

WISBOROUGH GREEN PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Approved by the Headteacher on behalf of the full governing body: December 2025
Next review by Headteacher due: December 2026

Introduction

Wisborough Green Primary School provides a safe environment in which all children are supported to achieve their potential, both academic and social, and are provided with support to overcome any barriers to learning they may face. This policy aims to provide a consistent approach to establishing a safe, orderly, positive school environment in which adults can teach, and children can learn. All members of the school community have the right to expect clear behaviour guidelines which are consistently implemented. Our policy is based on using The Restorative Approach method which is inspired by the philosophy and practices of restorative justice. This means repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

This policy has been written to follow the recommendations of the Education Endowment Fund's 'Improving Behaviour in Schools' Guidance Report, which can be found here:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

Aims

- All members of the school community feel valued and respected
- Every member of our school will be treated fairly
- All children will be treated with an **unconditional positive regard**
- Children will be in a happy, safe and secure environment
- All members of the school community work together in an effective and considerate way
- Adults will act as role models for children
- We give the first attention to the best behaviour
- Behaviour is seen as communication, and we will seek to understand and help children to communicate effectively.

Our Philosophy

The ethos of the school is built upon a foundation of respect, perseverance, positivity, unity, creativity, empathy, and honesty—principles that serve as the bedrock for nurturing well-rounded individuals. Through these we seek to motivate children to cultivate self-discipline and encourage positive behaviour. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

- **Respect** is paramount, fostering an environment where students, parents, and staff work well with each other. It is also that everyone learns to respect their environment; both the school and the World around them, creating a global consciousness.
- **Perseverance** instils resilience in pupils so that they are prepared to face the challenges and responsibilities of adult life and to this end are encouraged to develop self-discipline.
- **Positivity** and self-belief, alongside belief in others, cultivate an atmosphere where learners flourish.

- **Unity** binds the school community, promoting collaboration across diverse groups to empower individuals as capable citizens.
- **Creativity** fuels exploration and problem-solving, inspiring students to question and innovate.
- **Empathy** encourages active listening and appreciation of diverse perspectives.
- **Honesty** is a core value, ensuring transparency and trust within the school, creating a cohesive and supportive learning environment.

The School Rules

Everyone at Wisborough Green Primary will adhere to these three rules:

1. Ready
2. Respectful
3. Safe

These are rules influenced by author Paul Dix and have been adopted due to their memorable, clear and consistent message to pupils. Throughout their schooling, children will receive teaching on what these rules mean and look like specifically.

Legislation and Statutory Requirements

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

- [Behaviour in Schools 2024](#)
- [Searching, screening and confiscation in schools 2023](#)
- [School Suspensions and permanent exclusions 2024](#)
- [Use of reasonable force 2025](#)
- [Keeping Children Safe in Education 2025](#)

This Behaviour Policy should be read in conjunction with the following policies:

- Anti -Bullying
- Teaching and Learning
- SEND
- Equality
- Safeguarding and Child Protection
- Parent Code of Conduct

Roles and Responsibilities:

The Governors

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 3).

The Governing Body will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher and the Senior Leadership Team

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 3). The headteacher will also approve this policy.

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

The Senior Leadership Team will support staff in responding to behaviour incidents as required.

Staff

Staff are responsible for:

- Being calm, consistent and fair
- Modelling the positive behaviour, values and attitudes they expect to see from the children
- Giving first attention to the best behaviour
- Showing children an unconditional positive regard
- Having high expectations of behaviour at all times and following the principles of behaviour management (as noted in policy) in all their dealings with children
- Implementing the school policy consistently across the school
- Providing a personalised approach to the specific behavioural needs of some pupils
- To help the children to develop empathy and respect for others

Parents

Parents are required to sign a Home/School Agreement when their child joins the school. Parents are also expected to abide by the Parent Code of Conduct. The school seeks to work collaboratively with parents, so that children receive consistent messages about behaviour at home and at school.

If the school has to use reasonable sanctions with a child, parents should support the school. If parents have any concerns about the way their child has been treated, they should follow our Complaints Procedure by initially contacting the class teacher.

Induction of new children

Reception Children will be given an older 'buddy' who will model and encourage appropriate behavior in school. All other children starting in the school will be given a 'buddy' from within their class, to support them in their first weeks in school.

Rewards and Sanctions

Rewards

The goal of our reward system is to foster a sense of pride and intrinsic motivation among all students.



Sanctions

Most behaviour will be dealt with in a stepped procedure:

1. Reminder – of the desired behaviour
2. Warning – of the potential consequences
3. Last chance – final reminder of the desired behaviour
4. Time out/Sanction – The child will be moved away from the other children to ensure that learning is not disrupted. This space and length of the time out or sanction will be at the discretion of the teacher or adult. The time out will be conducted in a safe space for individuals.
5. Repair - Restorative Meeting – this will be conducted by the adult who issued the sanction. It must happen within 24 hours of the behaviour occurring.

Over the page, there is a guide that helps all members of staff respond to any behaviour in a clear and consistent way.

Unwanted behaviours Level 1	Behaviours that challenge Level 2	Behaviours that harm Level 3
<p>Name calling</p> <p>Low level distraction (i.e. humming, tapping, tipping chairs, wandering, pacing)</p> <p>Talking when a teacher has asked for silence or is talking to the class.</p> <p>Task avoidance</p> <p>Misusing Equipment</p> <p>Shouting and/or running inside</p> <p>Entering a classroom when there isn't an adult in it</p>	<p>Blatant defiance for a period of time</p> <p>Task refusal</p> <p>Rudeness</p> <p>Persistent disruption</p> <p>Swearing (undirected)</p> <p>Verbal aggression</p> <p>Deliberate provocation/intimidation</p> <p>Aggression</p> <p>Deliberately breaking school equipment</p> <p>Running away</p> <p>Theft</p> <p>Repeated Level 1 behaviours</p> <p>Physical behaviour (pushing, playing roughly)</p>	<p>Bullying</p> <p>Discriminatory language or behaviour e.g. racism or sexism</p> <p>Knowingly inappropriate touching / actions</p> <p>Serious misuse of school equipment/ vandalism</p> <p>Intentional physical aggression to peers or staff</p> <p>Exiting the school site without permission</p> <p>Swearing at someone</p>
<p>Responses will include one or more of the following:</p>		
<ul style="list-style-type: none"> • Verbal warning • Praise another child • 2nd warning <p><i>(Could you move the child?)</i></p> <ul style="list-style-type: none"> • 5 minute private discussion in break or lunch • 5 to 20 minutes time out at break/lunch time as staff member deems appropriate with Reset and Reflect sheet <p><i>(Repeated events in one day/week consider Level 2)</i> <i>(Record repeated Level 1 on CPOMS)</i></p>	<p><i>(Warn, redirect if possible)</i></p> <ul style="list-style-type: none"> • Private restorative conversation • Time out of classroom or playground/ talk to another adult • 1:1 discussion about behaviour with SLT member • 5 to 20 minutes inside at break/lunch time as staff member deems appropriate with Reset and Reflect sheet (several over a week if needed) • Restorative task • Communicate with parents • Always record on CPOMS 	<ul style="list-style-type: none"> • Restorative conversation • 1:1 discussion with most appropriate available staff member • Reflection time set by SLT member <i>(and could involve suspension)</i> • Restorative task • Always record on CPOMS • Communicate with all parties/parents involved • Behaviour Support plan reviewed and in place

Staff at Wisborough Green School have the right to regulate children's behaviour and to impose sanctions when children fail to follow class and school rules. The school seeks to work in partnership with parents/carers and expects them to support the school in

creating a calm, ordered environment where teachers can teach, and pupils can learn. All parents/carers sign the Home/School Agreement when their child starts and in doing so agree to support the school in the implementation of this Behaviour Policy's aims.

Fixed term and permanent exclusions

Where the behaviour of a child consistently puts the safety and educational opportunities of themselves or others at risk, and where every effort has been made to work with the child and their carer or parents to improve the behaviour, the Headteacher may implement a fixed term or permanent exclusion. West Sussex County Council guidelines will be followed. If a child is excluded for a period of less than 5 days, the school will provide work. In the event of a permanent exclusion, the Local Authority will contact parents with details of the Day 6 provision.

Reintegration interviews (See Appendix 4) are a vital part of the reintegration process and provide parents, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Anti-Bullying

Wisborough Green School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying as demonstrated by the school's Anti-Bullying Policy.

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period
- Difficult to defend against

Responding to bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- i. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- ii. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- iii. A member of staff will interview all parties involved.
- iv. The DSL will be informed of all bullying issues before entering it onto CPOMs.
- v. The school will speak with and inform other staff members, where appropriate.
- vi. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- vii. Sanctions, as identified within this Behaviour Policy, and support will be implemented in consultation with all parties concerned.
- viii. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

- ix. Where the bullying of or by pupils takes place off site or outside of normal academy hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other settings. Appropriate action will be taken, including providing support and implementing sanctions in accordance with this policy.
- x. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - ◊ Manage the incident internally
 - ◊ Refer to Early Help
 - ◊ Refer to Children's Social Care
 - ◊ Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Confiscation and disposal

Staff at Wisborough Green School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply.:

Illegal items (weapons or substances) will be handed to the Police.

Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs such as chewing gum) will be disposed of.

High value items (£20+), e.g. mobile telephones, which are confiscated, will be held securely until a parent/carer plans to collect them.

Behaviour out of School

Pupils are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to sanctions if their behaviour brings the school into disrepute, has repercussions for the orderly running of the school or poses a threat to another pupil or member of the public.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Special Educational Needs Coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

Classroom management

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

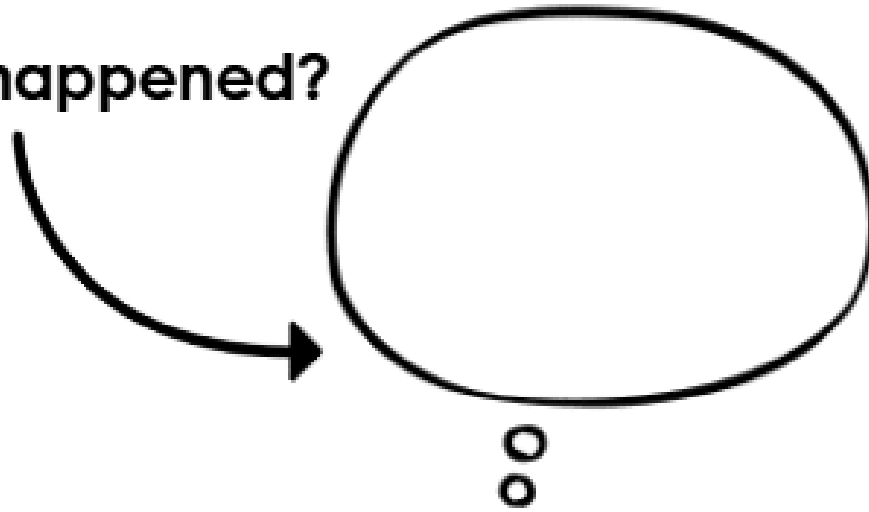
They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and teach the school rules

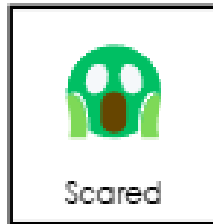
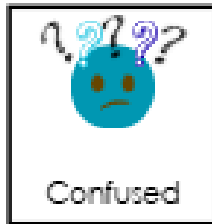
- Develop a positive relationship with pupils, which may include:
 - ◇ Greeting pupils in the morning/at the start of lessons
 - ◇ Establishing clear routines
 - ◇ Communicating expectations of behaviour in ways other than verbally
 - ◇ Highlighting and promoting good behaviour
 - ◇ Concluding the day positively and starting the next day afresh
 - ◇ Having a plan for dealing with low-level disruption
 - ◇ Using positive reinforcement

Reset and Reflect

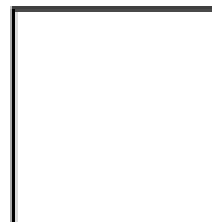
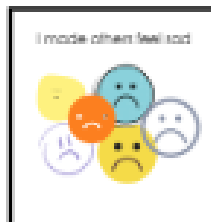
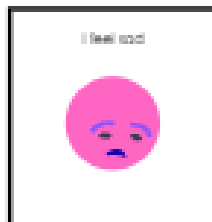
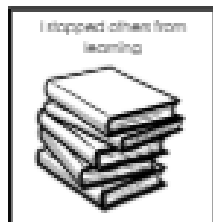
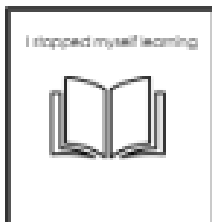
What happened?



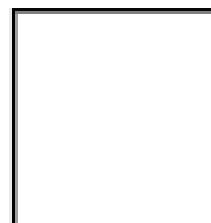
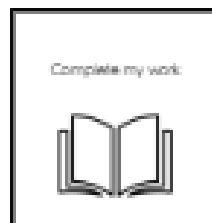
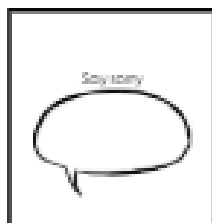
How were you feeling?



What was the impact of your choice?



What can you do to make it right?



Appendix 2: Restorative Meeting aide memoire

On most occasions, staff will take the following steps to help investigate an incident.

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What can we do to make things better?
- How can we do things differently in the future?

Appendix 3: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Adults are calm, consistent and fair
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusion
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Headteacher on behalf of the Full Governing Body every year.

Appendix 4: Reintegration Meeting



Wisborough Green Primary School – Reintegration meeting

Date:

People present:

PUPIL DETAILS

Pupil's name:

Date of birth:

Year group/tutor:

Name of parent/guardian:

Is the pupil subject to a Child Protection plan?

Is the pupil a looked-after or previously looked-after child (LAC)?

Is the pupil identified as having special educational needs (SEN) and/or a disability?

Does the pupil have an education, health and care (EHC) plan?

DETAILS OF SUSPENSION

Date of suspension: _____ Date of return to school: _____
Number of days suspended: _____

Reason for suspension:

Details of any previous suspensions: _____ Total number of
days suspended this term: _____

Provision during suspension:

REVIEW OF CURRENT ATTENDANCE

Attendance this term

Number of days absent: _____
Attendance (%): _____

Attendance this year

Number of days absent: _____
Attendance (%): _____

PARENTS/CARERS AND PROFESSIONALS INVOLVED WITH THE CHILD

Name:	Role and organisation:	Attended reintegration meeting? (Y/N)	Contact details:	Have they been informed of any reduced timetable?

PARENTS/CARERS AND PROFESSIONALS INVOLVED WITH THE CHILD

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Provision

AGREED SUPPORT

Type of support	Support lead	Frequency

Is the pupil on a reduced timetable? (Y/N)

Additional comments

PUPIL'S COMMENTS

PARENTS'/CARERS' COMMENTS

SCHOOL'S COMMENTS

Signed _____
(pupil)

Signed _____
(parent/guardian)

Signed _____
(school)

Appendix 5: Wisborough Green Behaviour Blueprint

Consistent Adult Behaviour	Our School Rules	Recognition (publicly)
<ol style="list-style-type: none"> 1. Calm, Consistent and fair 2. Give first attention to the best behaviour 3. Recognise over and above 4. Follow through with behaviour 5. Unconditional positive regard for all 	<p>Ready Respectful Safe</p>	<p>Praise Dajos Show others' your work Post card home Values Champion English and Maths certificate Over and Above Award Letter of Excellence</p>
<h3>Wisborough Green Behaviour</h3> <p>Creativity, Empathy, Honesty, Perseverance, Positivity, Respect, Unity,</p>		
Stepped Behaviour (privately if possible)	Microscript	Restorative Five
<ol style="list-style-type: none"> 1. Reminder 2. Warning 3. Last chance 4. Time out specify how long and why 5. Repair with restorative meeting 	<ul style="list-style-type: none"> • I've noticed that • You know the school rules: ready respectful, safe. • I need to see you... • In order to keep you safe... • It's OK if you are feeling... • Name, I need you to...because... Thank you 	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. Who has been affected? 4. What can we do to make things better? 5. How can we do things differently in the future?

Appendix 6: School Rules



WISBOROUGH GREEN SCHOOL RULES

BE READY

Listen to the adults and each other. Be ready and willing to learn. Try your best. Make mistakes and learn. Have a positive attitude.



RESPECTFUL

Be kind. Remember your please and thank yous. Take turns and share.

SAFE

Move calmly and sensibly around school. Keep the school tidy and free of litter.



Appendix 7: Behaviour Support plan example

*****'s Support Plan		Photo
Name	Year	
Date of Plan:	Review:	
Signed (parent):	Signed: (child)	

	When ***** is calm, *****:	Strategies we use to keep ***** calm:
	First signs of escalation:	What we will say or do to de-escalate/ divert:
	Behaviours that challenge:	What we will say or do to de-escalate/ divert:
	Behaviours that harm:	What we will say or do to de-escalate/ divert:

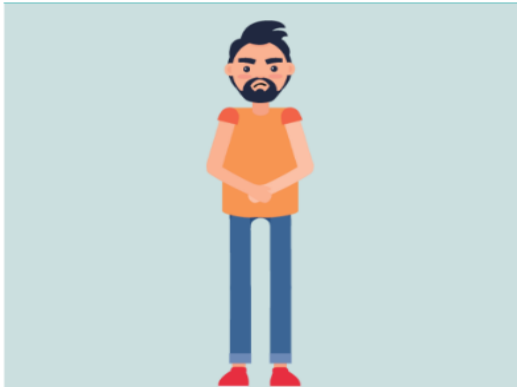
Appendix 8 Social Story Template



Sometimes things happen that make me feel uncomfortable.



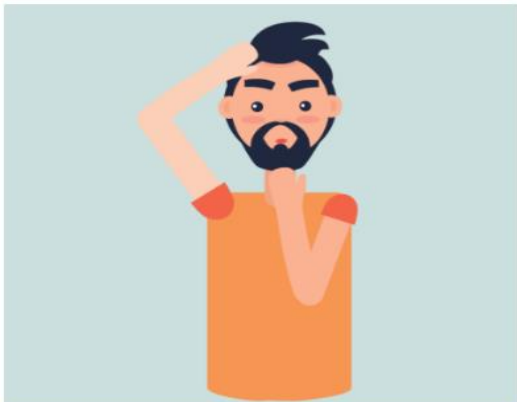
There can be a lot of things that make me feel uncomfortable.



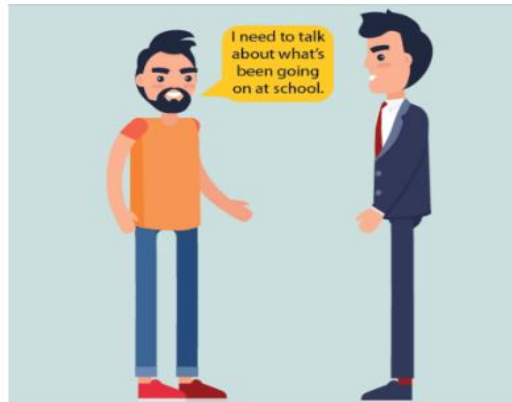
Uncomfortable can mean my body feels weird or bad.



Uncomfortable can mean I feel sad, scared or angry.



Uncomfortable can mean I have a hard time thinking.



I should practice telling people when I feel uncomfortable.