

Behaviour Policy

Long Wittenham CofE Primary School

This policy supports the school vision, 'Show our love through kindness, determination and curiosity; strengthening ourselves and our community.'



Approved by: Local Governing Body

Last reviewed on: 15th October 2025

Next review due by: October 2026

This policy has been reviewed by the Local Governing Body in March 2026 to ensure it is in line with the updated DfE guidance on mobile phones and restrictive interventions.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Restrictive-interventions, use of reasonable force in schools (see appendix 1)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 out requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies shall publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Introduction

The Education and Inspectors Act 2006 and DfE guidance (Behaviour and discipline in schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Long Wittenham Primary School, believe that high standards of behaviour help to enable children to reach their full potential in all aspects of their school life.

At Long Wittenham Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our core values of kindness, determination and curiosity. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up and implementing the Behaviour Policy by stating the principles that the Governors expect to be followed.

Principles:

1. We want all children, staff and visitors to understand they have the right to feel safe, valued and respected at all times at school.
2. We want to create a school environment where children are able to learn free from the disruption of others.
3. Long Wittenham Primary School is an inclusive School. All members of the school community should be free from discrimination of any sort. Measures to protect members

of the community from discrimination should be set out in the Behaviour and Equality policies.

4. We expect staff, governors and volunteers to set an excellent example to pupils at all times
5. We expect the Behaviour Policy to be communicated to and understood by pupils and staff.
6. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
7. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
8. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
9. The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
10. The Governors expect pupils and parents to cooperate to maintain a positive environment for learning
11. The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy and that reasonable force should only be used as a last resort.
12. Governors expect staff to help pupils to reflect on and take responsibility for their actions.
13. Governors expect families to be involved in behaviour incidents to foster good relationships between the school and pupils' home life.
14. The Governors want to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution

BEHAVIOUR POLICY

1. Vision & Values

Our behaviour policy is based on our vision for the school which is:

At Long Wittenham School we show our love through kindness, determination and curiosity; strengthening ourselves and our community.

This based rooted in story of the good Samaritan and the following biblical text:

²⁷ "...Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbour as yourself.'" Luke 10:27

Our values of kindness, determination underpin everything we do and thus feed into our golden rules.

2. Praise

We praise the children in the following ways:

House points: For showing our school values. These are counted weekly and the school mascot wears the jumper of the winning house.

Values Award: Awarded to a child from each class that has shown our school values.

Brilliant Basics

We also encourage good behaviour through the following **Brilliant Basics**:

Calm Starts- Legendary Line up and Wonderful Walking: We walk through school calmly and quietly. When we are in a line, we are walking in silence. KS2 line up in silence before entering the classroom.

Full Attention: Eyes looking, empty hands.

Stopping Signal: One hand in the air from an adult to gain whole class attention, count down from 5 to 0 and expect full attention by 0.

One Voice: When whole class are together only one person can be talking. We take turns to speak and we listen to each other. We value and respect everybody's voice.

Be Active: We always answer questions and take part in discussions. We speak in full sentences that are audible to others.

3. Restorative Process

At Long Wittenham CofE Primary School, our focus is on those children doing the right thing and setting a good example to others. We want children to realise that doing the right thing gets them the most attention. When children do make a poor choice, we use a restorative approach and use it as an opportunity for learning to make better choices. When applying the behaviour policy, we are mindful of the individual needs of children.

Restorative Behaviour Process: The 5 R's Approach

This process supports children through relational, brain-aware responses to behaviour, helping them feel safe, understood, and empowered to make positive choices.

Usually, we follow the following procedure for low level disruptive behaviour:

1. Reminder with reference to school values
2. Reminder with reference to school values
3. Positive, purposeful talk with a focus on the impact their behaviour is having on their learning and or others in the classroom.
4. Reminder- go to Parrots Class to see assistant head. Recorded on CPOMs and parents informed.
6. Headteacher
7. Behaviour plan may be created and shared with parents and staff.

Staff have discretion to deviate from the process depending on the severity of the situation.

4. Recording of Behaviour incidents

Serious behaviour incidents are logged on CPOMs. Parents are called straight way to discuss next steps (e.g., a behaviour plan).

Repeated low-level behaviour will be logged on CPOMS when a call is made to parents. Every time behaviour is logged on CPOMS the deputy headteacher and headteacher must be notified.

5. Exclusions

Exclusions are used last resort (e.g. the behaviour is posing a risk to the child, other children or staff or is seriously impacting the learning of others), and at the discretion of the Headteacher. Internal exclusion and in some very serious cases a temporary or permanent exclusion may be necessary; in these circumstances Local Authority guidance will be followed.

6. Early Help: Understanding Behaviour and Support in School

Sometimes, the way a child behaves is their way of telling us something—especially if they’re feeling upset, confused, or struggling to cope. Behaviour isn’t always about being “naughty”; it can be a sign that a child needs help or doesn’t know how to express what they’re feeling.

Government guidance encourages schools to look at the reasons behind a child’s behaviour, rather than just focusing on punishment. For example, if a child has special educational needs or finds it hard to communicate, their behaviour might be their way of showing they’re overwhelmed or need support.

That’s why schools might offer something called an [Early Help conversation](#). This is a chance for families and professionals to talk together and spot any issues early—before things get more serious. It’s not about blaming anyone; it’s about working together to find the right support for the child and family.

Early Help is part of a national approach to supporting families and making sure children get the help they need as soon as possible. It can include things like emotional support, help with routines at home, or advice on managing behaviour.

7. By implementing this policy, we aim to:

- Encourage everyone in the school community to take responsibility for their own behaviour
- Establish a consistent approach to behaviour throughout the school
- Nurture good behaviour that reflects the vision and values of the school

Specific implementation guidance for behaviour is regularly reviewed in our behaviours procedures document.

Children will:

- Uphold the school values
- Understand the consequences of behaviour that falls below expectations
- Understand and sign the home school agreement

Parents will:

- Encourage children to uphold the school values
- Co-operate with school staff to help their children understand the consequences of behaviour
- Inform school staff of any changes in home circumstances that may affect their child’s behaviour

Staff will:

- Model good behaviour and school values
- Implement the Behaviour Policy, communicate effectively with parents
- Teach pupils to take responsibility for their behaviour, look for opportunities to praise good behaviour
- Refer to school values
- Develop personalised support plans to encourage good behaviour for individual pupils if necessary

Governors will:

- Model good behaviour and school values
- Monitor the effectiveness of the Behaviour Policy

8. Mobile phone use in school

Pupils must not bring mobile phones into school. However, we acknowledge that some older children may bring phones with them to support their growing independence in walking to and from school. Where this is the case, these must be handed in to the school office at the start of the day, stored safely during school hours, and collected at the end of the day. A small number of children in school may need to keep mobile phones for medical purposes – for example, where these have blood sugar scanning apps for children with diabetes. In this situation, the headteacher will agree with parents, the pupil and class teachers where this phone is stored during the day, and who is able to access this.

9. Monitoring the policy

The Local Governing Body will, in consultation with the Headteacher, staff and parents, establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. Long Wittenham acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational need

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the students are listened to and appropriately addressed.

10. Links to other policies

In order for the behaviour policy to be effective, a clear relationship with other trust and school policies particularly equality of opportunity, safeguarding, special educational needs, Suspensions and Exclusions, anti-bullying and peer-on-peer abuse has been established.



The Long Wittenham Way

Values

Kindness Determination Curiosity

Vision

At Long Wittenham School we show our love through kindness, determination and curiosity; strengthening ourselves and our community.

²⁷ “...Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’; and, ‘Love your neighbour as yourself.” Luke 10:27

Restorative Conversations

What Happened?

What were you thinking and feeling at the time?

How did this make people feel?

Who has been affected?

What should we do to put this right?

How can we do things differently in the future?

Prais

House points

For showing our school values. These are counted weekly and Esther the mascot wears the jumper of the winning house.

Values

Certificates awarded weekly

Brilliant Basics

Calm Starts

Legendary Line up and Wonderful Walking: We walk through school calmly and quietly. When we are in a line, we are walking in silence. KS2 line up in silence before entering the classroom.

Full Attention: Eyes looking, empty hands.

Stopping Signal: One hand in the air from an adult to gain whole class attention, count down from 5 to 0 and expect full attention by 0.

One Voice: When whole class are together only one person can be talking. We take turns to speak and we listen to each other. We value and respect everybody’s voice.

Be Active: We always answer questions and take part in discussions. We speak in full sentences that are audible to others.

Restorative Process

1. Whole class reminder with reference to values
2. Targeted verbal reminder
3. Verbal reminder with restorative prompt
4. Opportunity for reflection with class teacher or SLT

Appendix 1: Restrictive Interventions and Use of Reasonable Force

In line with statutory DfE guidance Restrictive Interventions Including use of Reasonable Force in Schools, April 2026.

1. Definitions

Restrictive interventions include reasonable force, physical restraint and seclusion. These are only used when necessary to prevent harm, serious disruption or damage, and must be proportionate to the risk presented.

Reasonable force: actions to control or guide a pupil using minimal physical contact.

Physical restraint: holding back or bringing a pupil under control to prevent injury, serious disruption or damage.

Seclusion: confining a pupil alone and preventing them from leaving a space; used solely to maintain immediate safety, time-limited, and never used as punishment. The pupil is monitored throughout, and arrangements for safe exit are made clear. Every use of seclusion is recorded and reported as a significant incident.

Significant event: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described on p7 of DfE Restrictive Interventions guidance. This includes where physical force is used to implement a non-physical restrictive intervention.

2. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power also applies to individuals temporarily put in charge of pupils by the headteacher (for example, volunteers on school visits).

Where possible, staff should alert a senior member of staff if they anticipate that physical intervention may be required.

3. When can interventions be used?

There are some circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to question over the use of reasonable force or other restrictive interventions – for example, giving first aid, offering comfort or praise, demonstrating musical instruments or other equipment, or guiding / escorting pupils including helping a pupil to a space they have chosen to access to self-regulate.

Staff may use reasonable force or physical restraint to prevent pupils from harming themselves or others, causing serious disruption, or damaging property, and to maintain safety during school activities including trips.

Examples include removing a disruptive pupil from a classroom, preventing a pupil from leaving where this would create significant risk, stopping a fight, or restraining a pupil at risk of self-harm.

4. Conducting a search

Headteachers and authorised staff may search for prohibited items including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force may be used where lawful and necessary to conduct a search for prohibited items. Force must not be used to search for items banned solely under school rules.

Any use of force during a search is recorded and, where significant, reported to parents/carers.

5. Prevention, de-escalation and communication

Where necessary, staff work with pupils and their parents to co-produce behaviour support plans. These outline adjustments needed in order to ensure the pupil is most effectively supported, so reducing the likelihood of the need for restrictive intervention. They also outline the circumstances where it may be appropriate for staff to have additional physical contact with a pupil. Parameters around this contact are discussed with relevant people, typically including teachers and other adults, parents, the pupil (depending on their age), and any other professionals involved in providing support; these are included on the behaviour support plan.

Where there is an identified risk that there remains an increased likelihood of the need to use reasonable force and / or other restrictive intervention, a risk assessment will be written. This will include consideration of the need for additional training and other prevention strategies.

Behaviour support plans are reviewed with the pupil (depending on their age) and their parents periodically and following any significant incident so that amendments can be made based on the evidence of what has and has not worked in practice for the individual pupil.

6. Staff training and support

Staff receive role-appropriate training covering prevention and de-escalation techniques; safe and lawful use of reasonable force and physical restraint; seclusion safeguards; and statutory recording and reporting requirements. Training equips staff to judge where it is appropriate to use restrictive intervention, including where quick decisions are needed, and helps ensure staff understand how to assess that their response is reasonable under pressure.

Additional support is provided following incidents, including supervision and reflective practice.

7. Recording and reporting

Each significant incident involving force or seclusion is recorded on CPOMs, to include reason; type and duration of intervention; staff involved; injuries; and outcome. Records are made by the staff member/s involved as soon as practicable after an incident and no later than the same day.

Parents/carers are informed as soon as practicable following a significant incident; staff endeavour to do this no later than the end of the same day. Reports are shared in writing (typically via email) alongside, as far as possible, a verbal discussion (phone call, video call or in person).

The Local Governing Body reviews restrictive intervention data three times a year in the Headteachers Report to identify patterns, ensure compliance, and support improvement of preventative and de-escalation strategies. The Trust Board, through its Standards and Safeguarding Committee, reviews aggregated trust-wide restrictive intervention data three times a year through the CEO Report.