Winford Primary School



Belonging and Behaviour Policy

Reviewed by	Claire Tiernan	September 2025
Approved by	Jenny Campbell	September 2025
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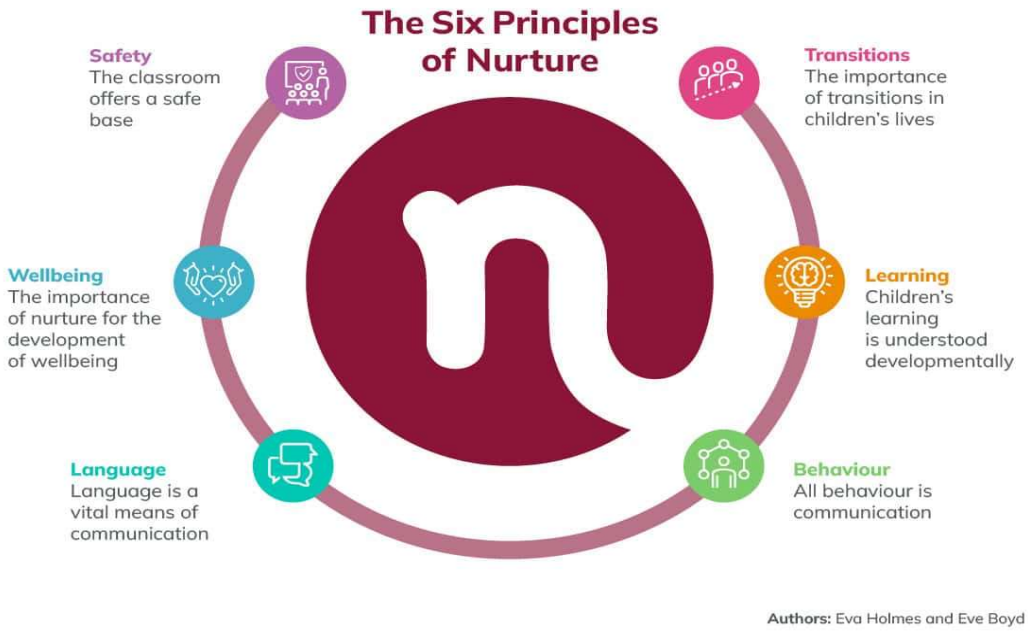
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Our Vision for behaviour

At Winford Church of England Primary School our vision for our children is shared through our ethos 'Together we Flourish'. To enable all of our children to flourish, it is imperative that behaviour is consistently at a level where this can happen.

We know that there is a strong correlation between the way in which pupils engage and participate in learning and their eventual outcomes academically, socially and emotionally. As a nurturing school, our approach ensures that the development of positive social, emotional and learning behaviours and the six Principles of Nurture are at the heart of our behaviour policy. We recognise the importance of building strong, positive relationships, setting clear expectations and creating a safe and welcoming environment. These are key steps in developing a strong positive behaviour ethos in our classrooms.



We ensure that our approach to behaviour fosters wellbeing and ensures home and school can work closely together to support our children. For really positive behaviour around our school, it is important for our staff and pupils to have a strong, positive relationship. Our staff care about the individual children and take time to build and develop supportive relationships. By forming a connection with the pupils, we are able to talk to them effectively about what has happened or what they are worried about and often prevent issues occurring. In return, children trust that adults want to help and support them. We recognise that all behaviour is communication, and always seek to find the reason behind a behaviour. For some, this may be a single incident or upset that needs exploring while, for others, this may be more complex.

Be Ready, Be Respectful, Be Safe

We have three key rules which we expect everyone in our school community to uphold all of the time – Be Safe, Be Ready and Be Respectful. These are deliberately simple so that they are easy to remember, understand and follow. The expectations of all pupils and the language we use should be carefully chosen to support children to understand the expectations around how we interact with one another and link back to these three key skills.

How we teach our behaviour expectations

Pupils come to Winford Primary School with different interpretations of what it means to behave and interact positively with others. We explicitly teach and deliberately practise our routines and our expectations to ensure that our children know what this looks like and can engage with each other and the adults in their lives positively.

To establish and maintain positive behaviour, pupils at Winford Primary School are taught consistently across the day about what positive behaviour looks like at school and beyond. This is because the more they see this in action being modelled by adults and children in every part of school life, the more likely they are to do this themselves with increasing automaticity.

In our school, this is maintained by:

- **Telling pupils what this looks like** in assemblies, class sessions and through our daily interactions
- **Modelling to pupils what this looks like** through our own interaction with them and other adults
- **Correcting/ challenging** incorrect behaviours and interactions when we see them
- **Repeating routines and positive interactions constantly** so that they become embedded in the fabric of the way we do it in our school

As well as teaching our children the expected behaviours, we help teach and develop their ability to identify and discuss their feelings. As a school, we use the Zones of Regulation programme to do this. (see appendix) Our work on this supports children in knowing how to recognise how they are feeling and take action at this point (e.g. asking for support, moving to a calm corner) before behaviour impacts on our learning or that of others. We also use stories to support and reinforce how we can all manage difficult feelings and experiences. We recognise that, for some children, more reminders or additional 1:1 teaching may be required to support them.

Winford Intent:
We strive to be an emotionally literate school. We place relationships and young person's sense of safety and security at the heart of classroom management and encourage nurture, warmth and empathy, even when a student is presenting with behaviours that feel challenging. The sense of community and belonging is all important and we take individual circumstances into account. We understand behaviour is a communication of an emotional need (whether conscious or unconscious), and it is our job to respond accordingly.

Christian Behaviour Values:
Through our behaviour policy, we promote Christian values that nurture respect, perseverance, and responsibility, enabling all children to learn and flourish in a safe and supportive environment.
Our behaviour policy speaks to embody the Christian values of faith, compassion, and justice, guiding us in how we treat one another and how we live out our school vision.

Whole School Routines



Entering for assemblies: All children are taught to enter and leave assembly in silence (including adults)

because this is a time when we are all together to collectively explore our values or celebrate achievements. **What does this look like in practice?** Walking through the playground or school building, one behind the other, hands by side – not in pockets, not touching each other or the walls, teachers use non-verbal cues to support.

Walking to the hall for lunch: All children are taught to walk to the corner of their line in the playground when called, one year group at a time. When we walk to the lunch hall we can talk to our friends because this is a social time, talking at a reasonable level.

Entering the classrooms: Outside behaviour and interactions look different to those we see in the building and entering the buildings is a point of transition. **What does this look like in practice?** When the bell rings, children walk to line up by their classrooms, when the second bell rings, children should be lined up silently, one behind each other. Children walk through the door one at a time when instructed to enter. We use our indoor voice, when coming in after break and lunch, teachers should stop children at the door remind them of the expectations/ give the next instruction and manage how pupils enter.

Behaviour in the Classroom

In our school, there are no individual class rules or charters, instead all children should 'be ready' to learn, this involves: active listening, active engagement, active participation. We also follow the rules 'Be safe, be ready, be respectful'.



At Winford Primary we know that pupils need to be alert, sitting up and actively listening, to maximise their ability to learn and understand what they are being taught. All teachers use agreed classroom management strategies to teach children classroom expectations. This strongly supports transitions between classes and teachers as our children know what to expect regardless of the adult in front of them or the classroom they are in.

Key Classroom Expectations at Winford Primary School

Active listening: we explicitly teach pupils what actively paying attention and actively listening to adults and each other looks like in practice. This uses the acronym **STAR** to establish baseline behaviours for being ready to learn.

- **S** **S**it up and engage
- **T** **T**rack the teacher or speaker
- **A** **A**sk, answer and appreciate
- **R** **R**espect those around you



Teachers and teaching assistants explicitly teach and use this language and expectation across the school and reinforce it using both verbal and non-verbal cues.

Active engagement and participation: we explicitly teach pupils what actively engaging and participating in learning looks like. We use the same methods and symbols across our school, allowing the children to understand the expectation for engagement and participation. Our teachers use a variety of different agreed methods such as:

- Talk partners – 'knees together, eyes together'
- Show me boards
- Cold calling
- Think, Pair and Share

These strategies are used in teaching and learning sessions across the day to ensure that all children are actively involved in the process of learning at all times – opting out is not an option.

Underpinning our approach to social interactions and positive behaviour for learning are our three school values of being **safe**, being **ready** and being **respectful**. The language of these should be used to support children to understand what our expectations are, how these are exemplified in practice and how these will support them to become active members of our school and the wider community.



At Winford Primary School, we teach for mastery using explicit instruction and this includes classroom behaviour management.

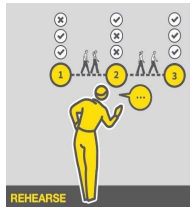
Winford Church of England Primary School

We expect all of our children to participate and engage in learning in order for them to excel.

We establish and rehearse routines for common situations pupils encounter.

Staff establish simple routines so children know precisely what to do, when, and how, so that we can all focus on the learning.

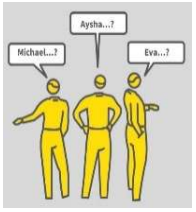
- Establish the routine, describe and model them explicitly
- Repeat the routines like a rehearsal giving pupils clear feedback until you get the level of success you want and it is automatic
- We do not allow the routines to slip below what we would expect!
- Reinforce routines constantly and consistently
- STAR



We use positive framing to maintain high expectations through positive reinforcement.

Staff frame correction using positive reinforcement to secure the behaviours they want.

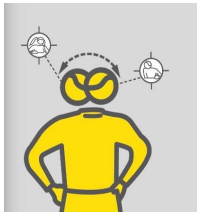
- Be precise so pupils are clear about what we expect to see and hear
- Use pupil's names as much as possible
- When pupils do not meet our expectation, we reassert what we want – we don't describe their behaviour 'Blake, I'd like you looking this way.'
- Assume confusion over defiance



We use signal, pause, insist to establish routines and maintain high expectations.

Staff give precise, consistent signals to manage classes and insist on the response. We select a clear and easily reproduced signal that is used to gain attention

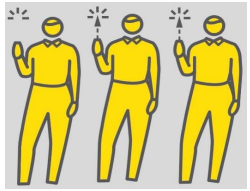
- Teach pupils the signal explicitly and practice it multiple times
- Use the signal by standing facing the class, scan the room and make eye contact with everyone
- Pause – do not give the next instruction until everyone follows the instruction
- Ensure 100% compliance using verbal/ non-verbal cues where needed
- STAR



We use verbal and non-verbal cues to communicate with pupils

Staff do not only use their voice to manage pupils they also use non-invasive strategies without stopping the flow of their teaching

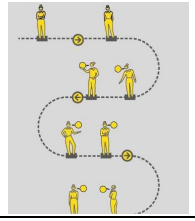
- Use eye contact
- Use hand signals/ gestures (non-verbal cues)
- STAR
- Intentionally model the behaviours you expect to see
- Use fewer words
- Use pupil names



We are ready and waiting for the for children to support transitions.

Staff know that moving 30 pupils around a room and the building can be a military operation.

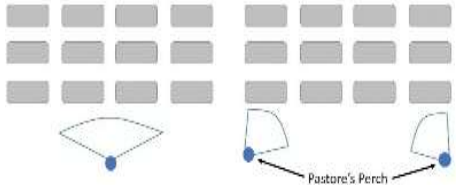
- We will be in the classroom, ready to welcome every pupil every day
- Be on the playground just before the bell so that you are ready to support them to line up correctly
- Teach the children that the door to the classroom is the portal to indoor behaviour and that outdoor behaviour belongs in the playground
- Walk pupils into assembly silently



We ensure that we track and helicopter so that we are seen to be looking.

Staff need to see what is happening in their classroom to prevent non-productive behaviour.

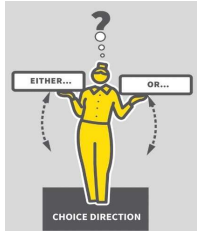
- Teachers should position themselves in the classroom so that they can scan and track all pupils in the room
- Move to different positions around the room to notice and support all pupils
- Always ensure members of staff can see everyone
- Be seen looking using non-verbal/ verbal cues to keep pupils on task
- STAR



We… narrate choice and consequences.

Staff are explicit with children that if they do X then Y will happen – and follow through on this consistently every time.

- Establish clarity around our expectations
- Use assertive choice direction – if pupils choose to misbehave, they choose to receive the consequence
- Explain the why…
- Maintain the principle of certainty over severity
- Be consistent and fair



Consistency in approach

In order to ensure a consistent approach to all types of behaviour across the school for staff and pupils, we have clear stages to our behaviour response that are used by all staff.



We regularly talk about whether

'We Are Ready to Learn'.

It is just as important to be consistent outside of the classroom, particularly around whether they are safe and respectful. Consistent application of the approach is crucial so that children are clear of the expectations and see that these are applied fairly. Recognition and positive reinforcement form the basis of our approach.

Adults should always use the language of our school behaviour rules to support pupils to understand the expectations at each of the stages and this should be used explicitly with children to communicate with them, referring back to the need to **Be Safe, Be Ready and Be Respectful**.

Be Ready

- Arrive to school on time
- Ready to listen to the speaker
- Have resources and equipment ready to be used
- Follow instructions the first time of being asked
- Line up in silence facing the front

Be Respectful

- Listen to the ideas and views of others
- Use kind words in person and online
- Work calmly to help others around us learn
- Take care of our own learning and the learning of others
- Take care and pride in our presentation
- Take care of our school; inside and out
- Use our manners; please, excuse me, thank you (PETs)

Be Safe

- Follow instructions
- Walk around the school quietly
- Line up in our order, quietly and facing the front
- Tell an adult if something seems unsafe
- Talk to a trusted adult if something upsets us
- Use equipment and resources calmly and safely
- Use our hands and feet carefully
- Use IT devices responsibly

Using rewards and sanctions to support positive learning behaviours



Rewards and sanctions are an essential part of our school feedback system but they are only one part of the jigsaw. Rewards must be sincere, targeted and proportionate and sanctions must be consistent, proportionate and predictable – we always use the idea of certainty over severity so that we are consistent and fair.

Our rewards and sanctions for each stage of our behaviour approach should be used consistently by all staff – teachers may also have a whole class reward system in place to support children to work together as a team to achieve a specified goal.

Teachers track when children are behaving in line with our Star Learner expectations so that it is communicated with parents and/or visible rewards like Star of the Week Awards can be given in celebration assembly.

We know that consistency and coherence at a whole-school level are paramount and that supporting and managing behaviour is everyone's responsibility; staff, families and children.

Consistency in practice looks like:

• **Consistent language; consistent response**: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour.
• **Consistent follow up**: Ensuring 'certainty' at the classroom, playground and with senior leaders.
• **Consistent positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
• **Consistent consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
• **Consistent, simple rules and expectations** referencing promoting appropriate behaviour.
• **Consistent respect from all adults**.
• **Consistent models of emotional literacy**: Emotional restraint that is modelled and not just taught, staff as role models for learning, staff learning alongside children.
• **Consistently reinforced rituals and routines for behaviour around the site**: In classrooms, around the school, during transitions, in the playground etc.
• Consistent environment.

Consistencies children can expect from all staff:

1. Meet and greet at the door
2. Refer to being Ready, Respectful & Safe
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all children
5. Use a visible recognition mechanism throughout lessons
6. Prevent before sanction
7. Follow up every time, retain ownership and engage in reflective dialogue with children

8. Never ignore children who are behaving below the school's high expectations

Ready to Learn

	Learning Attitudes and Positive Behaviours	Rewards that may be used
Star Learner	**Consistent exceptional engagement and participation in learning which is maintained throughout the week or term** • Consistently listening and showing respect for others' views • Persevering in learning especially when it is challenging • Demonstrating pride in own work to ensure the content and presentation are continually improving • Actively encouraging others to try their best and supporting them appropriately • Completing additional work out of school	• **Communicate to parent/carer via teacher** • Award in assembly • End of Term Award.
Celebrated Behaviour	**Exceptional engagement and participation in learning** • Actively listening and showing respect for others' views, • Persevering in learning especially when it is challenging • Demonstrating pride in own work to ensure the content and presentation are continually improving • Helping others • Demonstrating a kind and nurturing attitude towards peers	• **Positive praise** • May communicate to parent/ carer via teacher • House Points • Additional play time • Reading for Pleasure in Reading Treehouse • Visit to the Head
Ready to learn/ Expected Behaviour	**Ready to learn** • Active listening, participation and engagement in learning • Following instructions • Completing learning • Productively working with others • STAR • Be ready • Be safe • Be respectful	• **Positive praise** • House points • Stickers

Examples of behaviours that might show that children are not 'Ready to Learn'.

- Persistent calling out
- Talking unnecessarily or chatting
- Continuous distraction/ disturbing the learning of others
- Answering back/mimicking
- Not showing respect to adults or peers
- Swinging on chairs
- Inappropriate use of equipment (fiddling or fidgeting)
- Being slow to start work
- Choosing to do another activity rather than the one set
- Unexplained refusal or not following or listening to instructions

Staff should also log unsafe behaviour on CPOMs. This is monitored by SLT to spot trends and actions which may need to be taken. The data is also used to understand how effectively the school approach to behaviour is being implemented by staff; the pastoral care/ behaviour needs of pupils, plan intervention, where needed, and to monitor the impact of intervention work.

If children are not showing expected behaviours, staff will take the following approach:

Steps in the Right Direction

Steps	Conversation and Script	Technique
Step One- off task behaviours	Gentle encouragement and a nudge in the right direction Positive Phrasing	Simple clear direction Talk low, slow and quietly Non-verbal messages Highlighting those ready to learn
Step Two **Reminder:** This might include: • Calling out • Off task behaviours • Poor lining up or walking in school • Not putting equipment away or using it carefully	"This is a reminder of how we expect you to be ready to learn." Discuss with the child contributing factors and de-escalation attempts Discrete conversation, if possible, outside of the classroom/away from others.	Connect with the child, external factors discussed, reasoning behind behaviour. Explore the bigger picture. Correct sharing alternative choices that can be made. Opportunity to use Calm Corner Zones of Regulation

Step 3: **Warning** This might include: Using equipment in a careless manner Intentionally disrupting the learning of others Continuation of stage 2 behaviours	**30 second intervention** a) Gentle approach, personal, non-threatening, side on, eye level or lower. b) State the behaviour that was observed and which rule/ expectation/routine it contravenes. c) Tell the child what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. d) Walk away from the child; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning children to their learning.	A reminder that the child belongs to the wider class and school and an explanation of the impact on their own and others' learning/experience. Children with SEND could be given a choice of two options using clear and concise language and a reassuring voice; both within the control of the adult and both acceptable to supporting learning.
Step 4: **Time out/ Reflection Room** Continuation of Stage 3 behaviours	The child is asked to speak to the teacher away from others. Boundaries are reset. The child is given a final opportunity to reengage with the learning/follow instructions. If the step above is unsuccessful or if a child refuses to go take time out, the child will be asked to a workspace outside the classroom for 5 minutes. This is dependent on the age and stage of development of the child. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.	The child is asked to reflect on their next step and to complete their learning at another place in the classroom for **5 minutes**. Again, they are reminded of their previous conduct/attitude/ learning.
Step 5 **Partner class** This might include: Speaking rudely to staff or children Stealing/breaking items that belong to others	**Time out in other class to complete learning** (20 minutes) or **Reduced time at play/lunchtime** Family informed via message (ideally in person if family collects child at the end of the school day	Restorative conversation between child and peer if behaviour has impacted another child

Continuation of previous stage behaviours that persist		
Step 6 **Internal Suspension** This might include: Swearing Consistent refusal to engage in learning Consistent refusal to follow instructions Hurting others Bullying behaviour (see definition from the anti-bullying alliance) Return to class but behaviour persists	**Internal suspension with the Senior Leadership team for a session of the day/whole day** **Child goes on report for two weeks with a clear goal and daily review with SLT and weekly debrief with family. Behaviour monitored.** Significant behaviour may result in stage 6 consequences without moving through the prior stages set out above. **Family informed via phone or in person conversation** **Recorded on CPOMS**	Letters written to others impacted by behaviour Restorative conversation between child and peer if behaviour has impacted another child Whilst on report, morning meeting with class staff/SLT to support successful mindset for day ahead: • How are they out of 10 today? • A reminder of our school rules • A reminder of their target • A run through of the timetable for the day Roles and responsibilities given to child as an opportunity to show a change in attitude and responsibility e.g. supporting structured games at lunchtime with younger children. Children may be supported by a **Pastoral Support Plan (PSP)**. A PSP is a school lead process which seeks to garner the support of all involved with the pupil to provide strategies and interventions to support a pupil to reengage positively in school life.
Step 7: **Fixed Term Suspension:** This might include: Significant violence or aggression to other children, staff or school property Significant behaviour that puts the safety of others at risk Continued bullying behaviour (see definition from the anti-bullying alliance)	**Fixed term suspension** Significant behaviour may result in stage 7 consequences without moving through the prior stages set out above. **Recorded on CPOMS and SIMs**	Re-integration meeting with child, school and family outlining targets and support – recorded on SIMs & CPOMs Children may be supported by a **Pastoral Support Plan (PSP)**. Other strategies may be used to further support the child's understanding of the impact of their actions and how this could be managed differently in the future e.g. social stories, restorative conversations with impacted children.
De-escalation and refocus	Reflection of past successes and how good choices were made, how can we get this right? How can we make good	Deflection and distraction Refer to the Zones of Regulation

	choices? How can we turn things around? **Use of scripts and prompts: (connecting)** I was wondering if… (when you see a child upset, cross or angry) I can see … (when a child is upset, cross or angry) I imagine that … (to name a feeling or sensation) I wonder if you are… (to name a feeling or sensation) Oh, wow… (positive reinforcement) I noticed that … (following an incident) **Attunement– acknowledge the child's energy** Oh wow … (I can see your face is red, fists are clenched) **Validation– the child's feeling is ok to have** I'm wondering/imagining/guessing you feel… Wow if that had happened to me, I would feel ...too! **Containment– adult is there to help the child** I can see this is tricky for you. I will keep you safe. I will break it down into manageable chunks… (First, we will…) **Calm, Soothe, Regulate or Stimulate** Let's breathe together until you feel calmer...	for strategies Calm space to calm down and discussion with adults about how we can turn situations around and make good choices. Time to talk – children's voice, child led and positive
Restoration	Restorative practice – restorative conversations and actions (see appendix for examples) How we can make things right? Repair the rupture Fresh start	Show that trust, care and help from an adult can help the child to resolve the issue and that we can put this right. Refer to the Zones of Regulation for strategies Reflect on what happened and repair the relationship. This could be with a member of SLT or teacher. This could take place in the Reflection Room at break or lunch time.

Some children may have individual behaviour and de-escalation plans that will need to be followed.

Partnership stage (Individual Behaviour Plan/Pastoral Support Plan)
The partnership stage will be implemented where there is a major cause for concern and the other strategies above are not successful. The pupil will be given time with our Pastoral Lead or other identified adult who will:

- Support as necessary
- Develop an appropriate action plan with the pupil and parent
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the pupil, if not meeting the required action, and the positive outcomes for everyone if conduct improves
- If a pupil does not achieve the required change in conduct agreed within the action plan a meeting will be arranged with the Headteacher or Deputy Headteacher.

Behaviour and social interactions at break time and lunch time

Classroom interactions look different from playtime interactions because children are able to run around, engage in games together and have free time to engage in the activities on offer. Outside voices are louder than indoor voices. Children need to be taught this difference and adults need to support pupils to follow the social norms. We offer 'Lunch Club' to support invited children. There are also a number of sports clubs and choir club during lunchtimes.

Outside of the classroom where there is an issue or excellent behaviour, this should be dealt with differently but in the same fair way.

Rewards	Sanctions
Stickers Positive praise Communication to class teacher on specific ways in which the child has displayed excellent behaviour House points	Asked to leave the game or area and find a new place to play Standing next to an adult for 5 minutes Sitting on the bench for 5 minutes (follow scripts) Communication to class teacher/ TA on specific ways in which the child has not displayed school values Extreme behaviours, follow escalation

The adults on duty at break time report any inappropriate behaviour back to the class teacher. This enables the class teacher to be aware of incidents. Any significant or repeated concerns should be logged on CPOMs.

Behaviours That Require Escalation



Sometimes children do not meet the expected standard of behaviour in the classroom, around school or in the playground – this looks different to not maintaining positive attitudes to learning. Adults will always remind children of the reasons we ask them to behave in the way we do but where behaviour falls short of the expectation there must be a consequence. The Reflection Room (5/10 minutes at the start of break or lunch) may be used for children who are not meeting the expected standard of behaviour. Whilst in the Reflection Room, the child will be guided through a reflective and restorative conversation with the adult. A tracking system is used to monitor attendance in the Reflection Room. Parents will be informed every time their child uses the Reflection Room. If a child uses the Reflection Room 3 times in a week or 5 times over a term, a behaviour support meeting will be arranged.

At Winford Primary School there is a list of behaviours that will not be tolerated. These incidents must always be discussed with the Headteacher. If a child demonstrates any of these behaviours, a range of strategies may be used by the school as a consequence to demonstrate the action was wrong and needs to change. These may include but are not limited to: missed break/ lunchtime, working in partner class for an extended time, internal suspension or a period of intense monitoring applied for a fixed period or, in extreme cases, suspension or exclusion. Parents will be informed by the class teacher or Headteacher of any behaviours that require escalation.

<u>Behaviours that require escalation (</u>these are examples and not inclusive of all things that require escalation):

- A serious fighting incident
- Continuously not being ready to learn in the classroom
- Racist or discriminatory language or bullying
- Violently hitting another child with intent
- Shouting/swearing at an adult/ aggression towards an adult
- Escaping the school- through fire escapes, climbing fences

When behaviour has been logged and escalated, the ABC Behaviour Chart (Antecedent, Behaviour, Consequence – consequence of the behaviour), will be used. This will allow adults working with the child, and parents to see any links or patterns with behaviour. This is a supportive approach to behaviour that requires escalation, alongside working with parents to support them.

Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally. This includes: - Physical bullying - Verbal bullying - Indirect/relational bullying - Online or cyberbullying

Winford Primary School does **not tolerate bullying**. All reported incidents are investigated, recorded, and followed up with appropriate sanctions and restorative work.
A link to the school's full Anti-Bullying Policy will be added in the final published version.

Zero Tolerance of Sexual Harassment

Winford Primary School does **not tolerate** any form of sexual harassment or sexualised behaviour. This includes: - Inappropriate comments or jokes - Unwanted physical contact - Upskirting - Sexual gestures or body language - Online sexual harassment

All incidents are treated as safeguarding concerns and handled in line with **KCSIE**, including recording, parental contact, and escalation to external services where needed.

Search, Screening and Confiscation

We follow DfE statutory guidance (2023). Staff authorised by the Headteacher may conduct searches with or without consent for prohibited items such as: - Weapons - Tobacco/vapes - Alcohol, drugs or stolen items - Items posing a risk to safety

Searches are logged, reviewed by SLT, and communicated to parents when required. Confiscated items are stored safely and returned where appropriate.

Training and Development of Staff

All staff receive annual professional development in: - Behaviour expectations & routines - De-escalation and emotional regulation - Trauma-informed & nurture-led approaches - Safeguarding updates - SEND strategies

New staff receive induction training covering behaviour systems, routines, and expectations.
Support staff receive training in:
Zones of Regulation, emotional coaching, supervision, intervention delivery and safe handling protocols.

Roles and Responsibilities (incl. Governance)

All Staff

- Uphold behaviour expectations consistently
- Teach and model routines
- Apply sanctions and rewards fairly

Class Teachers

- Maintain classroom culture
- Track and analyse patterns of behaviour
- Communicate regularly with parents

Support Staff

- Reinforce expectations
- Supervise unstructured times
- Report concerns promptly

Pastoral Lead / SENCo

- Coordinate targeted support
- Lead assessments (Boxall, ABC)
- Liaise with external agencies

Senior Leadership Team

- Oversee behaviour systems and training
- Monitor behaviour data
- Lead on escalated incidents

Headteacher

- Makes final decisions on suspensions and exclusions
- Ensures legal compliance
- Reports behaviour patterns to governors

Local Governing Body (LGB)

- Holds leaders to account for behaviour standards
- Reviews policy annually
- Ensures statutory compliance

DfE Statutory Guidance Requirements

We follow DfE *Behaviour in Schools (2022)* and *Searching, Screening & Confiscation (2023)*. Statutory requirements include: - High expectations for all pupils - Consistent systems and routines - Clear rewards and sanctions - Regular staff training - Robust safeguarding practice - Behaviour monitoring and analysis - Supporting SEND while maintaining high standards

Suspension, Permanent Exclusion & Reintegration

Suspension

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.
We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
Our school aims to:
• Ensure that the exclusions process is applied fairly and consistently
• Help governors, staff, parents and pupils understand the exclusions process
• Ensure that pupils in school are safe and happy
• Prevent pupils from becoming NEET (not in education, employment or training)
• Ensure all suspensions and permanent exclusions are carried out lawfully

Definitions:

Informal Internal Suspension:

When a child is removed from their classroom and peers for a fixed period of time. They would usually complete the suspension with a member of senior staff.

Fixed Term Suspension

Where a pupil is temporarily removed from the school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

Suspensions (internal or external) may be used where: - There is a serious breach of expectations - Safety is compromised - Learning is significantly disrupted

Reintegration Following Suspension

A reintegration meeting is held with parents and SLT. A plan may include: - Short-term targets - Pastoral support - Adjusted routines - Safe spaces and check-ins

Reviewed regularly to support a successful return.

Moving Towards Permanent Exclusion

Advice from the Trust, Lighthouse Schools Partnership (LSP)
Where the Headteacher considers the pupil to be at risk of permanent exclusion and always before making a decision to permanently exclude a child with diagnosed or possible SEND, the Headteacher will seek advice from Lighthouse Schools Partnership CEO and a Special Educational Needs Coordinator from another school or the Trust's Lead Teacher for Engagement.

Permanent Exclusion (PEX)

Only used when: - There have been persistent or extremely serious breaches, **and** - Continuing attendance would seriously harm others' education or welfare.

Call a Governors' Disciplinary Panel Hearing

The Headteacher may also decide, where the pupil is at risk of permanent exclusion to convene a Governors' Disciplinary Panel Hearing to review the provision for a child/young person deemed to be at risk of Permanent Exclusion. This is particularly important in a case where there are persistent breaches of the school policy. This will be an opportunity to bring the child's parents and other agencies together and raise awareness of the situation. The Panel will:
• Hear representation from the School, Parents, Child (where appropriate) and other agencies involved.
• thoroughly review the current situation with reference to the school's Behaviour Policy and the child/young person's behaviour;
• review the PSP in place
• review SEND support, where appropriate;
• ensure that all parties are clear about the risk of Permanent Exclusion if noncompliance with the behaviour persists;
• consider any further reasonable adjustments that can be made to improve the pupil's behaviour;
• set reasonable targets to recognise behaviour improvements
• set a date for a review of progress.

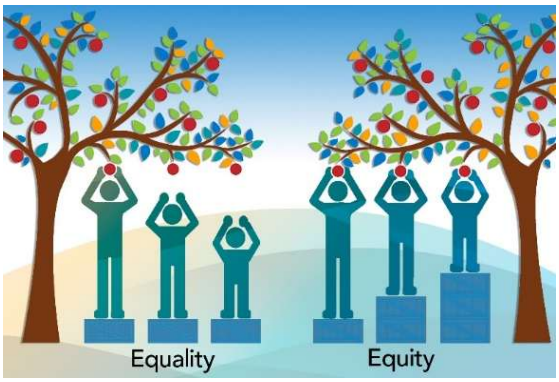
The Panel may also:
• make recommendations for future provision. Decisions on exclusion are delegated to the Headteacher and will not be taken by a Governors' Panel reviewing provision for a child at risk of Permanent Exclusion.

The process for issuing suspensions and exclusions follows guidance from the Department and Education.

Pupils with Identified Needs

As a nurturing school, we recognise all behaviour as communication. Understanding the drivers behind challenging behaviour does not excuse the behaviour or mean that we accept it, but gives us the best chance of actually helping a child to resolve issues and become ready to learn. For some children, this can be more challenging than others.

We recognise that being "fair" is not about everyone getting the same (equality) but about everyone getting what they need (equity) depending on their age and stage of development.



We use the Boxall Profile tool to assess all of our children's emotional and behavioural development. This allows us to easily identify social and emotional skills gaps that can lead to challenging behaviour and helps us create areas of support for whole classes or of develop learning plans, set targets and track progress for individuals.

Where pupils have an identified need, this has been agreed by home and school and there is a support plan in place a reasonably adjusted version of the behavioural approach will be written and used where it is felt appropriate, to support and provide clarity around expectations, rewards and sanctions for the individual. Pupils with additional needs are still required to meet adapted expectations with identified support in-line with their provision plan; follow instructions and stay safe in school. Violence towards staff or pupils, damage to school property will not be tolerated and may result in suspension or exclusion.

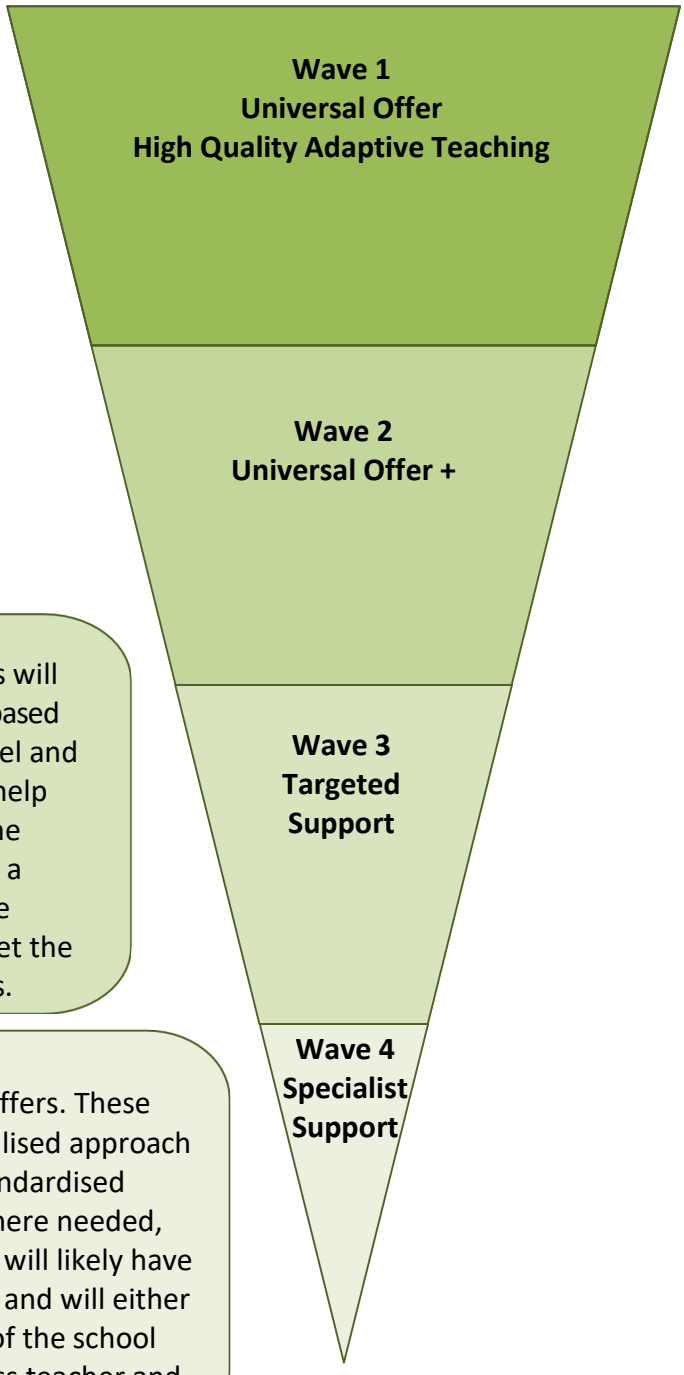
Behaviour and Social Interaction Tiers of Support

At Winford Primary School, we use a tiered approach to supporting all children to meet the expectations and to succeed throughout their time with us. Our graduated response enables staff and parents to understand where children are succeeding and where they need more support whilst investigating the reasons for this using an evidence-informed approach that is matched to pupil needs. It is important to remember that these tiers refer to levels of support that pupils receive not pupils themselves – pupils who receive Tier 2 support are not 'Tier 2 pupils'.

All

Wave 1 support serves as the foundation for support, it is the universal offer to all pupils. For most pupils, the universal offer enables them to be successful.

Wave 2 support serves as a monitoring stage where additional scaffolding is used for a time limited period – SLT may be involved to support provision. Parents are verbally informed of concerns at this stage.



Some

Wave 3 support focuses on improving specific skills. Pupils will usually require school-based assessment (using evidence-based screening) to identify whether they need support at this level and which skills need to be addressed. Tier 3 support should help pupils to develop the skills they need to benefit from the universal offer. Pupils receiving Tier 3 support will have a targeted support plan and involvement from either the headteacher and/or SENCo – parents are informed and meet the class teacher regularly to discuss progress to objectives.

Few

Wave 4 support is the most intensive support the school offers. These supports are the most resource intensive due to the individualised approach of developing and carrying out interventions. Formal standardised assessments are used to inform the approach alongside, where needed, support from outside agencies. Pupils receiving tier 4 support will likely have involvement from the SENCo as well as the pastoral care lead and will either have, or will typically be working towards an EHCP as part of the school graduated response– parents are informed and meet the class teacher and SENCo regularly to discuss progress to objectives.

The exemplification of support at the different tiers on the following page is not a set list, it is a menu of identified strategies which could be used in school to support pupils who are struggling to meet the expected standard.

Wave 1 Universal Offer – High Quality Adaptive Teaching

- High expectations for all – supported by agreed classroom management strategies and teaching and learning approaches
- Nurture led approach to school and classroom culture: Winford classrooms offer a safe base; we understand the importance of transition in our lives; nurture is important to our wellbeing; all behaviour is communication; language is a vital means of communication and learning is understood developmentally.
- A warm, welcoming and nurturing classroom where resilience is encouraged
- Meet and greet for every child at the beginning of the day
- Celebration and relentless praise of positive behaviours – this forms the basis of our approach
- Explicit teaching and reinforcement of expectations, positive behaviours and behaviour for learning
- Use STAR and language stems
- Clear instructions including stop signals and signal, pause, insist
- Adults set the tone and expectations for positive behaviour as the leaders of learning: using pupil's names, eye contact, no opt out, 100% participation and engagement
- Clear boundaries which are carefully maintained
- Spoken and written language is appropriate for age and stage of development and is supported through visuals including use of our symbols
- Visual timetable to support structured and consistent days for classes
- Teachers to minimise transitions and movements around the room
- Resources prepared and ready for pupils
- A comprehensive PSHE curriculum
- Zones of regulation
- No whole class sanctions
- Increased adult interactions and reinforcements using agreed school techniques from Teaching Walkthrus/ TLAC
- Reminders of school expectations
- Change of seat in classroom
- Carpet spot/ designated seat
- Consistent use of script (phrases) that have been agreed by staff working with the child
- Increased pre-corrections using gestures or verbal/ visual reminders
- Review relationship with the child- where can you build on this relationship?
- Conversation with teacher around school values at break/ lunchtime

Tier 2 Universal + Offer
(needs met at class level/ with support from SLT where needed)

In addition to the universal offer, these children may be supported by:

- Weekly tracking chart in place to monitor trends and triggers
- Additional communication between home/school
- Social story shared in school and at home
- Boxall screening and use of recommended in-class strategies and small group intervention
- Zones of regulation – small group sessions
- Support during unstructured times in class or at break time/ lunchtime
- Regular discussions with SLT

Wave 3 Targeted Support Offer

Children working at this level will have SENCo involvement, and must have a 'Behaviour Support Plan' in place.

In addition to the universal offer and in-class scaffolds, these children may be supported by:

- Boxall Profile used to assess needs and plan school-based intervention for individuals
- ABC tracking in place
- School Nurse referral
- TAC/ TAF/ Early Help Plan may be instigated and used to support home-school joint approach
- Adapted timetable using evidence from class and screeners to plan this
- Personalised behaviour tracker
- Individual morning 'meet and greet' and use of visual timetable
- Zones of regulation – 1:1 support sessions
- Behaviours that require escalation recorded on CPOMS
- Daily/weekly support from SLT for set period of time

Wave 4 SEN Specialist Support Offer – Intensive Individualised Support

Children working at this level will have SENCo involvement, and 'Behaviour Support Plan' will be established. North Somerset and trust advice is used to support provision planning. Guidance will be sought from the North Somerset Inclusion Panel to support the pupil and reduce the risk of exclusion.

In addition to the universal offer, in-class scaffolds and targeted support, these children may be supported by:

- Multi-agency team approach
- EHCP is in place/ Application for EHCP is underway
- TAC/ TAF/ Early Help Plan may be instigated and used to support home-school joint approach
- A range of external services may be involved to support assessments and

How are concerns about my child's learning/ behaviour/ social and emotional wellbeing identified and supported at Winford?

A potential behaviour/ social interaction need is identified by a parent, member of school staff or outside agency.
Initial concerns should be discussed with the class teacher.

The class teacher will investigate and monitor these needs with support from the Headteacher/ Deputy/SENCo where appropriate using the school behaviour graduated approach.
At all times, the emphasis must be on high quality teaching first at the Wave 1 universal offer for 'all pupils' and how this can be adapted to meet individual needs where needed through Wave 2 (universal +) support. The child's progress towards anticipated outcomes should be monitored for a period of up to 1 term before deciding whether the child needs to be supported through Wave 3 targeted support for 'some pupils'.

The child makes progress towards anticipated outcomes as a result of needs being met through the school Wave 1 or Wave 2 offer.

Initial concerns and support offered discussed with parents where concerns were raised by parent.

Wave 3 support – APDR (Assess, Plan, Do, Review) cycle demonstrates that concerns remain and the child does not make sufficient progress towards anticipated outcomes. Child is discussed with SENCo – a range of assessment tools / systems are used to identify needs.
Second review of progress to take place after a maximum of 6 weeks.

Teacher and SENCO discuss findings from a range of assessments and observations.
Teacher and SENCO agree to add the child to the SEND register (if appropriate). T his decision is made in conjunction with child's parents.
Class Teacher writes a Wave 3 'Behaviour Support Plan'. This is reviewed regularly by class teacher with involvement from parents.

Child's needs are met by school at Wave 3 and child makes progress towards anticipated outcomes as a result.
Regular reviews are conducted with parents/ SENCo – child either stays at Wave 3 because they require and are successful with this level of support or move to Wave 2 or Wave 1 as a result of progress towards targets meaning child is supported through the universal offer.

Waver 4 - Regular reviews demonstrate that the child fails to make progress towards anticipated outcomes over a period of 2 of more APDR cycles.

Child discussed with SENCo, and advice sought from specialist support services. Child may/ may not need support from an EHCP – this decision is taken in conjunction with parents.