



Weston (CE) Primary & Nursery School

A Community, Learning and Growing

Behaviour Policy

Created by G Holmes - Taken from DfE
Guidance and Therapeutic Thinking
Behaviour Management Training Materials

Approved by the Governing Body:

Date: Dec 2025

Date: 20/1/26

Chair of Governors:

Date: 20/1/26

Headteacher:

Date: 20/1/26

Our school's Christian Vision is;

A Community, Learning and Growing

- Our school's strong community includes our pupils, staff, parents, governors and others.
- All members of this community are growing, learning and flourishing alongside one another.
- To do this, we need strong roots to support our growth as individuals.
- Our Christian Vision is based on Psalm 1 which compares people to trees, growing and flourishing.
- We also learn about a range of Christian Values to help us understand the life and teachings of Jesus.
- Our school logo reflects this vision, and also our rural location.

Therefore, this policy aims to support the flourishing of all members of the school community, so that they can learn and grow alongside one another.

GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body of Weston Primary & Nursery School, therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour in Schools – February 2024' has been used as a reference in producing this Statement of Behaviour Principles, alongside Therapeutic Thinking training materials.

The governing body of Weston Primary & Nursery school has provided clear advice and guidance to the Head Teacher/Deputy Head Teacher on which they can base the school behaviour policy and have ensured that it is read and fully understood by staff, pupils and parents, and staff.

Weston Primary & Nursery school has clear, high expectations of behaviour and Christian values within and around the school. The purpose of this document is to provide an overview of the powers and duties for Weston Primary & Nursery school staff and to ensure our vision, values and these high expectations are realised.

This policy aims, in accordance with the law, to set out measures to ensure Weston Primary & Nursery school:-

- *promotes good behaviour, self-discipline and respect*
- *prevents bullying (see Anti-Bullying Policy for details)*
- *ensures that pupils complete assigned work*
- *regulates the conduct of pupils*

In order to meet these needs, Weston Primary & Nursery School holds regular 'values' assemblies (both British and Christian values) and delivers teaching and learning through our PSHE curriculum.

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently and fairly applied.

All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies .

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

We encourage everyone to be responsible for their own actions, and for looking after property and the school environment.

RESPONSIBILITIES OF PUPILS:-

To remember that the reason we come to school is to learn. Seeing and playing with our friends is also great, but we come to school to learn. Therefore, each pupil has a responsibility;

- To follow the school and class rules to the best of their ability
- To treat adults and other children with respect and politeness
- To live the 'Roots and Fruits' Christian values daily within their lives and to understand their relevance; for example through forgiveness and reconciliation
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour.

How are we going to keep everyone safe?:

- ✓ I will keep my hands and feet to myself
- ✓ I will walk when I am indoors
- ✓ I will play and learn with equipment safely and put it away properly
- ✓ I will treat people according to the Christian values I have learned within school.

How are we going to be respected?:

- ✓ I will respect myself, as well as others
- ✓ I will help other people
- ✓ I will treat others the way I wish to be treated
- ✓ I will always speak to and treat others kindly
- ✓ I will use the words 'please' and 'thank you' to everyone.

How are we going to learn?:

- ✓ I will try to ignore distractions and silly behaviour
- ✓ I will listen to others when they speak
- ✓ I will make sure that I behave appropriately in lessons so that I don't distract others with their learning.

I will show:

- ✓ Good looking
- ✓ Good listening
- ✓ Good sitting
- ✓ Good thinking.

REWARDS

Good, consistent and responsible behaviour is rewarded through the use of:-

- Praise.
- House points, star of the week nomination, being sent to the Head teacher for a Head Teacher Certificate.
- At the end of each week, the winning house places their ribbons on the cup as House Point Champions.

UNDESIRABLE BEHAVIOURS

Low Level Behaviours	High Level Behaviours
• Talking over peers or adults • Calling out • Time wasting during learning time • Disrupting other pupils' learning • Fiddling, playing with items (unless agreed by the teacher) • Using unkind words or name calling • Running indoors • Barging other pupils • Playing too roughly/excitedly which may cause an incident • Walking around the room when should be seated.	• Persistent low level behaviours • Defiance/non-compliance with instructions • Causing physical harm or damage to equipment/school property • Racial, homophobic, sexist, LGBT-based, disability-based, religious-based and any other form of prejudiced language • Spitting • Swearing • Throwing objects indoors • Stealing • Bringing inappropriate materials or objects to school, e.g. bladed items, matches, vapes • Conscious disrespectfulness to adults • Threatened or actual violence to other children (inc. hitting, kicking, pushing, biting, throwing objects at pupils) • Threatened or actual violence to adults (inc. hitting, kicking, pushing, biting, throwing objects at adults).

Notes;

- This list is for illustrative purposes, and is not exhaustive.
- These apply whether the child is the instigator, or acting in retaliation.
- Also see later sections for adaptations made for pupils showing more difficult or dangerous behaviour.

RESPONSE TO UNDESIRABLE BEHAVIOURS

Undesirable behaviour is dealt with as follows:-

- Simple reminders from staff (either immediately, or later if that allows the lesson to flow more smoothly).
- A time-out.
- The child may be asked to reflect upon the behaviour causing concern; privileges may be lost; they may be asked for verbal apologies/notes of apology; where possible the sanction will be a logical consequence of the behaviour. We try to ensure that the child understands why their behaviour was seen as undesirable, and ask them to explain their actions.
- Significant incidents from break or lunch-time should be reported by the staff on duty to the pupil's class teacher, at the end of the break.
- More serious behaviour incidents must be reported to SLT.
- When we believe that this will help address the undesirable behaviour, we will inform parents.
- Incidents of bullying, or which may be bullying, will be addressed following the school's Anti Bullying Policy.
- The Head Teacher may decide that he has to Suspend or Exclude a pupil – see Suspension and Exclusion Policy for details.
- Behaviour incidents reported to SLT are recorded in the Behaviour Logs.

KEY ELEMENTS OF THERAPEUTIC THINKING APPROACH

For most pupils most of the time, simple reminders are all that is needed to manage undesirable behaviours.

For pupils showing more difficult or dangerous behaviour, behaviour management will be based around the principles covered in the Therapeutic Thinking training attended by school staff. Some of the key points of the Therapeutic Thinking training are summarized below.

As part of their education and personal development, we want all our pupils to develop increasing amounts of internal discipline, such that the need for external discipline decreases.

Staff are trained to consider and take account of how much of a child's behaviour is conscious and subconscious behaviour.

To prevent behaviour from escalating, staff will select and use the relevant elements of the following approach;

- Positive phrasing:
 - "Come and sit next to me for a story."
- Limited choice:
 - "Would you like to sit on the chair or bean bag?"
- Tactical ignoring.

- Disempower the behaviour:
 - “You can listen to the story from there.”
- Consequence (punishment should be a logical consequence of the behaviour if possible):
 - We will check you understand the story before you go out for break time.

Where a child’s behaviour has reached crisis point (very difficult or dangerous behaviour) staff are trained to use the following de-escalation script;

- Child’s name
- I can see you are upset
- I am here to help
- Talk and I will listen
- Come with me and.....

In addition, staff are trained to use the following de-escalating body language;

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height
- Maybe sit next to the pupil and talk/draw/play lego together.

To help a child learn about and improve their behaviour, staff are trained to, where appropriate, ask the child to reflect, repair and restore once everyone involved has emotionally recovered from the behaviour incident.

- Explore what happened? (tell, write or draw the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how we can repair relationships
- Summarise what we have learnt so we are able to respond differently next time

This could involve the use of Restorative Questions such as;

- What would you like to happen next?
- How can we make things better for *John* / *you*?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to play safely etc?
- What do you think *John* might need?

It may also involve the use of Social Stories.

For pupils who display very difficult or dangerous behaviour, Class Teachers and SLT may create individual Behaviour Management Plans. These plans will be shared with

all staff; all staff should follow the plans so that these children are dealt with/spoken to as consistently as possible.

The Physical Intervention Policy describes how Physical Intervention can be incorporated in this approach to behaviour management where necessary.

CRISIS MANAGEMENT

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

At Weston Primary & Nursery school:

- A member of the SLT can help in a crisis.
- If a child leaves the school premises without permission, the Head teacher or Deputy Headteacher must be informed. They will confirm that the child is not in the school or on the grounds. The parents will then be contacted and the police will be contacted too. Staff will not follow the child once he/she has left the school grounds.
- In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:
 - Sending a child for help from SLT/other staff
 - Issuing instructions for the child to stop, clearly using their name
 - If necessary taking the other pupils out of the room, leaving the child with an adult if possible
 - Physical Intervention – see Physical Intervention Policy.