



Behaviour Policy 2026 - 2028

Policy Name:	Behaviour Policy
Version:	3
Date published:	February 2026
Date to be reviewed by:	February 2028
Role of Reviewer:	Headteacher
Statutory (Y/N):	Y
Published on website: *	3A
Policy Level: **	3
Relevant to:	All Staff, Parents and Carers
Produced in consultation with:	n/a
Approved by:	Local School Board
Approval date:	February 2026

*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

The primary aim of our Behaviour Policy is to promote positive behaviour and reward pupils who make the right choices. At Watling Primary School, we maintain that all members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships.

We recognise that we all respond better to encouragement and support than to a negative response. By focusing on positive behaviour and relationships and on the strengths and capacity that each member of the community brings to the school, we can support each other to make Watling Primary School a truly inclusive school where all members are equally valued.

Our aims for behaviour at Watling Primary School are to:

- create a positive environment that promotes excellent behaviour and gives pupils the opportunity to learn in a calm, safe and supportive environment
- teach pupils to take ownership of their own actions, in order that they can become increasingly independent and responsible members of our local, national and global community
- celebrate diversity and individuality and teach children to care for and nurture themselves, each other and the environment
- promote fundamental British Values
- establish a consistent, whole-school approach to maintaining high standards of behaviour that is applied equally to all pupils
- work collaboratively with parents and carers and involve them in all aspects of school life, including promotion of positive behaviour
- enable children to experience the Watling Way school values in their learning community: Wonder, Aspire, Teamwork, Learn, Include, Nurture, Ground-breaking

Our three simplified core rules are: **Be safe** **Be kind** **Be respectful**

These rules are:

- displayed in prominent areas in school e.g corridors, halls, classrooms
- communicated in verbal, written and pictorial form
- discussed and reiterated consistently with all members of the school community
- actively referred to and modelled by all adults in the school to reinforce good behaviour

In order for our Behaviour Policy to be effective, an understanding of the basic needs of children must be acknowledged by all members of the school community. To achieve emotional wellbeing, children need:

- to feel safe and loved
- to be shown clearly what is expected of them

- to be valued as individuals
- to develop friendships and other supportive relationships
- to develop self-awareness and a knowledge of the world outside of themselves

To meet these needs, all members of the school community will:

- be consistent in their behaviour and in their expectations of the children
- value all children
- exercise patience and listen carefully to children
- focus on and emphasise the positive, in terms of work, habits and behaviour
- acknowledge the reality of difficult and emotional challenges which may occur in the lives of our children outside school and help them to come to terms with these with compassion and support
- speak calmly and avoid shouting
- only disapprove of poor behaviour, never the child

IMPLEMENTATION

A consistent approach to the implementation of this policy by all members of the school community sets the tone and context for positive behaviour within the school.

On admission to the school and during periods of transition e.g. from one year group or Key Stage to the next, children will be reminded of the expectations for behaviour.

Staff at Watling Primary School will develop positive relationships with pupils, by:

- greeting pupils in the morning/at the start of lessons
- establishing clear routines
- communicating expectations of behaviour in verbal and non-verbal ways
- promoting, highlighting and rewarding good behaviour
- concluding each day positively and starting the next day afresh
- utilising positive strategies for dealing with low-level disruption
- using positive reinforcement to encourage good behaviour

REWARDS

Positive behaviour and demonstration of the school rules and Watling Way values will be rewarded appropriately, with praise being intrinsic to our rewards system.

A variety of rewards will be used, including:

- verbal and non-verbal praise
- use of stickers
- awarding of Dojo Points to collect Watling Passport stamps and Watling Ambassador badges

- communicating achievements to parents or carers
- Headteacher or other certificates in special assemblies, including Watling Stars
- special mentions in the school newsletter
- representing the school at special events
- earning positions of responsibility in school

CHALLENGING POOR BEHAVIOUR CHOICES

“The standard you walk past, is the standard you accept”, David Morrison

This phrase is used as a reminder of the high standards of expectation we have of behaviour from all members of our school community. Any behaviours or attitudes that do not follow our school rules and the Watling Way values will be challenged in a respectful, polite manner.

We recognise that there are many reasons why children may experience difficulties in making the right behaviour choices and taking responsibility for their actions. If a child is exhibiting challenging behaviour, we will always speak to the child and parents/carers to find out if there is a problem and to identify how we can work together to support and guide the child. Where possible, conversations regarding poor behaviour choices will take place privately, rather than publicly in front of the class.

If a child continues to not take responsibility for their own behaviour, we have a clear set of sanctions which will reinforce to pupils that there is a consequence to their behaviour. Our ‘Behaviour Steps’ approach to behavioural choices and consequences is outlined in Appendix 1. The Class Teacher is central to the behaviour process and must always be aware of any incident and actions taken. If the incident is of a more serious nature or routinely repeated, it may be referred to another member of staff, following the escalation steps in our Behaviour Steps system.

At Watling Primary, we take a restorative approach to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Children who reach the ‘Reflection’ level on the Behaviour Steps will attend reflection time with a member of staff to discuss their actions and the impact of these on themselves and others (see Appendix 2).

MISBEHAVIOUR BY A PUPIL WHEN THEY ARE OFF-SITE OR ONLINE

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This includes misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform or in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site or when operating online, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school

- poses a threat to another pupil
- could adversely affect the reputation of the school

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to Children's Social Care, if appropriate.

MALICIOUS ALLEGATIONS

The school will consider whether to impose a consequence in accordance with this policy if a pupil:

- makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious
- makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer LADO, where relevant) will consider whether the pupil who made the allegation is in need of help. If this is considered to be the case, a referral to Children's Social Care may be appropriate.

The school will also consider the emotional wellbeing and needs of any staff and pupils accused of misconduct.

INTERNAL EXCLUSION

In response to persistent or serious breaches of the expected standards of behaviour, a pupil may be removed from their classroom for a limited time. This is referred to as an internal exclusion (see Appendix 1).

Pupils who have been removed will continue to access learning under the supervision of a different member of staff.

Removal from the classroom will only be used once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate internal exclusion.

Removal can be used to:

- restore order if the pupil is being unreasonably disruptive so that other pupils can continue to learn
- allow the disruptive pupil to continue their own learning in a managed environment
- allow the disruptive pupil to regulate their emotions and regain calm in a safe space
- maintain the safety of all pupils in extreme cases

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents or carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- additional pastoral support from an assigned member of staff
- a short to medium term intervention or timetable adaptation to allow the child to continue to access learning in an alternative location in school – this may be linked to an additional need and forms part of our SEND provision offer
- an Individual Behaviour Plan
- involvement of other relevant external agencies to offer advice and support to the school and the pupil themselves

SUSPENSION / EXCLUSION

Suspension and exclusion are always the last resort, but the school insists on its right to exclude pupils whose behaviour is such that it becomes a health and safety risk for themselves and others, infringes upon the rights of children to learn and play in a safe environment and upon the rights of adults to carry out their jobs.

Exclusion may be for a fixed term or permanent. We always try to warn parents if we are considering excluding their child. Sometimes, however, we cannot do this. There is a school process for permanent exclusions which enables parents to appeal against any decision to exclude their child permanently.

Please refer to the Alliance School Trust's Suspension and Permanent Exclusion Policy for further details.

Supporting pupils following a sanction

Following a sanction, we will always consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include regular check-ins with an identified member of staff, temporary adaptations to the Behaviour Policy, introduction of an individual Behaviour Plan with personalised goals and/or reintegration meetings.

SEND and BEHAVIOUR

If a child's behaviour is unacceptable and not considered to be in relation to their SEND, the standard Behaviour Policy will be followed.

We do, however, recognise that there are many children that may require additional support and intervention to help cater for their individual needs and that our Behaviour Policy may need to be adjusted to meet these needs. We recognise the importance of identifying the SEND need underlying the behaviour and providing support to meet the need rather than addressing the behaviour as a separate entity.

It may be decided that identified children need planned, individual and targeted behavioural support programmes, including rewards and consequences. This will form part of their personalised provision and may include an Individual Behaviour Plan.

We will work closely with parents or carers to help support individual needs and promote positive behaviour. Where necessary, advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

We will ensure that we meet our legal obligations by:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- co-operating with the Local Authority and any other relevant bodies to ensure that the provisions set out in a pupils' Education, Health and Care Plan (EHCP) are met

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

BEHAVIOUR AND SAFEGUARDING

At Watling Primary School, we believe that children have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems.

We will pay particular attention to suspected incidents of child-on-child abuse. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

Most cases of pupils hurting other pupils will be dealt with in accordance with this policy. Any allegations that raise safeguarding concerns will be dealt with under the Trust Child Protection and Safeguarding Policy.

This might include where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nude and semi-nude images)

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- be vigilant to issues that particularly affect different genders
- ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- ensure pupils are able to easily and confidently report abuse
- ensure staff reassure victims that they are being taken seriously
- ensure staff are trained to understand:
 - how to recognise the indicators and signs of child-on-child abuse and procedures for responding to reports
 - that even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - that if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - children can show signs or act in ways they hope adults will notice and react to
 - a friend may make a report
 - a member of staff may overhear a conversation
 - a child’s behaviour might indicate that something is wrong
 - that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - that a pupil harming a peer could be a sign that the child is being abused themselves

- the important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- that they should speak to the DSL if they have any concerns
- that social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of behaviour which constitutes child-on-child abuse, the following safeguarding steps will be taken:

- a record of the allegation will be made and the Designated Safeguarding Lead (DSL) will be informed
- the DSL will contact MASH and follow their advice, as well as contacting the police if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- the DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator.

REASONABLE FORCE IN BEHAVIOUR MANAGEMENT

Reasonable force covers a range of interventions that involve physical contact with pupils and can be used in cases of extreme behaviour. This is also referred to as 'positive handling'. We have a number of staff who are trained in Team Teach strategies, including de-escalation and positive handling techniques.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Incidents of the use of reasonable force must:

- always be used as a last resort
- be carried out 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 sanction for inappropriate behaviour
- be recorded and reported to parents or carers

When considering using reasonable force, staff should carefully evaluate the associated risks and recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Our Trust Use of Reasonable Force Policy provides further information.

Searching, Screening and Confiscation

Searching a pupil is a serious but vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour. Searches can be made of a pupil's outer clothing (including pockets) or of their possessions in a desk, locker or school bag.

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. A search may be carried out when there are reasonable grounds to suspect that the pupil may have:

- a prohibited item e.g. knives or other weapons, alcohol, tobacco, e-cigarettes, lighters, illegal drugs or stolen items, etc.
- an article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to property of, another person or themselves

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help.

When exercising their powers, schools must consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

For further information, please refer to the DfE advice for schools on Searching, Screening and Confiscation, July 2022.

ROLES AND RESPONSIBILITIES

The Headteacher is responsible for:

- reviewing and approving this policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- ensuring that all staff understand the school's behavioural expectations and the importance of maintaining them

- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines
- providing ongoing training and development opportunities in behaviour management
- monitoring how staff implement this policy to ensure rewards and consequences are applied consistently
- ensuring that the data regarding behavioural incidents is reviewed regularly

Adults in the school community are responsible for:

- creating a calm and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- implementing the behaviour policy consistently, including the reporting and recording of incidents
- communicating the school's expectations, rules, values and standards of behaviour through their teaching
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular pupils
- engaging fully with ongoing training and development opportunities in behaviour management

Parents and carers are responsible for:

- familiarising themselves with the school's Behaviour Policy and reinforcing it at home where appropriate
- supporting their child in adhering to the school's Behaviour Policy
- informing the school of any changes in circumstances that may affect their child's behaviour
- discussing any behavioural concerns with the class teacher promptly
- taking part in any pastoral work following misbehaviour e.g. attending reviews of specific behaviour interventions

Pupils are responsible for:

- following the school's rules and values outlined in the Behaviour Policy
- behaving in an orderly and self-controlled way
- showing respect to members of staff and each other
- moving quietly around the school
- treating the school buildings, property and grounds with respect

- wearing the correct uniform at all times
- accepting consequences when given
- refraining from behaving in a way that brings the school into disrepute, including when outside school or online

IMPACT

The impact of this policy will be monitored through:

- learning walks and observations with a focus on a consistent approach to the implementation of positive behaviour strategies
- monitoring of behavioural incidents at different levels e.g. age, year group, time of day, protected characteristics, etc.
- attendance records and incidents resulting in suspension from school
- professional discussions at safeguarding meetings, ensuring early help and support is put in place where necessary
- termly Headteacher Reports for the Local School Board of Governors, including a review of bullying and incidents of a racial nature or involving other protected characteristics
- surveys for staff, pupils and parents/carers on their perceptions and experiences of the school behaviour culture

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Behaviour Examples

At Watling Primary School, we expect everyone to follow our school rules and Watling Way values. Positive behaviour will be rewarded with Dojo points, passport stamps, ambassador badges, Watling Star certificates and other rewards.



Warning – Class Teacher

Low-level disruptive behaviour – calling out, not listening, not following instructions, being silly, disruption to own learning.

Time Out – Class Teacher, other Teacher or Team Leader

Mid-level disruptive behaviour – being unsafe, unkind or disrespectful - constant calling out, not listening, refusing to follow instructions, saying unkind things, disruption to own and others' learning, running in a corridor, not looking after resources or the environment.

Reflection – Teacher to complete, recorded on CPOMS, parents informed at end of school day

More serious behaviour – being unsafe, unkind or disrespectful - complete non-compliance with instructions, using offensive language, discriminatory language, moderate damage to resources or the environment, attempting to physically hurt someone.

Internal Exclusion – can only be authorised by Mrs Pegg

Serious behaviour – being unsafe, unkind or disrespectful – directing offensive language at someone, serious damage to resources or the environment, discriminatory language directed at someone (first incident), physically hurting someone (first incident).

Suspension – can only be authorised by Mrs Pegg

Extreme behaviour – discriminatory language directed at someone (repeat incident), physically hurting someone (repeat incident), extensive damage to resources or the environment, seriously impacting the welfare or education of others.

PUPIL NAME		CLASS	
STAFF NAME		DATE	

BE SAFE – BE KIND – BE RESPECTFUL

What happened?	Which of the school rules did you break?
Who did you harm or upset?	How do you think these people feel?
How could you have behaved differently?	How can we support you to stop this happening again?