

# Behaviour policy

Westbrook Primary School



<b>Approved by:</b>	Governing Body	Date: 02.03.2026
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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Westbrook rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

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: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	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, comments about sexual reputation or performance, or 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 or gaming sites

We have a separate anti-bullying policy. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy on our website at [www.westbrookprimary.com](http://www.westbrookprimary.com)

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (methods of recording include Class Charts and MyConcern)

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Our Golden Rules - Displayed in every classroom

We keep our hands and feet to ourselves.

We are kind and polite to everyone.

We do as adults ask and listen carefully to instructions.

We stop and keep quiet when the signal is used.

We walk carefully and quietly.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts, bullies or is discriminatory towards another child, the class teacher records the incident on MyConcern [MyConcern](#) and the child receives a consequence to try to ensure that they learn from the experiences. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents or carers to arrange an appointment to discuss the situation, with a view to improving the behaviour of the child.

The class teacher makes reference to the school rules within their class on a regular basis. In addition, the school rules are displayed on the wall of all classrooms. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school feeling safe, secure and happy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only restrain children to prevent injury to a child, or if a child is in danger of hurting him /herself. The actions that we take are in line with government guidelines on the restraint of children.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways.

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Teachers congratulate children.
- Teachers give children house points which are displayed visually in the main entrance of the school so that the children can see how many tokens each house has been awarded. This visual representation is very motivating for the children.
- 20 mins of Golden time is given each week.
- Children can be awarded a gold star (physical token) by a member of the SLT.
- Each week a child from each class is selected to receive a Superstar Learner certificate in the whole school assembly. Their names are published in the weekly Westbrook Newsletter.
- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work.
- Year groups host Exit Points termly which is another opportunity to promote pupil learning and achievements to their parents / carers.

- The school acknowledges all the efforts and achievements of children, both in and out of school e.g. music, computing or swimming certificates.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning / reprimand
- Losing time from Golden Time
- A pupil might spend time in another class to reflect on their choices
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report'
- Exclusion by the Headteacher or Deputy Headteacher as a very last resort

We use class charts (online system) to record points and sanctions. We also use MyConcern (online system) for recording any behaviour that may be classed as a safeguarding concern.

See appendix for sample letters to parents about their child's behaviour.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. The response will be proportionate to the age, context and needs of the individual child concerned.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- Support the victim at all times (safe spaces, know how to report, counselling support)

Sanctions for sexual harassment and violence may include:

- Detention
- Removal from class and spending time with the Parent Support Advisor to reflect on their behaviour and learn strategies for changing it
- Calling parents to attend a meeting to discuss with the child and parent the concerns and how they can support their child to make better choices and understand how their behaviour affect others

- Exclusion may also be considered if the harassment or violence is of a serious or criminal nature.
- It is important the perpetrator understands what they have done wrong and be helped to change their behaviour.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help, Hounslow
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information. This can be found on our website at [www.westbrookprimary.com](http://www.westbrookprimary.com)

### **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

The misbehaviour could involve:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **7.4 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the

pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our 'child protection and safeguarding' and 'dealing with allegations against staff' policies for more information on responding to allegations of abuse against staff or other pupils.

## 8. Behaviour management

Our approach to behaviour is always to use positive praise and create a culture where children feel they are safe and happy.

### 8.1 Classroom management

Teaching and support staff are responsible for setting and maintaining the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 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 and reported to parents

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently identified or being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

## 8.5 Safeguarding

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

# 9. Wellbeing and self-regulation

Our approach to enabling 'expected' behaviour from our children is to promote wellbeing and self-regulation.

## 9.1 What are the Zones of Regulation?

- Conceptual framework used to teach children self-regulation
- A system that allows children to categorise their emotions and explain how they are feeling (no Zone is viewed in a negative way)
- Utilises tools and strategies to manage movement between the Zones e.g. moving from the 'red' zone to the 'green' zone

### Intent of the Zones of Regulation:

- Children to experience success at Westbrook Primary School

Our school recognises that much success depends on a child's ability to recognise their feelings and manage their emotional responses to situations - **Zones of Regulation** is designed to support this goal.

- Children to consciously regulate their feelings which in turn leads to increased control and problem-solving abilities

The whole school follows the '4 Zones' or 'emotional states' approach. These are represented by colours: red, yellow, green & blue. The curriculum teaches the children about tools (individual toolkit that they can use to help them move between the Zones).

## 9.2 Zones of Regulation at Westbrook Primary

The Zones of Regulation is a curriculum designed to teach children and adults self-regulation and emotional control. The conceptual framework was introduced at Westbrook as a whole school initiative in the spring term of 2023. It was part of our whole school response to promoting children's mental health and emotional well-being. Teaching and non-teaching staff have participated in CPD related to the framework and now have a good understanding of the Zones of Regulation; its language and concepts.

This whole school approach aims to enable children and adults within our setting to better understand their emotions and learn how to regulate themselves in different zones from EYFS right through to Year 6. Each classroom has a Zones of Regulation display clearly visible and accessible to all children within that class. Children and adults use this visual display to help identify emotional states and then apply the appropriate strategies from the Zones Toolbox to regulate and move to a different Zone.

The Zones teach children how to name and recognise different emotions and states of alertness in themselves and other people.

- The Blue Zone is when we (children and adults) are sad, sick, tired, bored.
- The Green Zone is when we are OK, calm, happy, focused and ready to learn.
- The Yellow Zone is when we are feeling excited, silly/wiggly, scared and embarrassed; we experience a loss of some control.
- The Red Zone is when we are angry, elated, yelling, terrified, loss of all control.

Children will understand their emotions and learn how to regulate themselves in different zones. They will do this through the use of Toolbox of methods:

- Calming techniques
- Cognitive strategies
- Sensory supports

The three elements above help children to move between Zones e.g. from yellow to green

We believe that it is key for children to learn how to adjust their levels of alertness. This ability to self-regulate well has a positive impact upon one's ability to remain calm and organised and to successfully negotiate stressful or frustrating situations.

The Zones of Regulation is also delivered on a small group or 1:1 basis with individuals to support their needs. This can be adapted to suit the needs of younger learners as well as learners with Special Educational Needs (SEN) e.g. greater use of visuals in recognising and responding to emotional states.

- It is a system to help recognise current feelings / levels of alertness
- A way to regulate the feelings and try to gain a sense of well-being and control
- Non-judgmental – no Zone is viewed negatively and we all experience all zones at some points
- Encourages staff to provide positive reinforcement when children are able to recognise the Zone they are in and also if they use any tools to regulate the Zone

Staff follow the curriculum delivering lessons from **Zones of Regulation** to their class following the CPD sessions to ensure a consistent whole school approach and gradual development of the use of language associated with this curriculum.

At Westbrook we want to teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety, stress or a lack of control. By teaching strategies of how to manage these emotional states, we hope that the impact would be an enhanced confidence to tackle challenges and increased resilience to persevere when faced with difficulty.

## 10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Individual transition booklets are created for target individuals.

To ensure that transition to secondary school is smooth, children with identified needs receive a KS2-KS3 transition programme including practising school or bus routes, exploring the new school's website, accessing facilities close to the new school and social stories addressing anticipated scenarios for KS3.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body annually.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Accusations against Staff Policy
- Anti-Bullying policy
- Physical restraint policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

## Appendix 2: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

**Insert details of how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_