



WEST BUCKLAND
PRIMARY SCHOOL
AND NURSERY

West Buckland Primary School and Nursery

Behaviour Policy

Approach

Our approach is underpinned by the value of 'praise in public; reprimand in private'.

We aim to create an inclusive and supportive culture where children can grow, not just academically, but socially and emotionally in order to get the very best from their education and achieve their full potential. All pupils have the right to learn in a safe and respectful environment which promotes good mental health built on an ethos of high expectations of attainment and behaviour. Therefore, we have a strong and clear policy which aims to remove any factor that may hinder anyone's basic entitlement to this.

We believe that good behaviour and self-regulation are fundamental in creating the right atmosphere for successful learning to take place. It is expected that staff will promote and praise positive behaviours and choices, not just in their classrooms but across the whole school. Children will be encouraged, supported and praised in a consistent manner. Staff should lead by example when talking to children, modelling and promoting politeness and respect at all times.

Our expectations for good behaviour apply equally in lessons, on the playground, at lunchtimes, during extracurricular activities, online and during out-of-school care. This policy is applicable in all of these situations and to all children, staff and Governors.

Aims:

- To underpin our school values.
- To create confident, polite, kind and caring children.
- To build resilience, responsibility and community membership.
- To support an ethos of respect.
- To establish a shared and consistent approach.
- To outline acceptable and unacceptable behaviours.
- To ensure a fair and graduated approach.
- To ensure all staff are aware of the responsibilities.
- Promoting positive behaviour

READY – RESPECT – SAFE - RESILIENT

These are the key areas of our school rules, against which the behaviour and actions of everyone is considered. Pupils are encouraged to be aware, not only of their own needs, but also of others. We aim to develop the values of respect, tolerance, self-control and responsibility through an atmosphere of support and

understanding. Values such as fairness, empathy and sympathy are not just empowered through this policy but through assemblies and the PSHME curriculum.

Ready – ready to learn, good listening, correct equipment, being on time, starting work straight away.

Respect – kind words, not shouting out, appropriate use of equipment (including IT equipment), following instructions promptly.

Safe – correct use of equipment (including IT equipment) and furniture, safe play and games, walking around school.

Resilient – positive attitude, good wellbeing, determination and enthusiasm, pride in work, embrace mistakes.

The philosophy behind our approach is to create a kind and caring environment where children can grow academically, socially and emotionally. This approach also supports our staff to define limits, establish tolerances, clarify routines, outline expectations and ensure consistency. Whilst encouraging everyone to behave positively this approach also increases pupil's self-esteem, encourage and reward positivity and encourages recognition for the right reasons. Furthermore, this helps build positive and professional relationships which in turn create a climate where behaviour problems are significantly reduced and that teaching and learning is of a high quality.

Celebrating Positive Behaviours

The main focus of our approach is to praise positive actions by catching the children doing the right things and rewarding and celebrating these behaviours. Rewards take the form of verbal recognition, stickers, house points, certificates, communication home and celebration assemblies.

- Verbal praise (behaviour)
- Written praise (work)
- Dojo (work)
- Team point (behaviour)
- Public recognition (class, year group, notice boards, assembly)
- Show peers or another class / teacher(s)
- See Headteacher (Golden book)
- Award (Star of Week)
- Celebration Assembly

Each week, on a Friday the Headteacher, with help from Y6 prefects, will host a Celebration Assembly. All staff will be expected to attend this assembly to celebrate whole school achievements and promote positive actions and choices.

Step Support System

Inevitably, there are times when pupils display inappropriate or unacceptable behaviour.

When a child is displaying inappropriate behaviours, we recognise the crucial role our response plays in supporting them to make positive choices. We know that our response needs to be consistent, clear, non-shaming and empathetic, regardless of the behaviour they exhibit, whilst maintaining high expectations and firm boundaries. The step support system we have in place in class is designed to offer this balanced approach of empathy with boundaries.

This system should never be used to shame children or be used as a threat. Therefore, there should be no public display of what step, children are on, and wherever possible, these conversations should take place one-to-one with the child. The steps are a natural progression that all staff follow to ensure consistency across classrooms. The system deliberately allows for professional judgement and flexibility, and it is primarily designed to support positive behaviour and wellbeing. Our aim is to remain at Steps 1 and 2 wherever possible, creating a positive, proactive environment. However, Steps 3 and above are in place to provide structured, supportive interventions when children may need additional guidance to get back on track.

There are scripts to support each step to ensure the language and delivery of these steps are empathetic and supportive rather than shameful and threatening.

‘Positive Language’ will be used to correct low-level behaviours.

Wherever possible take initiative to keep things at this stage or return to this stage if appropriate.

Step	Support
Wine Reminder (Step One)	<p>If the child is continuing to show low-level disruptive behaviours despite positive reminders, then a supportive conversation will be had using the principles of WINE to identify any underlying need or concern the child may have. The conversation will take place on a 1:1 basis with a class-based adult.</p> <p>The adult will 'empathise' with their concerns and make adjustments if needed and possible. They will also inform the child of the expectation they are failing to meet in class. (Reminder One)</p>
Coaching Reminder (Step Two)	<p>A clear reminder about the expectation the child is failing to meet and the unwanted behaviours getting in the way. The teacher will remind the child of the previous conversation and explain that if there isn't a change in their behaviour then they will <i>insert consequence</i>. (Reminder Two)</p> <p>Where possible this consequence will be conversation with an adult at break-time/lunchtime to work out how the child can be further supported to meet the expectation.</p>
Issue Consequence (Step Three)	<p>The need for a third reminder will lead to the child needing a more in-depth conversation around why they are struggling to meet the expectation.</p> <p>This will take place at break-time/ lunchtime and is intended to be a 5–10-minute discussion on how the child can meet the expectation moving forward. (Even if behaviour changes at this stage, this time is still owed and shouldn't be removed)</p> <p>This will be logged on Bromcom.</p>
Problem solving away from the classroom (Step Four)	<p>If a child continues to disrupt learning / welfare of others they must be given some work and spend time in their partner class. The child will work for an appropriate period of time. A phone call will be made to the parent at the end of the school day.</p> <p>Before coming back, where possible they will have a brief 1:1 conversation with an available adult.</p> <p>If the situation does not improve and it becomes untenable, SLT will be called. Where possible SLT will enable a member of classroom staff to support the child</p>

Step 1 and WINE

We prioritise having proactive, supportive conversations with children to help them understand that we are here to guide them and support them in making positive choices. We use the principles of WINE – Wonder, Imagine, Notice, and Empathy – to structure these conversations. This approach helps create a non-judgemental and nurturing environment that encourages self-reflection. Our goal is to ensure children feel safe, listened to, and confident to share any concerns they may have.

Step 2 and Coaching reminder

This step allows the adult to be clear with the child about the consequence that will follow if current behaviours persist. The child will also be given the opportunity again to ask for support if needed. Although clear and direct, this interaction remains positive and affirms that the adult genuinely wants to help the child get things right, so the child feels supported and understood.

Step 3 and Sanctions

We believe quality 'reflection' with an emotionally available adult at this step is the most important and effective intervention to prevent further similar, unwanted behaviours. In these conversations adults will try to establish the child's concerns, address the adult concerns or the impact of the behaviour and try to find a collaborative solution moving forward. This conversation will take place when the child is regulated, and the adult can focus directly on the child. In most instances, this will be a 5–10-minute conversation at lunch or break time. It may be appropriate at this stage for teachers to discuss these events with parents/carers at the end of the school day. It may be smaller, appropriate sanctions are applied either before or after the conversation to support the learning of the child and their peers. These should be used thoughtfully, always with the intention of helping the child reflect, repair, and move forward positively.

Step 4 and continuation of disruptive behaviour

If a child continues to disrupt the learning or the welfare of others after the appropriate support from an adult, the child will be provided with an alternative space away from the classroom where the next steps will be informed by our knowledge of the child and the severity of their actions.

At this stage, a member of the senior leadership team may be involved, a reflective conversation will take place and a sanction may be put in place. Such as:

- Loss of privilege.
- Helping to rectify (e.g. clearing up a mess made).
- Meeting with senior members of staff.
- Meeting with parents/carers.

Where behaviours of concern continue, staff may work with other agencies to assess and support the needs of pupils.

Step 4 and unsafe behaviours

When a child is in a heightened state of distress or anxiety, they will not be able to hear or engage in these conversations. Therefore, in these instances, our priority is to keep everyone safe and to prevent further escalation. We always prioritise connection before correction, ensuring the child feels their emotional needs are acknowledged before addressing the behaviour. This will help to avoid a toxic shame spiral. Once the child is calm and regulated, we will have a supportive conversation to explore what happened and discuss how we can all work together to avoid a repeat of the behaviour. If necessary, an appropriate sanction may be implemented at this stage.

Although not definitive and occasionally subject to interpretation and professional judgment, the following list outlines some behaviours that may warrant progression to steps 3 or 4

- Repeated low-level disruption
- Refusal to follow adult instructions
- Abusive/unkind language directed at someone
- Physical aggression towards someone
- Intentional damage to property
- Absconding

Analysing and recording behaviours

All behaviours at Step 3 and above will be recorded on Bromcom (MIS). Other behaviours may also be logged if the adult deems it appropriate.

We recognise children's behaviour is often a reflection of their emotional well-being. Behaviour data plays a crucial role in helping us identify patterns and gain valuable insights, allowing for early intervention and support that is responsive to each child's unique experiences. Rather than simply reacting to behaviours, we strive to understand their root causes and the wider context behind them.

Our behaviour data analysis enables us to:

- Identify children who may need additional support in the classroom
- Proactively involve the relevant staff member—for example, the SENCO (Special Educational Needs Coordinator) or SEMH Lead (Social, Emotional and Mental Health Lead)—to review behaviour patterns early and plan appropriate support.

- Spot whole-school patterns that may highlight the need to adjust our practice
- Behaviour data is reviewed termly. We record any actions taken and evaluate their impact during subsequent reviews to ensure continuous improvement and meaningful support for our children.

Sanctions, Suspensions & Exclusions

We recognise that when children feel safe at school, the likelihood of disruptive or unwanted behaviours is significantly reduced. Therefore, we place a great emphasis on ensuring there is a unified and consistent response to behaviours across the school including applying appropriate consequences. At the same time, we are mindful some children's responses stem from unavoidable chemical or neurological reactions, rather than deliberate 'negative choices'. These situations require a thoughtful and appropriate response to avoid triggering a toxic shame spiral, which can escalate behaviours further. Therefore, we champion a balanced approach of clear boundaries, delivered with empathy when issuing sanctions.

We ensure we use appropriate sanctions which are age appropriate, fair and consistent. Where possible we try to: avoid punitive sanctions, explain why the sanction is being applied and how it relates to their actions. A sanction is never used as a threat.

Although an appropriate sanction might be used, we believe that quality 'reflection' with an emotionally available adult is a more important and effective intervention to prevent further similar, unwanted behaviours. We have the notion that 'Children do well if they can' and if they are not doing well, they need support from adults to work out why.

To support staff in this reflection we adopt the Restorative Conversations' approach which supports children to recognise their own actions, explore their feelings, understand how their actions have made others feel, and guide them to suggest their own consequence and/or correction wherever possible. We are committed to providing children with opportunities to turn around their behaviour before sanctions are implemented and will use empathy and positive language to support this change.

In the most extreme situations, the sanction could be a suspension or an exclusion.

After a suspension there will always be a re-integration meeting with the child, parent/carer and a senior member of staff.

As a last resort, school reserves the right to permanently exclude a child.

School can legally permanently exclude a child if BOTH:

- The child has seriously breached or has persistently breached behaviour expectations.

AND

- Keeping the child in school may seriously harm the welfare and education of them and/or others.

This will follow the statutory guidance for those with legal responsibilities in relation to exclusion (2017). This document can be here <https://www.gov.uk/government/publications/school-exclusion> and further guidance and information can be found in our Suspension Policy

Reduced Timetable

There may be occasions when a child is struggling to maintain their focus and behaviour for a full day. In these cases, through consultation with SLT, a reduced timetable maybe managed. This will be reviewed every 2 weeks and the reduced timetable maybe amended according to the behaviour of the child.

Physical Intervention / Restraint

Staff should not use physical force of any kind when dealing with poor behaviour. A few exceptions do exist however, and the following is inline with the Education Act of 1996. Further details in our Use of Reasonable Force policy, including where and when it can be used and what types of restraint can be used, together with mandatory reporting requirements after the event.

In summary, reasonable force may be used by authorised staff to:

- Prevent a pupil from doing harm or continuing to do so
- Committing a criminal offence
- Injuring themselves
- Injuring others
- Causing damage to property
- Engaging in behaviour prejudicial to maintaining order and discipline

Pupils with Social, Emotional, Behavioural and communication difficulties

We believe that by creating an overwhelmingly positive environment, we will give all of our children a better chance of success. We strongly believe in the power of relationships, and that all interactions are the opportunity for a positive intervention. We believe that all children need to feel safe and emotionally supported in school for

any chance of academic success. We recognise the impact of trauma on brain development and are mindful that children's responses are sometimes due to unavoidable chemical reactions in their brains, rather than 'negative choices'. We believe it is important that our school provides a clear, consistent and empathetic approach to behaviour which can be adopted by all members of the school community. Therefore, we strongly believe in 'boundaries with empathy'.

We acknowledge that there are some children who have additional needs and find it difficult to integrate into the general life of the school, including its normal rules and routines. When our usual behaviour management strategies have failed, and the unacceptable behaviour of an individual is disrupting the education and wellbeing of the majority of the class or school, we will follow a plan of action to support children and adults.

Offsite behaviours

Our behaviour expectations extend beyond the school gates, when children are on trips or visits and when they are in a public place, out of hours, and can be associated with the setting. Sanctions may be applied on occasions when a pupil is representing the school such as:

- Taking part in a organised school or related activity.
- Traveling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil of the school.
- Posing a threat or risk to another pupil or member of the public.

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

We can and will still sanction actions outside of school where they have an impact on the child(ren), environment and/or atmosphere within our school community.

Examples of unacceptable behaviours:

Physical hurting

Preventing others from learning

Swearing

Rude gestures / actions

Spitting

Biting

Knowingly providing falsified information

Answering back

Aggressive outbursts that risk or harm others

Refusal to follow instructions

Interfering with other people's space / equipment / work

Verbal abuse

Provocation of others

Inappropriate use of equipment including IT equipment

Access to / use of a mobile phone during school hours

Not listening to others

Calling / shouting out or interrupting

Deliberately causing damage to equipment including IT equipment

Throwing objects

Making derogatory comments

Climbing on or under furniture

Running away / hiding from an adult

Refusal to stay on task

Stealing

Continuous muttering

Lying

Negative attitude

Sexualised behaviour including sexual harassment and/or sexual abuse

Any kind of bullying

Racial comments / racial abuse

Comments and/or abuse relating to a disability

Use of or involvement in alcohol and/or drugs

Use of a weapon

Illegal / criminal activity