Positive Behaviour Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness

A community for learning. Raising expectations. Fulfilling high standards.

Policy reviewed : **October 2026**
Headteacher: **Mrs Gemma Hillier**
Policy Review Date: **September 2028**

Purpose of the Policy

This positive behaviour policy should be the plan for the majority of pupils at Widmer End. In addition to this, some children may require an individual plan that differentiates from the policy in order to meet their needs. Others may need a more flexible approach in special circumstances and will be considered according to where they are at developmentally rather than chronologically.

The policy is underpinned by the following:

- The 6 principles of nurture
- The Zones of regulation
- STEPS approach to de-escalation
- Attachment and trauma informed theory
- The school values.

Policy Principles

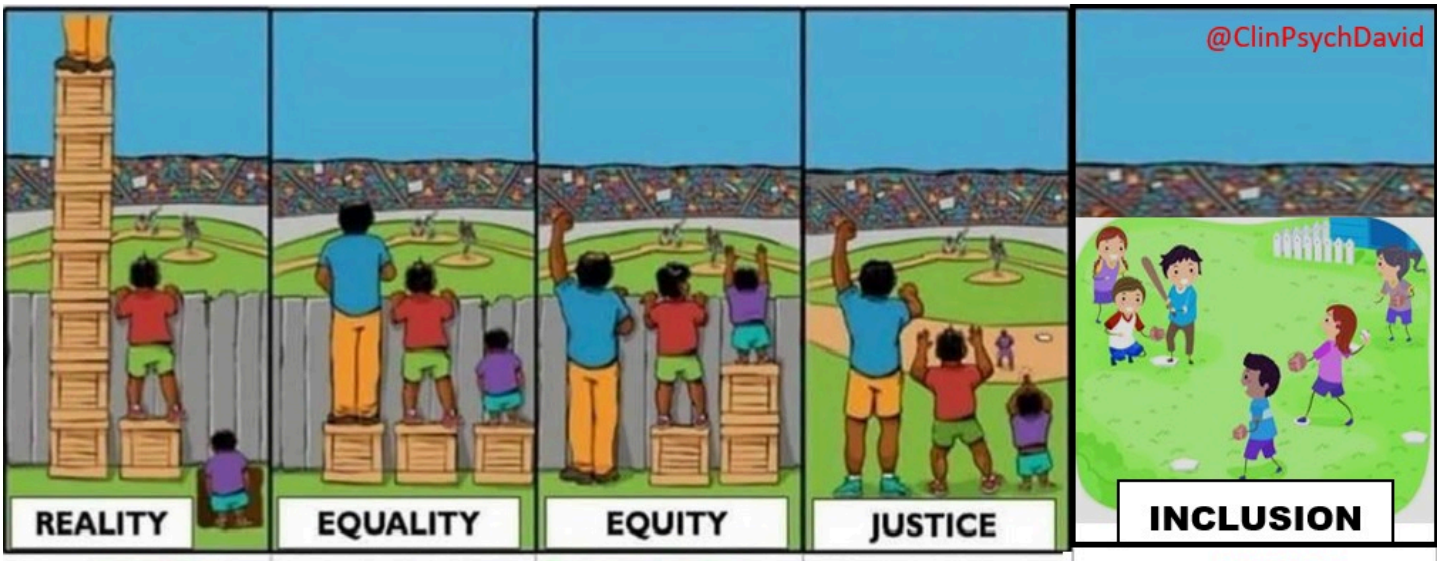
Planning and managing children's behaviour creates a link between children's mental health and behaviour (see DfE White Paper: Mental Health and Behaviour in Schools, Nov 2018).

This policy is based on the rights, responsibilities and needs of individual and groups of pupils:

- We all have the right to feel safe
- We all have the right to work and learn
- We all have the right to be respected
- We are all responsible members of our school community

Aims of the Policy

- To promote the link between learning, teaching and behaviour
- To ensure that relationships are at the centre of everything we do
- To reduce and eliminate suspensions and exclusions
- To ensure a positive, safe environment for learners.
- To support the inclusion of those pupils with difficult behaviours and/or special educational needs.
- To be flexible, equitable and inclusive in our approach, to effectively meet the needs of all learners.



REALITY	EQUALITY	EQUITY	JUSTICE	INCLUSION
One gets more than is needed, while the other gets less than is needed. Thus, a huge disparity is created.	The assumption is that everyone benefits from the same supports. This is considered to be equal treatment.	Everyone gets the support they need, which produces equity.	All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.	Everyone is INCLUDED in the game. **No one** is left on the outside; we didn't only remove the barriers keeping people out, we made sure they were valued & involved.

How can we teach behaviour?

- Relationships-the more you know the child the more you will be able to understand and meet their needs
- Role modelling how to play, resolve differences and ask for support.
- Consistency
- Routines
- Praising pro social behaviour (helpful and positive behaviours)
- Reward and positive reinforcement (genuine and not to bribe children into behaving)
- Feedback and recognition
- Comfort and forgiveness
- Ignoring (give time for anti social behaviours to stop naturally)
- Positive language (tell children what you'd like to see: 'walking thankyou' rather than, 'please don't run'.
- Restorative practice once the child is emotionally regulated.
- Modelling our own thought processes when we are needing to make good choices.
- Using the PACE approach to difficult or antisocial behaviours (see appendix).

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models and demonstrating our core values.
- Ensuring they are aware of the policy and the expectations within it.

- Creating a calm, safe environment for teaching and learning to take place.
- Creating an atmosphere of inclusivity.
- Addressing any anti-social or difficult behaviours around the school, regardless of whether we teach that child or not.
- Role modelling positive behaviour in our own interactions
- Trying different approaches to meet the needs of individual children.

We expect all members of the school community to behave responsibly when on the premises and when representing the school, including:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform/branded clothing or in some other way identifiable as being associated with the school

It is also unacceptable for members of the school community to behave in a way that could have repercussions for the orderly running of the school or which poses a threat to another pupil or which could adversely affect the reputation of the school.

The governors are responsible for:

- Monitoring and evaluating the impact of the policy.

The SLT are responsible for:

- Supporting and empowering any members of staff who are experiencing challenging behaviour.
- Ensuring that no pupil is discriminated against race, religion, culture, disability or any individual need.
- Communicating with and supporting parents alongside class teachers or other staff where needed.
- Regular training on a whole school or individual basis as part of the induction, ECT or CPD programmes.
- Effective monitoring and review of the behaviour policy and its impact across the school.
- Supporting teachers in investigating and recording behaviour incidents in line with this policy.
- Supporting with managing Step 2 behaviours (Phase Leaders)
- Supporting with managing Step 3 behaviours (Deputy Head and SENDCo)
- Supporting with managing Step 4 behaviours (Head teacher)

Teachers and LSAs are responsible for:

- Ensuring quality first teaching every day with lessons that are well planned and resourced so that they meet the needs of all learners.
- Building positive, caring relationships with every pupil so they feel valued, understood, safe and cared for

- Trying to be aware of any home circumstances which may affect a child's school life, health, safety or wellbeing through open dialogue with children and families.
- Understanding that all behaviour is communication.
- Building, nurturing and maintaining positive relationships with parents and carers.
- Creating a safe environment in the classroom, focusing on children's mental health and wellbeing.
- Ensuring that all systems and structures are followed consistently and fairly (with room for flexible thinking)
- Modelling and teaching emotional literacy to help children interact positively and deal with issues through our PSHE lessons and work on our core values.
- Understanding that our own feelings and behaviours impact on others and to seek support when we need it.
- Logging incidents in a timely and factual way on CPOMS, using the ABC structure of recording where possible.
- Logging and notifying SLT of incidents that occur outside the school day.
- Making adjustments in line with the SEND code of practice when applying the behaviour policy (see appendix 2)

Midday supervisors and support staff are responsible for:

- Implementing the Positive Behaviour policy
- Monitoring pupil behaviours at break and lunch times or when on duty.
- Making a record of any positive or negative behaviours on CPOMS and reporting these to the relevant member of staff during or after break or lunch duty, where necessary.
- Liaising with the classteacher, where possible of any behaviours that may impact on the learning environment or individual pupils.

Parents are responsible for:

- Working in partnership with the school and supporting the systems and structures as outlined in this policy.
- Informing the school of any change in circumstances at home that may impact on their child's behaviour.
- Being aware of events taking place in school via the newsletter, letters, Class Dojo and the website.
- Liaising with school regarding any incidents that happen outside the school which may adversely impact on a pupil or group of pupils.

Pupils are responsible for:

- Living by and demonstrating the school values of: Unity, Trust, Kindness, Courage, Respect and Curiosity.

- Letting a trusted adult know if they hear or see anything that causes them or another pupil to be upset or angry.
- Reflecting on their behaviour so that they understand how this impacts their own and others learning and wellbeing.
- Learning from their mistakes.
- Taking pride in their school community, learning, environment, actions and appearance.
- Understanding that choices have consequences.
- Following classroom expectations.
- Walking sensibly around the building
- Once lined up pupils to be silent before coming into the classroom or building
- Understanding that their behaviour outside school can have an impact inside the school and be accountable for this.

Promoting and Rewarding Positive Behaviour

It is recognised that teachers develop their own in-class behaviour systems with a display so that it is clear for all children. The display should be in line with the school values, aims and underlying principles of this policy. When developing systems teachers should ask:

- Is this inclusive, fair and equitable?
- Does it focus predominantly on building positive behaviour and not sanctioning difficult behaviours?
- Is it appropriate for the age and stage of the children in my current class?
- Does it use the Zones of Regulation as its starting point?

Some school wide strategies or systems that can be used are:

- House points
- Stickers
- Dojo points
- Messages to parents
- Praising out loud in front of other adults
- Reward charts/ladders/cards as per the teacher's decision
- Showing work to SLT
- Headteacher awards
- Headteacher certificate

Examples of positive (pro-social) behaviours we want to promote are as follows:

- Effort
- Respect

- Politeness/good manners
- A demonstration of the school's values - weekly in assembly
- Growth mindset
- Taking steps to improve their behaviour
- Carrying out extra responsibilities, e.g welcoming a visitor
- Demonstrating good sharing
- Demonstrating compassion and empathy
- Developing confidence
- Asking for support
- Improving their work, acting on feedback.
- Building on their answer to a question
- Supporting and encouraging others, especially in competitive areas such as sports.
- Outstanding work that shows progress and development
- Walking sensibly and calmly around school
- Being ready to learn
- Always being truthful

Rewards for exceptional behaviour:
Where pupils have demonstrated exceptional behaviour or an exceptional effort to change their behaviours they can be rewarded by the SLT. This may include:

- Being taken to a member of SLT to show or talk about their achievements
- Merit certificates/badges in assemblies (linked to School Values)
- Headteacher's awards/stickers
- Shining Star Award
- Postcards/Dojo home from teachers or SLT

Tackling difficult and anti-social behaviours

The school follows a stepped approach to dealing with behaviours. The following table is not to be followed as a 'blanket' approach and professional judgement should be exercised at all times, taking into account whether pupils have SEND or are deemed vulnerable at that time. Any investigation into a pupil's behaviour will be undertaken outside of lesson time, where possible, to minimise impact on learning. Pupils' behaviour outside of school can be considered grounds for applying our behaviour policy.

Developmentally Appropriate Adaptations

Whilst the stages and responses outlined within this policy provide a consistent framework for managing behaviour, we recognise that consequences must be appropriate to the age, developmental stage and individual needs of the child. This is particularly important for children in EYFS and, where appropriate, children in Year 1 or other pupils who may require an individual adaptation.

For younger children, a formal reflection period, such as missing playtime and being taken to an unfamiliar adult or location, may feel disproportionate or cause unnecessary anxiety and may not support the child in understanding their behaviour. Where appropriate, staff will therefore adapt the way in which a consequence is delivered whilst maintaining the expectations and principles of the behaviour policy. For example, a child may complete a short, age-appropriate visual reflection with a familiar adult in a familiar environment, focusing on what happened, how others may have felt, what they could do differently and how they can repair or put things right.

These adaptations are not intended to remove consequences or lower expectations. They ensure that responses remain proportionate, consistent, restorative and developmentally appropriate, while enabling children to understand boundaries and learn from their behaviour. Individual circumstances, including additional needs or other relevant factors, will be considered when determining the most appropriate response. Repeated or significant behaviours will continue to be monitored and addressed in line with the wider stages and procedures within this policy.

Step	Behaviours	Staff actions	Educational consequences & future success
1	Leaving seat without permission Refusing to complete work Choosing to do another activity other than the one set Calling out/talking to friend/ making noises to distract others Not following instructions Playing with equipment Saying unkind things to others (before a warning). Not completing work to an expected level	Class teacher LSA. Midday supervisors Any other staff witnesses	A member of staff to speak with the pupil about our school values and decide on the consequences; e.g. if refusing to complete work, the pupil should complete in their own time, if unkind to someone then write a letter of apology. A quick informal chat with parents at the end of the day may be needed.
2	Continued Step 1 behaviours <u>Immediate Step 2:</u> Lying Damage to property or others' work Refusal to carry out an adult's request after a warning. Saying unkind things to others, after a warning. Damaging their own work or property purposefully. Leaving the classroom without permission. Swearing/sexualised language Answering back/ disrespectful towards staff Physical retaliation having been provoked or encroaching on someone's personal space to intimidate. Bullying behaviour concerns	Witness to determine if the incident has been repeated* then report to member of SLT. Parents contacted. First witness to record on CPOMS and member of SLT add actions following.	Complete reflection sheet & reflective conversation held Miss 15 minutes of break time (could be break OR part of lunch): Can include catching up on missed work/ letter of apology etc Phone call home or email in person if needed Inform any victims' families as necessary (eg injuries sustained) *If Step 2 behaviour, is repeated and a cause for concern, meeting arranged with class

			teacher/ SLT to put support in place
3	Continued Step 2 behaviours <u>Immediate Step 3:</u> Repeatedly disrupting others' learning. Throwing small equipment Spitting (unless this is SEND related and part of ongoing pattern of behaviour already being addressed) Scratching /hair pulling/pinching Biting Kicking Fighting Punching Throwing items with intent Physical or verbal intimidation against peers or staff members Swearing aimed directly at an adult or child Bullying behaviour concerns (please also refer to separate policy on bullying) Serious physical retaliation even if provoked Pushing aggressively without provocation Damaging other people's or school's property purposefully. Stealing	Witness to determine if this is a repeated incident* then report to Deputy Head/ Pastoral lead/ SENDCo who speaks to child Witnesses to record on CPOMS SLT to phone parent. SLT to add actions after discussion with parents	Miss 15 mins of break AND lunchtime/ removal from classroom or internal suspension/ or after-school detention depending on incident/ risk assessment: Complete reflection sheet. Reflective conversation held. Apologies made. Phone call home to parents. Inform any victims' families as necessary (eg injuries sustained) *Meeting arranged with DHT/ parents to discuss behaviour concerns if becoming regular/ may need to be given further support eg behaviour plan If Step 3 behaviour is repeated and if the pupils behaviour presents as an ongoing concern, then attendance of school trips may be withdrawn. If Step 3 behaviours continue, escalate to level 4.

Recording incidents

It is important that all incidents are recorded in a timely and factual manner. Any member of staff who is involved in an incident, whether as a bystander or not should make an entry on CPOMS. This is to help us build a picture of the nature and type of incidents occurring in the school, to enable us to investigate effectively and to assist us with putting in the right level of support and intervention where needed.

Parental contact

For Step 1 behaviours, it is not necessary to contact parents unless teachers feel this could be helpful to support the child's positive behaviour moving forward.

For Step 2 and 3 behaviours, parents will be contacted on the same day to inform them of the incident; this will be via an email, phone call home or in person at the end of the day. This is unless an in-depth investigation needs to

take place before informing parents of the outcome and subsequent consequences if necessary. Any injuries to children must be reported to parents before the end of the school day or on the gate. If the parent does not answer a call, a message will be left on their voicemail summarising the behaviour and the Step consequence given, as well as informing parents that the behaviour policy has been followed and that they can contact the school office if they need more information. If there is no opportunity for leaving a message, an email will be sent giving information as above.

For Step 4 behaviours, parents will be contacted by the headteacher as soon after the incident as possible.
The need for exclusion:
Fixed term suspensions or exclusions will only be put in place if it is necessary to do so in order to keep adults, an individual or group of children safe and able to learn. Suspensions also allow school time to respond appropriately and plan a successful transition back to school.
All exclusions follow the Buckinghamshire and DfE guidance on exclusion for maintained schools.
Any level 4 behaviour could be subject to suspension and this will be decided by the Headteacher when it is felt that there is evidence that all other systems and steps have been followed.

In some circumstances, the Headteacher may determine that a pupil serving a fixed term suspension should attend an alternative educational setting for all or part of the suspension period. This may include attendance at a partner school or other appropriate educational provision. The purpose of such arrangements is to ensure that pupils continue to access education, maintain positive routines and receive appropriate support whilst also recognising the seriousness of the behaviour that has led to the suspension. Decisions regarding off site provision will be made on an individual basis, taking into account the needs of the pupil, the nature of the incident and the availability of suitable provision. When this is arranged, relevant information may be shared with the host setting to ensure the pupil's safety, wellbeing and successful participation. Parents/carers will be informed of the arrangements and expected to support attendance and engagement throughout the placement.

The emphasis for addressing inappropriate behaviour is one of support and prevention rather than punishment. It is the behaviour being rejected and not the child. Pupils are encouraged to accept responsibility for their actions and the choices they make. Staff remind pupils of the expectations of behaviour and of the consequences for actions, including the consequences that will apply.

Restorative meetings are held following all incidents to ensure that all parties understand how the behaviour has affected others and so that those involved are part of the resolution (this will include the victim(s) and offender(s), relevant staff and parents where appropriate).

Positive Intervention Plans

A Positive Intervention Plan is a supportive tool used when a child needs extra help with specific behaviours that are causing concern. The plan sets out clear strategies and consistent support, outlines any educational consequences, and allows for reasonable adaptations to this policy where needed. It also highlights rewards and positive reinforcement to encourage progress. Wherever possible, the child's voice will be central to the plan, and input from external agencies may be included to provide additional expertise. The decision to introduce a Positive Intervention Plan will be made by the school in collaboration with parents/carers, ensuring a joined-up approach, although formal consent from parents/carers is not required.

SEND & Disabilities

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND) Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school based on the facts of the situation. Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. We will consider and refer to the Equality Act 2010 and schools guidance before a decision is made. The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the 22 Section 91 of the Education and Inspections Act 2006. 23 Section 91(6)(b) of the Education and Inspections Act 2006. School seeks to try and understand the underlying causes of behaviour and whether additional support is needed.

School Trips and Off-Site Visits

All pupils are expected to demonstrate the same high standards of behaviour during school trips, residentials, and off-site activities as they do while on school premises. The safety and wellbeing of pupils, staff and volunteers are paramount.

Comprehensive risk assessments are completed for all visits in line with the Health and Safety at Work etc. Act 1974, The Management of Health and Safety at Work Regulations 1999, and the DfE Guidance: Health and Safety on Educational Visits (2018). These assessments identify potential risks and outline measures to safeguard all participants. Where a pupil's behaviour is deemed unsafe, dangerous, or poses a risk to themselves or others, the school will review their participation in the trip. Following a risk assessment and discussion with parents or carers, the Headteacher reserves the right to withdraw a pupil's place if it is considered that their inclusion could compromise safety or welfare.

This decision will always be made in accordance with:

- The Education Act 2002, Section 175 – the duty of schools to safeguard and promote the welfare of pupils.
- The school's Positive Behaviour Policy and Safeguarding Policy.
- The principle of ensuring the health, safety, and welfare of employees and pupils under the Health and Safety at Work etc. Act 1974 (Sections 2 & 3).

Reasonable adjustments and additional support will **always** be considered before any decision to withdraw participation is made.

Extra-Curricular Clubs

All extra-curricular clubs taking place on the school site will follow the school's Positive Behaviour Policy to ensure consistency and fairness for all pupils. Staff leading clubs work in collaboration with the school to promote high expectations, positive relationships, and a safe, respectful environment for all. This joined-up approach supports pupils in understanding that the same standards of behaviour apply across all aspects of school life, both during and beyond the school day. Refunds will not be provided for staff-led clubs. For external or outside extra-curricular clubs, any refund requests related to behaviour will be considered on a case-by-case basis in collaboration with the school.

Removal from Classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. If de-escalation does not work to encourage the pupil to leave the classroom and harm to others education continues the pupil will be removed and supported from the classroom by a Step's trained member of staff.

Pupils will be removed from the classroom for the least amount of time possible.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment and ensure that the rest of the class are able to access their learning.

Our aim is always to de-escalate and return the pupil to class as soon as possible. Once triggers have been established (sometimes the pupils are unable to verbalise the triggers for their behaviour) and/or the pupil has fully calmed and can cope with returning to learning. A process of reintegration back to the classroom will take place.

Contacting the Police or other Security Agencies

Any behaviour that has criminal implications may result in the police becoming involved. In this case, the Headteacher will decide on the appropriate course of action.

Behaviour linked to radicalisation and extremism should be brought to the attention of SLT immediately who will decide on the best approach. This may include contacting the Police, First Response, PREVENT or Social Services.

The use of physical intervention and reasonable force

In rare cases, when it is necessary to maintain the safety and welfare of our pupils and staff, this may sometimes require the use of reasonable force, as permitted by law. Widmer End uses the Norfolk Steps 'STEP ON' approach and PACE to support with de-escalation and all staff have been trained. Staff who have received the Norfolk Steps 'STEP UP' programme are sufficiently trained to use accepted practice in order to move pupils to protect the individual pupil's own safety or the safety of others.
Physical intervention by staff may be used to avert 'an immediate danger' or an' immediate perceived danger' of personal injury to, or an immediate or perceived danger to the property of, a person (including the child himself)'. As detailed in subsection 548(5) of the Education Act 1996. On an occasion where the use of restrictive physical intervention is appropriate, for example if a student is hurting themselves or others or is likely to do so, any intervention used will always be **reasonable**, minimal in **proportion** to the circumstances of the incident and absolutely **necessary** and will always seek to avoid injury to the pupil. Following any physical intervention, restorative conversations are conducted to repair and strengthen relationships.

Searching, screening and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations 3:
    - tobacco and cigarette papers;
    - fireworks; and
    - pornographic images

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph 3. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

Further information regarding searching, screening and confiscation can be found here:
https://docs.google.com/document/d/1IJVYFg0WwGy70YhWm7EJeRyjaDEiBfY8UuvCFvsrIBw/edi
See Folder for Appendices. Please note that these link to externally created documents which should be credited to the author if used as a resource.

1. Pace School - See here
2. PACE - See here
3. Positive Behaviour Script - See here

4. Attachment Aware Schools - See here
5. What is Trauma - See here
6. Zones of Regulation - See here
7. Anti-bullying policy
8. SEND policy