



This policy has been impact assessed by Lindsay Clough in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Written by	Lindsay Clough
Ratified by Governors	23.10.25
Review date	23.10.27
Headteacher	Lindsay Clough

Westbury CofE Junior School Behaviour Policy

'You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.' (Paul Dix, Pivotal Education)

Policy Statement

Westbury Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy is designed to promote self-discipline and responsible decision-making, rather than simple compliance. It reflects our core values by placing a strong emphasis on respect, fostering a collaborative approach to addressing behaviour, and implementing dynamic, evidence-informed interventions that support both staff and learners. The policy is fully aligned with the Department for Education's Behaviour in Schools (February 2024) guidance and is underpinned by research and recommendations from the Education Endowment Foundation and other authoritative sources.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, politeness, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is the expectation for all

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions and clear boundaries

Statutory Framework and other guidance

This Behaviour Policy is written in line with current legislation and Department for Education guidance, including:

- Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (August 2024)
- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies
- Searching, Screening and Confiscation (DfE guidance)
- Keeping Children Safe in Education (KCSIE) 2026
- The Equality Act 2010
- Education and Inspections Act 2006

The school ensures that all behaviour systems, sanctions and support are applied fairly, proportionately, and with consideration of pupils' individual needs, in line with equalities legislation.

We recognise that children's behaviour is a shared responsibility between pupils, staff, and parents. At Westbury CofE Junior School, we have carefully considered the rights and responsibilities of all stakeholders and the ways in which each can contribute to supporting positive behaviour.

The rights of the pupils	The responsibilities of the pupils
• To feel safe in school, emotionally and physically • To learn without interference from others • To work and study in a high-quality learning environment • To be treated with respect regardless of ability, disability, race or gender • To be treated fairly • To have the opportunity to learn from our mistakes • To have your opinion heard	• Take responsibility for their own behaviour • To treat other people with respect • To let everybody else learn • To make others feel safe in school, mentally and physically • To listen to others when they express their opinion and consider their point of view • To reflect on their actions and recognise they are part of a community • To look after equipment • To ensure you treat the classroom and school with respect and ensure it is clean and tidy • To understand and accept that all people make mistakes
The rights of the staff	The responsibilities of the staff
• To be treated with respect by pupils, parents and colleagues • To be able to teach to the best of their ability • To be listened to by others in the school • To have systems and routines in place to support them in their role • To feel safe and be supported by leaders in the school	• To model positive behaviours and build relationships • To create a safe, calm and ordered environment in which all pupils can learn • To follow up every time, retain ownership and engage in reflective dialogue with their pupils • To always address any negative behaviour when they see it in the school • To treat everyone with consistency and respect at all times, without regard to race, gender or ability • To ensure the learning environment is tidy and organised and free from distractions so all children can successfully learn • To consistently follow the agreed systems and routines • When a serious behaviour incident occurs, to reflect on the antecedent and consequence and put in place measures to try and stop the incident being repeated.
The rights of the parents	The responsibilities of the parents
• To know their child is safe • To know that their child is always able to learn without distraction from other pupils • To know their child is treated fairly, consistently and with respect • To be able to raise concerns with staff	• To fully support the school's behaviour approaches • To support the staff as they try and resolve any behaviour challenges • To always manage any concerns in a calm and respectful manner. • To ensure all children attend school regularly and arrive on time • To inform the school if they have concerns about their child (this is best done through arranging a meeting)

To be fully informed about their child's progress	- To always manage any concerns through private discussion in a calm and respectful manner, refraining from making public comments about pupils or staff relating to any behaviour incident - To ensure all children have the equipment they need at school e.g. PE kit
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Recognising Positive Behaviour

At Westbury CofE Junior School, we recognise good behaviour, effort and conduct in the following ways:

Focus	How we praise	
Learning and Effort	House Points	House Point for effort / achievement. Teachers to determine the system for recording house points in the classroom. These will be collected weekly by year 6 Ambassadors and celebrated in Friday's Celebration Assembly.
Learning, Attitudes, Values and Behaviours	Positive home communication	Any member of staff is encouraged to call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.
Values and Behaviours	Positive Postcard	These will focus on pupils going 'Above and Beyond' in terms of the school's values and their behaviours. They will be taken home by the child at the end of the day. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise 'over and above' behaviour.
Learning, Attitudes, Values and Behaviours	Verbal Praise	Any member of staff is encouraged to verbally praise children when they see good behaviour in class and around school. They will focus around using language which celebrates the behaviour that the staff member has seen, such as 'lovely walking' or 'excellent sitting' so children familiarise themselves with the behaviour that has resulted in their positive praise.
Learning, Attitudes, Values and Behaviours	Star of the Week certificates	Each week, teachers will select children who have excelled in class – this may be as a result of their good behaviour or other areas of school. They will receive a certificate and be presented in front of the whole school.

Learning, Attitudes, Values and Behaviours	Headteacher's Award	Children will be given a Headteacher's Award when the teacher believes that the child has gone above and beyond the expectation. It is usually given to the children for producing excellent, high-quality work but may also be given for showing our school values or having excellent behaviour.
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Positive Discipline Approaches

Engagement with learning is always our primary aim at Westbury Junior School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Westbury praise the behaviour we want to see and do not focus on the undesirable behaviours.

Whilst we understand the importance for all staff to consistently follow our behaviour steps for dealing with poor behaviour (listed below), we also share the key message that assertiveness is a central part of our behaviour management at Westbury. 'Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the broken record technique). Just as learners have choices, so you (teachers) have the opportunity to choose your behaviour.

'You may have options as to how to respond to inappropriate behaviour all of which can be assertive actions'. Paul Dix

Steps for Supporting Children with Challenging Behaviour

At Westbury CofE Junior School, learners are responsible for their own behaviour. All staff take ownership of managing behaviour and do so consistently, without delegating this responsibility. Staff follow the agreed steps outlined in our behaviour flowchart to address poor conduct fairly and effectively. Our approach focuses on maintaining high standards and fostering a positive learning culture where every child can succeed. Staff use a calm, supportive manner — offering gentle reminders, non-verbal cues, and positive encouragement to guide pupils in the right direction. When behaviour becomes persistent or disrupts learning, staff will follow the flowchart to ensure a clear, consistent response.

While staff are expected to follow the staged approach outlined below wherever possible, it is recognised that in certain circumstances — for example, where behaviour poses an immediate risk to safety, constitutes a serious breach of the school's expectations, or significantly disrupts learning — it may be necessary to move directly to a later stage (including Stage 5) without progressing through each preceding step. This ensures that responses remain proportionate, fair, and aligned with the needs of the situation.

Use of Reasonable Force

At Westbury CofE Junior School, we are committed to maintaining a safe environment for all pupils and staff.

In line with DfE guidance, school staff may use reasonable force to:

- Prevent a pupil from causing injury to themselves or others
- Prevent damage to property
- Maintain good order and discipline in the classroom or around the school

Any use of force will always be:

- Reasonable, proportionate and necessary
- Used as a last resort
- Applied for the shortest time possible

Where possible, only staff who have received appropriate training (e.g. Team Teach) will use physical intervention.

All incidents involving the use of reasonable force will be:

- Recorded promptly
- Reported to senior leaders
- Communicated to parents/carers

The school prioritises de-escalation strategies and proactive behaviour support at all times.

Stage 1 - Reminder	
	Purpose: To prompt reflection and guide the learner back on track.
	Staff approach: • Give a calm, private reminder of our three school rules: <i>Calm, Kind, Polite</i>. • Use positive, non-judgemental language. • Make the learner aware of their behaviour and offer a clear choice to do the right thing. • Use non-verbal cues and gentle redirection to de-escalate the situation. • If reasonable adjustments are needed, repeat the reminder with patience. • Praise the learner if they respond positively and model good behaviour. Example phrasing: “Remember, we are Calm, Kind and Polite. I know you can show me that now.”
Stage 2 – Verbal Warning	



Purpose: To clearly communicate that the behaviour needs to change, while still giving the learner ownership of their choices.

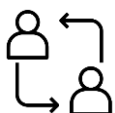
Staff approach:

- Deliver the warning **privately** wherever possible.
- Use a calm, steady tone and avoid drawing attention from others.
- Clearly state the behaviour you have noticed and the consequence that will follow if it continues.
- Emphasise the learner's opportunity to make a positive choice.

Example phrasing:

"I've noticed you're calling out during instructions. This is your verbal warning. I need you to show me Calm, Kind, Polite so everyone can focus on their learning."

Stage 3 – Reset



Purpose: To allow the learner a brief, structured opportunity to reset and regulate their emotions.

Staff approach:

- Time out should be short (no more than 5 minutes).
- The pupil may move to a calm space, another classroom, or work with a teaching assistant.
- The focus is on **calming, not punishment**.
- After time out, have a quick, supportive chat to reset expectations before re-joining learning.

Example phrasing:

"Take a few minutes in the calm space to get ready to re-join your learning. When you come back, we'll start fresh."

Follow-up:

A quick conversation at break or a more formal reflection may be arranged if needed.

Stage 4 - Consequences

  	Purpose: To ensure actions have meaningful, fair outcomes that encourage learning and reflection. Staff approach: - Consequences must be reasonable, proportionate and related to the behaviour. - Examples include: - Tidying or repairing something that was disturbed or broken. - Repeating missed learning or completing unfinished work. - Offering a verbal or written apology where appropriate. - Spending time with a member of SLT - A phone call home to parents as a reminder of good behaviour Example phrasing: “Because of the choice you made, your consequence is to tidy the reading area you disrupted. This helps to make things right.”	
Stage 5 - Repair		
	6 Repair	Purpose: To rebuild trust, restore relationships, and support behaviour change. Staff approach: - Conduct a short restorative conversation once the learner is calm and ready. - Choose around five questions from the list below to guide the discussion: - What happened? - What were you thinking at the time? - What have you thought since? - How did this make people feel? - Who has been affected and how? - What can we do to put things right? - How can we do things differently next time? Outcome: The goal is to help the learner reflect, repair harm, and move forward positively, restoring relationships and confidence.

We have also created a flow chart for staff to use as part of their behaviour management to grade different behaviours to support with consistency across school. This is where you will also find behaviours that go ‘Above and Beyond’ the ‘Expectation’ that all children are aiming for.

Graded Behaviour Flow-chart

Above and Beyond	Expectation	Level 1	Level 2	Level 3
Proactively helping others Showing exceptional kindness and empathy Taking initiative in learning Demonstrating leadership Consistently showing resilience Contributing to the wider school community Showing respect and gratitude Making a positive difference beyond school	Doing the right thing Putting things away Being kind, calm and polite Having kind hands and feet Playing fairly Following adult instructions Completing adult led tasks Asking an adult for time out Moving around school calmly	Name calling Deliberate Low level disruption e.g tapping, humming, tipping chair, wandering, head on the desk Task avoidance Inappropriate behaviour Misusing equipment	Repeatedly at Level 1 Blatant defiance for a sustained period of time Task refusal Rudeness/insolence Persistent disruption Leaving group/class without permission Swearing (undirected) Deliberate provocation Aggression Exiting school building Not coming into classroom	Repeatedly at Level 2 Persistent disobedience Dangerous behaviour Vandalism Swearing deliberately at someone Racial, sexual or hurtful language Bullying Physical aggression to peers Physical aggression to staff Use of an item as a weapon Leaving school grounds
Actions	Actions	Actions	Actions	Actions
Headteacher Award Star of the Week Award Recognition via Facebook or Weekly Newsletter	House Points Positive Postcards Acknowledgement by SLT Headteacher Award	Time out with an adult Verbal warning Completing work at breaktime Discussion with class teacher or teaching assistant	Repaying lost learning time Time out with SLT Restorative task	Possible internal or external suspension plus restorative task Possible formal exclusion plus restorative task

Serious Incidents

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred *immediately* to the Headteacher or SLT.

Such incidents could include:

All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying).

Racist, sexist or homophobic comments.

Physically striking adults.

Child on child abuse – see section 4.1 of the Child Protection and Safeguarding Policy.

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with the child protection policy and KCSIE 2026.

Westbury Junior School adopts a zero-tolerance approach to child-on-child abuse.

Recording

All members of staff are trained to use our Child Protection On-line Management system (My Concern) to record safeguarding and parental communication incidents. We record our behaviour incidents on Arbor. Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

Suspensions and Permanent Exclusion

Westbury CofE Junior School follows the Department for Education statutory guidance (August 2024) on suspensions and permanent exclusion.

Suspension (fixed-term exclusion) will only be used where:

- A serious breach of the behaviour policy has occurred, and
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others

The Headteacher will ensure that:

- Decisions are lawful, reasonable and fair
- Account is taken of the pupil's age, needs and any disabilities
- Alternative strategies and support have been considered where appropriate

When a suspension is issued:

- Parents/carers will be informed without delay
- Written confirmation will be provided, including reasons and duration
- Suitable work will be set for the pupil
- A reintegration meeting will be held on return

The Governing Body will fulfil its statutory duty to review suspensions where required.

All learners must receive a good education, which appropriately meets their needs and any provision made for learner off-site must enable them to achieve good educational attainment on par with their mainstream peers.

Off-site direction at another school

A headteacher can make a Short-Term Education at a Partner School arrangement (STEPS) for a learner. A STEPS arrangement is **not** a Managed Move, and it should be made clear to parents and the learner that the aim of such provision is for the learner to make progress and return to their registered school base.

A STEPS arrangement should be considered by a school if the usual academic and social expectations within a mainstream class are deemed to be appropriate and achievable for this learner at the time of planning.

See SAGE document [STEPS in the right direction on Right Choice](#)

Off-site direction at alternative provision

A headteacher can also arrange for a learner to have a short-term placement at an Alternative Provision.

An Alternative Provision placement should be considered by a school if the usual academic and social expectations within a mainstream class are deemed **not** to be appropriate and achievable for this learner at the time of planning. (*Suspension and permanent exclusion from school – June 2026*)

Internal Suspension

The school may use internal suspension (sometimes referred to as “in-school suspension”) as an alternative to external suspension.

This will:

- Be used for serious incidents or repeated breaches
- Take place in a supervised, appropriate learning environment
- Ensure pupils continue to access education
- Include opportunities for reflection and restorative work

Permanent Exclusion

Permanent exclusion is a last resort and will only be used where:

- There has been a serious breach of the behaviour policy, and
- Allowing the pupil to remain in school would seriously harm the education or welfare of others

All exclusions will be carried out in line with statutory guidance and with oversight from the Governing Body.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances '*to such extent as is reasonable*'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Behaviour Plans

In some cases, children may need to have individual behaviour plans which are specific to their needs. As part of the behaviour plan, some pupils are dealt with in a specific way and this is shared with all members of staff who work with the pupil. The school recognises that some pupils have specific behavioural needs and is committed to working with the pupil and the parent to support them in the best way they can. At this stage it may be appropriate to make a referral to the Behaviour Support Service for external assessment and advice.

In very rare cases, positive handling may be needed to support a child and adults working with them. This should only be done when there is an immediate risk to the safety of the child or another child. Wherever possible only members of staff who have had Team Teach training will be part of the positive handling plan. Any handling of a child will be reasonable and proportionate and will be recorded in the school log. Very occasionally a parent may be called in to help manage any challenging behaviour and support the child in returning to class.

Searching, Screening and Confiscation

The school follows DfE guidance on searching, screening and confiscation.

School staff may search a pupil for prohibited items where there are reasonable grounds for suspicion. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products

- Fireworks
- Pornographic images
- Any article that could be used to commit an offence or cause harm

Searches will be carried out:

- By authorised staff
- With consideration for the pupil's dignity and wellbeing
- In the presence of another member of staff where possible

The school may confiscate items that are harmful, disruptive, or not permitted in school. Confiscated items will be dealt with in accordance with DfE guidance.

Parents will be informed where appropriate.

Behaviour and Safeguarding

The school recognises that behaviour can be an indicator of underlying safeguarding needs.

All staff understand that:

- Behaviour may be linked to unmet needs, trauma, or mental health difficulties
- Vulnerable pupils may require additional support and reasonable adjustments
- Repeated or serious behaviour concerns may trigger safeguarding processes

All concerns will be recorded and responded to in line with the school's safeguarding policy and KCSIE 2026.

Monitoring Behaviour

All members of the Senior Leadership Team have a role in monitoring the reported incidents related to bullying, race, homophobic and transphobic, gender and disability. We maintain a log of these incidents so that we can follow things up, speak to everyone involved and work to reduce future incident. The Headteacher will monitor behaviour to identify vulnerable children who may appear and to identify any patterns of behaviour and/or names of pupils re-appearing. The Deputy Headteacher and Assistant Headteacher will monitor consistency of approach by staff and will follow up individual cases if required.

Leaders regularly monitor behaviour data, including patterns relating to groups of pupils, to ensure that the policy is applied consistently and fairly. This includes reviewing the use of sanctions, suspensions and positive handling to identify trends and take appropriate action.

Staff receive regular training and updates to ensure consistent implementation of the behaviour policy across the school.

The safeguarding governor along with the Senior Leadership Team will be responsible for monitoring this policy. It will be reviewed on an annual basis or earlier if required.

The policy should be read and understood in conjunction with the following documents:

- Keeping Children Safer in Education (KCSiE) (September 2026)
- Wiltshire Safeguarding Vulnerable People Partnership