

WESTFIELD PRIMARY SCHOOL

Behaviour Policy

from September 2025 (Mar 2026)



Behaviour Policy Overview

Visible adult consistencies/ adult behaviour:

1. Meet and greet- zones of regulations
2. Calm, consistent and fair- classroom charters
3. Positive noticing - find the good/ model expectations
4. Our 6 Nurture Principles reinforce caring approach:



Positive Reinforcement

i.e. catch children being good and share with others

1. Positive fast feedback
e.g. praise (verbal, sticker/stamp, Marvellous Me)
2. Star of the week/ Head Teachers award
3. Showing good work to other adults in school
4. Phone call home/Marvellous Me / catch on the playground

Common Phrases

1. Wonderful walking
2. Terrific transitions
3. 5Rs
4. Lovely listening
5. Thank you for...
6. Empathy nurture principles embodied

Stepped sanctions e.g.

- 1) non-verbal signal
- 2) Describe preferred behaviour
- 3) Verbal reminder of expectations
- 4) Another verbal reminder
- 5) Time out
- 6) Phone calls home/meetings with parents/behaviour letters

Serious unacceptable behaviour straight to Steps 5 and 6 with additional Support & sanctions (including suspensions or exclusions) from HT/ SLT / Inclusion Team, including support beyond the classroom for behaviours such as, sexual harassment, physical violence, bullying, racism, challenging behaviours, prohibited items or actions (concealed weapon e.g. knife/vaping/smoking) and homophobia.

Verbal support e.g.

I've noticed that ... you know the Westfield Way: Be respectful, safe, ready and kind.
Can you remember when you ... (recognise when this was done well) ...
Restorative questions e.g.
What has happened?
What were you feeling at the time?
Who was affected by the actions?
What needs to be done to make things right?
How can we do things differently?

Support beyond the classroom e.g.

1. Pastoral
2. Senior Leadership monitor reward charts
3. Parent letters / meetings
4. Individual behaviour plans and strategies
5. Multi-agency (EP/ Social Care/ MHP/dworks)
6. Designated safe space
7. Trusted adult

Alternatives to suspension or permanent exclusion e.g.

1. Internal exclusions
2. Personalised timetables
3. Proactive Support Intervention Plans
4. Managed moves
5. Short-term off-site support

Our 5Rs



Behaviour Policy

This policy should be read in conjunction with the school's Anti-bullying policy.

1. Aims

The aim of this policy is to create a secure and happy school and a safe environment in which all children can learn and reach their full potential.

We wish to continue to encourage and reinforce good behaviour and the children's well-being during this time.

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."

DfE Guidance: Behaviour in schools - Advice for headteachers and school staff February 2024

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

We expect all members of our school to adhere to the Westfield Way and our 5 underpinning values of **Positivity, Respect, Independence, Diversity** and **Excellence** (PRIDE) that support our children in becoming good citizens. These lie at the heart of the high expectations we have for behaviour in our school.

We believe that the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour and well-being in terms of the children's ability to develop and grow into positive members of society.

In formulating our behaviour policy, we have considered the provisions set out in the DfE guidance document- DfE Guidance: Behaviour in schools - Advice for headteachers and school staff February 2024

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

This policy complies with Schedule 1 of the Education (Independent School Standards) Regulations 2014.

2. Roles, responsibilities and expectations

At Westfield Primary, we believe the best way to ensure positive behaviour is to make learning in class engaging, creative and fulfilling. Pupils achieving positive outcomes will be less likely to demonstrate poor behaviour.

All adults encountered by the children at school have an important responsibility to develop a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling high standards of behaviour, both when with children and with each other, as their example has an important influence on the children. Staff must recognise the impact of their own behaviour on the school culture and use this to uphold the school rules and expectations.

Staff should address behaviour choices, appropriate and inappropriate, of all pupils that they meet around school to uphold the expectations consistently across the school. The behaviour of all pupils is the responsibility of all adults in school. Teachers model the *positive language of choice and consequences in order to support children in making choices about their behaviour*. This means that when talking to children, teachers avoid confrontation in front of the whole class, use a calm voice, listen to children, allowing them to be fully heard, and respond in the same way that they wish the child to respond. At Westfield Primary we understand the importance of recognising pupils' feelings and responding appropriately as being role-modelled by the adults. This will encourage children to develop good behaviour habits and to have the confidence to ask for help when they need it. It is recognised that children make choices of how they behave and they are supported by learning how to make good choices.

All members of the school community must address behaviours and incidents of bullying, discrimination and derogatory language (including name calling) and deal with them quickly and effectively by following the school's procedures and policies. All members of staff must encourage the feeling of belonging and acceptance within each child. Where circumstances arise that compromise the safety of pupils and/or staff, the school will act decisively and as swiftly as possible to remove the threat and reduce the likelihood of its reoccurrence.

Power to issue sanctions

The school, which includes teachers and other staff with responsibilities for pupils, have a statutory power to-issue sanctions to pupils for breach of school rules, failure to follow instructions or other unacceptable conduct.

Zones of Regulation

Zones of Regulation are used throughout the school to create a consistent language for describing emotions and feelings through four colours: blue, green, yellow and red. This supports our behaviour expectations across the school. By understanding how to notice their body's signals, detect triggers,

read social context and consider how their behaviour can impact those around them, pupils learn improved emotional control, sensory regulation, self-awareness and problem-solving abilities.

Emotional Coaching

Linked to Zones of Regulations, we apply the principles of Emotional Coaching, which is based on research by John Gottman. Emotional Coaching uses moments of heightened emotion, recognising six emotions of Joy, Anger, Surprise, Fear, Disgust and Sadness, and resulting behaviour to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security. This activates changes in the child's neurological system and allows the child to calm down. Incidents are discussed in a more rational and productive manner at a time when the child feels ready to do that. Problem solving, with the child, can then take place. Staff are supported to apply Emotional Coaching through training and a script (Appendix 1a)

Positive engagement

Our emphasis on rewards is to reinforce good behaviour, rather than focus on failures, to help ensure the children's well-being and promote good behaviour choices. 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. This is as true for adults as children. Rates of praise for behaviour is seen as high as for work.

Strategies are in place to reward appropriate behaviour: Usually weekly celebration assemblies take place where Stars of the week are nominated. Additional rewards include stickers or stamps from all staff members, including MMS; attendance certificates celebrate those children with 100% attendance on a termly and yearly basis and there is a weekly raffle for all children who are in attendance during a week on time. House points are awarded and attendance book tokens awarded.

At the beginning of each year, teachers will set up class-based rules with appropriate rewards and consequences linked to these.

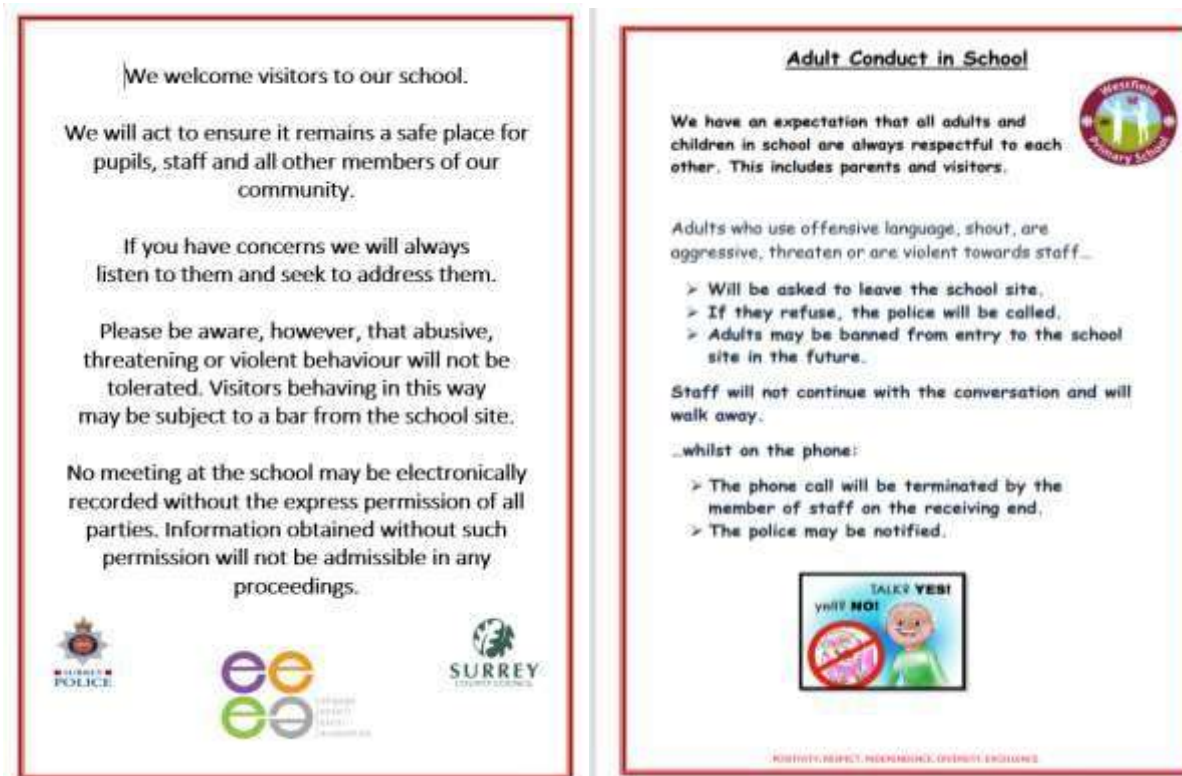
Ultimately, we believe that teachers have the right to teach and that children have the right to learn in classrooms free from disruptive behaviour.

Positive Parental Partnerships

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

We ensure that all adults and children are respectful towards each other at all times by reinforcing the Westfield Way with children and staff, and displaying our Adult Code of Conduct on posters and

signs on the outside gates and by external doors of the school premises. The Code of Conduct (see image below) requests that parents and visitors do not shout, use offensive language, aggression, threatening language or gestures, or violence towards staff and is supported by the EEEA Trust.



This behaviour policy is posted on the school's website and printed as a parent-friendly leaflet (in English and other languages used within our school community) to ensure parents have full access to it all year round.

Opportunities will be taken in Learning for Life (PSHE), Relationship and Sex Education, circle time and assemblies to raise issues 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 initial responsibility for the child's welfare.

Examples of Behaviour:

Acceptable Behaviour

- Looking after and supporting each other
- Trying hard to do their best and finishing tasks in a given time
- Being kind, good mannered and speaking politely to everyone in the community
- Respecting other people, their possessions and school property
- Working and playing together co-operatively
- Asking for help or telling an adult if they are unhappy
- Accepting responsibility
- Following the Westfield Way Rules

Unacceptable Behaviour

- Showing a lack of respect
- Inappropriate language
- Using threatening behaviour, including bullying as detailed in the Anti-bullying Policy
- Not following requests of adults without a good reason
- Discriminating against others
- Deliberately vandalising school or other people's property
- Disrupting other pupils' learning, including behaviour which results in the need to evacuate the area.
- Intentionally taunting or provoking another child

Serious Unacceptable Behaviours

Serious behaviours are those that pose a risk to the safety, wellbeing, or dignity of pupils or staff, or significantly disrupt learning. Such behaviours may result in immediate intervention and sanctions in line with the school's behaviour and safeguarding policies. We have a zero tolerance to sexual harassment and violence and all forms of child on child abuse.

- Violence towards an adult or a child (physical or verbal assault, abuse or threatening behaviour including throwing objects with intent to harm).
- Sexual violence (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual harassment such as sexual comments, remarks, jokes, physical behaviour such as interfering with clothes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Repeated occurrences of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Smoking or vaping.
- Possession of prohibited items, for instance, knives, drugs, alcohol, cigarettes, vapes.

- Repeated discrimination or prejudice based abuse including racist, sexist, homophobic/biphobic, transphobic, or disablist or faith-based language.
- Stealing from pupils or staff.
- Deliberately placing themselves or others in danger.
- Sexism including behaviour or attitudes that create stereotypes of social roles based on sex; and making sexist comments.
- Inappropriate sexualised language or gestures, inappropriate touching of others, upskirting or sharing or attempting to access inappropriate images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video).

THE WESTFIELD WAY RULES

The goal of using the Westfield Way Rules throughout the school is to have a simple, but fair and consistent approach to establishing a safe, orderly, positive environment in which adults can teach and children can learn. These are displayed in each classroom.



We are aiming to be positive in our approach, to notice and reward good behaviour rather than take it for granted and promote everyone's well-being.

Dining Hall and Playground Westfield Way Rules

Posters showing rules appropriate to the dining hall and playground will be displayed in both areas of the school. Mid-day Meal Supervisors (MMS) will use these to help manage the children's behaviour at lunchtime but will call on senior staff for assistance should the need arise.

Nurture Principles



Weekly Well-Being Time

The well-being time follows the 5 ways to well-being themes and is rotated round the year groups, enabling classes to work together if they wish and ensuring the children know about the different ways to well-being.

The 5 ways to well-being:

To connect

To keep learning

To be active

To take notice

To give

This links to the school's Well-being & Positive Mental Health policy.

3. Responding to Behaviour

We maintain a positive culture by working hard to reinforce positive, appropriate behaviour which reflects the values of our school and prepares pupils to engage in their learning. We understand that on occasions pupils may make unacceptable behaviour choices and we support children to understand that there are consequences for behaviour which will be reasonable, proportional and from an understanding of the situation.

We respond to appropriate behaviour with a range of rewards (given in the section below) and to inappropriate behaviour with a predictability, promptly and assertively following the flow chart below, ensuring that the priority is the safety of the pupils and staff and the restoration of a calm environment. We ensure that staff respond in a consistent, fair and proportionate manner so pupils know with certainty that inappropriate behaviour choices will always be addressed. De-escalation techniques are used to prevent further behaviour issues arising and recurring. These are often shared with staff and parents through school documents such as, a behaviour plan or a provision map.

We aim to maintain an environment and culture that is calm and safe in which all pupils can learn and thrive. To achieve this, we apply

- **Deterrence:** using sanctions that are made clear to all pupils (through discussion, displays, child-friendly behaviour policy, for example)
- **Protection;** keeping pupils safe is a legal duty of all staff. Our sanctions ensure the safety of pupils.
- **Improvement;** pupils are supported to understand and follow the rules and supported to reflect on behaviour choices.

Taking account of individual pupil needs

The following factors will be taken into account when considering individual pupils' needs and circumstances when applying the school's behaviour policy.

- race, religion or belief, gender, sexual orientation and culture
- SEN and Disability
- circumstances of all vulnerable pupils

Rewards and Consequences

Rewards

We believe that children respond well when considering the good choices that they make. We have a series of rewards that all staff and visitors are able to use to promote making the right choice of behaviour.

1. **STICKERS** - these may be given for hard work, good behaviour or showing kindness to others. The stickers may be given to the child to wear or be stuck in their books to highlight good work.
2. **CERTIFICATES** - these are given out in Celebration Assembly both weekly and at the end of each term.
3. **HOUSE POINTS** - these may be awarded for positive choices, good work, or extra effort. Each child is entered into a House (Phoenix, Dragon, Griffin, Pegasus), and the house points are collated by Yr. 6 prefects and shared in Celebration Assembly.
4. **REWARD BOX** - this may be awarded to children showing exceptional kindness, effort or good behaviour. Children may also accumulate time with the class' Reward Box through monitoring of their behaviour linked to specific targets.
5. **MARVELLOUS ME** - 'Marvellous Me badges' are sent to parents via the Marvellous Me App to tell them of exceptional effort shown by their child that day. This could be related to their behaviour, a positive characteristic demonstrated or their work. They are rewarded to individuals, groups or the whole class.
6. **DOJO (Monster Points)** - children can earn Dojo points by demonstrating positive behaviour such as helping others, working hard, reading at home, being kind and putting in effort during

learning time. They are rewarded to individuals, groups or the whole class. Rewards for the children with the most points in each class are given at the end of the week.

Growth Mindset

We recognise that the theory of intelligence is not a fixed characteristic but instead can be increased through effort. Therefore, teaching children to have a growth mindset can not only motivate them to achieve academically, but also behave better. We therefore embody this approach in all our practices and as staff we aim to model the following:

- Have a growth mindset and believe that all children can improve and achieve
- Set a classroom culture where children are proud to say they found a task difficult are first and who are not afraid to get things wrong.
- Challenge children to persevere with learning activities and support the child through any concerns or issues with self-motivation.
- Ensure children have appropriately scaffolded work.
- Praise children's effort rather than the person, the end piece of work or results e'g' ' You have worked so hard on this'; 'You are persevering brilliantly through this tricky new concept.'

Consequences

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. In an environment where respect is central, loss of respect or disapproval is a powerful reprimand.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be clear what changes in behaviour are required to avoid future consequences
- There should be a clear distinction between minor and major offences
- It should be the behaviour, rather than the person, that is being punished

For consequences to be an effective and helpful tool in teaching children that behaviour has consequences, they are presented to them as a choice.

Children are taught what unacceptable behaviour is and are made aware of the sanctions for breaking the rules.

Sanctions

Sanctions are not a punishment. They are actions which pupils know **they** will “**choose**” to have should **they choose** to break the rules. They are natural outcomes of inappropriate behaviour. These sanctions include:

- A verbal reprimand
- Removal from the group
- Extra work, or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks e.g. apology letter
- Withdrawal of break or lunchtime privileges
- School based community service - i.e. tidying classrooms, picking up litter, clearing up the dining hall
- Being placed on report for behaviour monitoring
- Extra physical activity
- Banning the pupil from an event, if these are not an essential part of the curriculum
- Internal exclusion
- Parent/carer involvement
- Suspension (fixed term)
- Permanent exclusion

Behaviour Flow Chart

Step 1 - Class teacher strategies

In the event of a child displaying inappropriate behaviour, the class teacher should use their knowledge of the child to de-escalate the behaviour and give the pupil an opportunity to make the right choices. The language used is extremely important with a particular emphasis on highlighting an alternative positive behaviour for the pupil to choose.

a) **Non-verbal signal** e.g. a look or a hand signal.

If inappropriate behaviour continues



b) **Describe the preferred behaviour:** reflect on when behaviour has been good.

If inappropriate behaviour continues



c) Verbal reminder of expected behaviour

If inappropriate behaviour continues initial on board/ clip board



d) Another verbal reminder of expected behaviour *Language of choice used and consequence explained.*



e) Time out

- i. Separate child from the rest of the class, but so they can be seen and they can hear the lesson (in the playground this may mean asking them to stand away or sit on a bench quietly).
- or**
- ii. Send child to another member of staff.

This step may be repeated more than once during one day.

If inappropriate behaviour continues frequently or is more serious



Step 2 – Class Teacher (informal)

Class teacher starts an **ABCC Log (see appendix 1)** for the pupil and speaks to parent by phone or at beginning / end of day

Proactive behaviour management strategies to be put in place; such as 5 Point Scale, basic reward strategies. The child may be asked by the class teacher to spend some time reflecting on their behaviour and the effect upon others (see appendix 3 which can be used to support this reflection); for all children this needs to be done at the first opportunity when the child is calm, as part of their time out/consequence. Reflection materials may be used, depending on the age and ability of the child, for instance, Comic Strip Conversations, Restorative Approaches, drawing a picture of what happened, writing a letter of apology or a reflection sheet, (**see appendix 3**).



Step 3 - Class Teacher (formal)

Class Teacher arranges a more formal meeting/ conversation with parent(s)/carers via telephone or in person and is followed up with **Letter 1 (see appendix 4a)**. A Behaviour Chart (**see appendix 2**) will be set up, there will be class-based reward around child's specific targets and these are discussed in liaison with the Inclusion Leader. The letter is saved in the child's behaviour log folder and is noted as an action and consequence on the behaviour log.



Step 4 Inclusion Leader (formal)

Inclusion Leader arranges formal discussion with class teacher and then parent/carer following up with **Letter 2 (appendix 4b)** The pupil may be placed on a Positive Behaviour Support Plan (**appendix 5**) and other strategies will be explored in discussion with parent, child and school staff. Other strategies could include Risk **Assessments**, external support and placement on the SEND register.



Step 5 Suspension / Permanent Exclusion

Consideration of contributing factors

Where appropriate staff will always consider any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, had mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Staff will also consider if, and to what extent, any provocation triggered the behaviour incident.

Internal Exclusion

Internal exclusions will be given as a sanction for incidents that seriously breach behaviour issues, such as fighting, deliberately setting out to hurt another child, sexual harassment, using prejudicial language, intentionally taunting or provoking another child, persistent swearing or verbal abuse, destruction of property, continuously refusing to follow request of members of the staff, including the senior leadership team, behaviour which results in the need to evacuate a learning area, placing themselves or others in danger deliberately. This sanction will be recorded in a Red Book in the headteacher's office filled in by the child's class teacher.

Suspensions and Permanent Exclusions

Children will be suspended or permanently excluded from school for serious behaviour issues, in accordance with DfE guidance: see 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Behaviour that may lead to suspension or permanent exclusion includes:

- Breaches of the school's behaviour policy, *including persistent disruptive behaviour*, behaviour which results in the need to evacuate the area, persistent refusal or when the school has exhausted all strategies to enable the individual to turn around their behaviour, including identified support through SEND Support Arrangements.

- Behaviour which would cause harm to the education or welfare of the pupil or others in the school

A serious breach of school's behaviour policy may result in a permanent exclusion for a first-time offence.

4. Specific behaviour incidents

Serious behaviour incidents

Serious incidents will be dealt with on an individual basis by the Headteacher, Inclusion Leader and members of the Senior Leadership Team and will include internal sanctions e.g. internal exclusion, external suspension, time in another class.

In the event of extreme violence, the adult in the area will contact the Inclusion Leader/ Senior Leadership or the school office by using the school phone or a walkie talkie.

Children who flee

In the case of children who flee, the Inclusion Leader/SLT and the office must be alerted by phone or a walkie-talkie. The child should then be observed and watched at a distance by a member of staff by the staff member timetabled to monitor children who leave the classroom until safely brought back to counsel. The members of staff involved in looking for the child must take a walkie talkie with them and stay in contact with the office staff. In the case of children who leave the school site, it is policy to telephone the police and contact parents. Adults should be aware that it may cause an additional risk to an upset child if they are pursued. However, a member of the senior staff may follow if they deem it safe (for the child) to do so, taking with them a walkie talkie/mobile phone to stay in contact - this should be done at a distance to maintain a view of the child. In such an event, it is also the policy to review the child's future participation in off-site activities, for reasons of safety, ensuring a risk assessment is completed.

Challenging behaviour

DfE guidance Fair Access protocols states challenging behaviour is:

What is challenging behaviour?

Behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such severity, frequency or duration that it is beyond the normal range that schools can tolerate. We would expect this behaviour to significantly interfere with the pupil's or other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment.

Where anti-social, disruptive or aggressive behaviour is frequent, additional specialist support and advice may be sought from external agencies. Referrals will be discussed between the Inclusion Leader/member of the Senior Leadership Team and parents.

Removal from Classroom

On occasions, as a response to serious misbehaviour, a pupil may be requested to leave the classroom as a sanction (see flow chart above) for a required specified time and place. Whilst the pupil is out of the classroom, he/she will have continuous education provided and in a supervised setting, such as another classroom. The continuous education provided may differ to the mainstream curriculum or the activities occurring in the pupil's usual classroom but will still be meaningful for the pupil.

Response to severe behaviours

Severe behaviour can be described as a serious or persistent breach of the school rules, especially where this adversely affects the education, welfare or safety of the individual or others.

Consequences for severe behaviour, whatever the reason, must be enforced to ensure that staff and children are kept safe, to protect the school site from damage and to ensure children's learning is not disrupted, including but not limited to:

- Violence towards an adult or a child (physical or verbal assault, abuse or threatening behaviour) - an immediate period of isolation, followed by a discussion with parents/carers. Suspension or permanent exclusion will also be considered.
- Damage to school property - A discussion with parents/carers with a consequence of an internal exclusion, suspension or permanent exclusion.
- Severe disruption to whole class learning - Behaviour support plan reviewed or considered, with a consequence of an internal exclusion, suspension or permanent exclusion.
- Refusal of staff, including senior staff, resulting in safeguarding concerns.
- Refusal to engage with a consequence for severe behaviour - a discussion with parents/carers, followed by an internal exclusion, suspension or permanent exclusion.
- Possession of a prohibited item, without intent to use, a discussion with parents/carers and an internal exclusion or suspension.
- Use or threat of use of a knife, offensive weapon or other prohibited item that has been prohibited by the school's behaviour policy - a discussion with parents/carers followed by suspension or permanent exclusion.

Response to harmful sexual behaviours

Sexual violence and harassment offline or online are not tolerated at Westfield Primary school. All reports of harmful sexual behaviours will be investigated thoroughly by a member of the Senior Leadership Team, leading to a number of possible outcomes:

- **Pastoral Support**

It is highly likely that all children involved in sexual violence and harassment will require enhanced pastoral support to help them feel safe and heard in school.

- **Sanctions**

It is highly likely that the perpetrator of sexual violence or harassment will need to be sanctioned for their behaviour, regardless of the reason behind it. This is likely to involve limiting their freedom around the school site and increasing the level of supervision they receive. Suspension or permanent exclusion will also be considered.

- **Re-education**

It is possible that a child's behaviour may be the result of a misinformed sense of what is appropriate/safe/acceptable. In this context, the child would be re-educated about acceptable, safe, appropriate behaviour.

- **Risk assessment**

It is possible that there is a risk of a child's behaviour not changing or improving immediately. In this circumstance, a risk assessment would be enforced to help ensure long term monitoring and support achieve the change that is needed.

- **External support/referral**

The school may seek external support or refer to appropriate external organisations, following safeguarding procedures.

The school will log all incidences on CPOMS.

Parents can expect to be kept informed and updated about the school's actions and responses to harmful sexual behaviours.

Whenever suspensions or exclusions are being considered the school will proceed in accordance with DfE guidance: see 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024

Behaviour incidents online.

The same standards of behaviour are expected online as apply offline and any inappropriate online behaviour will be addressed in accordance with the same principles as offline behaviour.

Where online behaviour incidents occur outside the school day and off school premises, the school may still sanction pupils where their behaviour online poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Parents will be informed to enable them to follow the incident up with their child and put necessary supportive safety measures in place outside of school.

Sanctions for Pupil Misbehaviour Outside School

The school also has the statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.

Pupils who choose to display inappropriate behaviours such as bad language/ malicious gossip/ social networking site comments that are derogatory towards members of the school community (other parents/ children or staff/ school's name) will be reminded of the school's ethos and their parents will be informed.

This includes behaviour on activities arranged by the school such as:

- educational visits and sporting events
- behaviour on the way to and from school
- behaviour when wearing school uniform in a public place
- misbehaviour that could have repercussions on the running of the school, pose a threat to another pupil or damage the school's reputation

Sanctions will depend on:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected

Calling the Police

In certain circumstances it may also be necessary to call the police, for example where there has been a physical assault or an offensive weapon or prohibited item has been brought into school. In relevant circumstances the school will refer to NPCC when to call the police - *Guidance for schools and colleges*.

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

5. Procedures for suspensions (fixed term) and permanent exclusions are as follows:

- Inform the parents about the suspension/permanent exclusion without delay through a discussion (which may be on the telephone, Zoom or face to face) between the parents or carers, pupil and Headteacher or Inclusion Leader/member of the Senior Leadership Team as appropriate, followed by a letter advising of the suspension/ permanent exclusion terms based on the template letters referred to in the current Surrey Inclusion Team model letters for suspension and permanent exclusion.
- Arrange a reintegration meeting with parent(s) or carers and the pupil on their first day back from a suspension/exclusion and complete the Reintegration form in **appendix 6**. The meeting can be held virtually if the parent has requested the meeting be remote; or there is

an 'extraordinary event or unforeseen circumstance' that means it's not reasonably practicable to hold the meeting in person. Reintegration meetings highlight to parent/ carer the potential risk of Permanent Exclusions (PEX) and support mechanisms and processes to explore including:

- Considering a managed move to support and improve child's behaviour and outcomes
- Consider alternative provision with support of Local Authority within budget limitations for child.
- Inform the Governing Body, social worker (where the family is supported by social care), Virtual School Head (where the child is LAC, PLAC or SGO) and LA without delay, if the exclusion is a permanent one, a suspension for a fixed period of more than 5 days or if a public exam would be missed.
- Suspensions totalling 5 or fewer school days, or in any one term, must be reported for monitoring purposes once a term. These reports should include:
 - Pupil name/ length of the suspension / reason for the suspension / pupil's age, gender and ethnicity/ SEND / Looked After status
- Regular contact will be made with the child from members of the school's Inclusion Team during the suspension. The aim of the contact will be to ensure of the wellbeing and safety of the child. The nature of the contact will be recorded on CPOMS by the Inclusion Team staff member.
- Supporting professionals, such as social workers or Family Support workers, will be notified of the suspension on the same day of notifying the parents of the suspension.

Parents have the right to make representations to the School Governor's Discipline Committee. The governing body has a duty to consider parents' representations about a suspension or a permanent exclusion when considering the reinstatement of the pupil (see 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024)

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

If the headteacher cancels/rescinds a suspension or permanent exclusion that has not been reviewed by the governing board, they would notify the parents, governing board, LA and, if relevant, the social worker and Virtual School head.

A summary of the school's suspension/permanent exclusion procedure for parents is in appendix 7.

6. Supporting Pupils After a Sanction

Following a sanction, staff will consider the support needed to help the pupil to understand how to improve their behaviour and meet our behaviour expectations and rules. The strategies to do this may include;

- Discussion with the pupil about the rule that wasn't followed, why the rule is in place and the impact if it is broken, what they can do in the future to avoid breaking the rule or expectation and setting up any resources or strategies identified as a support to do so, next steps if their behaviour fails to improve and how to resolve/draw a line under the current behaviour misconduct (for example, an apology to appropriate pupil/adult). All discussions with children with regards to their behaviour must be done away from other children.
- A phone call to parents and the Virtual School Head for looked after children is the child is LAC.
- We place consideration of any reasonable adjustments that may need to be made in response to the behaviour.
- Discussion with staff who support the child in school.
- Inquiries into circumstances outside of school, for instance, in the community and at home; conducted by a member of the school's Safeguarding Team
- A Positive behaviour plan set up, to include behaviour interventions, strategies, support sessions from a member of the inclusion team.

7. Responding to the behaviour of pupils with Special Education Needs and/or Disability (SEND)

Children at risk of suspension or permanent exclusion are likely to be identified as having special educational needs and included on the school's SEND register: a child demonstrating social and behavioural difficulties (Social, Mental and Emotional Health) will be identified as having SEN. The SEND register is updated regularly by the Inclusion Leader and children placed on it will have an individual provision map. SEND Support Arrangements will be put in place when school-based strategies, following the school's Behaviour Policy, have not been effective.

A meeting will be set up with parents, Headteacher, Inclusion Leader or Senior Leader and any other relevant professionals. The school implements a person-centred approach so plans will consider the child's voice, needs and aspirations. The school should meet with the parents for regular reviews during which outcomes and strategies are reviewed and revised. The meetings can be held virtually if the parent has requested the meetings be remote; or there is an 'extraordinary event or unforeseen circumstance' that means it's not reasonably practicable to hold the meetings in person.

We aim to consistently and fairly promote high standards of behaviour for all pupils and we provide additional support where needed to support all children to achieve and learn as well as possible. We do not assume that because a pupil has SEND their behaviour is affected but we assess and judge each incident on its individual basis. We consider whether the child's SEND has contributed to the

behaviour displayed and, if so, where it is appropriate and lawful to sanction the pupil, taking into account the Equality Act 2010 and schools guidance, May 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf.

We try to understand the underlying causes of the behaviour, as we do with all our children, and whether additional support is needed.

We consider any reasonable adjustments that may need to be made to the sanction in response to any disability or SEND.

We recognise that if a child has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. This does not mean that a disabled child is exempt from sanction: rather it means that the decision about whether and, if so, how to sanction needs to be taken in a way that is consistent with the usual duties that the school has under the Equality Act 2010. At the same time, the school should consider ways in which other pupils are protected from further disruption and this may result in further support for the pupil.

8. Use of reasonable force

(DfE Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013).

Please also see school's Positive Handling & Physical Intervention Policy.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

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. Staff may physically separate pupils found fighting. (Use of Reasonable Force DfE Guidance).
- Restrain a pupil at risk of harming themselves through physical outbursts

The particular special needs and disabilities of pupils will be taken into account when making the decision to use force. Under no circumstances should force be threatened or used as a punishment. We support the use of Positive Handling techniques.

Reporting and Recording Incidents

- The school will keep records of incidents where members of staff have used force
- All injuries will be reported and recorded in accordance with school procedures

9. Searching and Confiscation

For more details of Searching, Screening and Confiscation, please refer to **Searching, Screening and Confiscating Guidance (July 2022)**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

When can a search be carried out

- A search can be considered if a staff member has reasonable grounds for suspecting that the pupil is in possession of:
 - a prohibited item as listed below; or
 - any other item banned by the school rules that the school rules identify as an item which may be searched for as listed below.
- Prohibited items are:
 - knives,
 - weapons,
 - alcohol,
 - illegal drugs,
 - stolen items,
 - any article that a member of staff reasonably suspects has been or is likely to **be** used to commit an offence or cause injury or damage,
 - fireworks;
 - tobacco products or cigarette papers; and - pornographic images.
- **Additional items that the school rules identify as banned items which may be searched for are:**
 - Vapes and vape accessories.
 - Laser pointers.
 - Aerosols.
 - Money especially in large amounts.
 - Any other item which a member of staff reasonably suspects has been or is likely to be, used to commit an offence or to cause personal injury or damage to the property of, any person including the pupil themselves.

Who can search and support from other staff members

- Only headteachers and staff authorised by the headteacher can carry out searches. Only the police can carry out strip searches, to which there are legal procedures that must be followed using the government document *Searching, screening and confiscation Advice for headteachers, school staff and governing bodies* (updated August 2022)
- The member of staff conducting a search must be the same sex as the pupil and there must be another member of staff present to witness the search unless the person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, **and** in the time available,
 - it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present. If this is the case, the person doing the search should report it immediately. All searches for prohibited or banned items in school will be recorded on CPOMS safeguarding reporting system. Recording of a search will include
 - date, time, location of the search
 - pupil name
 - who conducted the search and any other adults present
 - what was being searched for
 - the reason for the search
 - what items, if any, where found
 - the follow-up action taken as a consequence of the search
- School staff have the power to search a pupil for any item if the pupil agrees. The staff member should ensure that the pupil understands the reason for the search and how it will be conducted prior to their agreement.
- Staff should be made aware that a child being in possession of prohibited items may mean that the pupil is involved in criminal exploitation, gang involvement or anti-social behaviour.
- The DSL must always be made aware of a search.
- The search may result in a referral to Children's Services or other outside agencies.
- When searching or screening, the pupil's individual needs, learning difficulties, age and understanding must be considered.
- Members of the SLT who are also DSL are trained in how to lawfully and safely search a pupil, including a pupil who is not cooperating.

Before a search

- A search can be considered if a staff member has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or an item banned by school from the above list.
- The authorised staff member must make the judgement on how urgent the need for a search is and consider the risk to the pupil, other pupils and staff.
- School CCTV footage should be used where appropriate to determine whether a search should be carried out.

- Before any search takes place, the staff member conducting the search should explain to the pupil why the search is going ahead, how and where and give them the opportunity to ask questions. If the pupil is not co-operating (co-operation will always be sought), the staff member must consider whether the pupil understands the instruction or what a search is, or had a previous distressing experience of being searched. Refusing to co-operate may lead to the member of staff issuing a sanction in-line with the flow chart above and the staff member must consider, discussing with the headteacher, whether it appropriate to use reasonable force to search for the items that are prohibited. During this time, the pupil must be kept away from other pupils whilst also being supervised, ensuring safety of all. Reasonable force cannot be used for items that are identified only in the school rules. This decision will be made on a case-by-case basis. The school will follow the DfE Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013).
- The staff member needs to consider whether it is appropriate and sufficient in time to notify the pupil's parents that a search is going to take place of their child's belongings and outer clothing.

Where

An appropriate location, away from other pupils, on the school premises or where the staff member has lawful charge of the pupil, for instance, on a school trip, which provides privacy but is not confined.

The extent of the search

- A member of staff may search any goods over which the pupil has or appears to have control, including desks, lockers and bags.
- A member of staff may search a pupil's outer clothing (any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear), pockets, possessions (including bags) desks or lockers. Staff do not have the power to conduct a strip search. Only the police service can conduct a strip search and further information for this is in the document 'Searching, Screening and Confiscating Guidance (July 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- The search of possessions can only be in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- A metal detector to assist the search can be used.

What you can confiscate

During a "with consent" search authorised staff members can confiscate any item found under the school's general power to discipline, including those listed below for a "without consent" search.

During a "without consent" search authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils.
- Is a prohibited item or an item banned by school as outlined above.
- Is an electronic device that may contain files or data related to an offence or which may be harmful to another person or the pupil themselves (this includes, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to criminal behaviour).
- Is evidence in relation to an offence.
- Might be harmful or detrimental to school discipline.

What to do with confiscated items

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of unless you have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible
Other suspicious items that could be used to commit an offence or cause personal injury	Retain or dispose of; or deliver to the police if appropriate

In cases where there are multiple options, the school will use its professional judgement. Consider:

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of
- The school can confiscate, retain or dispose of pupils' property, as a disciplinary sanction in certain circumstances e.g. to maintain an environment conducive to learning and safeguard the rights of other pupils to be educated.
- The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they have acted lawfully.
- Staff should consider whether the confiscation is proportionate and necessary.
- In most cases the item confiscated to reinforce the school rule will be returned at the end of the lesson, school session, or school day
- The school has the power to search without consent if we believe there are prohibited items, such as knives and weapons, stolen items, tobacco or cigarettes or any other item banned by school rules. Weapons and knives must be handed over to the police.

Searching Electronic devices

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.
- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video,

- the member of staff should confiscate the device, avoid looking at the device and refer the incident to a DSL immediately.

- The member of staff should set the device to flight mode or, if this is not possible, turn it off.
- Staff should never download or share the imagery, or ask a child to share or download it.
- If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL.
- Staff should not delete the imagery or ask the young person to delete it.
- Staff should not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Staff should not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Staff should not say or do anything to blame or shame any young people involved.
- Staff should explain to the young person that they need to report it and reassure them that they will receive support and help from the DSL.
- The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.
- At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the C-SPA or the Police as appropriate.

After the search

- The pupil's parents will always be informed that a search has taken place and the outcome of that search as soon as possible.
- Full details of the search will be recorded on CPOMS as outlined above.
- Sanctions and consequences need to be inline with the behaviour flow chart above.
- The pupil may need support from the Inclusion Team following a search in order to support them to manage their emotions.

10. Mobile Phones and smart technology enabled devices

In accordance with the Department for Education's non-statutory mobile phones in schools guidance (Updated 19 January 2026) use of mobile phones by pupils is prohibited throughout the school day.

Pupils in years Reception to Year 4 are not permitted to bring mobile phones into school.

Exceptions to this rule will only be permitted in exceptional circumstances on a case by case basis with the express permission of the Headteacher.

Pupils in years 5 and 6 are allowed to bring mobile phones into school but they must be switched off before entering school premises and placed in their class phone box upon arrival in their classroom. The class phone box is taken to the office each morning to be stored securely. The class phone box is retrieved at the end of the day and phones are then distributed to relevant pupils as they leave school at the end of the day. Use of mobile phones by pupils is prohibited throughout the school day.

Pupils bringing mobile phones to school must ensure that the phones are appropriately labelled. The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises.

If any pupil is found with or using a mobile phone during the school day, the mobile phone will immediately be placed in the relevant class phone-box or retained in the Office for collection at the end of the school day. A suitable sanction will be issued to any pupil found to be in breach of the mobile phone policy rules in accordance with the provisions outlined above.

Where a pupil who has brought a mobile phone into school is taking part in a school trip or school activity extending outside of the normal school day the above policy will still apply and the mobile phone will be retrieved upon return to the school premises.

The above provisions also apply to "smart watches" and all other devices with communications and smart technology and/or functionality similar to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

See also the search and confiscation provisions outlined above.

11. Staff Development

Members of staff will be given access to training concerning the positive management of pupils, including the use of 'Restorative Approaches', 'Sensory Needs', 'Person-centred Practices' 'Positive Handling, Learning for Life (PSHE) and Circle Time to support and promote appropriate behaviour.

12. Monitoring and Evaluation

The adopted strategies and their usage will be monitored by staff, SLT and Governors. The School Council will report children's views on behaviour. The Behaviour Policy will be revisited annually and formally reviewed every 3 years.

The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to the Equality Act 2010 and schools guidance, May 2014.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

13. The Behaviour policies should be read in conjunction with the following policies:

Anti-bullying policy
Complaints Policy
SDP
Equality, Diversity, Inclusion & Belonging Policy
Learning for Life (PSHE) policy
SEND Policy
Child Protection & Safeguarding Policy
ICT and Internet Acceptable Use Policy
Online Safety Policy
Social Media Policy
Travelling To and From School Policy
Educational Visits Policy
Infection Control Policy
Positive Handling and Physical Intervention Policy
Wellbeing and Positive Mental Health Policy

14. Further Exclusion Information

Statutory guidance on exclusion see 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

School discipline (pupils' exclusions and reviews) (amendment and transitional provision) (England) Regulations 2023.

Guide for parents to May 2023 suspensions and exclusions guidance.

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-forparents-on-school-behaviour-and-exclusion>

Use of reasonable force Advice for headteachers, staff and governing bodies, July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

If you think the suspension or exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) within six months of the exclusion.

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-anddisability>

You may also find it useful to contact Coram Children's Legal Centre www.childrenslegalcentre.com on 0300 330 5480 who provide legal advice and information to parents on state education matters.

Surrey Contact Centre Schools & Childcare Line - 0300 200 1004

Exclusion Advice for Parents -exclusions@surreycc.gov.uk - 01483 518130.

Website: <https://www.surreycc.gov.uk/schools-and-learning/schools/at-school/exclusionfrom-school>

SEND Advice Surrey Team: 01737 737300 and email SENDAdvice@surreycc.gov.uk, www.sendadvice.surrey.org.uk and Surrey SEND Local Offer

Race, Equality and Minority Achievement Service (REMA) for EAL and GRT pupils

Email rema@surreycc.gov.uk

For interpreting/translations and first language support, email rema.bsw@surreycc.gov.uk

The National Autistic Society (NAS) www.autism.org.uk

Independent Parental Special Education Advice www.ipsea.org.uk

Exclusion Team Business Support (all quadrants) exclusions@surreycc.gov.uk 01483 519064

Area SEN Team for pupils with an EHCP: NW - nwsen@surreycc.gov.uk - 01483 518110

Appendices to Behaviour policy

September 2025 (Rev Mar 2026)

Appendix 1a - Script to support Emotional Coaching

Appendix 1 ABCC Behaviour Log

Appendix 2 Behaviour Chart/Monitoring Report

Appendix 3 Reflection Sheet

Appendix 4a Behaviour Letter 1

Appendix 4b Behaviour Letter 2

Appendix 5 Positive Behaviour Support Plan

Appendix 6 Reintegration form

Appendix 7 Summary of the school's suspension and exclusion procedure for parents.

Appendix 1a - Script to support Emotional Coaching

Step 1 : Recognising the child's feelings and empathising with them.	
What is the situation? What behaviours do you see? How might the child be feeling?	
Step 2 : Labelling and validating the feelings	
Labelling: "I wonder whether you might be feeling angry....?" "You seem angry to me." "I can see you are feeling angry." "You seem angry about..." "You look annoyed..."	Empathising – validating: "I'm sorry that happened to you, you must feel very ..." "I can see that you get angry when that happens/when I do this." "I would feel angry if that happened to me." That would make me angry." "I understand why you are angry." "It's normal / ok to feel angry about that."
Step 3: Limit Setting	
"... it's not ok to behave like that." "... that behaviour is not acceptable." "... the rules are we do not ..." "... doing that is not ok..." "... behaving like that is not helpful." "... when you're angry it is not helpful to hurt other people." Allow time to calm down before moving on to the next step to problem solve.	
Step 4: Problem Solving	
Exploring: Identifying the problem "How were you feeling when that happened?" "What did it make you feel like?" "Have you felt that way before?" "What were you trying to achieve by..." Think of possible solutions:	

"Let's think of what you could have done instead."

"Can you think of a different way to deal with your feelings?"

"I can help you think of a different way to cope."

"Can you remember feeling this way before and what you did?"

"Have you thought about doing this instead?"

Choose a solution

"Try and do this next time you feel like this."

"Let's decide what you will do next time you feel like this."

"Do you think that doing that would be more helpful for you and others?"

Praise the effort and review if needed.

Appendix 3

Reflection Sheet

What happened?

How were you feeling at the time? What were you thinking at the time?

Who has been affected? How have they been affected?

What needs to be done to make things right again? What do you need to do? When are you going to do this?

What will you do differently next time?

Reflective think sheet

Name: _____

Class: _____



What happened?



How were you feeling?



What were you thinking?



Who else has been affected?



How might they be feeling?



What do you need to feel better about this?



What do you think needs to happen to put things right?

Appendix 4a

Letter 1 **TO BE SENT AFTER DISCUSSION WITH PARENT**

Date

Dear

Re: _____

Working together to support your child's behaviour

As discussed, we spoke previously regarding your child's behaviour. I have been monitoring the situation recently and as your child's behaviour continues to be a concern we discussed that they will be using a daily behaviour chart, which aims to motivate and praise children for doing the right thing based on appropriate and child specific targets for your child.

Yours sincerely

Class teacher

Phase Leader

Appendix 4b

Letter 2 TO BE SENT AFTER DISCUSSION WITH PARENT

Dear _____

Date _____

Re: _____

Working together to support your child's behaviour

As discussed, your child's behaviour has been a cause for concern recently, and we have been using a daily behaviour chart to work together to support your child's behaviour. The behaviour choices are still causing concern and therefore we spoke further and agreed the following.

ADD Bullet point outcomes e.g.

- Positive behaviour support plan in place and shared
- Referrals to other agency
- Well-being support

We are looking forward to working together to improve their behaviour choices. Yours sincerely

Inclusion Leader

Appendix 5. Positive Behaviour Support Plan



Westfield Primary School

Bonsey Lane, Woking, Surrey, GU22 9PR

Email: info@westfield.surrey.sch.uk

Phone: 01483 764187

www.westfield.surrey.sch.uk

Headteacher: Mrs Karyn Hing



Positive, Proactive Behaviour Support Plan

Pupil Name:	DoB:	NCY:	Diagnoses	Date of plan	Previous plans	Next review date
Short Term Targets:						

Strong and trusting relationships with the adult in school are the most likely thing to promote positive behaviour support. If pupils learn that they can trust all staff they will eventually learn that they can trust 'the school'. Staff all need to focus upon displaying calm, consistent and kind behaviour at all times and should always have the children's wellbeing at heart.

A good Positive Behaviour Support Plan has more proactive strategies than reactive ones. This helps to ensure that the focus of the plan is not just on the distressed behaviour but provides ways to support our pupils to have a good day, enabling them to learn and teaching more effective ways to getting what they want or need.

- **Proactive strategies** are intended to make sure the pupil has got what they need and want on a day to day basis and also includes ways to teach the person appropriate communication and life skills.
- **Reactive strategies** are designed to keep the pupil and those around them safe from harm. They provide a way to react quickly in a situation where the pupil is distressed or anxious and more likely to display distressed behaviour.

Functions of distressed behaviour

The cause of behaviours is rooted in **anxiety** but the strategies used should be different depending on what the child was trying to tell us through the behaviour.

To stop children becoming distressed we need to identify the things that happen before the behaviour escalates:

- **Social attention-** Teach how to gain attention from others in a more appropriate way
- **Escape/Avoidance-** Give an effective way to stop something they don't like or a way to get away calmly with staff support
- **Tangible (to get something they want)-** Teach the person to communicate their wants and needs, and that they cannot always have what they want.
- **Sensory-** How else can we meet the sensory need / reduce the sensory input? Be creative! Make things possible!
- **Anxiety/Agitation-** Teach/learn self-regulating techniques to reduce anxiety and become more resilient.

It is understandable that children may behave in ways because they want attention, want to escape from a situation they are struggling with, want a certain item or to meet a sensory need.

Positive behaviour support helps people to achieve wellbeing by increasing the number of ways of achieving these things: for example, by developing communication skills.

This plan should be a working document to be amended as and when needed.

It should be shared with everyone that works with the pupil so that strategies can remain consistent and ensure that we give the best possible opportunities and outcomes for the pupil

Zones of Regulation

Name.....

Green Good to Go; ready to learn; calm; happy; content; neutral			Yellow Energy is raised; excited; silly; frustrated; wiggly; agitated		
These things help me so that I am able to stay in the <i>Green Zone</i> :	Things I say, do and what I look like when I am in the <i>Green Zone</i> :		These things distress me so that I am in the <i>Red Zone</i> :	Things I say, do and what I look like when I am in the <i>Red Zone</i> :	When I am in the <i>Red Zone</i> , I will try these things to help me return to <i>Green</i>
Red Heightened; incidents occur; fleeing; angry; terrified; devastated			Blue Low state of alertness; down feelings; tired		
These things distress me so that I am in the <i>Red Zone</i> :	Things I say, do and what I look like when I am in the <i>Red Zone</i> :	When I am in the <i>Red Zone</i> , I will try these things to help me return to <i>Green</i>	These things distress me so that I am in the <i>Red Zone</i> :	Things I say, do and what I look like when I am in the <i>Red Zone</i> :	When I am in the <i>Red Zone</i> , I will try these things to help me return to <i>Green</i>

The above is to be completed with the pupil and given to them to use as a visual reminder. This feeds into the positive behaviour plan below that adults will use.

Influencing Factors -	Motivators -
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Zone needing support	Blue	Yellow	Red
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Behaviour/ Appearance	Proactive Strategies	Warning Signs	Reactive Strategies	Post Incident Support

Read and signed by Parent/Carer	
Date:	
Print Name:	Signature:

Appendix 6. Reintegration form



Email: info@westfield.surrey.sch.uk

Phone: 01483 764187 www.westfield.surrey.sch.uk

Westfield Primary School

Bonsey Lane, Woking, Surrey, GU22 9PR



Reintegration Form

Pupil Name:		DoB:		NCY		Attendance	
Services involved (SW/FSP/FC)		SEND status				Other information (LAC/PLAC/disabilities)	
Dates of fixed term suspension	From	To		Number of days suspended		Number of days suspended this term	
Reason for suspension		Dates of previous suspensions				Details of provisions during suspension	
Dates of Positive Behaviour Plans in place				Support in and out of school (e.g WBA/NL/Mindworks/counsellor) and dates began and ended or state current/			
Dates of risk assessments in place							

Other documents and dates			
Present at the meeting School staff (name and role)			
Child Parents Other			
Summary of discussion during the meeting			
Targets agreed during meeting	Strategies/Provision agreed during meeting		
Are these supported in other documents (e.g. risk assessments/behaviour plans). If so, reference name and date of the document.		Summary of steps taken to migrate risk	

**Pupil's
comment and
signature**

**Parent's comment and
signature**

Appendix 7: Summary of the school's suspension and exclusion procedures for parents Westfield Primary School

School Suspensions & Exclusions : A Summary for Parents - September 2025 (Rev Mar 2026)

1. As a disciplinary measure, your child may be suspended from school for a fixed period of time or permanently excluded.
2. A decision to exclude a pupil will only be taken by the Headteacher or, in her absence, the Deputy Headteacher:
 - in response to breaches of the school's behaviour policy (copy available on the school website), including persistent disruptive behaviour, behaviour which results in the need to evacuate the area, persistent refusal or when the school has exhausted all strategies to enable the individual to turn around their behaviour, including identified support through SEND Support Arrangements; or
 - in response to behaviour which would cause harm to the education or welfare of the pupil or others in the school.A serious breach of school's behaviour policy may result in a permanent exclusion for a first-time offence.
3. In most cases a range of alternative strategies to promote social inclusion will have been tried and failed, before a pupil is suspended or permanently excluded e.g. a pastoral/behaviour support plan, internal exclusion.
4. The Headteacher, or in her absence, the Deputy Headteacher will:
 - Consider all relevant facts and firm evidence to support allegations.
 - Allow the pupil to give their version of events.
 - Check whether the child was provoked.
 - If necessary consult others.
5. A suspension may be for a fixed number of days, after which your child must return to school;
6. In the event of a permanent exclusion, your child cannot return to school without approval of the school's governors' discipline committee.
7. If it becomes necessary to suspend or permanently exclude a pupil, the school will follow the Department for Education's guidance:
<https://www.gov.uk/government/publications/schoolexclusion>.

8. The Department for Education provide further information you may find useful if your child has been suspended or permanently excluded: <https://www.gov.uk/school-disciplineexclusions/exclusions>.
9. For more information on the suspension/exclusion process, contact the Exclusion Business Support team: exclusions@surreycc.gov.uk