



WESTFIELD PRIMARY SCHOOL

Behaviour Policy

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Approved by:	Headteacher
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Note: This policy has been approved by the Headteacher, is currently in effect, and is pending formal approval by the Governing Board.

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Vision and Ethos

At Westfield Primary School, every child is entitled to feel safe, seen and secure so they can learn, belong and thrive. Behaviour is taught, never assumed. We build a culture of high expectations through strong, Schooling relationships, restorative practice, and a trauma-informed, trauma-responsive approach that prevents harm, repairs relationships and strengthens our community.

We explicitly reject any practices that shame, humiliate or publicly single out pupils. We prioritise private reflection, relational repair and inclusive support informed by trauma-responsive practice.

We explicitly teach and reinforce three rules across school life:

- **Be Ready** – prepared to learn and take responsibility
- **Be Respectful** – to self, others and the environment
- **Be Safe** – physically and emotionally

These rules are embedded through assemblies, PSHE and daily interactions. Behaviour and self-regulation are part of our taught curriculum (PSHE/Jigsaw), so that all pupils learn the knowledge, skills and routines needed to flourish.

Legal and Policy Framework

This policy aligns with current Department for Education statutory guidance relating to behaviour, suspensions and exclusions, safeguarding (Keeping Children Safe in Education), the Equality Act 2010, the SEND Code of Practice, guidance on the use of reasonable force, and guidance on searching, screening and confiscation.

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy

Our Aims

At Westfield Primary School Primary School, we aim for our children to achieve their academic potential and lead independent lives preparing them for the next phase of their education.

We enable this by building mutually respectful relationships with them and showing them how to have respectful relationships with each other and with other people. This helps them to reflect and take responsibility for themselves, and is a form of discipline that is constant, immediate and consistent.

Our personal, social and health education (PSHE) programme complements our teaching on relationships, self-regulation and understanding emotional and social needs of our own and others. Our school is ambitious and we strive for the highest standards of teaching, learning

and behaviour in an environment where all children and staff are valued as individuals and their efforts are respected and celebrated.

Our aims are to work together as a team to:

- Promote high standards of teaching, learning and behaviour.
- Ensure that we enable pupils to be the best they can be irrespective of race, gender, sexual orientation or physical/mental disability. We meet our anticipatory duty to make reasonable adjustments.
- Provide a happy, supportive and safe environment.
- Teach behaviour explicitly as curriculum (routines, language, regulation) and evaluate impact.

We want children to display positive learning behaviours that contribute to excellent achievement and reflect pride in themselves and their school. We understand that children will need different levels of support and time to develop and maintain positive learning behaviours in school.

We recognise that the quality of teaching and learning in each lesson directly affects the behaviour of children, so staff are expected to be familiar with the School's Learning and Teaching pedagogy and work within this framework.

Managing behaviour is not just about responding to inappropriate behaviour. It is firstly, about creating the conditions that encourage positive behaviour, recognising and celebrating this.

Home–School Partnership

Parental Involvement

At Westfield Primary School, we believe that a strong partnership between home and school is vital to the success of this Behaviour Policy. Positive behaviour flourishes when parents and staff work together with shared expectations and consistent messages. Continual, constructive communication with parents is therefore essential, and forms a core part of how we support children to thrive.

We expect parents and carers to actively support the aims of the Behaviour Policy, reinforcing the same values at home that we promote in school, being Ready, Respectful and Safe. This includes talking with their child about school expectations, encouraging positive learning behaviours, and working with staff to address any concerns promptly and collaboratively.

The school will always aim to communicate positively, celebrating children's strengths and achievements to build School, confidence and strong relationships. Where a child requires closer monitoring or additional support, staff will ensure that parents are kept fully informed through regular updates. This may include sharing behaviour observations, agreed strategies, or progress towards personalised targets, so that school and home can offer consistent and coordinated support.

Parents play a crucial role in helping their child practise self-regulation, reflect on their actions and learn from restorative approaches introduced in school. By supporting the

strategies used at Westfield Primary School, engaging in conversations with staff and attending meetings when needed, parents help reinforce our shared expectations and ensure that every child is set up for success.

Principles of a Trauma Informed, Trauma Responsive School

We recognise behaviour as communication. Staff respond first with connection and regulation, then with teaching and repair. Adverse experiences and unmet needs can sensitise stress-response systems; predictable, safe relationships, co-regulation and explicit teaching of skills are protective and enable learning.

We commit to:

- **Safety and predictability:** calm adult presence; clear routines.
- **School and relationships:** daily relational contact; adults know pupils' strengths, needs and triggers.
- **Choice and collaboration:** voice, choice and reasonable options in de-escalation/repair.
- **Empowerment and skill-building:** explicit teaching of emotional literacy and problem-solving, including Zones of Regulation.
- **Equity & inclusion:** adjustments for SEND/SEMH; purposeful multi-agency collaboration.

Roles and Responsibilities

- **Governors** assure policy compliance, resourcing and fairness, review annually.
- **Leadership (including SENCO/DSLs)** ensures consistency, staff training and visible presence at key transitions; monitors data and leads targeted interventions, restorative meetings and safeguarding alignment.
- **All staff** model calm, respectful language; maintain fairness and consistency; use emotion coaching and restorative language; avoid public sanctions or shaming displays; pre-teach routines, identify triggers, and implement agreed regulation plans.
- **Class teachers** create safe, predictable classrooms with co-regulated routines, visual supports and regulation toolkits; teach behaviour explicitly (PSHE/RSE and assemblies) and communicate regularly with parents/carers.
- **Associate staff** co-regulate alongside teachers; contribute to observations, plans and restorative conversations.
- **Pupils** engage with learning, follow school rules, practise regulation strategies, and participate in repair where harm has occurred.
- **Parents/Carers** partner with school, share relevant information, support regulation strategies at home and attend meetings as needed.

Teaching Co and Self - Regulation (Including Zones of Regulation and Emotion Coaching)

The Zones of Regulation are a research-based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning and achieving their best.

When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs. In order for a child to be ready for learning they need to be able to self-regulate.

For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate. With adult support children will learn to use their 'tools' to self-regulate.

We teach pupils to name feelings (Blue/Green/Yellow/Red), spot body clues, identify triggers, and choose regulation tools (breathing, movement, sensory input, peer/adult check ins, positive self talk). Zones are taught, modelled and rehearsed; check ins and displays are used sensitively (never to shame). Adult script: Connect → Co Regulate → Reason (when calm) → Repair.

Co Regulation: What Adults Do in the Moment

When behaviour falls short, we use restorative conversations:

- What happened?
- Who was affected?
- How can we make it right?
- What will we do differently next time?

Children are supported to repair relationships, not punished. Reflection spaces are used for calm regulation, not isolation. Staff will:

Use **low, slow, few words**; offer **time in** rather than isolating time out.

Provide **regulated spaces** (calm space, visuals, timers, sensory tools) for support and **skill building**, not as a sanction.

Offer **two regulated choices** (e.g., "Sit here with me or by the book corner; water or a short walk?").

Use **emotion coaching** to validate feelings, set limits and teach skills.

Connect: "I'm here. I can see this is hard." → **Co Regulate**: "Let's breathe / try water / a quick walk." → **Reason (when calm)**: "What happened? What did you need?" → **Repair**: "How can we put this right?"

Staff remain alert to behaviours as possible safeguarding indicators and follow KCSIE reporting routes.

Inclusion and SEND

Behaviour is not a category of SEND; where behaviour signals underlying need, we follow the graduated approach and implement reasonable adjustments. At Westfield Primary School, we do not view behaviour in isolation. In line with the SEND Code of Practice, we recognise that behaviour may be an indicator of underlying needs, including experiences of trauma, neurodiversity, communication differences, sensory processing needs or unmet emotional needs. We therefore seek to understand why a behaviour is occurring so we can respond appropriately and support the child effectively.

Consistent with the Code of Practice's requirement for a graduated approach, we provide personalised support such as Zones of Regulation tools, sensory breaks, visual frameworks, co-regulation with Schooled adults, structured routines and access to regulated spaces. These strategies help pupils build self-regulation, strengthen emotional literacy and feel safe enough to engage in learning.

Where additional needs are identified, we work collaboratively with families and external professionals, including Educational Psychologists, Speech and Language Therapists, CAMHS and family support services, to ensure learners receives coordinated, evidence-informed support.

All adaptations, support plans and reasonable adjustments are clearly documented and reviewed at least half-termly, alongside any associated risk assessments, to ensure provision remains relevant and effective.

Our approach ensures that children with SEND or emerging needs are included, understood and supported in a way that fosters belonging and enables them to thrive emotionally, socially and academically.

Early Years

Children in the Early Years Foundation Stage (Nursery and Reception), typically aged 3–5, are at the very early stages of understanding their own emotions. Many are still learning to identify, name and communicate their feelings, and therefore require a high level of adult guidance, modelling and co regulation to help manage their emotions and behaviour.

Our EYFS environments are intentionally designed to be calm, comfortable and low stimulus, with dedicated spaces where children can step away from busy activity, reduce anxiety and self soothe with the support of an adult when needed. These spaces help pupils feel safe and ready to re-engage in learning once they are regulated.

Staff work closely with children in the moment, offering timely emotional support, modelling language for feelings, and guiding them through co regulation strategies. The curriculum is personalised to meet individual developmental needs, reducing opportunities for dysregulation and enabling every child to experience success.

Children are supported through consistent routines and clear expectations, often reinforced with visuals, gestures and tools such as sand timers to support turn taking and transitions. Staff use praise and positive recognition deliberately to reinforce emerging social skills, pro social interactions and early self-regulation. This ensures all children feel noticed, valued and encouraged as they begin to build positive learning behaviours.

Recognition and Rewards

Recognition focuses on effort, empathy, resilience and contribution (not competition), delivered privately and meaningfully. We use praise, celebration assemblies, VIPs, Headteacher/School awards.

House points

House points are used to recognise our rules/values. Negative point removal is avoided where it may shame or dysregulate pupils; if used, removal is private, proportionate, and always paired with an opportunity to repair. Leaders monitor equity and consistency. Weekly celebration can include a positive privilege (e.g., a special learning responsibility) consistent with our relational ethos.

Dojos Categories:

Positive House Points (+1)	Negative (-1)
Being Kind	Being Unkind
Being Respectful	Being Disrespectful
Being Safe	Being Unsafe
Being Focused	Being Unfocused
Active Listener	Not Ready
Super Learning	—
Attendance Champions (+2)	—

Sanctions and Consequences

Our Graduated Response: Prevent–De-escalate–Restore

Stage 1 (Universal): predictable routines; relational check ins; pre teaching; seating/environment adjustments; movement breaks; private reminders and proximity support.

Stage 2 (Targeted): brief co-regulation time-in or supported reset; reset task; personalised toolbox; daily Zones check-in; strengths focused home–school contact. Regulation break in classroom; strengths focused home–school contact.

Stage 3 (Personalised): Regulation/Consistent Management Plan (co-produced with pupil/parents), sensory diet, visual schedule, risk assessment; pastoral/SLT involvement; EP/CAMHS/family support where appropriate. Where time away from peers is needed, we use time-in or Supporting Expectations (internal inclusion) with planned reintegration, not punitive isolation. We avoid the use of public displays of sanctions (e.g., names on boards). Steps are private, relational and proportionate. Any removal from class safeguards dignity and ensures access to learning, water, toilets, adult oversight and regular check ins.

Managing and Modifying Poor Behaviour

Staff hold learners accountable for behaviour and deal with issues without delegating where safe and appropriate. Take-up time is given between steps.

Redirection	• Gentle encouragement in the right direction. • Use of subtle verbal/non-verbal prompts.
Reminder	• A reminder of the expectations for learner Respectful, Safe, Kind delivered privately to the learner. • The teacher makes them aware of their behaviour. • The learner has a choice to do the right thing.
Caution Lose a house point Log on CPOMS	• A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. • The learner has a choice to do the right thing. • Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged: 30 second intervention <u>Interrupt:</u> • Gentle approach, personal, supportive, side on, eye level or lower. <u>Redirect</u> • State the behaviour that was observed and which rule/expectation/routine it contravenes. • Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. <u>Reinforce</u> • Thank the learner. Walk away and allow them time to respond. If there are comments, as you walk away write them down and follow up later.
Time-Out	• The learner is encouraged to speak to the teacher/ TA away from others. • Boundaries are reset. • The learner is listened to and is asked to think about their next step. Again, they are reminded of their previous conduct/attitude/learning. • Learner is given a final opportunity to re-engage with the learning / follow instructions.
Repeat	• Where behaviour recurs despite support (not at crisis), a short, supported removal to an agreed space or partner class (<i>without</i> public naming), with meaningful work and adult check-ins. • Consequences should have already been spoken with the child and take up time should have been given. • If the child has ignored previous requests to change their behaviour, children will now have to spend time away from class. • This is for children who are not at crisis point but are repeating the same behaviours. • Calm spaces should be used for children at crisis point.

	• This should be for the rest of the lesson. Work packs are available for children to do in their classes • A restorative conversation needs to happen when the child comes back to class • Restorative Repair needs to be given
Restore	• Restorative conversations are a core part of repairing damage to School between staff and learners. • These must be done after time out, calm corners (outdoor area, library etc) or regulation stations using regulation bags outside of the classroom by the member of staff in the child's classroom. Our restorative conversations are structured in 4 steps: 1. With 1. Who? ➢ Time and place 2. Reflect: ➢ What happened? ➢ Who was involved? 3. Thoughts and Feelings: ➢ What were you thinking/feeling at the time? ➢ What are you thinking and feeling now? ➢ Who was affected and how? ➢ How do you think this made others feel? 4. Repair and Problem-Solving: ➢ What do you think you can do to put things right? ➢ What will you do differently in the future? May include social story/comic strip to teach next steps.

Regulated Spaces and Crisis Support

Calm Spaces, neutral, low-stimulus spaces for co-regulation (~10 minutes, adult-checked), used for support and skill-building, not as a sanction.

For pupils with a personalised plan, **Supporting Expectations (internal inclusion)** may be used with clear purpose, curriculum access and a planned reintegration.

Time-In (default): an adult remains with the pupil to co-regulate and re-teach.

Time-Out (rare): brief, supervised removal for safety, with access to learning and planned reintegration. Usage and duration are recorded and reviewed.

Specific Contexts

Uniform: expectations are clear and communicated; reasonable adjustments and short-term support will be made sensitively to resolve barriers.

Bullying and Child-on-Child Abuse: zero tolerance; we respond using safeguarding procedures, taking a contextual approach and supporting all affected pupils; see Anti-Bullying and Child Protection policies (KCSIE aligned). Responses to child-on-child sexual harassment/violence follow KCSIE 2025 Part 5, with safeguarding led decisions and appropriate education/restoration.

Conduct Beyond the School Gate: pupils may be disciplined for misbehaviour outside school where there are repercussions for school order, safety, or reputation (e.g., on journeys, in uniform, at events).

Suspensions (formerly Fixed Term Exclusions) and Permanent Exclusions.

The Headteacher may impose a suspension or permanent exclusion in line with statutory guidance, taking account of all circumstances, evidence and the interests of the pupil and wider community. These are last-resort measures once appropriate strategies have been attempted, unless the behaviour is so serious that a first response is proportionate. All duties to inform parties, provide/arrange education and convene meetings are followed.

The Head Teacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education.

Suspensions are imposed for serious misdemeanours but are not of the severity to warrant a permanent exclusion. Suspensions are not viewed lightly by the school and should not be viewed lightly by pupils or parents.

A pupil accumulating numerous suspensions runs the risk of being permanently excluded from the school in due course. Examples of behaviour which are likely to result in exclusion include, but are not limited to, the following:

- Threatening behaviour
- Bullying
- Repeated disruption to the learning process (disrespect to other pupils)
- Behaviour deemed to undermine the good order of the school
- Vandalism
- Violence
- Use of profane language
- Deliberate disobedience
- Racism
- Data security breaches

Permanent Exclusions

In line with DfE guidance, The Head Teacher will permanently exclude a pupil:

- In response to a serious breach, or persistent breaches, of the School's behaviour policy by a pupil; and
- Where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others at the school. Examples of serious breaches which are likely to result in permanent exclusion, but are not limited to, the following:
 - Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying
 - Behaviour which poses a significant risk to the child's own safety
 - Serious actual or threatened violence against a pupil or member of staff

- Sexual misconduct
- Arson
- Supply of an illegal drug, or severe misuse of an illegal drug, which can include legal highs or medication that has not been authorised by the school
- Bringing into the school any kind of offensive weapon for example: knife, hammer, crowbar (and not limited to those listed in the Offensive Weapons Act 2006)
- Engaging in any radicalisation or taking part in any terrorist related activity.

Malicious Allegations

Malicious allegations against staff are very serious, and we reserve the right to impose any sanction up to and including a permanent exclusion. When a pupil is found to have made a malicious allegation (i.e. one that is indecent or grossly offensive, a threat or false and known or believed to be false by the pupil) a sanction will be imposed. In addition, where the pupil remains in the school, he or she is likely to be required to undertake some supportive and educational work. In some circumstances it may be appropriate for the child to take part in a process of restorative justice or mediation with the member of staff in order for all parties to be able to move forward. We would expect parents to support this.

Use of Reasonable Force; Searching and Confiscation

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Head Teacher, to use such force as is reasonable in the circumstances to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What does it mean to use physical intervention on a child?

Physical intervention is the positive application of force with the intention of protecting the child from harming themselves or others, or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why use physical intervention?

Physical intervention should avert danger by preventing or deflecting a child's actions, or by removing a physical object, which could be used to harm themselves or others. Physical intervention is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. Parents will always be informed if reasonable force has been used. Each school will identify staff to receive training and will undertake risk assessments on individual pupils where necessary.

Recording, Data and Evaluation

Incidents, interventions and restoratives are recorded securely (CPOMS). Leaders analyse patterns termly by pupil group (SEND/SEMHD, LAC, PP), stage/lesson/time, location, trigger/type, adult response, removal from class, suspensions, managed moves; triangulated with attendance and safeguarding information. Pupil, parent and staff voice inform improvement. Governors receive anonymised termly reports. Impact measures include reduction in removals, equitable recognition, improved belonging, and curriculum access.

Staff Development

All staff receive tiered CPD in restorative language, relational practice, trauma informed care, Zones, emotion coaching, de-escalation, inclusive strategies, and data informed practice; advanced training for pastoral leads/SENCO/DSL includes conferencing and behaviour analysis. Leaders provide reflective supervision to sustain a safe, relational culture for adults and pupils (KCSIE culture of safeguarding).

Bullying

Bullying is a serious form of anti-social behaviour that Westfield Primary School Primary School considers completely unacceptable in any form. Bullying is defined as behaviour, by an individual or a group, that is intentional, repeated over time, and causes physical or emotional harm. It may be motivated by actual or perceived differences and can take many forms, including but not limited to:

- **Cyberbullying** – intimidation or harm through digital platforms, messaging or social media
- **Prejudice based bullying** – including bullying linked to SEND, race, gender, religion or belief, sexual orientation, or disability
- **Physical bullying** – such as hitting, kicking, pushing or spitting
- **Verbal bullying** – including name calling, threats, discriminatory or offensive remarks
- **Social or relational bullying** – excluding someone deliberately or encouraging others to isolate or ignore them
- **Damage or theft** – taking, damaging or threatening to take personal belongings
- **Face to face or remote behaviour** – bullying can occur in person, online, or via text messages
- **By known individuals or anonymous perpetrators** – including anonymous online communications intended to control, manipulate, humiliate or cause distress

All staff are trained to recognise the signs of bullying and are expected to respond immediately to concerns. Pupils are encouraged to report worries to their class teacher or any Schooled adult in school. Any disclosures or concerns are handled sensitively and shared with staff on a need-to-know basis to ensure a coordinated response.

We take every incident seriously. Persistent or serious bullying behaviours will be addressed using the formal consequences outlined in this policy, including restorative practice, parental meetings, and where necessary, escalation to safeguarding procedures. In the most serious cases, bullying may lead to a suspension or permanent exclusion.

Parents and carers are encouraged to refer to the school's Anti Bullying Policy for detailed procedures and should contact the school promptly if they believe their child is experiencing or involved in bullying so that we can work together to resolve concerns swiftly and effectively.

Child on child abuse/sexual harassment and violence

At Westfield Primary School Primary School, we are committed to preventing, identifying and responding effectively to all forms of child-on-child abuse. We recognise that harm can be caused by other children both in school and outside of it, and we follow our Child Protection and Safeguarding Procedures to ensure that every child involved, whether harmed or harming, is supported appropriately using a contextual, relational and trauma informed approach.

Child on child abuse can take many forms, including, but not limited to:

- Bullying, including prejudice based and discriminatory bullying
- Child Sexual Exploitation (CSE)
- Sexually harmful behaviour displayed by children or young people
 - Upskirting
 - Sexting / Youth Produced Sexual Imagery
- Abuse within intimate relationships
- Radicalisation
- Gang involvement or serious violence (County Lines)
- Online harm, including the use of technology for bullying, coercion, manipulation, humiliation or control

Some behaviours require reference to other related policies, such as our Anti Bullying Policy, Child Protection Policy, and Online Safety Policy.

We follow statutory guidance outlined in Keeping Children Safe in Education (September 2025).

Our approach prioritises:

- Early identification of concerns
- Clear reporting routes for pupils and staff
- Thorough investigation of all incidents
- Support and protection for all affected children
- Restorative and educational responses, where appropriate
- Safeguarding-led actions when risk is high

Westfield Primary School is committed to ensuring that no form of child-on-child abuse is dismissed as “banter” or “part of growing up”. All concerns are taken seriously, recorded, and responded to in line with safeguarding procedures to keep every child safe.

Review

The Headteacher will monitor and review this policy at least annually, consulting staff, pupils and stakeholders, and report to Governors/Schoolees. Publication and consultation duties for behaviour measures are fulfilled.

