



Behaviour Policy 2025

'There are high expectations for children to achieve their best and understand the importance of working hard. Most children behave well in class and around school. Pupils know their school values... They show each other respect and kindness.' Ofsted 2023

At Willow Brook Primary School, we want our children to grow socially, personally and academically. For this to happen, an appropriate climate of good behaviour needs to be created. We believe that children learn best when they are clear about what to do and are consistently encouraged to do it. We believe that teachers have the right to teach, and children have the right to learn.

A positive climate is at the heart of the school's ethos. We aim to uphold a safe and supportive environment in which all children can play an active role in their education and which promotes their confidence, self-image and wellbeing. We hope that children develop a sense of identity and self-motivation. We also recognise that children are learning and will make mistakes. We recognise that some children have special needs and life experiences that impact on their emotions and behaviour. We understand that children develop, learn and mature in different ways. We aim to pro-actively employ and teach positive strategies as well as helping children to grow and mature socially as much as they do academically. We want to foster a collective sense of care, responsibility and community.

Our policy is designed to explain:

- Our school aims and expectations of behaviour
- How we encourage safe behaviour in school

Willow Brook Primary School Aims and Good Behaviour

We continue to believe that our aims for our children are very well summed up by our Five Cs ethos. These words are displayed around school and referred to regularly in communications, assemblies and lessons. Our children know and understand what is at the heart of our words.

Our Five Cs ethos statement:

'I am at the heart of a happy community where a love of learning and a wealth of challenges and opportunities inspire my confidence, creativity and talents.'

I am at the heart of a caring community where I learn to respect and value my environment and the people who share it with me.

I am committed to becoming the best I can be – a lifelong learner where those around me celebrate and encourage the start of my unique learning journey.

I am at the heart of my school and am proud to be so.'

Rules and systems that inform and guide children on how to achieve our aims will be displayed and taught. It is important that young children have positive models of behaviour for working in a community.

High expectations of behaviour are embedded in these values. Every member of the school community will work together to encourage positive behaviour throughout the day in every part of the school environment: in the playground, the corridors, the cloakrooms and the classroom as well as during out of school activities and whole school events.

Every child in school is encouraged to know the standard of behaviour that we expect and every adult in school will be committed to showing consistency in encouraging and maintaining that standard. Through proactive teaching we aim to guide, inspire and maintain a strong sense of community. Sharing an understanding of how personal and collective responses to school life can promote health and happiness is essential as we work and play. We promote shared experiences, where older pupils act as role models for our younger children, and endeavour to find ways of sharing positive rules and relationships consistently.

How we Encourage Good Behaviour

The systems used in school continue to be based overwhelmingly on positive reinforcement. These are communicated clearly throughout every class in school. They are adapted, if required, by individual teachers to meet the needs of their classes/age groups. Every child, irrespective of age or ability is expected to do their best to respond to our high standards. Regular verbal reminders are given and supported by all staff.

At a whole school level, we will have a weekly achievement assembly at which specific accomplishments (both social and academic) are recognised and celebrated. This will enable staff to deliver valuable messages and ensure that all children receive positive reinforcement for their efforts and talents.

Within classrooms, several other systems are used across the school to recognise achievement and effort for either individuals or the group as a whole. Some examples of these are as follows:

- ❖ Stickers and stamps on work
- ❖ A whole group target for younger children
- ❖ Earning age-appropriate privileges
- ❖ Certificates recognising specific achievements in school – e.g.: ‘Writer of the Week’ or notes/certificates that children can take home to parents.

Communication with home is important. Parents should be our partners in reinforcing a child’s esteem and encouraging their development. Stickers and notes that can be seen by a child’s family members are actively encouraged. Reporting verbally to parents and carers at the end of every day provides an opportunity to relay significant issues, if required.

Sharing successes and achievements with parents is also done by creating and valuing a Record of Achievement book for each child, in which we place favourite pieces of work each term, items from display, photographs and certificates. This folder is then given to the children on their last day at the school as a celebration and souvenir of their achievements. Again, sharing significant successes verbally at the end of the day is encouraged.

Children also have an essential role to play in the successful running of their school, and the School Council /Ambassador role gives children an audible voice and allows them to share ideas or concerns and take the responsibility to resolve issues in a supportive environment. Class Council sessions run throughout the year, and children will share ideas and contribute opinions on key whole-school issues. Pupil surveys give our children a chance to reflect and respond. This system aims to foster a sense of responsibility as well as an understanding of democracy.

Children are encouraged to show gratitude and thanks to adults and fellow pupils to add to our positive ethos. Regular opportunities are given in assemblies and at the start of lunch.

Our whole-school merit awards seek to reward work and behaviour that goes ‘above and beyond’ expectation. Pupils will work towards certificates that are presented in public.

Sanctions

From time to time, children need to be reminded about behaviour and the importance of the collective responsibility towards our shared community. We believe that everyone in school needs to be completely clear that inappropriate behaviour is unacceptable, and we employ a variety of sanctions to enforce the rules and high expectations of the school – each appropriate to the individual situation or pupil. Children need to understand that their behaviour has consequences. We ask parents to support us in this and communicate our expectations in our Home School Agreement. More than ever, looking after each other's wellbeing and maintaining a safe environment is essential.

Detailed below is a 'ladder' of sanctions that demonstrates how these sanctions escalate if misbehaviour is repeated.

1. **A firm verbal reminder is given. Pupils are clearly told what is unacceptable and what is expected. The child should be asked if they understand why their behaviour is unacceptable and understand what the right choice would have been.**
2. **If the behaviour is repeated a second verbal reminder is given and an appropriate sanction applied. Their names will be written on the board. At this point the incident should be recorded as a concern (paper-based system) by the teacher.**
(It is not appropriate to compromise lesson time to publicly resolve such a situation. In such circumstances, pupils will be asked to miss part of their break time during which the situation will be discussed. This sanction will depend on the nature of the behaviour.)
3. **If inappropriate behaviour continues, (or warrants further action) the pupil will miss a larger part or all of their break and/or lunchtime. The teacher will arrange supervision and inform parents. Time out should take place in the school hall where appropriate proximity to members of staff can be upheld. If a teacher is on playground duty, it may be appropriate to take that child into the playground to stand with the member of staff. At this point it may be appropriate to record the events on the CPOMS system.**
The Headteacher or Deputy Headteacher should be informed at this point and may intervene to remove the child from the situation and deal with the situation appropriately.
Parents will also be consulted to understand and share any background that may be affecting a pupil's behaviour and to encourage their support.

In all incidents, the safety of the children is paramount. If a child's behaviour endangers the safety of others or interrupts the learning of the rest of the class beyond a reasonable level, the class teacher will stop the activity and may prevent the child from taking further part. **If necessary, a teacher should seek help from a senior member of staff. It may be necessary to remove the class to a safe space in situations where specific children have individual behaviour risk assessments.**

Staff need to be sensitive to vulnerable children who may be psychologically affected by public reprimand. In such circumstances, we understand that resolving a behaviour issue in private is more appropriate. Staff should also understand that behaviour in some children reflects anxiety. Again, it may be appropriate to consider ELSA support for advice and intervention if difficult situations arise regularly.

For more serious incidents, this ladder may not be appropriate and the Headteacher will intervene immediately. There may be times when a pupil requires their own individual behaviour plan appropriate to their needs.

In extreme cases, persistent or serious problems with behaviour can result in fixed-term or permanent exclusion (in line with Local Authority policy).

All significant behaviour incidents (that impact on other pupils or go beyond missing a playtime) are recorded on the CPOMS system. This enables us more accurately to be able to look for patterns in behaviour, including triggers and develop strategies for overcoming difficulties. Recording low level behaviours also enables the school to track behaviour and work proactively towards whole-school improvement.

Although persistent or serious misbehaviour needs recording, every child must feel that each day is a fresh start.

Bullying and Racist Incidents

Willow Brook Primary School does not tolerate bullying of any kind. If we discover that an act of bullying (including cyber-bullying), intimidation or prejudice-based behaviour has taken place, the incident is recorded and we act immediately and appropriately to stop any further occurrences. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy and Equality Policy for further information). We understand that it is important to provide immediate support to the victims of such incidents. We inform all parents as well as reporting incidents to the school's governing board.

Child on Child Abuse

Willow Brook actively seeks to raise awareness of and prevent all forms of child-on-child abuse by educating all Governors, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. We take seriously all forms of child-on-child abuse (no matter how low level they may appear) and work together to ensure that this is never dismissed as 'typical', horseplay or teasing.

We will work within our policy to educate children appropriately through PSHE RSE and the wider curriculum. Our aim is to understand the effect such behaviour can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.

We will work to create conditions in which our pupils can aspire to and realise safe and healthy relationships and create a culture in which children feel able to share their concerns openly, in a non-judgmental environment, and have them listened to. We will respond to cases of child-on-child abuse promptly and appropriately according to our policy.

Role of Parents

Good communication and a close partnership between school and home are paramount. Where behaviour is causing concern, parents will be informed at an appropriate stage so that strategies can be discussed together and therefore reinforced and encouraged at home. We need and value support from parents to ensure that our children receive consistent messages about positive behaviour. Our Home-School Agreement asks that parents and carers communicate with the school when incidents occur rather than discussing their concerns on WhatsApp groups or social media. This enables matters to be dealt with fairly, confidentially and in context.

Physical Restraint

The school follows the non-statutory guidance set out in Use of Reasonable Force 2012 (DfE). Teachers are entitled to use reasonable force to control or restrain pupils physically in the arrangements explained below. Force should not be used except in self-defence or an emergency, where a teacher might have to react quickly to prevent injury. Teachers should be aware that their actions must be considered and appropriate; using excessive force in a situation where it is not appropriate can result in disciplinary action or criminal charges.

The Education Act, 1997, added a section to the 1996 Act to clarify when teachers may use physical force to restrain a pupil. It allows teachers to use 'reasonable force' to prevent a pupil from:

1. committing a criminal offence (or what would be a criminal offence if they were old enough);
2. injuring themselves or others;
3. damaging property;
4. acting in a way that is counter to maintaining good order and discipline at the school.

The provisions of the Act do not just apply in the school itself. Circular 10/98 states that they apply whenever you have '*lawful control or charge of the pupil*' (para. 10).

Circular 10/98 (para. 21) suggests reasonable physical interventions might be:

1. physically interposing between pupils;
2. blocking a pupil's path;

3. holding;
4. pushing or pulling;
5. leading a pupil by the hand or arm;
6. Shepherding a pupil away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds.

Teachers must seek to avoid doing anything that '*might reasonably be expected to cause injury*' (para. 23) or '*touching or holding a pupil in a way that might be considered indecent*' (para. 24). They '*should always try to deal with a situation through other strategies before using force*' (para. 25). The Circular makes it clear that records should be kept of any incidents where force is used: what occurred, why it was necessary and any consequences (para. 28-29). The school will inform parents to discuss any such incident with them.

The Act does not prevent a teacher taking action in self-defence or in some other form of emergency, when it might be reasonable to use force. However, in all cases of physical contact with pupils, it might ultimately be for the courts to decide whether a teacher acted 'reasonably' and the consequences of an error of judgement could be serious.

Some staff members including support staff received a full days' Physical Restraint Training (Controlling Risky Behaviours). CRB training with the TECT team was updated in Spring 2024.

Exclusion

Exclusions, fixed or permanent, are seen as the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by us that we have exhausted all available strategies for dealing with the pupil and will normally only be used as a last resort. We follow the guidance outlined in the Nottinghamshire County Council Exclusions Policy.

When a pupil becomes identified as being at risk of exclusion, the school will pursue the following course of action before considering exclusion:

1. there will be clear identification with the pupil of the offending behaviour;
2. appropriate sanctions short of exclusion will be used to discourage recurrence of such behaviour;
3. parents will be notified of concerns;
4. with the parents (where possible) a clear action plan will be put into place to support the pupil;
5. if re-offence occurs, discussion with the pupil regarding possible exclusion if behaviour does not improve;
6. external agencies will become involved, in particular the Rushcliffe Primary Behaviour Partnership and the Educational Psychologist.

Occasionally the behaviour of a pupil will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. The Headteacher reserves the right to exclude where the health, safety, welfare or education of others is threatened by an action of a pupil.

Agreed by all staff September 2025