

The Willows Primary School

Positive Behaviour Policy



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Positive Behaviour Policy 2026

School Values:

At The Willows Primary School, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with members of staff and a belonging to the whole school community.

Our school aim is that children at The Willows 'Thrive', and all the work we do in school is underpinned by this. We work hard to support children to be:

- Fun
- Involved
- Self - Aware
- Heroes

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a productive and positive way. It aims to promote an environment where everyone in school feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children, enabling pupils to feel safe. Equally, our staff are approachable and there to help and support our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs, which require a personalised approach.

The school expects:

At The Willows, we have high expectations for our children and while we recognise that some children and young people have specific needs that require reasonable adjustments, these expectations cover all times of the day and when children are representing the school either off site or out of hours.

At The Willows we:

- Encourage a positive attitude to learning within a safe and happy environment
- Promote high expectations and enable children to become independent and responsible learners
- Encourage a sense of respect for our community and our environment.
- Believe that clear, consistent routines and systems are essential to supporting children's development and ensure the health, safety and wellbeing of everyone in our school community.

It is also important to remember that the behaviour of our children in school is everyone's responsibility, it is everyone's responsibility to remind and support children and young people of the expectations in the behaviour policy, home school agreement and pupil code of conduct where these expectations are not being met. Equally it is important to comment positively when they are. All staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up including assemblies
- Moving around the school
- Break and Lunchtimes

Rules and procedures should:

- Be kept to a necessary minimum.
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encouraging everyone involved to take part in their development.
- Have a clear rationale, made explicit to all children, staff and parents.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole school.

Our School Rules:

Our school rules have been designed so that all children from reception to year 6 can remember them and understand them.

Our school rules are;



School rules and procedures should be taught explicitly to each child and time taken by each class teacher to explain them in full at the start of each academic year and at regular occasions thereafter. School rules are displayed prominently in each classroom and throughout the school.

How does The Willows promote the positive management of behaviour?

At The Willows, we use a variety of ways to promote and teach children positive behaviour. Our FISH philosophy teaches children to be:

- Fun
- Involved
- Self - Aware
- Heroes



In class and whole school assemblies our learning behaviours encourage the children to be Willow's STARS by ensuring everyone is focused and respectful when others are talking.

- Sit up
- Track the speaker
- Ask and answer questions
- Respect others around you



Our Expectations

We understand that our values require the presence of positive relationships. Staff and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance. At The Willows Primary School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. All adults within the school environment have a duty to provide positive role models in all areas of behaviour, including visitors to the school. All adults in the school share these 5 Pillars of Practice:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

Consistent Approaches to classroom Management

At The Willows we believe that consistency is key to ensuring good behaviour both in class and around the school grounds. These consistencies are recorded in The Willows Behaviour Blueprint.

The Blueprint is displayed in all classrooms and around the school to remind children and staff of 'this is how we do it at the Willows'. The blueprint reminds all members of the school community of visible adult consistencies, rules and behaviours that are expected at The Willows:

- Meet and greet at the classroom door
- Fantastic walking around the school
- Hands up for silence

See back page for the Behaviour Blueprint

Recognition and rewards for effort

In the blueprint we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Wherever possible, pupils will be encouraged to behave appropriately through consistent, of the week are meaningful positive recognition:

1. Class recognition board
2. Postcard home
3. Phone call home

Celebrating positive behaviour at The Willows

Every week, each class across the school hold a Monday Meeting. During the Monday Meeting FISH and STARS are chosen by teachers and children for showing good learning behaviours and generally being Willows heroes. Kindness Heroes are also chosen by staff and certificates for all of these are presented to the children chosen during the Friday Celebration Assembly.

Each half term, we hold a celebration assembly that parents are invited to and present STAR and FISH certificates for the children who have constantly shown excellent learning behaviour throughout the half term.

Delivering sanctions with dignity

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Behaviour management begins at classroom level with a positive and proactive approach.

This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

However, pupils who continue to make poor choices must take responsibility for their actions. Staff will make it clear to the child in what way they have not behaved showing The Willows expectations and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to deescalate skillfully following the steps outlined below:

<p>Step 1. Redirection</p> <p>Nonverbal intervention</p>	<p>Gentle encouragement, a 'nudge' in the right direction, small act of kindness. This can be nonverbal, such as a look or pointing at a book.</p> <p>This would be used if a child has lost focus, is talking to peers or not on task with an activity set.</p>
<p>Step 2. Reminder</p> <p>Positive group correction</p>	<p>A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>This would be used if a child is talking over an adult, not listening to instructions, disturbing others learning e.g. tapping a pencil.</p>
<p>Step 3. Caution</p> <p>Individual correction</p>	<p>A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>This would be used if you have reminded the children of the expectations and they continue to display poor behaviour.</p>
<p>Step 4. Time Out</p> <p>Private individual correction</p>	<p>Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.</p> <p>This would be used if you have followed previous steps but the child continues to display unwanted behaviour.</p>
<p>Step 5. Internal referral</p>	<p>At this point the learner will be referred internally to another room (usually a parallel class) where they will complete their work for the remainder of the lesson.</p>
<p>Step 6. Reparation</p>	<p>A restorative meeting between the adult, usually the class teacher, and child should take place before the next lesson.</p>
<p>Step 7</p> <p>Partnership</p>	<p>The partnership stage will be implemented where there is continued cause for concern. Learner's will have their behaviour monitored to show progress towards agreed targets. A meeting will be held with the parent, class teacher and behaviour lead to discuss next steps.</p>

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, but they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use seven questions:

- What happened?
- What were you thinking at the time?
- What behaviours do you need to show next time?
- Who has been affected? How does this make you feel?
- What can we do to make things right? (What should happen next?)
- What do you think should be the consequences?

Using this approach, children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of a verbal apology, a written apology, a picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used.

At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

We encourage children to enjoy all the social aspects of school. Where a child is struggling on the playground at movement break or lunchtimes, short term alternative arrangements will be made for them during these times until we feel they are ready to socialise with their peers.

For particular inappropriate behaviour there is a three tier system:

Inappropriate and offensive language

In the event of a child using inappropriate or offensive language, including swear words, phrases which make reference to sexual acts, racist or homophobic insults:

First concern

Warning given by a staff member. Parent informed via inappropriate language letter on Arbor

Second concern

Child misses play / lunchtime with a member of SLT. Parent informed via inappropriate language SLT letter 2

Third Concern

Suspension from school. Continued concerns following a period of support may lead to permanent exclusion.

Aggressive behaviour

In the event of a child using aggressive behaviour towards another child or adult, including hitting, threatening, spitting, fighting, throwing objects:

First Concern

Warning given by staff; parent informed via inappropriate language letter on Arbor

Second Concern

Child misses play / lunchtime with a member of SLT; Parent informed via inappropriate language SLT letter 2

Third Concern

Suspension from school. Continued concerns following a period of support may lead to permanent exclusion.

Persistent Disruptive Behaviour

In the event of a child continually disrupting other children's learning and refusing to follow instructions.

First Concern

Warning given by staff; Parent informed via inappropriate language letter on Arbor

Second Concern:

Child misses play / lunchtime with a member of SLT; Parent informed via inappropriate language SLT letter 2

Third Concern

Suspension from school. Continued concerns following a period of support may lead to permanent exclusion

Dealing with Extreme Behaviour

There are rare occasions when a teacher, HLTA or teaching assistant needs immediate support when dealing with a child. In these cases, this may mean the removal of a pupil from the classroom or the class removed to a safe area, to ensure the safety of the pupils, staff and the pupil themselves. In these situations, de-escalation of the situation is the most important factor. Staff are non-confrontational but proactive.

Incidences of extreme behaviour will always be managed in a very calm but assertive manner. If necessary, the pupil will be asked to leave the classroom, if they refuse, the adult providing support can make an immediate assessment of the situation and can remove the rest of the class safely to another space. SLT will be informed and if necessary, the child also guided to safety by a member of school-safe trained staff.

Internal Exclusion

Internal exclusions will be given for either half a day or a whole day. Wherever possible when a pupil is given a half-day exclusion it will take place in the afternoon to avoid the pupil missing any of the core curriculum. When completing an internal exclusion, the pupil will do so in another classroom designated by SLT. These internal exclusions will be recorded by the Headteacher/ Deputy Headteacher/ Assistant Headteacher and parents/ carers will be informed by a member of SLT.

Suspension or permanent exclusions from school

Where there has been a significant breach of the school's behaviour policy, a suspension will be considered. This includes circumstances where allowing the pupil to remain in school would seriously harm the education or welfare of

the pupil or other pupils in school. The length of the fixed-term exclusion will be between ½ day and 15 days. The period of exclusion will depend upon the severity of the breach and any previous history of internal or fixed-term exclusions.

The school will provide work for the excluded pupil during this period. Once the period of exclusion has elapsed, a reintegration meeting will take place involving the Head/ Deputy Headteacher or Assistant Headteacher and the pupil and parent/carer(s) to establish expectations of behaviour upon the pupil's return to school. Only the Headteacher can give a fixed-term exclusion or Deputy / Assistant Headteacher in the absence of the Headteacher. These exclusions will be monitored by the Headteacher, and all exclusions are reported to the Local Authority via the school's electronic registration system.

In rare cases where a pupil's behaviour has seriously or persistently breached the school's behaviour policy a **permanent exclusion** will be made. This decision to permanently exclude a pupil is not taken lightly and can only be made by the Headteacher. Once the decision to permanently exclude has been made and the pupil's parents/carers have been informed, the school must arrange within 15 school days for the School's Disciplinary Committee to convene. The purpose of this is to consider whether the school has acted fairly and properly given the circumstances of the individual case. The Local Authority is obliged to attend this meeting to represent the views of the parents/ carers. An independent clerk will facilitate the hearing and will advise the Pupil Disciplinary Committee on procedures but the decision upon whether or not to support the school's decision to exclude rests with the Pupil Disciplinary Committee itself.

There is an obligation for alternative provision to be made for the pupil from the sixth day of exclusion from school onwards. Parents/ carers have the right to a review of any decisions made by the school's Pupil Disciplinary Committee in cases where it is decided that a pupil is not to be reinstated within school. Where there is an allegation of discrimination in relation to an exclusion, parents and carers can make a claim to county court to present their views.

Support for Pupils at Risk of Permanent Exclusion

The creation of an **Individual Education Plan** enables the school to support the pupil in the management of their learning and behaviour. IEPs are written in conjunction with the child and family, using a model of graphical illustration to look at long term goals and shorter-term actions to enable the children to reach their potential. When appropriate, external agencies are involved such as SES and Raedwald Trust. The family support worker is also encouraged to be involved with children that have plans, offering and supporting referrals to agencies for support in the home and for parents/carers. Support for children that are at risk of permanent exclusion is bespoke and tailored to meet the needs of the individual child. In these situations, additional support such as a child psychotherapist, a therapy dog or a bespoke program at an outreach center will be considered in order to re-engage the child with their learning and support behaviour.

Safeguarding (Keeping Children Safe in Education September 2026)

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary. In any event, staff should refer the matter to the Designated Safeguarding Lead.

Confiscation of Inappropriate Items (Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies July 2023)

The 'general power to discipline' enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Weapons and knives will always be handed over to the police. Other confiscated items should be returned to the pupil's parents as soon as possible.

Power to search without consent

At the discretion of the Headteacher, members of staff have authority to search pupils for banned items, namely weapons, knives, alcohol, illegal drugs, stolen items, pornography, fireworks, cigarettes and other tobacco products.

The school is not required to have formal consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets, or to look in the pupil's bag or tray and for the pupil to agree this. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate consequence as set out in the school's behaviour policy. Should the pupil refuse to co-operate with such a search the teacher can apply an appropriate disciplinary sanction. Parents will also be informed.

Restrictive Interventions (OMAT)

Power to use Restrictive Interventions (DfE April 2026)

The school follows the Department for Education guidance (April 2026) on the use of restrictive interventions, including reasonable force.

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently.

Principles Restrictive interventions will only be used as a last resort, where necessary to:

- prevent injury to themselves or others
- prevent serious damage to property
- prevent serious disruption to good order and discipline

Any use must be:

- reasonable in the circumstances
- proportionate to the risk presented
- for the shortest time necessary

Restrictive interventions will never be used as punishment.

Types of Restrictive Intervention

- Physical restraint
- Seclusion
- Non-force restrictive interventions

De-escalation

First Staff will prioritise:

- de-escalation strategies
- preventative approaches
- understanding pupil needs (including SEND)

Recording and Reporting

All significant incidents will be recorded.

A significant incident is one where:

- force has been used
- a pupil has been physically restrained
- a pupil or staff member has been injured
- the intervention was required to manage risk

All incidents will be recorded on the school's recording system (Arbor) and will include:

- the reason for the intervention
- the type of intervention used
- the duration of the intervention
- the staff involved
- the pupil involved (including SEND or additional needs)
- any injuries or safeguarding concerns
- actions taken following the incident

Parental Communication

Following an incident, parents/carers will be informed:

- as soon as practicable and no later than the same day other than in exceptional circumstances

A written record will include:

- date, time, duration
- reason for intervention
- type of force/restriction
- any injuries

Seclusion

Seclusion will:

- only be used when necessary
- be proportionate
- be supervised at all times
- be used for the shortest time if possible

It will never be used as punishment.

Use of Calming Spaces

The school follows the OMAT Calming Space Aide Memoire

- If a pupil can leave freely, this is a support strategy
- If a pupil cannot leave freely, this is restrictive intervention and will be recorded and reported to parents/carers

Physical Contact

The school cannot operate a 'no contact' policy as appropriate physical contact may occur for:

- care and comfort
- first aid
- guidance
- for the purpose of demonstration skills and techniques as part of teaching activities

These are not restrictive interventions and do not restrict liberty.

Monitoring and Accountability

Senior leaders will:

- monitor incidents via Arbor
- analyse patterns and trends

This information will be reported to:

- Local Governing Committees
- Trustees (via the CEO) to ensure:
 - appropriate oversight
 - identification of disproportionate use
 - compliance with statutory duties

Training

School leaders will ensure that staff are appropriately trained on how and when it is appropriate to use restrictive interventions based on their role in school and the context of the pupils.

Other physical contact with pupils

It is **not illegal** to touch a pupil. There are occasions when physical contact, other than reasonable force with a pupil is proper and necessary;

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil, though staff must ensure they are careful not to engage in too much physical contact when consoling a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;

- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Our school follows the guidance in Keeping children safe in Education (September 2024) in relation to staff accused of misconduct.

Monitoring

The Headteacher and SLT will monitor incident reports via CPOMS once they are complete and will analyse patterns, vulnerable groups and persistent offenders who may require additional support to lessen their impact on the remainder of the class. The Headteacher will then discuss any issues with class teachers and report incidents and actions taken to the governing body. In addition to this, children causing concern will be discussed in a weekly minuted inclusion meeting and support discussed and agreed by the Headteacher.

Bullying

Bullying is not the same as poor behaviour or friends falling out, although this may be the catalyst for bullying to begin. Bullying is not tolerated at The Willows Primary School and Nursery and procedures relating to any rare incidences are dealt with in our separate Anti-Bullying Policy.

Behaviour Outside School Premises

The headteacher has a specific, yet discretionary statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, in a local park or in the town centre. Where bullying or anti-social behaviour outside school is reported to school staff, it may be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

This policy may not work for all pupils. The school retains the right to make reasonable adjustments to this policy for individual pupils in order to ensure that their physical and emotional wellbeing needs are met.



Willows Primary School Behaviour Blueprint

Our School Values



This is how we do it at The Willows...

Visible Adult Consistencies	Rules	Over and Above Behaviours
<ul style="list-style-type: none"> Meet and greet Fantastic walking Hands up for silence 	<ul style="list-style-type: none"> Ready Respectful Safe 	<ul style="list-style-type: none"> Recognition board Postcard Phone call home VIPs

Stepped Sanctions	30 Second Intervention	Restorative Questions
<ol style="list-style-type: none"> Redirection Rule reminder Caution Time out Reconciliation 	<p>I noticed you are...</p> <p>It was the rule about... that you broke.</p> <p>You have chosen to...</p> <p>Do you remember when...</p> <p>That is who I need to see today.</p> <p>Thank you for listening</p>	<p>What happened?</p> <p>What were you thinking at the time?</p> <p>Who has been affected? / How does that make you feel?</p> <p>What behaviour do you need to show next time?</p> <p>What do you think should be the consequence?</p>

Right tone,
Right place,
Right time.

Reprimand in private, praise in public