

# WEXHAM COURT PRIMARY SCHOOL

## Behaviour Policy

2025 – 2026



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# WEXHAM COURT PRIMARY SCHOOL

## BEHAVIOUR POLICY

*Preparing every child to become a successful individual in an ever evolving world.*

**Build belonging**

**Strive for Excellence**

**Do the right thing**

### **EQUALITY STATEMENT**

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex, or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

*Written by Wexham Court staff and pupils*

This policy has been written considering the views of pupils, teachers, parents, and governors. It reflects the school's belief that our children come first. Our approach to behaviour is based upon all staff having positive and nurturing relationships with all children. Our approach also uses trauma-informed practices, with a focus on choice making, emotion regulation and reflection.

### **1. AIMS AND PRINCIPLES**

Our vision is to prepare every child to become a successful individual in an ever-evolving world, this is underpinned by our principles of **doing the right thing, striving for excellence, and building belonging.**

Our behaviour policy and approach are restorative, and focus on:

- doing the right thing
- making better choices
- reaching a sense of genuine remorse.

### **ACTIVE INGREDIENTS OF THE BEHAVIOUR STRATEGY**

- 1) Model expected behaviour
- 2) Teach pupils how to be ready, respectful and safe
- 3) Calm and consistent adult behaviour
- 4) Listen with care
- 5) Strong relationships with pupils
- 6) Praise effort and success
- 7) Recognise bias and stereotypes
- 8) Keep parents appropriately informed

**Everyone has a choice in how they choose to behave. Our collective role is to ensure our pupils make the best choices for themselves and others.**

## 2. WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- The approach to behaviour is restorative, not sanction driven.
- All pupils have a **choice**, they must learn to make good choices and acknowledge the bad choice.
- Every pupil understands they have the right to feel safe, valued, respected, and learn, free from the disruption of others.
- Staff and pupils understand the expectation to be ready, respectful, and safe.
- All pupils, staff and visitors will not be discriminated against.
- Staff and pupils understand that there are always consequences to their decisions.
- Staff and volunteers always set an excellent example to pupils.
- The behaviour policy is understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- Exclusions or suspensions will only be used as a last resort, please see the Exclusion and Suspension Policy.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

*2025 Written and approved by the Full Governing Body annually.*

The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances towards any person or child within or while on the premises of Wexham Court Primary School.

## 3. RULES

For Wexham Court Primary School to have a calm and purposeful environment, we believe that pupils should be taught to understand that they choose to follow our three rules:

### READY, RESPECTFUL, AND SAFE

Which are explicitly taught and modelled daily:

 <p><b>READY</b></p>	<ul style="list-style-type: none"> <li>• We arrive at school on time</li> <li>• We have the correct uniform and PE kit, which is neat and tidy</li> <li>• We have our equipment ready</li> <li>• We show that we are listening by making eye contact</li> <li>• We start learning promptly and give 100% in every lesson</li> <li>• We line up quietly and quickly</li> </ul>
 <p><b>RESPECTFUL</b></p>	<ul style="list-style-type: none"> <li>• We listen when others speak and respond politely</li> <li>• We always communicate with kindness and show excellent manners</li> <li>• We respect that other people have different ideas, beliefs, and backgrounds to our own</li> <li>• We greet staff with a smile and hold a conversation confidently</li> <li>• We respect the law and the rules of school and society</li> <li>• We show a constant willingness to help others</li> <li>• We are happy for others when they are successful</li> </ul>
 <p><b>SAFE</b></p>	<ul style="list-style-type: none"> <li>• We reflect on our choices and accept our consequences</li> <li>• We walk around school in a safe manner</li> <li>• We follow instructions to keep ourselves safe</li> <li>• We use equipment safely</li> <li>• We make good choices <u>online</u> and follow the SMART rules</li> <li>• We know who to talk to if we see or experience something that makes us uncomfortable</li> <li>• We keep our hands clean</li> <li>• We are a school community; we make everyone feel safe and welcome.</li> </ul>

#### 4. RELATIONSHIPS & EXPECTATIONS

Relationships are the single most important factor in any behaviour code. Our overviews and professional development are designed to enable this. These relationships extend to parents, community, and colleagues. We expect our staff and parents to be calm and emotionally regulated before action. We are all advocates for the pupils, therefore we must invest time to notice, listen and resolve. We must all model our behaviour code.

#### 5. RESPONDING TO INAPPROPRIATE BEHAVIOUR, THE RESTORATIVE WAY

We expect all adults to consider the incident and the child, using equality of adult authority. Pupils are guided to **Do the Right Thing**. Making decisions can be overwhelming. By modelling, highlighting examples and teaching pupils how to weigh up consequences, we believe we can start to help in their decision-making process. Therefore, problem solving is encouraged and relished.

#### 6. LEVELS OF BEHAVIOUR (PREVENTION, SANCTIONS AND ACTIONS)

Below are examples of expected behaviours, low level and persistent behaviour and serious behaviour. This is not an exhaustive list:

Tier 1: Strong Classroom Environment	Actions
<ul style="list-style-type: none"> <li>● Relationships are strong               <ul style="list-style-type: none"> <li>○ Adults are emotionally predictable and regulated</li> <li>○ Pupils and adults know each other well</li> <li>○ Adults notice changes in behaviour</li> <li>○ Adults speak to parents</li> <li>○ Adults are good listeners*</li> <li>○ Pupils do not interrupt or talk over the teacher</li> <li>○ Both adults and pupils treat each other respectfully</li> <li>○ Teacher instruction is used effectively such as <i>“Romans invaded many countries, Jack you might be able to think of one”</i> or naturally pointing out positive behaviours and not names.</li> </ul> </li> <li>● Routines are run relentlessly               <ul style="list-style-type: none"> <li>○ Lining up is quick and quiet</li> <li>○ Reading records and homework is expected and chased</li> <li>○ Uniform checked</li> <li>○ Pupils tidy up and look after the classroom</li> <li>○ Distractions are dealt with promptly and discreetly.</li> </ul> </li> <li>● Work is suitably challenging               <ul style="list-style-type: none"> <li>○ Work is challenging and where needed, scaffolded</li> <li>○ Pupils speak in full sentences because their teachers model this back</li> <li>○ Pupils ask questions to each other to build upon learning.</li> </ul> </li> <li>● Success is modelled and secured               <ul style="list-style-type: none"> <li>○ Adults model behaviour</li> <li>○ Expected behaviour is shared</li> <li>○ Distractions are dealt with promptly and discreetly</li> <li>○ How to get help is obvious and shared.</li> </ul> </li> </ul>	<p style="text-align: center;">Secure success</p> <p style="text-align: center;">Good relationships Clear classroom expectations and routines High expectations Signals, gestures, and pauses</p> <p style="text-align: center;">Precise praise House points Notes to parents Share practice</p>

\*Good listening requires us to maintain eye contact and project the right body language.

Tier 2: Persistent Low-Level Behaviour	Actions
<ul style="list-style-type: none"> <li>• Not listening to the speaker</li> <li>• Interrupting others</li> <li>• Distracting others from working</li> <li>• Slow to line up</li> <li>• Sloppy attitude towards school rules</li> <li>• Dropping / walking past litter</li> <li>• Not returning home learning, reading book/record</li> <li>• Wearing incorrect uniform</li> <li>• Showing limited effort in lessons</li> <li>• Pushing/shoving in line</li> </ul>	<p style="text-align: center;">Model expectation Be relentless Keep a running record Speak to parents Use behaviour log Speak to head of year</p> <p>If any hurtful things said, then fill in a reflection form.</p>

Tier 3: Serious Behaviour	Actions
<ul style="list-style-type: none"> <li>• Insulting others</li> <li>• Bullying (including online)</li> <li>• Defiance</li> <li>• Swearing at pupils</li> <li>• Swearing at adults</li> <li>• Violence to pupils</li> <li>• Violence to staff</li> <li>• Damaging school property</li> <li>• Smoking on site</li> <li>• Vaping</li> <li>• Carrying any weapons</li> <li>• Child on child abuse</li> </ul>	<p style="text-align: center;">Fill in a reflection form and follow restorative process. Upload to CPOMs.</p> <p style="text-align: center;">May be subject to a report card, interventions, pastoral support, suspension or exclusion. Speak to SLT/SENDCo.</p>

## 7. PUPILS VOICE

All pupils have the right to feel safe and to speak up. They can communicate directly with adults, using the Chat to Me box, or find a member of the pastoral team. Chat to Me boxes are located in every classroom with options on how to get help. Pupils can put in their name, a picture or something in writing as we know not all pupils can articulate what they want to say. The class teacher will then get back to the pupil. Pupils also have access to Childline numbers via posters in the toilets and can approach any member of staff. We are here to listen. If pupils feel unheard, they can approach the senior team. They have the right to be heard and to express their point of view. Through this, they may recognise any incorrect actions, learn from them, and correct their behaviour.

## 8. SENIOR LEADERS MAY

- Set an internal exclusion, a suspension, or a permanent exclusion if appropriate (see exclusion policy).
- Remove the child from the classroom / playground.
- Call parents into school to inform them and reset expectations.
- Arrange a team around the family meeting to discuss and formulate action plan of support for the child.

## 9. BULLYING, PREJUDICE AND RACISM

We understand how hurtful bullying can be. It will determine whether a pupil is happy, sad, or hurt. We do not tolerate any bullying, racism, or prejudice. We know that it can come in many forms, over a sustained period of time. At times it may be invisible or hard to articulate. Staff at WCPS acknowledge this and look out for any

signs. As part of building relationships, staff are encouraged to understand the community within which they are privileged to work. Any behaviour of this type is recorded (see Anti-Bullying policy).

## **10. LANGUAGE AROUND BEHAVIOUR**

*“What she said, broke my heart. That my skin looked like poo. People should understand how other people feel.” Tamiah Year 6 and brilliant.*

At Wexham Court, we understand that our words are important. Phrases such as ‘kicked off’ or ‘screaming fit’ are unhelpful in these instances and we should remain professional and always calm and always refer to our rules as a way into the interaction:

- Behaviours should be discussed
- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group
- Should not refer to stereotypes or generalisations
- Bias should be reflected upon
- Incidents are logged following protocol
- Establish the why?
- Never humiliate or degrade
- Frame and model what success looks like
- Consequences should not be applied to a whole group, for the activities of individuals\*

*\*On rare occasions this might need to be applied.*

## **11. REASONABLE ADJUSTMENTS**

Reasonable adjustments are made for any child that may require it. This may include pupils with a disability, mental health concerns, SEND or anything else that may affect their ability to follow our behaviour rules. Pupils may also experience difficulties in managing behaviour due to other personal circumstances. Any support plan will be agreed by professionals and put in place for these pupils.

Occasionally, there are mitigating circumstances to the consequence being applied. To some, this may seem unfair, as the wider considerations are not shared. Teachers should reassure pupils and parents so that they trust that any matters have been dealt with.

## **12. THE RIGHT TO SEARCH A CHILD**

The Headteacher and staff authorised by the Headteacher, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize or confiscate any prohibited items found because of a search. They can also seize any item they consider harmful or detrimental to school discipline.

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified as an item which may be searched for. A search may be conducted with the consent of the pupil, but can also be conducted without consent, if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff, unless there is serious risk that someone will come to harm if the search is not conducted immediately. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property.

Any data, files, or images, that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files, or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

For further detail, please refer to Searching, Screening and Confiscation at School (DfE, July 2022).

### **13. HOW WE RECORD AND MONITOR BEHAVIOUR INCIDENTS**

All behaviour incidents are recorded in the class behaviour log and the pattern of incidents are consistently monitored by the class teacher and Head of Year. This is further monitored by the DSL who looks for patterns or trends in behaviour. When deemed necessary a child may be subject to a report card and may have their behaviour monitored over time. Staff will also use CPOMS to record and monitor any incidents where there may be a safeguarding concern or more serious behaviour. CPOMS is an online system for monitoring Safeguarding, wellbeing, and all pastoral issues. Every effort is made to ensure that there is effective communication between home and school. Our mutual expectations are made clear in our Home School Agreement. In addition, we report to the Governors termly on behaviour.

### **14. REPORT CARD**

If a child has been placed on a report card, targets will be agreed for a child to meet daily. For every session the teacher must give a score out of 3 (1 being unsatisfactory and 3 being target met). If a child does not get a '3' in a session a comment needs to be written to explain why. At the end of the day the child must present the report card to SLT at the end of the day. After 2 weeks the report card will be reviewed by SLT to assess the outcome.

### **15. EXCLUSION AND SUSPENSION**

For further details, please see our Exclusion and Suspension Policy.

### **16. HOME SCHOOL AND SHARED AGREEMENTS**

A Home School Agreement is also sent to parents/carers and pupils outlining shared expectations, which is signed. Collectively as a community, we make positive choices that benefit us all.

A home school agreement sets out to:

- strengthen the partnership of parent, school, pupil, by clarifying roles, responsibilities, and expectations
- explain our behaviour policy and home school agreement to parents and pupils when they first come to our school and at parent interviews when necessary
- reaffirm the home-school agreement annually.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies
- co-operate with the school in maintaining good behaviour
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing.

## **16. OTHER POLICIES**

This behaviour policy should be read in conjunction with the following policies:

- Exclusion and Suspension Policy
- Written principles of behaviour
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy (which reference cyber bullying)
- E-Safety Policy
- Home School Agreement
- SEND Policy
- Equality, Diversity, and Inclusion Policy
- Keeping Children Safe in Education – DFE publication
- Attendance Policy
- Induction strategy
- Staff code of conduct.

This policy can be translated if required.

This is a true version signed by

Rev. A. Parry, Chair of Governors

Signed:

Date:

Miss N Mehat Headteacher

Signed:

Date:

Review date: Autumn 2026

## Teacher Summary of incident - Staple in front of pupil forms

<b>Name of student:</b>	Class:	Date:
Bullying:	One off incident:	Ongoing issue:
<b>Please tick</b> Young carers or looked after children Appearance or health Condition Intimidation Swearing Other Race, religion and culture	SEN or disabilities Sexist or sexual bullying Sexual orientation Cyberbullying Inappropriate messaging Discrimination Emotional	Name calling Physical violence Teasing Threatened Written Derogatory comments Rudeness Child on child sexual violence Child on child sexual harassment

Was this a one off or linked to other incident(s)?

Summary: brief

Consequences

Were parents informed? Date:

Has this been logged on CPOMs?

Teacher \_\_\_\_\_ Date \_\_\_\_\_

# Pupil Reflection Log A (Upper Primary)

*Write exactly what you believe happened. Remember you have the choice to be honest.*

- Write clearly and neatly add the first and second names of any other people

My name is \_\_\_\_\_ Class: \_\_\_\_\_

When did this happen? \_\_\_\_\_ (Date) \_\_\_\_\_ (Time) \_\_\_\_\_

Where did this happen? \_\_\_\_\_ (Say where i.e., room, playground)

The other people you believe saw or might have seen what happened:

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I believe what happened was: (Write on the back if you need more space)

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What are/were the consequences of my actions for all involved?

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What will I do differently next time?

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To put things right I need to:

1.

2.

3.

## Pupil Reflection Log B (Lower Primary)

*Write exactly what you believe happened. Remember you have the choice to be honest.*

- Write clearly and neatly.
- Use first and second names of any other people
- The adult may need to scribe parts

My name is \_\_\_\_\_ Class: \_\_\_\_\_

When did this happen? \_\_\_\_\_ (Date) \_\_\_\_\_ (Time) \_\_\_\_\_

Where did this happen? \_\_\_\_\_ (Say where i.e., room, playground)

What did you do?

Why did you do it?

How will you resolve/fix this?

1.

2.

3.



# Behaviour Log D - Chronology Summary

Start with what happened just before the incident



What happened?	When?	Where?



