support the behavioural expectations of the school in order to minimise the likelihood of further incidents.

Parents and carers should:

- Sign the home-school agreement
- Familiarise themselves with the school's behaviour policy and reinforce it at home through discussion with their child as appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work necessary (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

**The Headteacher** is responsible for:

- Reviewing this policy in conjunction with the governing board
- Ensuring that the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils, and applied consistently and fairly to help create a calm and safe environment
- Ensuring effective measures are in place, and that support is provided to all pupils to help them meet behaviour standards, using both general and targeted interventions to improve pupil behaviour. Reasonable adjustments for pupils with a disability will be made as required
- Ensuring all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe, and where everyone is treated respectfully
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Monitoring that the policy is implemented by staff consistently with all groups of children
- 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 children 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 that they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Anti-Bullying policies to offer children both sanctions and support when necessary
- Ensuring that the behaviour data from CPOMs is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

**The Governing Board** is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

## **Rewards and Sanctions:**

### **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the expectations and school's behaviour culture.

We recognise, reward and celebrate all pupils who display good behaviour. It is important that adults notice and reward those pupils going 'above and beyond' what is generally expected.

Positive behaviour will be rewarded with a variety of rewards – **see Appendix 2.**

### **Responding to poor behaviour choices**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond promptly, predictably and appropriately in order to maintain a calm and safe learning environment and to prevent recurrence of the poor behaviour choice.

Where there is uncertainty about the circumstances surrounding significant poor behaviour, a decision will be taken 'on the balance of probabilities'; i.e. it is more likely than not that a fact is true. This means that something happened if it is more likely that it happened than that it did not happen. In this case, parents will be informed so that we are able to work together on supporting the pupil's behaviour.

It is important that any use of sanctions are appropriate to the age and stage of the child. It is possible and quite likely that children can exhibit behaviours from different stages. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought into consideration by staff, this is especially so for pupils with complex Special Educational Needs & Disabilities.

The aims of any response to misbehaviour will be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Responses may include:

- Deterrence: Sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- Protection: Keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour - for example, removing a pupil or other pupils from a lesson - may be immediate or after assessment of risk.
- Improvement: To support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. A restorative conversation is used to explore the specifics of the event, support the child to understand the impact of their behaviour choice, listen to the child's voice and restore and repair good relationships.

Teachers will avoid the use of whole class sanctions unless a significant majority of pupils are involved in an incident.

**Table 1: Behaviours, Strategies and Support.**

| Tier | Characteristics of Behaviour   | Adult strategies, consequences or sanctions to support a return to or maintenance of Point 1  | Potential Support Options:   |
|------|--|---|--|
| 1    | <p><b>Ready, Respectful, Safe.</b></p> <ul style="list-style-type: none"> <li>Following the Wellstead Way and using our Learning Values</li> <li>Showing readiness to learn</li> <li>Respecting each other and the environment</li> <li>Engaging well with the curriculum</li> <li>Communicating respectfully with adults and children</li> <li>Managing emotions effectively</li> <li>Being safe with behaviour choices</li> </ul>  | <ul style="list-style-type: none"> <li>Creating a calm and safe environment for pupils that inspires their focus on learning</li> <li>Reminders about the Wellstead Way and Learning Values</li> <li>Praising and rewarding positive behaviour</li> <li>Implementing the behaviour policy consistently with planned approaches for the individual needs of children within their cohort</li> <li>Communicating the school's expectations, routines, values and ethos through teaching behaviour, displaying posters and in every interaction with children</li> <li>Modelling expected behaviour and positive relationships</li> <li>Setting high standards of professional behaviour, politeness, self-discipline and respect to all</li> <li>Providing a personalised approach to the specific behavioural needs of particular children</li> <li>Considering their own behaviour on the school culture and how they can uphold school rules and expectations</li> </ul>   | <p><b>Parent Involvement:</b><br/>Examples of good behaviour, outcomes and success stories shared with parents regularly.</p>  |
| 2    | <p><b>Disruption - low level inappropriate behaviour</b></p> <ul style="list-style-type: none"> <li>Not following adult instructions, answering back or questioning instructions</li> <li>Calling out, not listening to others or giving others opportunities to talk during discussion</li> <li>Interrupting when others are talking</li> <li>Disturbing the learning of others</li> <li>Talking at a time when this is not appropriate</li> <li>Turning round to engage others at inappropriate times</li> <li>Fidgeting and fiddling with equipment when adults are talking</li> <li>Making noises to gain attention</li> <li>Swinging on chairs</li> <li>Mobile phone use in school</li> </ul> | <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Establishing and maintaining clear boundaries of acceptable behaviour</li> <li>Reminder of the behaviour you want to see (Point 1 of this scale)</li> <li>Check-in with the child to ensure that learning is appropriately pitched</li> <li>Ensure that the child has appropriate support and resources to access the task</li> <li>Learning or environment adapted to meet the children's needs at the time               <ul style="list-style-type: none"> <li>Redirection and distraction</li> <li>Proximal praise – highlight positive choices of others</li> <li>Tactical ignoring</li> <li>Use of resources to support re-focussing</li> <li>Change of seat/space, separate from group</li> <li>Wondering out loud – "I've noticed you are doing/feeling...can I help you with something?"</li> <li>Offer appropriate choices - a verbal "now, next, then"</li> <li>Use a sand timer to show a five minute check in period</li> <li>Option to join an adult-led group/sit near an adult</li> <li>Given the option of calm down at a safe space in the classroom.</li> </ul> </li> </ul> <p><b>Potential Sanctions:</b></p> <ul style="list-style-type: none"> <li>Warning given; further incidents will mean a 2<sup>nd</sup> warning which will lead to a consequence</li> <li>Missing a part of break or lunchtime</li> <li>Staying in for a part of break or lunch to engage in a restorative conversation or activity with an adult or complete work or homework</li> <li>Time out given in order to reset</li> </ul> | <p><b>Potential Support Options:</b></p> <ul style="list-style-type: none"> <li>Class based support from an LSA</li> <li>ELSA one off check-in</li> <li>Group ELSA if appropriate</li> <li>Circle of Friends or other supportive interventions</li> </ul> <p><b>Parent Involvement:</b><br/>Parents may be informed of the child's behaviour at pick-up.</p> |
| 3    | <p><b>Persistent low-level disruption or more serious disruption/ inappropriate behaviour</b></p> <ul style="list-style-type: none"> <li>Repeated and persistent low-level disruption (as above) despite adult reminders</li> <li>Taking things belonging to others</li> </ul>   | <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Apply strategies above and consider:               <ul style="list-style-type: none"> <li>Apply take up time and avoid constant reminders, choosing alternative strategies</li> <li>Check-in with the child to ensure that learning is appropriately pitched</li> <li>Ensure that the child has appropriate support and resources to access the task</li> </ul> </li> </ul>  | <p><b>Potential Support Options:</b></p> <ul style="list-style-type: none"> <li>Class-based support as above</li> <li>Group or 1-1 ELSA/TALA</li> <li>Circle of Friends or other supportive interventions</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Offensive language or swearing</li> <li>• Physical behaviour towards others where there was no intent to harm</li> <li>• Unintentional unsafe behaviour</li> <li>• accidental touching of others' genitals and/ or sensitive areas</li> </ul>  | <ul style="list-style-type: none"> <li>○ Use of ABCC behaviour chart and pupil conferencing to assist in understanding the communicative function of the behaviours</li> <li>○ Potential referral to the SENDCO for further advice, strategies or consideration of underlying factors impacting behaviour</li> <li>○ Use of appropriate strategies to de-escalate situations, and restorative conversations post-incident to explore, restore and repair relationships.</li> <li>○ Use of social stories/storybooks etc to explain or teach a specific social behaviour</li> </ul> <p><b>Potential Sanctions:</b></p> <ul style="list-style-type: none"> <li>• Warning given; further incidents will mean a 2<sup>nd</sup> warning which will lead to a consequence</li> <li>• Missing a larger part of break or lunchtime, or the whole break if proportionate to the behaviour, to engage in a restorative conversation or activity with an adult or complete work or homework</li> <li>• Time out given in order to reset</li> <li>• Child asked to go to parallel class to complete learning with a teacher for a change of face</li> <li>• Persistent incidences over time may result in a short term, individual behaviour plan</li> </ul>  | <ul style="list-style-type: none"> <li>• Possible Family Support Worker involvement to support the family if appropriate</li> </ul> <p><b>Parental Involvement:</b><br/>Parents will be contacted, informed of the behaviours and a discussion will be held about working together to resolve the ongoing behaviour.</p>  |
| 4 | <p><b><u>Challenging behaviour/ high level disruption or serious incident</u></b></p> <ul style="list-style-type: none"> <li>• Bullying, abusive or discriminatory behaviour where this is the first incident, or the child may not understand the severity of the behaviour choice</li> <li>• Serious challenging of adult authority</li> <li>• Physical behaviour towards others that causes harm (including spitting)</li> <li>• Lack of respect for others and their environment including inappropriate sexual comments, remarks or jokes towards peers (KCSiE)</li> <li>• Serious swearing or inappropriate language</li> <li>• Use of prejudicial language in person or online</li> <li>• Leaving the classroom without permission or refusal to come in when asked</li> <li>• Malicious allegations against others</li> <li>• Deliberate damage to equipment or property</li> <li>• Deliberately accessing inappropriate online material in school or encouraging others to do the same</li> <li>• Physical disruption of the learning environment (throwing small items around)</li> </ul> | <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Apply strategies above and consider: <ul style="list-style-type: none"> <li>○ Reduction of language</li> <li>○ Direct other pupils to move away, tactical ignoring.</li> <li>○ Wait for signs that the child wants to engage with an adult/ or approaches an adult. "Let's make this right. How should we do that?"</li> <li>○ Do not label own emotions e.g. saying you're disappointed, or highlight impact of the child's behaviour, say they are making poor choices etc. This is likely to escalate behaviour further.</li> <li>○ If a child leaves the room and is heightened - supervise from afar - observe for safety but don't intervene. Use walkie-talkie or send a runner to the office if additional support is needed</li> <li>○ If a child is under the table - observe for safety, give them time to come out. "I'll be over there, when you're ready come over"</li> <li>○ Referral to SENDCO for advice if repeated incidents, referral to outside agencies if appropriate</li> <li>○ Use of ABCC behaviour chart and pupil conferencing to assist in understanding the communicative function of the behaviours</li> <li>○ Use of appropriate strategies to de-escalate situations, and restorative conversations post-incident to explore, restore and repair relationships.</li> </ul> </li> </ul> <p><b>Potential Sanctions:</b></p> <ul style="list-style-type: none"> <li>• Warning given, further incidents will mean a 2<sup>nd</sup> warning which will lead to a consequence</li> <li>• Where an incident is physical in nature and may cause harm, to another, a consequence may be applied directly without the warning stage</li> <li>• Staying in for the whole of break or lunch to engage in a restorative conversation or activity with an adult or complete work or homework</li> <li>• Time out given in order to reset</li> <li>• Child asked to go to parallel class to complete learning</li> <li>• Persistent incidences over time may result in a short term, individual behaviour plan</li> <li>• Putting right the behaviour eg a letter of apology, tidying up</li> <li>• Depending on the context, a 'ban' from particular games or outside activities</li> </ul> | <p><b>Potential Support Options:</b></p> <ul style="list-style-type: none"> <li>• 1-1 ELSA/TALA</li> <li>• Circle of Friends or other supportive interventions</li> <li>• Family Support Worker involvement to support the family if appropriate</li> <li>• Primary Behaviour Service Involvement – might be referred for in-reach support</li> <li>• Educational Psychology input</li> <li>• Referral to CAMHS where appropriate</li> <li>• Outreach referral to schools with a specialist provision</li> <li>• Consideration of reduced hours or alternative provision if concerns are ongoing and serious in nature.</li> </ul> <p><b>Parental involvement:</b><br/>Parents will be contacted and asked to come into school for a meeting to discuss the behaviour. There will be follow up reviews over an agreed period of time</p> <p>Where property is deliberately damaged, parents may be asked to contribute towards repair or replacement.</p> |

|   |  |   |  |
|---|--|---|--|
|   | <ul style="list-style-type: none"> <li>• Locking doors</li> <li>• Deliberate touching of children's/ adult's genitals and/ or other sensitive areas</li> </ul>   | <ul style="list-style-type: none"> <li>• Depending on severity of the behaviour the child may be removed from the classroom for an 'inclusion'</li> </ul>   |  |
| 5 | <p><b><u>Dangerous, unsafe or persistent challenging behaviour or very serious incident</u></b></p> <ul style="list-style-type: none"> <li>• Persistent bullying, abusive or discriminatory behaviour in person or online, despite adult intervention</li> <li>• Very disrespectful, aggressive threatening or derogatory language or prejudicial language, despite adult intervention</li> <li>• Physical behaviour towards others that causes serious harm (e.g. leaves a red mark or a bruise)</li> <li>• Persistently and deliberately accessing inappropriate online material in school and/or encouraging others to do the same</li> <li>• Serious, aggressive or repeated challenging of adult authority</li> <li>• Repeatedly leaving the classroom without permission or repeated refusal to come in when asked</li> <li>• Leaving the school boundary without permission</li> <li>• Serious and deliberate damage to property or equipment.</li> <li>• Serious and deliberate challenge to safety of self or others (e.g. throwing chairs, throwing smaller items in the direction of others)</li> <li>• Continued and serious lack of respect for others and their environment including inappropriate sexual comments, remarks or jokes towards peers (KCSiE)</li> <li>• Bringing prohibited items to school</li> <li>• Aggressive/ forceful/ invasive touching of children's/ adult's genitals and/ or sensitive areas</li> </ul> | <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Apply strategies above and consider: <ul style="list-style-type: none"> <li>○ Make safe; this could include moving the class away completely.</li> <li>○ Send a Red card, or use a walkie-talkie, for <b>urgent</b> SLT support.</li> <li>○ If the child has an IBMP then ensure that strategies are followed</li> <li>○ No language if possible</li> <li>○ If necessary, supervise the child from a safe distance - tell the child very briefly or with gesture where you will be so that child feels safe; "I'll be over there when you're ready"</li> <li>○ Not commenting on the unwanted behaviours in the moment</li> <li>○ Do not label own emotions e.g. saying you're disappointed, or highlight impact of the child's behaviour, say he/she is making poor choices etc. This is a crisis management stage and this is likely to escalate behaviour further.</li> <li>○ Wait for signs that the child wants to engage with an adult/approaches an adult; "Let's make this right. How should we do that?"</li> <li>○ Meeting with SENDCO and outside agencies involved</li> <li>○ Where significant and complex needs – consider application for an EHCP</li> </ul> </li> </ul> <p><b>Potential Sanctions:</b></p> <ul style="list-style-type: none"> <li>• Warning given, further incidents will mean a 2<sup>nd</sup> warning which will lead to a consequence</li> <li>• Where an incident is physical in nature and harms another, a consequence may be applied directly without the warning stage</li> <li>• Staying in for a number of break or lunch times with SLT</li> <li>• Persistent incidences over time will result in an individual behaviour management plan</li> <li>• Putting right the behaviour eg a letter of apology, tidying up</li> <li>• Depending on the context, a 'ban' from particular games or outside activities</li> <li>• The child may be removed from the classroom for an 'inclusion'</li> <li>• Fixed Term Suspension</li> <li>• Managed Move to alternative school</li> <li>• Permanent Exclusion</li> </ul> | <p><b>Potential Support Options:</b></p> <ul style="list-style-type: none"> <li>• 1-1 ELSA/TALA</li> <li>• Individual risk assessment</li> <li>• Circle of Friends or other supportive interventions</li> <li>• Ready2Learn support within school</li> <li>• Family Support Worker involvement to support the family</li> <li>• Primary Behaviour Service Involvement – might be referred for in-reach support</li> <li>• Referral to CAMHS</li> <li>• Outreach referral to schools with a specialist provision</li> <li>• Educational Psychology input</li> <li>• Consideration of reduced hours or alternative provision is concerns are ongoing and serious in nature.</li> </ul> <p><b>Parental Involvement:</b></p> <p>Parents will be contacted and asked to come into school for a meeting to discuss the behaviour. There will be frequent follow up reviews over an agreed period of time and there may be outside agency meetings as well.</p> |

Our Family Support Worker is also available to listen-and advise on a multitude of practical parenting strategies to help support our parents. Please see our website for more information: [Supporting Children & Families | Wellstead Primary School](#)

## Bullying

“Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological, it can happen face to face or online.”

Anti-Bullying  
Alliance

Bullying is, therefore:

- Deliberately hurtful
- There is **intent** to hurt someone else
- **Repeated**, often over a period of time
- A power imbalance.

Bullying can include:

| TYPE OF BULLYING      | EXAMPLES   |
|-----------------------|--|
| Emotional             | Being repeatedly unfriendly, excluding, tormenting<br>Isolating others, hiding books, threatening gestures, ridicule, humiliation, intimidating, manipulation, coercion. |
| Physical              | Hitting, kicking, pushing,poking, biting, pinching etc   |
| Sexual                | Unwanted physical contact, abusive comments, LGBTQ+ abuse, exposure to inappropriate material, explicit sexual remarks, sexual gestures, inappropriate touching          |
| Verbal                | Name-calling, sarcasm, spreading rumours, teasing, threats,, belittling.   |
| Online/Cyber-bullying | Posting on social media, sharing photos, sending nasty messages, social exclusion.   |
| Indirect              | Can include the exploitation of individuals, deliberately excluding peers, spreading rumours   |

Anti-Bullying  
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Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying policy:

**Anti-Bullying Policy May 2026**

## Abusive or Discriminatory Behaviour

Wellstead Primary School is fully inclusive and promotes equality of opportunity for all. Abusive or discriminatory behaviour will not be tolerated at Wellstead Primary School and will be vigorously challenged. All members of staff are committed to promoting the principles of equality, tolerance and diversity; strongly linking to our 'respect' value. Children and young people in education are protected from discrimination under the Equality Act 2010 and in accordance with that act, Wellstead Primary School will:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

All members of staff are committed to promoting the principles of equality, inclusion, tolerance and diversity. Name calling amongst younger children where aspects of physical appearance are used in a derogatory manner, is not uncommon. In most instances, members of staff will be able to act swiftly to address these and restore a positive relationship between the children concerned. As children mature and move through the school, there is an expectation that they will take **increasing responsibility** for managing and regulating their own behaviour and conduct. When members of school staff make a determination that a child either is or is likely (on the balance of probabilities) to be engaging in abusive or discriminatory behaviour, the sanctions and consequences shown in stages 4 or 5 of the table (pages 7-9) will be applied.

Incidents regarded by members of staff to be very serious could be reported to the police.

### Removal from the classroom:

Removal is where a pupil, for serious disciplinary reasons, is required to spend a specified limited time out of the classroom at the instruction of a member of staff. This will be an internal 'inclusion' and is considered by the school as a **serious sanction**.

Removal will be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space

Where pupils are asked to complete an 'inclusion' the school will:

- Inform the pupil's parents on the same day
- Ensure that the inclusion is proportionate and consider whether there are any special considerations relevant to its imposition
- Ensure that the pupil is in a supervised setting within school
- Ensure that the pupil is completing learning set by their teacher during this time
- Provide an opportunity to debrief and discuss the incident and reintegration following the inclusion.
- Refusal to engage with an 'inclusion' may result in a suspension.

Removal is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this, and is not the same as being included in any planned, pro-active provision for the pupil based on their individual needs e.g. Ready2Learn, ELSA or other pastoral support interventions.

## **Suspensions and exclusions**

The school will apply suspensions in **serious** incidents which fall under stage 5 of the above table. Suspension and permanent exclusion as a sanction, when warranted, is used as part of creating a calm, safe, and supportive environment where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Permanent exclusions would only be applied after an extensive range of interventions and support strategies have been accessed. The school conforms to the Local Authority and DfE Guidance.

Suspensions are deemed as serious by the school and reflect the severity of the behaviour and action.

Parents will be informed immediately through a telephone call home and a formal letter which provides all parties' rights, responsibilities and details of the suspension. If a pupil is suspended for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the suspension going beyond day 5, alternative education provisions will be made by the school.

Following a suspension of a full day or more, in most instances, a reintegration meeting will be held with the pupil and relevant staff to which parents are required to attend. During this meeting, the incidents that lead to the suspension will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again.

Permanent exclusion is extremely rare and is only ever used if it has not been possible to secure a Managed Move to an alternative school setting. In the case of vulnerable pupils e.g. for those who are 'Looked After' by the Local Authority or who have complex SEND, permanent exclusion can only be sanctioned as a very last resort. In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a child is in need. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policies for more information:

[Child Protection Policy](#)  
[Safeguarding Policy](#)

## **Behaviour Outside of School**

## **Off-site visits**

The expectations in this policy apply whilst pupils and staff are involved in any off-site school visit. Class teachers will carefully plan visits so that all pupils have a successful visit. This may mean adapting the programme to suit the needs of individuals. Class teachers should share social stories with individuals/ groups and may arrange for a pre visit as required to support a successful visit. For any offsite visit, including residential, an individual behaviour plan and/or contract may be devised at the discretion of the class teacher, SENCO and SLT.

## **Online**

The school can issue behaviour sanctions to pupils for online poor behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with children. Please read in conjunction with the school's [Restrictive Physical Intervention Policy](#) The school does not encourage the use of Physical Intervention, although all members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. All Physical Intervention should follow the school's Physical Intervention Policy.

## **Mobile Phones**

Pupils are not permitted to use mobile phones in school. We do not permit pupils to bring their smartphones to school. Refer to Smartphone policy for further details.

## **Screening, searching and confiscation**

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (July 2022) states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful.

This means that staff may confiscate or seize items in the possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school.

Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the pupil's permission to look for any items that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items. Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **Allegations against staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated.

In all cases where an allegation against a member of staff 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 is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## **Responding to behaviour from pupils with Special Educational Needs and Disabilities**

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of poor behaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of poor behaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of poor behaviour will be made on a case-by-case basis.

When dealing with poor behaviour choices from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place provision and support to prevent these from occurring.

Universal systems are unlikely to meet the needs of all children. For those children who need a different approach to behaviour management, we will use **a personalised plan** such as an Individual Behaviour Management Plan (IBMP) that compliments this policy. A personalised plan will be created in conjunction with, as required, the SENDCO, Class Teacher, Parents (and child if appropriate), and outside agencies where necessary. A range of appropriate strategies will be used to support the personalised plan.

## **Adapting sanctions for children with SEND**

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and, if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a child displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Children with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

For transition to KS3 settings, we respond to the information as requested by the KS3 setting.

### **Monitoring**

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development. Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; analysis of formal data; number and nature of individual behaviour plans in place; behaviour walks;

impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

## Complaints

The school has a complaints procedure. Parents are required to raise any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the [Complaints Policy](#)

## Links with other policies

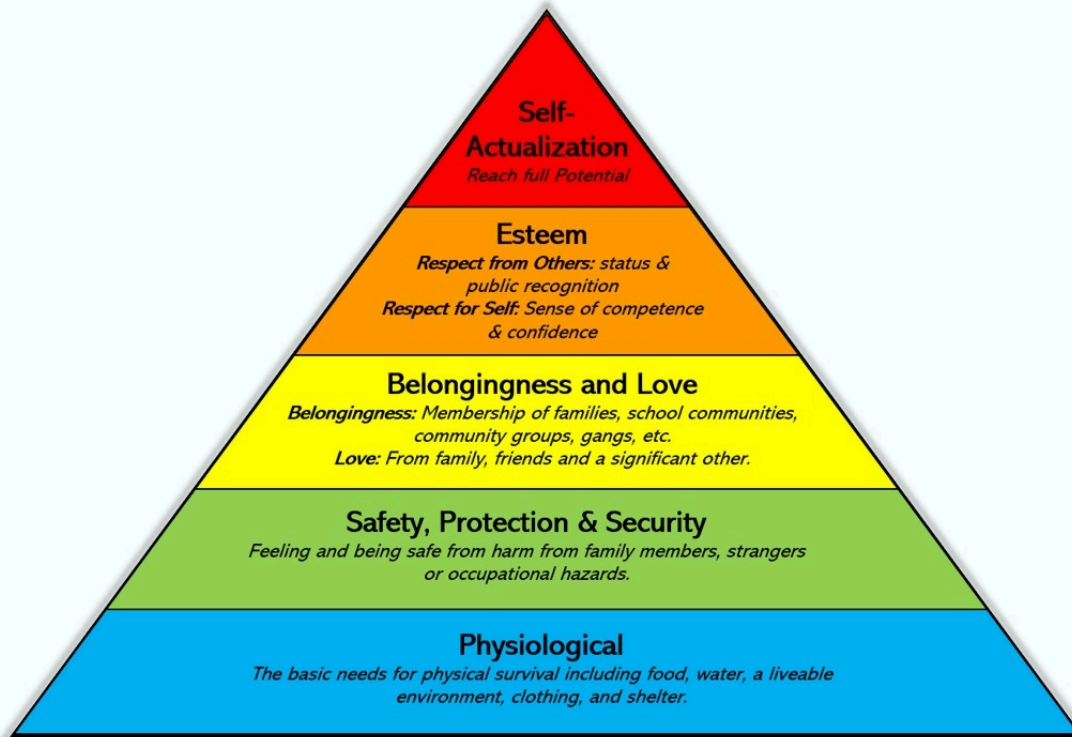
This behaviour policy is linked to the following policies:

- Anti-bullying
- Managing allegations against other pupils
- Restrictive Physical intervention
- Safeguarding
- Child Protection
- Complaints
- Equality Act Policy
- Smartphone Policy

| Document Information |               |                 |             |
|----------------------|---------------|-----------------|-------------|
| Approved on:         | May 19th 2026 | Responsibility: | FGB         |
| Last Reviewed:       | Summer 2025   | Next Review:    | Summer 2027 |
| Reviewed by:         | FGB           | Review Cycle:   | Annually    |

Appendix 1

## Maslow's Hierarchy of Needs



<https://www.simplypsychology.org/maslow.html>

## Appendix 2 – Rewards

Rewards are used to recognise pupils who have gone 'above and beyond' that which is generally expected. Rewards must not be used to praise the outcome, instead adults must praise the effort, development and improvements.

|                        |  |
|------------------------|--|
| Support Staff          | <p>Positive praise - verbal and non-verbal that acknowledges effort</p> <p>House points - for 'above and beyond' behaviour - linking with our respectful and collaborative values.</p> <p>Informing Class Teacher</p>  |
| Class Teacher/<br>LSAs | <p>Positive praise - verbal and non-verbal that acknowledges effort</p> <p>House points - for 'above and beyond' behaviour - linking with our respectful and collaborative values.</p> <p>Stampers - for 'above and beyond' behaviour closely linked to effort and improvement in learning.</p> <p>Highlight Tier 1 behaviour</p> <p>Stickers</p> <p>Postcards home</p> <p>Wellstead Wayer certificate</p> <p>Extra playtime</p> <p>Positive phone call home</p> |
| SLT                    | <p>Showing work, photocopying to send home</p> <p>Postcard</p> <p>Positive phone call home</p> <p>Stickers</p> <p>Celebration Assembly</p> <p>House points</p>   |
| HT                     | <p>Stickers</p> <p>Badge</p> <p>Positive phone call home</p> <p>Showing work</p> <p>House points</p>   |