



Wombridge Primary School

Behaviour Policy

Updated October 2023
Review October 2025

Wombridge Primary School

'leading the way to life'
Learning Enjoyment Aspiration Determination

Vision Statement

Our vision is that our pupils learn to lead the way to life, aspiring and understanding that they can contribute to society by aiming for good qualifications which leads to a good job. We see this vision at the heart of the relationships between everyone in the school community, which is typically diverse, as is the case in most of modern urban Britain.

Our aims and ethos

We want our pupils to grow into responsible, well-educated adults, capable of thriving in today's modern society. In a diverse and multi-cultural society, it is essential that our children develop a level of knowledge and understanding that embraces the beliefs and cultures of others.

Values

L.E.A.D

Learning

Aspiration

Enjoyment

Determination

Learning

We aim to ensure teaching and learning is creative, encouraging children to interact and engage in their educational journey. We are an inclusive school that embraces diversity and values a collaborative style of learning.

Enjoyment

We are passionate about ensuring children have fun in school, whilst facilitating and building a socially connected learning environment.

Aspirations

We believe that reaching out to our children and families is hugely important. Providing new opportunities that ignites their hopes and dreams, to think beyond the walls of Wombridge with a view to improving confidence, self-esteem, and motivation.

Determination

A growth mind-set approach is cascaded throughout the school. Developing a can do, rather than can't do attitude, through perseverance.

Motto

"If you start with strengths the impossible becomes possible. Today's learners, tomorrow's leaders"

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, and positive relationships.
- To promote the emotional health and wellbeing of the children in our care.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Policy Statement and School Ethos

At Wombridge we believe that good behaviour is fundamental to good learning. We promote positive behaviour through excellent relationships, positive role models and effective reward systems. We expect high standards of behaviour from our pupils, and we are committed to supporting our children to reach these through the strategies outlined below.

Roles and Responsibilities

At Wombridge we act as a whole school community and all work together – parents/carers/staff/child alike to ensure that the school environment is a safe, happy and calm place of learning. Within this whole school responsibility there are different roles to be undertaken:

- **Class Teacher** – primary responsibility for general behaviour management and immediate response to any incidents which occur on a day-to-day basis.
- **Pastoral Support Team** – becomes involved with strategic interventions should behavioural patterns be persistently unacceptable.
- **Safeguarding and Inclusion Manager/ Assistant Head teacher /Head teacher** – consistently unacceptable behaviour will result in the SLT taking necessary actions in line with the sanctions available within this policy.

Standards of Behaviour

At Wombridge we work towards standards of behaviour based on our school values of:

Learning

Enjoyment

Aspirations

Determination

Built on mutual foundations of respect, kindness, and care for one another.

Acceptable Behaviour – At Wombridge we reward children's behaviour where they are:

- Always trying their hardest
- Accepting responsibility for the things they do
- Being kind, thoughtful and polite
- Being respectful of other people and their possessions
- Being helpful
- Willing to ask for help or tell an adult if they feel unhappy or unsafe

Unacceptable Behaviour – At Wombridge we do not condone and have sanctions for:

- Lack of respect and disregard for school rules and procedures
- Violence and aggressive behaviour
- Threatening behaviour, including bullying
- Deliberate disobedience
- Discrimination
- Vandalism - deliberate disrespect of people and property
- Disrupting other children's learning
- Deliberate offensive language and/or rudeness (including racial abuse)
- Name calling
- Theft
- Sexual harassment/behaviour
- Drug-related behaviour
- Carrying a weapon

Embedding Standards of Behaviour

We will embed these standards by ensuring:

- The school's expectations and strategies are widely known and understood through the dissemination of this policy throughout the school community.
- All staff are working with and alongside school policy.
- Children are aware of school's expectations through positive role modelling,
- consistent and standard application of policy and endorsement through class-based rules and reward schemes.
- Completion, when necessary, of behaviour logs and behaviour reflections.
- We identify any underlying reasons why misbehaviour has occurred, for example, in relation to a child's mental health and well-being.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on sanctions for poor behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public, and private, to individuals and groups. It is earned by examples of good behaviour, good manners, kindness, and thoughtfulness, most importantly a positive attitude. Improvements in behaviour will always be rewarded and acknowledged. Rates of praise for behaviour should be as high as for work.

Everyone in school aims to positively praise children for their excellent behaviour and work. This will encourage motivation to learn, team spirit and improve morale so children will naturally feel good about themselves from the praise they receive for achievement in school.

We believe that good behaviour should be consistently rewarded:

- Praise and encouragement – lots of positivity
- Rewards stickers
- Star of the Week Achievement Assembly nomination
- Winning the attendance trophy for Key Stage 1 or 2
- Class Dojo's
- Headteacher postcards/stickers

Across the school, the children will follow the behaviour system **Good to be Green**. This behaviour system follows a similar privilege, warning, and consequence model, however using a more grown-up approach.

Displayed on the wall in each classroom is a **Good to be Green** banner and card holder which allows all adults in school to monitor the behaviour of each child. The children are given different coloured cards, depending on their behaviour:

GREEN card - The children will all start with a green card at the beginning of each day.

STOP and THINK card – An opportunity to think about any low-level behaviours which are falling below the level expected standards.

YELLOW card 1 - Warning that can lead to a loss of privileges

RED card - Contact with parents and child to have time out from the classroom. If inappropriate behaviour is of a more serious nature, e.g., fighting, stealing, swearing, the child will immediately be given a Red Card. If a child's behaviour still does not improve and they are repeatedly given a Red Card, the child will be sent to Mrs Solomon, Mr Moxon or Miss Partridge and placed on a report card until their behaviour improves.



All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse.

Please see the school's **Child on Child Abuse Policy and Child Protection Policy**

If a child's behaviour falls into any of the above categories, then staff will complete a pastoral concerns form, describing their involvement and what the consequences of the behaviour could be.

It may be that a communication is sent home to parents detailing the types of behaviour. If the behaviour continues, then further communication is sent to parents, or a telephone call is made, asking them to make an appointment to see the Phase Leader, Safeguarding & Inclusion Manager, Assistant Head teacher or Head teacher. Dependent on the nature of the behaviour, parents may be called into school immediately.

Managing challenging behaviour

We understand everyone has difficult days, there must be consequences if children do not follow the schools' expectations. Behaviour is dealt with immediately (non-confrontational manner using verbal escalation techniques).

At Wombridge all staff are actively involved in praising positives and supporting behaviour improvement. We will deal with inappropriate behaviour in some of the following ways:

- Initially, the child will be dealt with using the behaviour systems previously mentioned: Good to Be Green. The child will be given an appropriate and personalised consequence e.g., missing part of their break or lunchtime, missing 5 minutes of golden time, restricted time on technology e.g. iPad.
- If poor behaviour continues or more than one red card is received, the child will be removed from the classroom to have 'Time Out'. This could be in another classroom, with the partner teacher, assistant head teacher or a member of the pastoral team. Following this the child might be put on a report card system, where their behaviour is recorded for each lesson on a chart. This is shared with the headteacher and parents at the end of each day.
- A 'Time Out' system also runs at lunchtime. If children do not follow the schools expectations on the playground, then the lunchtime supervisors will bring the child involved into school to see a member of the Pastoral Team or

the Assistant Head teacher. The child's name and actions will then be logged, and the child will remain in school for time out.

- After time out to think, there are chances for the children to apologise and shake hands, make friends and be positive again. Support groups with the Pastoral Team providing a time to talk and come up with alternative ways of solving problems are sometimes used for children that consistently forget the school rules and expectations.
- In extreme cases, poor behaviour may lead to an internal, temporary or permanent exclusion - but this is of course only a last resort and will always be avoided where possible. Reflection sheets are written by the child (with adult support where appropriate), so that they can see how their actions may have affected others.

Step 1. In the first instance a child were to display any of the following behaviours:

- Screaming
- Shouting
- Growling
- Verbal insults
- High energy output

Staff will allow the child to release:

- Allow the child to "vent" and where possible remove the "audience" or support the child to a private calm space for example the nurture room and/or other safe spaces created around school.
- Verbal interactions will be kept short, simple, and clear.
- Positive praise will be given for following instructions and good listening.
- Caring, supportive tones will be used at a volume appropriate for the situation.
- Consideration will be given to personal space and body language in relation to non-verbal communication.

Step 2. If a child demonstrates refusal, an unwillingness to cooperate or follow instructions:

- a verbal 'stop', 'no' will be used.
- Redirect their focus and attention to the desired outcome

Step 3. If step 1 and 2 are unsuccessful and the child's behaviours continue to be verbally threatening or physical aggression towards themselves or others is shown:

- Staff will seek assistance
- To prevent harm or injury the child will be supported to a safe space within school e.g., nurture room to enable and facilitate regulation and restoration (advice taken from Behavioural Support Team practice)
- Step 1 and 2 actions will be repeated as appropriate
- If physical aggression continues towards staff or his peers, staff will advise the child, they are stepping outside the room and will observe via the safety windows/doors
- Staff will present themselves back in the room at periodic intervals e.g., 5 minutes offering the child a 'now and next' choice. Visual timer will be used if appropriate
- The child will be reintegrated back into to classroom/area to join their peers when behaviours have de-escalated.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
 - It must be made clear what changes in behaviour are required to avoid future punishment.
 - It should be the behaviour rather than the person that is penalised.
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- Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions, within the classroom. However more major incidents or repeated/persistent unacceptable behaviour may require out of classroom strategies.
 - It is important that the sanction is not out of proportion to the offence and as such a variety of sanctions are available in Wombridge.

Lunchtimes

At lunchtimes children are expected to abide by all the school rules and it is the role of the supervisors to oversee this. The role of staff at lunch time, is to follow the agreed school rules.

The Headteacher may, in extreme circumstances, decide to contact a child's parents and may exclude that child from the premises at lunchtimes. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor meetings so that parents can make representations.

Lunchtime exclusions will not be counted towards the school's duty to provide full-time education from day six of a fixed period exclusion.

Leaving the classroom or school grounds without permission If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

Please see appendix 6 for further details.

Sanctions Procedures

The school has a consistent and systematic approach to behaviour that is not acceptable and can lead to disruption to learning. This includes behaviour that shows aggression or physical violence towards children, parents, or staff.

Any low-level disruption will be dealt with by the class teacher in the first instance through expressions of disapproval and reminders of rules. This includes unacceptable behaviour at lunchtimes.

Low level disruption will not be tolerated, and any persistent poor behaviour will quickly be escalated to level 1.

Level 1

Repeated/persistent examples of minor indiscretions.

Action – any child at level 1 will be dealt with by the class teacher and may seek additional support from the partner teacher and/or phase leader. Support and advice may also be offered via the pastoral team.

- Withdrawal of classroom privileges such as break times
- Behaviour recordings to be made by relevant staff witnessing the behaviour
- Respite in another class

- Parents will be informed by class teacher at the end of the day

Level 2

More serious incident or persistent examples of sub-standard behaviour.

Action (see level 1) - any child at level 2 will be reported to the Head teacher, Assistant Head Teacher and/or Safeguarding and Inclusion Manager. The Assistant Head teacher and/or the Safeguarding & Inclusion Manager will lead on dealing with the presenting behaviour.

- Planned school interventions via referral from class teacher to children and family support team if classroom strategies and prior strategies are unproductive.
- 'Time Out' time spent with Senior Staff Members as a very clear and instant reflection of schools view on behaviour/event.
- Home/schoolbook and/or 'I can do it' book introduced to make parents aware of issues and daily monitoring of behaviour.
- Parents will be expected to attend a 'behaviour meeting' to improve children's attitude within school. This will be instigated by the Safeguarding and Inclusion Manager, Assistant Head teacher or Head teacher
- In-school exclusion, including at all playtimes
- Fixed term exclusions will be considered for level 2 sanctions

Level 3

Numerous, significant, and persistent occasions of poor behaviour; or incidents of significant violence towards staff or children.

Action (see level 2) – any child at level three will be reported to the Head teacher.

- Possible involvement of outside agencies if deemed applicable – through Early Help Family Support Assessment/Plan, BSAT, Educational Psychologist, BeeU if necessary.
- Modified timetable if deemed applicable (following LA guidelines)
- Alternative provision (following LA guidelines)
- Managed Move to alternative school (following LA guidelines)
- Fix term exclusion (following LA guidelines).

Consideration of permanent exclusion will be taken if the child is not responsive to the support programme given.

The use of 'reasonable force'.

There are circumstances when it is appropriate for staff in Wombridge Primary School to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means us 'using no more than is needed'. Our use of force might involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We will always follow the advice for schools on the Use of **Reasonable Force in Schools**.

Wombridge Primary School believe that the adoption of a 'no contact' policy at our school could leave staff unable to fully support and protect our pupils and students. We will adopt a sensible approach allowing staff to make appropriate physical contact. The decision on whether to or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions, we will consider the risks carefully because we recognise the additional vulnerability of these groups. We will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Wombridge Primary School will plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. We will only use reasonable force where de-escalation processes have failed.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

Where it is possible, staff who are MAPA trained should work together to restrain a child. However, we recognise that this will not always be appropriate if an issue needs addressing as a matter of urgency. If this is the case, any member of staff can restrain a child if it is deemed necessary.

Please see Appendix 1 for recording of restraint.

Please see Appendix 3 the use of reasonable force guidance.

Communication and Parents/Carers Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare and wellbeing. Early warning of concerns should be communicated to the Pastoral Manager, then SLT. This is so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and any further action deemed necessary will always be discussed with the parents.



Wombridge Primary School
Reasonable Force Recording

Name of child:

DoB:

Class:

Reason for the use of reasonable force

Names of staff using reasonable force

Other agencies involved (please provided name and title)

Parents contacted

Date

Time

Sanctions / Next Steps

Meeting discussion with parents/carers and child following the incident

Any further intervention or agency involvement required

Signed:

Designation:

Date:

Child going Missing from School during the school day Guidance and checklist:

- When a child goes missing from school during the school day there should be clear procedures in place to follow up on their whereabouts.
- All staff should be aware of these procedures.
- Ensure that registers are always up to date and that each child's attendance is accurately recorded.
- Police do not normally record or investigate reports of absences that are clearly truanting. Each case will need to be assessed on the known risks and whether the absence is out of character for the child.
- If a child's absence is reported to the police they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first.
- Once the absence is discovered the child's parents/carers should be contacted immediately. The nature of the absence should be discussed. If the parents/carers believe that there are risks involved, they should be told to inform the Police on 0300 333 3000 to make a missing person report.
- All missing children should be reported to the police by the end of the school day if not located AND you have been unable to inform their parents/carers.
- If you are not sure if a child should be reported to the police as missing, telephone them for advice.
- For children not arriving at school at the beginning of the school day, follow your non-school attendance procedures; ensure that you have specific processes in place for children who fall into the high risk/vulnerable category.

When a child is identified as missing during the school day, complete the following checklist:

Checklist

Name of pupil.....

D.O.B.....

Action	Tick (✓)
Ensure the child is not on the school premises (and that office staff alert you immediately when they receive any information)	
Check with the child's friends when they were last seen (establish from friends if the child has a mobile phone and if so attempt to make contact – call and send a text message)	
Contact the child's parents/carers and advise they should contact the police if they have concerns.	
Contact absent parents (unless they are not allowed contact with the child)	
Contact any emergency contacts from the child records	
If the child is a child is subject to a child protection plan, or is a child in needs, inform the key social worker or if unavailable the team leader	
If the child is a child 'at risk/vulnerable/ - report immediately to social care and the police (ensure any health concerns are communicated)	
If you are unsure if the child should be reported to the police, have an informal discussion with them. Ask to speak to a police supervisor on 0300 333 3000	
If the child is still missing by the end of the school day and you have been unable to talk to the parents/carers, report them as missing to the police	
When the child is located, explore reasons for them absconding	

Date checklist completed.....

(Copy to appropriate file)

The use of reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

Use force as a punishment – it is always unlawful to use force as a punishment.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- the 'double basket-hold' which involves holding a person's arms across their chest
- the 'nose distraction technique' which involves a sharp upward jab under the nose

Staff training

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

Telling parents when force has been used on their child.

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:

- a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- b. When comforting a distressed pupil
- c. When a pupil is being congratulated or praised
- d. To demonstrate how to use a musical instrument
- e. To demonstrate exercises or techniques during PE lessons or sports coaching
- f. To give first aid.