



St Wilfrid's CE Primary School  
**Behaviour Policy**

Approved:	13 <sup>th</sup> April 2026
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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring all pupils can learn in a calm, safe, and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that applies equally to all pupils.
- Define unacceptable behaviour, including bullying and discrimination.

## 2. Legislation, statutory requirements and guidance

This policy is based on:

- Behaviour in schools: advice for headteachers and school staff (DfE, 2024)
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Special Educational Needs and Disability (SEND) Code of Practice
- Sections 88–94 of the Education and Inspections Act 2006

The policy complies with statutory requirements for maintained schools and guidance from the DfE.

## 3. Definitions

**Misbehaviour includes:**

- Disruption in lessons or corridors
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour includes:**

- Repeated breaches of school rules
- Bullying, sexual harassment, sexual violence
- Vandalism, theft, fighting, smoking
- Discrimination (racist, sexist, homophobic, or other)
- Possession of prohibited items (knives, alcohol, illegal drugs, tobacco, e-cigarettes, fireworks, pornography, or any item likely to cause harm or damage)

## 4. Bullying

Definition: Bullying is the repetitive, intentional harming of one person or group by another, where there is an imbalance of power.

Types of bullying include:

- Emotional: exclusion, tormenting
- Physical: hitting, kicking, taking belongings
- Prejudice-based: racial, faith-based, sexist, homophobic, transphobic, disability-based
- Sexual: unwanted sexual attention or sharing sexual images
- Verbal: name-calling, sarcasm, teasing
- Cyber-bullying: online harassment via social media, messaging, gaming, or AI-generated content

## **Prevention:**

- Pupils, parents, and staff can report bullying.
- Allegations are investigated and monitored.
- Support is provided to victims and vulnerable pupils.
- Whole-school strategies and staff training are in place.

## **5. Roles and responsibilities**

### **5.1 Governing board**

- Review and approve the Written Statement of Behaviour Principles (Appendix 1)
- Monitor the policy's effectiveness
- Hold the headteacher accountable for implementation

### **5.2 Headteacher**

- Review and approve the behaviour policy
- Ensure a positive school environment
- Monitor staff implementation
- Provide staff induction and ongoing behaviour management training
- Ensure fair application across all pupil groups
- Work with safeguarding to provide both sanctions and support
- Review behaviour data regularly to prevent disproportionate impact

### **5.3 Staff**

- Create a calm, safe environment
- Set clear boundaries and expectations
- Implement the policy consistently
- Model positive behaviour
- Record incidents on CPOMS
- Support pupils' individual behavioural needs

### **5.4 Parents and carers**

- Understand and reinforce the policy at home
- Inform school of circumstances affecting behaviour
- Collaborate in pastoral support or behaviour interventions
- Engage with the school's culture and activities

### **5.5 Pupils**

- Understand and follow behaviour expectations
- Learn key rules, routines, and rewards/consequences
- Receive induction and ongoing support
- Provide feedback to improve the behaviour culture

## **6. School behaviour curriculum**

### **Pupils are expected to:**

- Behave in an orderly and self-controlled way
- Show respect to staff and peers
- Make learning possible for all in class
- Move quietly around the school
- Respect school property
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaviour that brings the school into disrepute

### **Mobile phones:**

- Allowed in Years 5 and 6 only if handed in at the start of the day
- Stored securely in a locked cupboard/drawer
- Returned at the end of the day

## **7. Responding to behaviour**

### **7.1 Classroom management**

- Stimulating environment
- Display behaviour curriculum or class rules
- Positive relationships, greetings, routines
- Plans for low-level disruption
- Positive reinforcement

### **7.2 Safeguarding**

- Misbehaviour may indicate safeguarding concerns
- Follow child protection policy if harm is suspected

### **7.3 Responding to good behaviour**

- Verbal praise
- Communication with parents
- Certificates or assemblies
- Positions of responsibility
- Whole-class rewards
- House points (whole school), DOJO points (Key Stage 1)

### **7.4 Responding to misbehaviour**

#### **Sanctions include:**

- Verbal reminder of expectations
- Reflection logs
- Short-term removal from classroom or supervised separation
- Loss of privileges
- Communication with parents via phone/email/ DOJO
- Targeted strategies and support to help pupils manage their behaviour, which may include additional adult support, reflection sessions or specific strategies agreed with staff and parents
- Suspension only in extreme cases

## **7.5 Reasonable Force (Updated)**

Reasonable force may be used only to prevent a pupil from:

- Causing harm to themselves or others
- Causing serious damage to property
- Committing an offence
- Seriously disrupting good order

### **All physical interventions must:**

- Be lawful, necessary, proportionate, and time-limited
- Use the minimum force necessary for the minimum time
- Never be used as a form of punishment
- Be recorded in writing, including all significant incidents, and reported to parents/carers using CPOMS and the Restrictive Intervention Record Form

This section must be read alongside the St Wilfrid's CE Primary School Reasonable Force, Restrictive Physical Intervention and Seclusion Policy (Compliance Statement, 2026) to ensure full compliance with statutory duties.

## **7.6 Searching, screening, and confiscation**

- Conducted in line with DfE guidance
- Prohibited items confiscated, returned only if appropriate
- Searches conducted by authorised staff, with a witness where possible
- Parents informed of searches and outcomes
- DSL involved if safeguarding concerns arise

## **7.7 Off-site and online misbehaviour**

- Sanctions may apply if misbehaviour occurs on trips, in uniform, or online, when pupils are identifiable as members of St Wilfrid's

## **7.8 Suspected criminal behaviour**

- School preserves evidence and may report to police
- Investigation continues unless it conflicts with police action
- DSL may also notify children's social care

## **7.9 Zero-tolerance sexual harassment and violence**

- All incidents investigated and supported
- Proportionate, considered, case-by-case response
- Safeguarding procedures followed
- All incidents of child-on-child abuse, including sexual harassment, violence, bullying or any harmful peer-on-peer behaviour, are taken seriously, investigated thoroughly, and managed in line with safeguarding procedures. Responses are proportionate, restorative where appropriate, and ensure pupils are supported and protected.

## **7.10 Malicious allegations**

Any malicious allegations made by pupils against staff or other pupils will be thoroughly investigated. Support will be provided to all involved, and appropriate sanctions or safeguarding actions will be taken to protect the wellbeing of the school community.

## **8. Serious sanctions**

### **8.1 Removal from classrooms**

- Supervised, temporary and documented
- Parents informed on the same day

### **8.2 Other appropriate sanctions**

- Reflection logs
- Loss of privileges
- Short-term supervised separation
- Communication with parents via phone/email
- Behaviour contracts for repeated issues
- Suspension only in extreme cases

## **9. Responding to misbehaviour from pupils with SEND**

- Consider whether SEND affected behaviour
- Reasonable adjustments made to sanctions
- SENCO evaluates pupils with challenging behaviour
- External support sought as necessary
- EHC plans followed and local authority involved if needed
- Where pupils display ongoing or continuous disruptive behaviour, the school will work with local agencies, external professionals and support services as appropriate to assess needs and provide coordinated interventions

## **10. Supporting Pupils Following a Sanction**

After a sanction, pupils are supported to understand and improve their behaviour through:

- Contact with the pastoral lead for guidance and support
- Completing reflection logs to encourage self-awareness and accountability
- Other targeted strategies as appropriate, such as short discussions with staff to restore relationships

*Formal reintegration meetings are not required unless the pupil has been removed from class or school for a significant period, in which case the school will ensure a safe and supportive return.*

## **11. Pupil Transition**

Incoming pupils

- Pupils are introduced to the school's behaviour expectations and routines by their class teacher.
- Key behaviour information is shared with staff to support the pupil where needed.

Outgoing pupils

- Staff provide relevant behaviour information to the receiving class or school to ensure continuity of support and expectations.

## **12. Training**

Staff at St Wilfrid's CE Primary School receive training to support consistent and effective behaviour management. This includes:

- Managing behaviour in primary school settings
- Understanding the impact of SEND and mental health on behaviour
- Use of reasonable force and restraint (where necessary)
- Refresher training as part of continuing professional development
- Staff who are accused of misconduct or involved in safeguarding incidents will be provided with appropriate pastoral support alongside professional guidance, ensuring their wellbeing and ability to maintain consistent behaviour management.

All staff training is recorded internally and monitored by the headteacher to ensure compliance with statutory guidance. Behaviour incidents are logged on CPOMS and in the school's incident log to provide accurate monitoring and support for pupils.

### **13.1 Monitoring and evaluating behaviour**

At St Wilfrid's CE Primary School, we regularly monitor and evaluate behaviour to ensure our policy is applied consistently and supports all pupils effectively. This includes:

- Logging all behaviour incidents on CPOMS and the incident log
- Reviewing attendance and any patterns linked to behaviour
- Gathering feedback on behaviour from staff, pupils, and parents/carers
- Analysing trends by age, staff member, time of day, and protected characteristics to ensure fairness

The information collected is used to identify patterns, address issues, and make improvements, ensuring that all pupils are supported to meet our behaviour expectations.

### **13.2 Policy monitoring**

- Reviewed annually by headteacher and governing board
- Approved by governors
- Written Statement of Behaviour Principles reviewed annually

## **14. Links with other policies**

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

### **Appendix 1 – Written Statement of Behaviour Principles**

#### **Appendix 1 – Written Statement of Behaviour Principles**

- Every pupil has the right to feel safe, valued, and respected.
- Behaviour expectations apply consistently to all pupils.
- Rewards and sanctions are fair, proportionate, restorative and never discriminatory or unlawful.
- Staff model positive behaviour at all times.
- Pupils' SEND, mental health, and vulnerabilities are considered in all behaviour decisions.
- Home-school communication supports behaviour management.
- Reflection logs encourage pupils to learn from mistakes and take responsibility for their actions.

Appendices 2

- Appendix 2: Reflection log

St Wilfrid's CofE Primary School  
Student Reflection Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

What did I do?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did I feel?



Angry /Frustrated



Sad



Scared

Other

How do I feel now?



Sorry



Remorseful



Sad

Other

Why?

\_\_\_\_\_  
\_\_\_\_\_

How will I make it right?



Say sorry



Re-do my work



Write a letter

Other

Please take this to be signed by the following people to check they know you have reflected on your behaviour and choices.

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

**St Wilfrid's CofE Primary School**  
**Student Reflection Sheet**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Teacher's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**What happened?**

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**What did I do?**

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**How did I feel?**

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**What did I achieve?**

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**List three things you could do or think to behave better and more calmly next time.**

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**What have I learnt?**

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**How have I made it right?**

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**Please take this to be signed by the following people to check they know you have reflected on your behaviour and choices.**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Headteacher:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_