



BEHAVIOUR MANAGEMENT POLICY

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INTRODUCTION

At Willow Tree Primary School, we are committed to fostering a positive and supportive environment where all children can thrive academically, socially, and emotionally. Our behaviour policy is grounded in the principles of kindness, respect, and diligence, ensuring that every child feels safe, valued, and prepared to learn in order to reach their full potential.

Aims

Our policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management
- Outline our system of rewards and sanctions

School Rules

Our core rules guide all aspects of behaviour:

- **Be Kind:** treat others with compassion and care, understanding that our words and actions affect those around us.
- **Be Respectful:** how respect to everyone in our school community, including peers, staff, and the environment.
- **Work Hard:** stay focused, try your best, and embrace challenges with resilience and determination.

Our school rules apply to our whole community: children, staff, families, volunteers and external visitors.

Encouraging Positive Behaviour

Recognising that behaviour is a form of communication, we employ proactive approaches to support children in making positive choices. Staff will:

build strong, trusting relationships with children.

model positive interactions and problem-solving strategies.

provide clear and consistent expectations.

reinforce good behaviour through praise and recognition.

use restorative conversations to help children reflect and learn from their actions.

Responding to Misbehaviour

When behaviour does not meet expectations, we take a therapeutic and supportive approach, considering the underlying reasons and applying strategies to help children self-regulate.

A response to behaviour may have various purposes, which include:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils are supported to understand and follow the rules via sanctions, reflective conversations and/or targeted pastoral support.

De-escalation Strategies Include:

- using a calm and neutral tone.
- giving time and space for self-regulation.
- offering choices to provide the child with a sense of control.
- employing non-confrontational body language and open gestures.
- redirecting focus to a positive activity. If further support is needed, staff will collaborate with the child to develop personalised strategies and, where appropriate, involve parents/carers in the process.

Our behaviour ladder at the end of this document outlines sanctions and responses in a 'stepped up', escalated approach. We categorise behaviour into four levels, outlined in our behaviour ladder. Each level has clear definitions and examples; response procedures; recording requirements; and communication protocols.

Any incidents of child-on-child abuse will be taken seriously and addressed in line with the school's behaviour ladder, ensuring appropriate support, intervention, and consequences to promote a safe and respectful environment for all pupils.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Restorative Approaches

Prioritising learning and resolution over consequences, we use restorative methods when harm has occurred, which may include:

- guided reflection on the impact of actions.
- restorative discussions with those affected.
- opportunities to repair relationships and rebuild trust.

Children will be supported through a structured induction and re-induction process to help them understand and successfully engage with behaviour systems, rules, and routines.

Behaviour outside the school gate

In line with DfE guidance, staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Supporting Emotional Wellbeing

Our approach recognises that children need emotional support to manage their behaviour.

We provide:

- safe spaces for regulation and reflection.
- staff trained in responding to behaviours
- individualised plans for children requiring additional support.
- dedicated pastoral provision with staff who offer support for children and families, ensuring access to guidance and assistance when needed.

Use of Reasonable Force

While our approach emphasizes de-escalation and prevention, reasonable force may be used to:

- Prevent pupils from hurting themselves or others
- Prevent damage to property
- Maintain good order and discipline

Any use of reasonable force will be:

- Reasonable, proportionate, and necessary
- Used as a last resort
- Recorded and reported to parents
- Reviewed to prevent future incidents
- Staff receive regular training in de-escalation techniques and positive handling.

Support for Pupils with Additional Needs

We recognise our legal duties under the Equality Act 2010 and make reasonable adjustments for pupils with SEND. This includes:

- Individual behaviour plans
- Specific staff training
- Modified expectations where appropriate

- Additional support resources
- Close work with external agencies

Partnership with Parents and Carers

We believe in a collaborative approach, working with parents/carers to support children's behaviour and emotional wellbeing. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Regular communication ensures consistency between home and school, strengthening the support network for every child.

Monitoring and Evaluating Behaviour

To maintain high standards of behaviour, we regularly monitor and evaluate our approaches by:

- collecting and analysing behaviour-related data to identify trends and inform interventions.
- seeking feedback from pupils, staff, and parents to assess the effectiveness of our behaviour strategies.
- reviewing and updating the behaviour policy annually to reflect best practices and current guidance.

Mobile Phones and Electronic Devices

- Children in Year 5 and 6, who have permission to walk home without an adult, are allowed to bring their phone to school. Phones must be handed in to the school office at the start of the day
- Devices will be stored securely and can be collected at the end of the day
- Any unauthorised use will result in confiscation
- Parents will be contacted if patterns of unauthorised use emerge

Screening, Searching and Confiscation

In line with DfE guidance, staff may search pupils and their possessions with their consent. The headteacher and authorised staff may search pupils or their possessions without consent where they suspect prohibited items, including:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article staff reasonably suspects has been or will be used to commit an offence
- Any item banned by school rules

Searches will:

- Be conducted by two members of staff
- Be recorded in the school's safeguarding system
- Be communicated to parents
- Respect the dignity of the pupil

Rewards and Recognition

We celebrate and reward positive behaviour, effort, and achievements in various ways, including:

- **Celebration Assemblies** – Weekly assemblies where achievements are shared and celebrated with the whole school.
- **Star of the Week** – Recognising children who have demonstrated our school values exceptionally well.
- **Medals** – termly assemblies with parents where children are celebrated for their outstanding successes over the whole term
- **House Points** – Encouraging teamwork and positive behaviour through a house system where points are awarded for effort, kindness, and achievements.
- **Attendance Awards** – Recognising and rewarding good attendance and punctuality to encourage a positive attitude towards school.
- **Praise** – Verbal and written praise to reinforce positive behaviour and effort.
- **Senior Leader Recognition** – Sending children to a senior leader for special recognition of their efforts and achievements.
- **Whole class or year group rewards** – senior leaders and teachers can set rewards for classes/year groups for exceptional achievements
- **Parental Communication** – Sharing positive news with parents/carers through notes, phone calls, or messages to strengthen home-school relationships.

This policy ensures a positive, respectful, and supportive learning environment for all. By adhering to our school rules—**Be Kind, Be Respectful, Work Hard**—we create a community where every child can thrive.

Behaviour ladder

Level	Behaviour Examples	Actions/Sanctions
0	<ul style="list-style-type: none"> • Poor effort • Deliberately disruptive fidgeting • Inappropriate interruptions • Distracting others • Unkind remark • Being dishonest • Deliberately annoying others • Bad language (one off) • Answering back • Wandering around the room during work time • Improper use of school equipment • Dropping litter 	<ul style="list-style-type: none"> • Reminder of rules • Rewards/praise for those doing the 'right' thing • Offer two choices • Verbal warning outlining consequences • Related sanction (restorative justice) e.g. re-do work, clean area (consider how to 'fix' what went wrong). • If playtime or lunchtime; time out 'on the line' • Age appropriate time out in class (e.g. 2 minutes Year One) • Working on their own within their classroom (not at their group table) • Discussion of zones of regulation
1	Persistence in level 0 behaviour <ul style="list-style-type: none"> • Refusing to work or to follow adult instruction • Anti-social behaviour • Playfighting • Hurting another pupil either physically or emotionally • Being disrespectful 	<ul style="list-style-type: none"> • Send to senior teacher with work. Teacher to decide for how long. If sent out twice in a morning or afternoon then they will have a 'reflection'. • Lose age-appropriate minutes from break time • Restorative Justice, e.g. clean the area, repair the damage. • If during lunchtime, be sent to 'Reflection'. Parents informed. Reflection logged on SIMS.
2	Persistence in level 1 behaviour <ul style="list-style-type: none"> • Anti-social behaviour that leads to injury or damage • Discrimination without intent (including against protected characteristics) • Emotional harm without intent • Walking out of the classroom without permission, going into areas of the school that are out of bounds • Incident of a sexual nature (check Brook Traffic Light tool) • Inciting other children to misbehave • Stealing • Intentionally swearing at another person • Threatening and intimidating • Vandalism 	<ul style="list-style-type: none"> • Send to Key Stage Leader for rest of the session • Work in another class for a specified amount of time e.g. ½ day, 1 day • Lose all of lunchtime, parents informed, reflection logged on SIMS • Contact Pastoral Lead • Meeting/telephone call with child and parents by Class Teacher • Logged on SIMS for monitoring purposes

3	Persistence in level 2 behaviour <ul style="list-style-type: none"> • Injury with intent • Physical fighting • Emotional harm with intent • Attempting to leave school site without permission • E-safety incident • Discriminatory incident (including against protected characteristics) • Sexualised behaviour (refer to Brook Traffic Light tool) 	<ul style="list-style-type: none"> • Send to senior leader for the rest of the morning/afternoon • Send to Reflection • Restorative justice • SLT Meeting with child and parents by SLT (face to face or phone call) • Parents possibly asked to come into school support children with work during school day
4	Persistence in level 3 behaviour <ul style="list-style-type: none"> • Serious injury with intent (Headteacher's discretion) • Bullying – physical or emotional (including against protected characteristics) • Cyber bullying • Leaving school without permission 	<ul style="list-style-type: none"> • Send to Headteacher/Assistant Headteacher • Parents informed letter /phone call/face to face • Possible internal/external exclusion • Possible reduced timetable • Possible intervention from other agencies, e.g. Police, social workers, etc • Possible intervention from Governors
5	Persistence in relation to behaviours listed under level 4 <ul style="list-style-type: none"> • Possession or supply of harmful substances or a weapon • Very serious injury to someone else with intent (headteacher discretion) • Sexual assault or abuse (refer to Brook Traffic Light tool) 	<ul style="list-style-type: none"> • Permanent exclusion