South Wingfield

PRIMARY SCHOOL

Positive Behaviour Policy

Date Agreed: February 2026

Review Date: February 2027

At South Wingfield Primary School we, seek to create a happy, positive learning environment where everyone is valued and treated with respect and inclusivity.

What we want to achieve: The happiness and the wellbeing of our pupils underpins everything we do. We understand that when children feel happy, safe, listened to and respected then they make progress with their learning.

We believe that all pupils should be treated equally and taught key skills in:

- how to maintain positive relationships with peers and adults
- how to maintain a happy life
- how to use strategies to regulate their emotions
- developing self-discipline to encourage children to take responsibility for their behaviour and that choices have consequences
- mistakes are a part of life and we must learn from them and correct them where possible by taking responsibility
- positive learning behaviours which allow them and others to make academic progress.

Through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child, alongside the academic, to prepare them for the opportunities, responsibilities and challenges that life offers. Each class teacher teaches wellbeing lessons and PSHE lessons each week. The aim of the lessons is not only to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours, respect and empathy in order to learn and function socially. These are the core values that underpin successful peer relationships and exceptional learning attitudes.

We believe that it is both the responsibility of the class teacher and the child to manage behaviour. Class Teachers are expected to provide stimulating, well organised lessons which cater for a range of learning styles to engage the children and promote positive behaviour.

Teachers should take ownership of the behaviour in their class and consider a variety of ways in which they can affect the negative behaviour in their room. Genuine, mutually respectful relationships between all members of the school community and an emphasis on praise and rewards are the most powerful tools in maintaining good behaviour.

All children know that they have our unconditional positive support and they matter to us all. In some specific circumstances, when needed, our school uses a number of sanctions to ensure a safe and positive environment for all.

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Our three school rules are:

- **We are ready**
- **We are respectful**
- **We are safe**

Children are also encouraged to demonstrate their WINGS values

Wonder

Integrity

Nurture

Growth

Shine

Positive Praise

The use of praise and positive encouragement is to be used to promote the correct behaviours. Children are given praise on an individual and group

When?	**Reason for reward**	**Reward**
Occasionally	Excellent work, effort, or attitude to learning.	Sticker from the Head Teacher and message sent to parents via Dojo.
Weekly	Most dojo points linked to the school rules.	Top Dojo certificate in weekly celebration assembly.
Weekly	Children who have shown excellence in their learning behaviour and who have embodied our WINGS values.	Parents are invited in to the celebration assembly where the children receive their star of the week certificate.
Daily	Excellent work, effort, attitude to learning and behaviour	Verbal praise – "I've noticed ….. "
Daily	Children who show our rules and WINGS values	Dojo points- children who receive 10 Dojo points by Friday receive their golden time.

Adult dos and don'ts for promoting positive behaviour for learning.

- Adults in the school will not shout - nothing is gained by being verbally aggressive or modelling a lack of control – reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private **where** possible (i.e. not in full view of the class) and delivering a consequence if needed.
- The only time where shouting is permitted is to prevent children or staff from harm e.g. if a child is doing something that could result in harm
- To gain children's attention staff will use the silent hand up signal, bells, clapping or in open spaces e.g. playtime a whistle.
- After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).
- Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting' or 'terrible'). We describe the behaviour and the impact, and the impact on the child and others: "You called x … and that made x feel very angry/upset. We don't call people names at South Wingfield. You will need to miss some of your play whilst…'
- Teaching staff will start lessons promptly and punctually – empty time leads to misbehaviour.
- Have a clear seating plan– make it clear that lessons are about learning not socialising.
- Use a lining up order. Adults will ensure children enter and exit classrooms quietly in a line – this will help create a calm atmosphere. Children will line up using register order.
- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model mistakes are normal and that we take responsibility for our actions.
- Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.
- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times. A harsh, strident aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.
- Adults will use 'we' when talking about expectations: 'At South Wingfield, we do not throw pencils'

Positive behaviour sentence starters

I can see that you are feeling……
I can see that you are finding it hard to…..
I will help you…
Remember to make the right choice about your behaviour.

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You seem to be finding it hard to…
I have seen that…..

- Adults will use 'if' and 'then' to clarify actions and consequences, e.g:
  'If you throw a pencil, you will then miss your play.'
- Adults will follow through on 'if' and 'then' statements made but **NEVER** make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault.
- Adults will ensure they arrive to collect pupils from playtime on or before the end of play – arriving afterwards leads to unattended lines of children.
- Adults will ensure pupils move around school and at a sensible walking pace, walking with pride, hands behind backs and backs straight.
- Lining up should be calm and each child should give others around them space and stand with pride with hands behind backs.
- All teachers must teach behaviour explicitly through wellbeing and PHSE lessons.

Consequences

Whilst we recognise the great importance that rewarding the children for following our school rules, for effort and for achievement has, we are fully aware that on occasions behaviour consequences will have to be put in place.

The system aims to encourage children to make the right choices about their behaviour within a restorative ethos and provides them with opportunities to do so, providing clear direction of what will happen if good choices are not made. We believe it to be important that the consequences are in proportion and relation to the behaviour and must be applied with equity across the school. Examples of this would be missed break times, golden time etc.

We understand that children will make mistakes and demonstrate wrong choices of behaviour either intentionally or not, however we recognise that safeguarding action may need to be taken to protect children from abuse from other children as well as by adults. We work actively to prevent sexual harassment, online sexual abuse and sexual violence through our PSHE and RSE curriculum. Please refer to our Safeguarding Policy, and Online Safety Policy, these can be found on the school website

Warning System- classroom	
Step 1	Reminder of the expected behaviour. eg: "This is a reminder that we face the front and listen. Thank you."
Step 2	Warning. "I've reminded you to face the front and listen." Show the child what they should be doing. "If you choose to carry on, you will miss your play."

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Step 3	If the child does not follow the instruction their initials will be noted down and they will automatically miss 5mins of their playtime, if they continue and miss another 5 minutes then move to step four. During their missed time they will complete a reflection task or have a restorative conversation with a member of staff. The approach is dependent on the child's age or their understanding.
Step 4	Reflection. If the behaviour continues and is disrupting the learning of others, the child will be sent to work in another class. The child will take their learning with them and will remain there until their work is complete or for 15 minutes. At this point parents will be informed by the class teacher.
Step 5	If the child follows the steps again, which results in a second time out they will be sent immediately to a member of SLT.

Warning System- lunchtime		
	In the dinner hall	**In the playground**
Step 1	Reminder of the expected behaviour by approaching the child and speaking to them directly. E.g. " Please use your inside voice when in the lunch hall".	If the child is too far away from you, blow your whistle and alert the child, move towards to the, and speak to them directly, do not shout across the playground. E,g. Please make sure you are using the equipment safely.
Step 2	Warning. "I've reminded you to use your inside voice." Show the child what they should be doing. "If you choose to carry on, you will be asked to move."	Warning: I've reminded you to play with the equipment safely, if you choose to carry on, you will miss part of your lunchtime"
Step 3	If the child does not follow the instruction their initials will be noted down and they will automatically miss 5mins of their playtime and sent to the regulation station, if they continue and miss another 5 minutes then move to step four. During their missed time they will complete a reflection task or have a restorative conversation with a member of staff. The approach is dependent on the child's age or their understanding.	
Step 4	Reflection. If the behaviour continues and it's disrupting others, the child will be sent in from the playground and a member of SLT will be alerted. At this point parents will be informed by the class teacher or SLT.	
Step 5	If the child follows the steps again, which results in a second time out they will be sent immediately to a member of SLT.	

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Mental Health and SEND

All staff recognise that mental health can be a contributing factor to behaviour incidents. Staff understand that there can be many contributing factors to this and treat each case/issue individually to understand the underlying cause for the behaviour. This also applies to pupils with special educational needs and disabilities.

There may be occasions where this stepped approach is not appropriate for all learners. In these instances, the school will implement an individual behaviour approach. This will be done in consultation with the class teacher, headteacher and SENDCO.

Serious Incidents

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given.

These behaviours may include:

- bullying/racism/homophobic language
- swearing or obscene language
- fighting or intention to harm
- vandalism (school property or that of other pupils)
- throwing objects
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff

•refusing to go to another classroom when the warning system has been followed.

These incidents will result in instant consequence of a restorative conversation and conversations with parents/care givers. The child may be put on a behaviour plan, which will be frequently monitored, and if there is an improvement in behaviour removed. If the child's behaviour does not improve further steps may be taken.

The Restorative Conversation

This conversation needs to be between the child and adult directly concerned and at a time when the child has had time to reflect (take up time) and when the situation has deescalated. It should occur at a time that does not impact upon learning time.

Ask; 1. What happened?

2. Who was affected?

3. How were they affected?

4. What needs to be done to put things right?

5. How will you do things differently next time?

Where behaviour does not improve after time out, the same steps will be followed. At the second time-out the child will be sent to a senior leader to work there until the end of the session. The child will return to their teacher to have the restorative conversation as above.

Parents will be informed of this by the class teacher and if the behaviour continues to be repeated regularly, parents will be invited into school to discuss the next steps. During this meeting a Behaviour Support Plan may be deemed necessary and be put in place, that clearly identifies what behaviours are expected from the child and the consequences of any further unacceptable behaviour.

Parents and children will also be informed at this meeting that further unacceptable behaviour may lead to a system of internal suspensions within school. The behaviour support plan will also include restorative measures to support the child and help change and understand their behaviours. South Wingfield will also obtain expert advice from the Inclusion Support Service specialists in some circumstances, to ensure that we are supporting the perpetrating child with an individual approach

The use of reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school.

It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to deescalate a situation before having to resort to restraint. However, the safety of the child, other children and adults are the number one priority.

- When behaviour disrupts the learning of others and the child has refused to leave the classroom.

- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

- When a pupil is at risk of harming themselves through physical outbursts. The school will record all attempts to restrain a child on CPOMs If the school has restrained a child, then the parent will be informed.

The school cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Lunchtime Behaviour

Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscations powers appropriately is an important way to ensure children and staff welfare is protected and helps schools establish an environment where everyone is safe.

Only the Headteacher and Senior Leadership Team have a statutory power to search a child of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

These prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs/drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been , or is likely to be used: to commit an offence or to cause personal injury to, or damage property of; any person (including the child)
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images

The member of staff should ensure that the child understands the reason for the search and how it will be conducted. If an item is confiscated, it will be labelled with the child's name and placed in locked storage in the school office.

Parents/carers will be contacted to collect the item(s) and also discuss the incident and any further action. If the item confiscated or content of e.g., digital images, is deemed abusive or inappropriate and contravenes the Anti-Bullying Policy then actions will be enforced in accordance. The police will also be involved if deemed appropriate

Exclusion

On rare occasions the head teacher may feel that a formal process should be activated to remove the child from the school temporarily. Such suspensions are an extreme step and will only take place when long term misbehaviour is not improving as a result of the above strategies and learning of others is seriously hindered.

At the time of suspension, the pupil and parent will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil in order that they can return to school successfully

Very occasionally, an incident may be serious enough to warrant an immediate permanent exclusion, eg: the use of racial or homophobic language where the child is aware of its meaning and impact - causing another child significant harm (including emotional, physical, social, racist, sexual, verbal or cyber), physically assaulting a member of staff, causing permanent damage to the school building and property, when an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Governors

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The Headteacher will report to Governors on a termly basis and the policy is revised on an annual basis. The application of the policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.

Through lessons and daily life, we aim to teach children the skills and strategies of how to manage emotions and support their own mental health, well-being and behaviour. We understand that children are not born with these strategies and not all children will develop all of the desired skills during their Primary and Secondary years.

Our approach is proactive and helps prevent serious mental health issues. The approach dismantles barriers to learning along with building relationship among peers.

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