



'Where Pupils Succeed'

Behaviour Policy

Document Control

	Date	By whom?	Summary of any changes made	Date implemented	Date ratified
Established	June 2023	KSL	Updates made in line with Governor feedback	October 2023	9/10/23
	May 2026				

Introduction

At Willington Primary School, we believe that a positive approach to encouraging good behaviour is essential. We are aware that excellent behaviour is fundamental to ensuring every child succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are the root of this.

We believe that all pupils and staff have the right to learn and teach in an environment that is safe, happy and fair. At WPS, as well as fostering good behaviour, it is also important that we promote the spiritual, cultural, mental and physical development of the children. Values need to be placed on what matters both within the school and in the community around it. This includes respect for others and property, honesty, trust and fairness, and the virtues of self-respect and discipline.

Aims

The aims of this policy document are:

- To foster a stable, happy environment within which children may learn and teachers may teach
- To encourage a calm, purposeful and happy atmosphere in school
- To provide a set of clearly understood guidelines which will give consistency and thereby security for all
- To create a positive atmosphere based on a sense of community and where all members are valued and respected
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To make boundaries of acceptable behaviour clear

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults

Staff responsibilities:

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To use a range of strategies to support pupils' emotional well-being
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim
- To recognise each child as an individual
- To be aware of the potential impact a child's life experiences can have on their emotional well-being and behaviours
- To be aware of any additional needs a child may have

Parents'/Carers' responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations

Good practice

There are some general principles which encourage consistent, successful behaviour in school.

- Positive behaviour should be praised as frequently as possible
- Deal with situations in a calm, firm manner avoiding confrontation where possible
- Give frequent praise for good learning
- Use positive language whenever possible and as often as possible
- Think carefully about what is being said and set realistic sanctions
- Where possible and appropriate, staff should try to deal with situations themselves to enhance their own credibility and authority
- Praise children who are doing the right thing as an incentive for others to follow
- Be consistent whilst still taking into account each child's individual needs
- No adult in school should ignore unacceptable behaviour
- Behaviour management needs to be consistent at all times and in all locations, including on the playground and any educational visits when representing the school.

School Rules

These are our school rules which are explained to children regularly and displayed around school. At Willington:

- Be Ready
- Be Respectful
- Be Safe

Pupils' conduct outside the school gates

School staff may discipline pupils for misbehaviour when:

- They are taking part in any school-organised or school-related activity
- They are travelling to or from school
- They are wearing school uniform
- They are in some other way identifiable as a pupil at our school
- Their behaviour could have repercussions on the orderly running of our school
- Their behaviour poses a threat to another pupil or member of the public
- Their behaviour could adversely affect the reputation of our school.

At Willington Primary, we believe that children learn best when:

- They are happy
- They feel safe
- They feel valued as individuals

- They feel that they are treated fairly by everyone
- Parents and school work in partnership.

General Principles of Behaviour Management at Willington Primary School:

- High expectations that are commonly understood and applied consistently
- Visible leaders that support staff to follow the policy
- Measures and interventions are in place to improve pupil behaviour
- Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
- Incidents of bullying, aggression and discrimination are not tolerated and will be dealt with quickly and effectively.

Pupils are also involved in discussions about how they are expected to behave in different areas and activities within our school and beyond, such as walking sensibly in the corridor, not shouting out in class, showing active listening and displaying good manners in the dining hall.

These agreed ways to behave are detailed in **appendix B:**

- Determined by school staff for common areas e.g. corridors, dining hall, playground, toilets
- Shared with all staff including the Play Team
- Displayed in the appropriate areas
- Expected by **ALL** staff
- Praised when followed
- Repeatedly referred to

Measures employed to promote positive behaviours

- Smiles
- Raise pupil self-esteem
- Greet the children in the morning and say goodbye at the end of the day
- Ensure that each child has the opportunity to be successful
- Know the children and their backgrounds well
- Display and celebrate children's work within the classroom and throughout school
- Model and praise expected behaviours we ask of the children
- Hold school assemblies that focus on citizenship
- Display the British Values and School Values around school

Well planned curriculum

- Ensure lessons are prepared and match all abilities within the class
- Plan for all adults within the room
- Set challenging but achievable goals
- Ensure children receive a consistent approach to teaching and learning
- Provide quality first teaching

- Plan for support of SEND/EAL/PP and other groups of children
- Explain tasks well and match to children's needs
- Mental and physical wellbeing to be considered through all aspects of teaching and learning

School procedures for encouraging good behaviour

All rewards and consequences in our school are to support the daily management of behaviours for all staff, regardless of roles, so that the 'school is a safe, calm, orderly and positive environment' (OFSTED School Inspection Handbook April 2022).

We believe that the most effective strategies for managing behaviour are those which focus on recognising and rewarding positive behaviour. A range of whole school strategies and systems are in place. These include:

- House points – tiered system for awarding bronze, silver, gold and platinum badges
- Stickers
- Thank you / well done comments
- Star of the Week and High Five Champion
- Privileges
- Sharing examples of good behaviour
- Phone calls home / messages to parent/carer
- Extra responsibilities for pupils (e.g. School Council, Class Monitors, House Captains, i-vengers etc.)
- Classroom behaviour systems
- CARROTs (Courtesy And Respect Rewards Orange Tokens)
- Golden Welly – Class Award
- Star of the Term – School Councillor nominations
- Secret Student
- Recognition Boards
- Using visuals fans to support with positive behaviour choices

Commendations

In addition to being awarded certificates in assembly, teachers are encouraged to send children to other teachers/phase leaders, the Deputy Headteacher and the Headteacher as a way of rewarding outstanding pieces of work. All children who have been to show work to school leaders will receive a sticker and may sometimes also receive a small reward, such as a pen or pencil.

House Points

Children will be allocated to one of four houses on entry into Reception. These will be evenly allocated across the four houses: Red Eagles, Yellow Owls, Blue Hawks, Green Falcons. House points are awarded for effort, achievement and positive behaviour and can be awarded to children by any member of staff in school. House point charts are displayed in each class House point results are announced weekly during assembly. When a child reaches 100 House points, they will receive a letter home from the Headteacher/Deputy Headteacher congratulating them on their learning behaviours within school. These house points are accumulated year on year and the children receive letters and badges for 100, 200, 300, 500, 700 and 1000. The children are allowed to proudly wear their badge on their school jumper

CARROTs

To develop the values of courtesy and respect across school, pupils can earn CARROTs. Staff will hand out a 'CARROT' when they spot pupils displaying courteous and respectful behaviours. This can be anything from walking sensibly along the corridors, helping others, saying please and thank you or even holding a door open for someone. Every week, the class who have collected the most CARROTs will earn themselves CARROT time where they will enjoy a reward activity on a Friday afternoon. Adults are unable to give out CARROT tokens to pupils in their class.

Courtesy
And
Respect
Reward
Orange
Tokens



Celebration Assemblies

Each week, a child in each class is awarded the Success Star of the Week and the High Five Values Champion of the week certificate. These awards are given for academic achievement (Success Star) and character development; children who have demonstrated our REACH values – Respect, Empathy, Aspiration, Collaboration or Honesty are awarded the High Five Values certificate. Parents are invited into school for this to celebrate their child's achievement.

Responding to Inappropriate Behaviour

The vast majority of our children are well-behaved but we must address any negative behaviour issues that occur. If a child behaves in an unacceptable manner, we use the language of Choice and Consequence. Pupils choose their behaviour, and inappropriate choices always bring consequences. We understand that mistakes are normal and therefore, consequences should be supportive and appropriate.

Support for Pupils

Each child is different, so it is important that the cause of any unacceptable behaviour is investigated. Pupils may be experiencing challenging circumstances in their personal lives which can adversely affect their behaviour. **All behaviour should be seen as a form of communication and school staff should always consider 'what the pupil is trying to say through the behaviour'.**

Some children with Special Educational Needs and Disabilities (SEND) may have particular behaviour traits that they need to be supported to manage. These will need to be taken into consideration when dealing with individual children.

Supporting Pupils with Self-Regulation

Zones of Regulation

At Willington Primary School, we understand the difficulties that pupils can have regulating their emotions. As a result, we are working to adopt an approach that supports children to identify how they are feeling and develop strategies to help them self-regulate. This approach is rooted in The Zones of Regulation framework written and created by Leah M. Kuypers. For more information and guidance, please follow this link: <https://www.zonesofregulation.com/index.html>

ELSA (Emotional Literacy Support Assistant)

We have a teaching assistant who is trained in Emotional Literacy in order to help children to manage their own behaviour and secure their well-being. Our ELSA support will also support children who may have problems that affect their learning that do not result in poor behaviour. Examples of this include

children who are concerned about bullying, those who wish to talk about issues affecting their family or those who have fallen out with their friends.

Building Positive Relationships

At Willington Primary School, we recognise the importance of establishing positive relationships with our pupils. The relationships that we foster and develop support our pupils to feel safe, respected and valued; to feel they belong. This allows us to create a climate and culture where pupils and teachers are able to focus on their learning.

Sanctions/Consequences

If our pupils continue to make unacceptable choices in the way they behave, despite the support provided, there are a range of sanctions detailed below. Behaviour strategies or interventions are chosen on the basis of what will minimise the disruption to learning and also on the age, stage and knowledge of the individual child. Specific sanctions may include:

- Verbal reprimand
- Repeating the activity/additional appropriate work
- Working/staying close to teacher/teaching assistant
- “Time-out” or “moving away” from peers (for limited periods of time)
- Missed time at break/lunch times (opportunity to eat/drink and use the toilet will be given)
- Discussions with parents/carers
- Regular behaviour monitoring which includes a report to parents
- Exclusion – only at the discretion of the Headteacher in exceptional circumstances/extreme cases.

When pupils find it challenging to follow the school rules and/or have unacceptable behaviour, we will use the following process to support them with their behaviour:

1. The adult uses the ‘Script’ to name the behaviour, identify and highlight when positive behaviour has been seen and to help the child to ‘reset’.
2. If the child continues to find it challenging to follow the school rules, the class teacher directs pupil to work in a separate space in the classroom away from other pupils.
3. Class teacher to inform parents.
4. If behaviours persist, the Deputy Headteacher is to speak to the child about behaviours and to arrange the restorative activities to take place in pupil’s break/lunch.
5. Reflective ‘think sheet’ to be completed by the child.
6. Reflective ‘think sheet’ must be uploaded onto CPOMS and categorised as ‘behaviour’.
7. When the child has been asked to complete the ‘Think sheet’ x 3 times, parents are notified and a meeting with class teacher will be made. SLT may be needed to support.

The same pathway will not be applied to each pupil or to each incident. However, the following principles will apply.

Staff will:

- Reprimand in private, where possible
- Respond to poor behaviour calmly
- Show disapproval of the behaviour, not the pupil
- Allow take-up time, notice when the pupil begins to behave appropriately again and give positive feedback
- Focus on immediacy and certainty, rather than on weight of consequence

Steps in the Behaviour Management Process:

1. **Praise System** - pupils behave appropriately

For most pupils, this is all that is needed and our ultimate goal is for pupils to behave in the required way 'because it is the right thing to do', rather than for the receipt of a reward. However, for a variety of reasons, some pupils need additional support to help them consistently behave in the required way.

2. **Consequences for negative behaviour choices in the classroom and/or break/ lunchtime** – see [Appendix A](#)

Exclusion and Suspension

In rare, serious cases, one of the following sanctions may be necessary:

- Isolation at playtime/lunchtime
- Lunchtime at home – in collaboration with parents
- Internal exclusion from own class
- Fixed term suspension
- Permanent exclusion

Seclusion / Isolation rooms

In rare circumstances, a disruptive pupil might be placed in an area away from other pupils for a limited period. This is with the intention to protect and ensure the safety and wellbeing of the child and others they may be in contact with. The sole purpose is to enable the child to calm their behaviours, to be supported by adults and to be able to return to their learning as soon as reasonably possible. This procedure would be internally managed and relevant risk assessments would be in place prior to the intervention taking place.

Adequate staff supervision will be in place at all times. Where a child is in need of frequent seclusion then a behaviour plan will be developed with parental involvement and all available services and support should contribute to ensuring that the appropriate provision is made available to that child. Seclusion should not be used for long periods and the time used as constructively as possible.

Record Keeping

Detailed logs should be kept for pupils who repeatedly display unacceptable behaviour which cannot be appropriately modified with the use of modelling and rewards. SLT should be informed by email of all

serious incidents of unacceptable behaviour by a pupil. Relevant paperwork needs to be completed (behaviour incident paperwork to be completed).

Confiscation of inappropriate items

The general power to discipline enables a member of school staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). Items confiscated by school staff will be passed on to the Headteacher for 'safe keeping'. The Headteacher will then communicate with the child's parents/carers to arrange return. Weapons and knives and extreme/ child pornography must always be handed over to the police.

School staff have the power to search for the following 'prohibited items' without consent:

- knives and weapons
- alcohol
- drugs
- stolen items
- vapes and cigarettes
- fireworks
- pornographic images
- any article that has been or may be used to commit an offence, cause personal injury or damage to property
- any item banned by the school.

Power to use reasonable force

School staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Staff will consider the risks carefully and recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. If a child is being directed to an area of learning e.g. being led by their hand or underneath their arms to a certain area of the classroom or playground, this will not need to be recorded. However, if reasonable force has been used as a result of a child being dysregulated, this must be recorded on CPOMs and the Designated Safeguarding Lead must be informed in the form of a conversation. Please also see [Physical Intervention and Restraint Policy & Guidance](#)

Post incident support for pupil staff

Pupils should be given the time and space to calm down after an incident and when ready, reintegrated back into their normal timetable / school day as possible. Staff should be offered a short break out of the classroom where possible after an incident – it is important to ensure that staff and pupils are given the emotional support and basic first aid that may be required. Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded on the accident form and MedicalTracker. Following an incident of Child-on-child Abuse, there needs to be a full risk assessment in place to protect the victim. The

perpetrator also needs to have a plan in place to support and protect. Please see the school safeguarding and anti-bullying policy for the process and procedures.

Bullying

An open definition of bullying is:

“The wilful, conscious desire to hurt, threaten or frighten someone else either mentally, physically or verbally, repeatedly and over time.”

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Dealing with bullying:

Appropriate sanctions might include: (See also [Appendix A](#))

- A verbal warning with consequences explained if further incidents occur
- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)

- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Racism

The McPherson definition of racism is:

“A racist incident is any incident which is perceived to be racist by the victim or any other person.”
(Please note: Initially, it is not necessarily a proven racist incident but is an accusation of racism and must be investigated.)

What does Racist Behaviour look like?

Racist behaviour may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
- Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments
- Racist graffiti
- Written abuse
- Damage to property
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or ‘insignia’
- Bringing racist material such as leaflets, magazines or computer software onto the premises

Dealing with Racist Incidents

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation. When dealing with an incident of racist behaviour, staff should make it explicit to all involved that any racist behaviour is unacceptable and contravenes the school’s culture and ethos. If a member of staff is unable to resolve the matter, it should be referred to the Headteacher. The action taken will depend on whether the perpetrator is known and whether he/she is a pupil, a member of staff or an outside perpetrator. The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

Reporting Racist Incidents

All incidents of racist behaviour should be reported to the Headteacher. The following criteria should be used in the reporting and decision-making process:

- The victim believes the behaviour was motivated by racism
- The victim has been subjected to the behaviour on more than one occasion

- There was more than 1 perpetrator
- The perpetrator has been spoken to previously about similar behaviours
- Recognised derogatory terms were used by the perpetrator[s]
- The racist behaviour appears to have been planned in advance
- The perpetrator appear to have racist intentions by the behaviour

Reporting forms will be collated by the Headteacher and reported to governors at Full Governing Board. Our scheme of work for personal, social, health emotion education [PSHE] details the curriculum input for pupils.

CPOMs, the electronic safeguarding report system, should be updated to report all incidents after verbally notifying the Headteacher. By acting upon every comment or incident, we will demonstrate our zero-tolerance approach.

Appropriate sanctions for Bullying/Racism might include: (See also [Appendix A](#))

- A verbal warning with consequences explained if further incidents occur
- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Training for Staff

All school staff will receive training annually on racist behaviour by completing:

National Online Safety: Certificate in Equality, Diversity and Inclusion or equivalent

Sexualised Behaviour, Sexual Violence & Sexual Harassment

See 'Sexual violence and sexual harassment between children in schools and colleges' DfE Sept. 21

Staff at Willington Primary School acknowledge that sexual violence and sexual harassment can occur between children of any age and sex. As set out in part one of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

We want everyone to feel included, respected and safe in our school and we recognise that Sexism can be and Sexual Harassment is a form of Child on Child Abuse. Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like to ensure that all pupils are taught this essential aspect of social interaction.

We will not tolerate verbal abuse, which includes name-calling and sexist comments or inappropriate behaviour which is sexual in its nature. Staff and pupils are encouraged to report all incidents that make them feel uncomfortable, no matter how 'small' they think the incident is. Sexist comments are those

which discriminate based on sex. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. Sexual harassment means unwanted behaviour of a sexual nature and includes sexual comments, physical behaviour like interfering with clothes or online harassment. All staff and pupils are encouraged to report the above behaviours. By acting upon every comment or incident, we will demonstrate our zero-tolerance approach.

As a school, for low level incidents, we will:

- Ask the pupil to apologise to anyone the comment/behaviour was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a phone call to parents if the pupil refuses to apologise in the first instance

More serious incidents will be dealt with according to the context of the situation with different levels of sanctions applied proportionately. The age and developmental stage of the perpetrator will be considered carefully.

Appropriate sanctions might include: (See also [Appendix A](#))

- A verbal warning with consequences explained if further incidents occur
- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour 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

Appropriate sanctions might include: (See also [Appendix A](#))

- A verbal warning with consequences explained if further incidents occur
- Loss of breaktimes/unsupervised times
- A meeting with parent
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion
- For serious or repeated incidents, a risk assessment will be carried out to establish whether the incident(s) should be managed internally, be referred to Early Help or safeguarding services and/or be referred to the police.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENDCOs).

Reviewing the policy

Monitoring, Evaluation and Review Methods used to monitor and evaluate the effectiveness of the behaviour policy include:

- Discussions with learners
- Referrals to SLT
- Feedback from staff
- Feedback from school council
- Feedback from parents
- Lesson observations
- Governors Meetings
- External evaluation if necessary
- Professional services involved e.g. behaviour support

Appendix A



Processes to follow at Willington Primary School for negative behaviour choices in class

Stage of Process	Type of Behaviour	Actions
Step One Behaviour requiring 'the script'	• Out of seat • Calling out/interrupting the teacher • Answering back • Disturbing others from learning • Inappropriate language • Refusal to complete learning • Poor attitude • Unkind words • Improper use of equipment • Refusal to follow instructions • Low level disruption • Unsafe play • Swinging on chair • Improper use of equipment	Remind about school values and school rules. Use the script Praise those children displaying the correct behaviours and aiming high Discussion with the child at start of break Re-direction strategies Give a non-verbal cue Pose questions/statements to remind children of the expected behaviours: <i>How can I help you?</i> <i>I'm wondering why...</i> <i>Thank you for...</i> <i>Well done for...</i> <i>Even better if...</i> Use 'thank you' before the child has complied. This shows that you expect they will comply. Remove any audience – speak to the child in private.
Step Two Behaviour requiring reflection time – completion of 'Thinking time' sheet	• Persistent repetition of previous behaviours • Leaving the classroom • Refusal to return to the classroom after lunch/break	Adult to inform child their unwanted behaviour has continued, and they need some space and reflection time. This will be in the classroom at breaktime or with SLT at lunchtime. After 5 minutes, a short discussion with the child about behaviours and

	Disrupting learning continuously	rules. Class teacher to inform parent(s) about behaviours and concerns if x 3 'Thinking time' sheets have been actioned or if the behaviour has been significant. Log on to CPOMS to record the incident and actions taken.
Step Three Behaviours requiring SLT	- If the behaviours above persist after speaking to parent, child has missed playtime and other strategies employed. - High level of disruption to the rest of the class - Continued refusal to complete tasks - Causing physical, deliberate harm to others	SLT have been asked to speak to the child about behaviours and arrangements put in place to complete restorative activities in their own time. Actions to be logged on CPOMS. SLT to contact parents to notify of escalating behaviours and the next steps.
Step Four Behaviours requiring further action from Headteacher	- Physical harm to others/fighting - Threatening language - Refusal to cooperate to keep others safe - Racist, religious, homophobic language.	Headteacher to contact parents and arrange a meeting. Individual Support Plans may be put in place.
Step Five Behaviours requiring possible exclusion	- Serious physical harm to another child or adult - Extensive damage to school - Being unsafe and causing others to be unsafe	Phone call home by the Headteacher. Complete LA DCC paperwork – reporting an exclusion Seek advice from other professionals e.g. ISAT/Children's First

Consequences for negative behaviour choices at lunchtime

Stage of Process	Type of Behaviour	Actions
Step One Verbal Warning	• Inappropriate language/unkind words • Not following or listening to instructions • Not following rules of a game or activity • Causing disruption to a game or activity	• Remind about school rules – use the script. • Praise those children displaying the correct behaviours and aiming high • Re-direction strategies • Give a non-verbal cue • Pose questions/statements to remind children of the expected behaviours: <i>How can I help you?</i> <i>I'm wondering why...</i> <i>Thank you for...</i> <i>Well done for...even better if...</i> • Use 'thank you' before the child has complied. This shows you expect they will comply.
Step Two Time Out (to stay with member of the Play Team)	• Repeating any of the above behaviours	• 10 minutes minimum time out or longer if needed. Child is to stay with a member of the Play Team.
Step Three Midday Supervisor support	• Further misbehaviour following 'Time Out' • Causing physical harm to others such as continuing to play rough games	• Child to be sent to spend some time in the 'Zen Zone' with a member of the Play Team. • Staff to radio for support on channel 16 for a member of the teaching team – not the Play Team.

	Threatening language	Class teacher to be informed and is to inform parent/carer at the end of the day of lunchtime incident.
Step Four Additional Support from SLT	Persistent behaviours from other levels Above and if child if not responding to adult requests	- Radio on channel 16 for a member of the SLT who will talk to the child and take them to a space to calm - SLT log on CPOMS - Reflective sheet to be completed. - Parents notified if repeated concerns.

Willington Primary School

'Where Pupils Succeed'

Our School Rules:

1

Be Ready

2

Be Respectful

3

Be Safe

Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty

Willington Primary School

'Where Pupils Succeed'

In the corridor we:

1

Walk Sensibly

2

Walk Smartly

3

Walk in Single File

Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty



Willington Primary School

'Where Pupils Succeed'

In the dining hall we:

1

Eat with our mouth closed.

2

Use a knife and fork properly.

3

Clear our tray and leave the table tidy.

Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty



Willington Primary School

'Where Pupils Succeed'

In the toilets we:

1

Flush the toilet.

2

Wash and dry our
hands sensibly.

3

Leave as soon as we are
ready.

Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty

Willington Primary School

'Where Pupils Succeed'

In assembly we:

1

Enter and leave smartly
and silently.

2

Sit Smartly

3

Do not shout out.

Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty

