

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
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Last reviewed on:	7 th October 2026
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Next review due by:	October 2027
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Statement of Behaviour Principles

Legislative and Statutory Requirements

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

- Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Searching, Screening and Confiscation: Advice for Schools (July 2022, updated July 2023)
- Keeping Children Safe in Education (2026)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (July 2026)
- Restrictive Interventions, Including the Use of Reasonable Force, in Schools (effective from April 2026)
- Supporting Pupils at School with Medical Conditions
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years

This policy is also based on:

- The Equality Act 2010.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014, which requires schools to have a written behaviour policy and an anti-bullying strategy.
- DfE guidance requiring academies to publish their behaviour policy and anti-bullying strategy online.
- The school's funding agreement and articles of association.

Introduction

The Education and Inspections Act 2006 requires the Governing Body to establish and review a written statement of behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline throughout the school. This document sets out the principles that underpin the school's Behaviour Policy. It is a statement of principles rather than operational practice. The detailed implementation of these principles is the responsibility of the Headteacher.

The Governing Body of Long Wittenham Primary School believes that high standards of behaviour enable children to reach their full potential in all aspects of 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, respectful and responsible citizens.

The purpose of this statement is to provide guidance to the Headteacher when developing, implementing and reviewing the school's Behaviour Policy by setting out the principles that should be followed to promote positive behaviour, inclusion, safety and wellbeing across the school community.

Principles

The Governing Body expects the following principles to underpin the school's Behaviour Policy and its implementation:

1. All pupils, staff, parents, carers, governors, volunteers and visitors should feel safe, valued and respected at all times within the school community.
2. The school should provide an environment in which all pupils can learn and thrive, free from disruption, bullying, harassment or discrimination.
3. Long Wittenham Primary School is an inclusive school. All members of the school community should be treated with dignity and respect and be free from discrimination, harassment or victimisation. The school will fulfil its duties under the Equality Act 2010, and measures to protect individuals from discrimination will be reflected in the Behaviour Policy and Equality Policy.
4. Staff, governors and volunteers should model the high standards of behaviour, conduct and relationships that the school seeks to develop in its pupils.
5. The Behaviour Policy and behaviour expectations should be clearly communicated, consistently applied and understood by pupils, staff and parents. A range of positive and meaningful recognition strategies should be used fairly and consistently to encourage and celebrate good behaviour, effort, achievement and adherence to the school's values.
6. Where behaviour falls below expected standards, responses should be fair, consistent and proportionate. Consequences should take account of pupils' age, stage of development, special educational needs and disabilities (SEND), individual circumstances and vulnerability. Appropriate support should be provided to help

pupils understand and improve their behaviour.

7. Suspension and permanent exclusion should be used lawfully, proportionately and only when necessary, with permanent exclusion used as a last resort and in accordance with statutory guidance.
8. Pupils, parents and carers should work in partnership with the school to maintain high standards of behaviour and a positive environment for learning. Families should be informed of significant behaviour incidents and involved, where appropriate, in supporting positive outcomes for pupils.
9. The Behaviour Policy should include clear guidance on restrictive interventions and the use of reasonable force. Any use of reasonable force should be lawful, proportionate, necessary and recorded in accordance with the school's procedures and current statutory guidance.
10. Behaviour management practices should support safeguarding and promote the welfare of all pupils. Staff should support pupils to reflect upon their behaviour, take responsibility for their actions and learn from their experiences so that positive behaviour can be reinforced and sustained.
11. Violence, threatening behaviour, intimidation or abuse towards pupils, staff, governors, volunteers or visitors will not be tolerated. Where appropriate, the school will take action to protect members of the school community, including restricting access to the school site and seeking support from external agencies where necessary.

Behaviour Policy

1. Vision and Values

Our Behaviour Policy is rooted in our vision for the school:

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

This vision is inspired by the parable of the Good Samaritan and the teachings of Jesus:

"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 and curiosity underpin everything we do. They shape the way we learn, work and interact with one another and form the foundation of our behaviour expectations. Through these values, we aim to create a positive, inclusive and respectful environment where every member of the school community feels safe, valued and supported to thrive.

2. Aims of the Policy

Through implementing this policy, we aim to:

- Promote a safe, calm and inclusive learning environment.
- Encourage all members of the school community to take responsibility for their behaviour.
- Establish a consistent approach to behaviour across the school.
- Promote behaviour that reflects our values of kindness, curiosity and determination.
- Foster positive relationships and a sense of belonging.
- Support pupils to thrive socially, emotionally and academically.
- Ensure behaviour concerns are addressed fairly, consistently and proportionately.

Further guidance on the practical implementation of this policy can be found in **Appendix 2: Behaviour Procedures and Routines**.

3. Our Approach to Behaviour

At Long Wittenham Primary School, we believe that positive behaviour is taught, nurtured and recognised. Through positive relationships and a strong sense of belonging, we support every child to thrive and achieve. Our approach is rooted in our values of **kindness, curiosity and determination**. We believe that children are most likely to succeed when adults provide clear expectations, consistent routines and positive relationships alongside high levels of support and encouragement. We recognise that behaviour is a form of communication and that children learn and develop at different rates. Whilst maintaining high expectations for all pupils, we seek to understand the needs behind behaviour and provide appropriate support to help children succeed.

Our approach is built upon:

- Positive relationships that foster a sense of belonging.
- High expectations and clear boundaries.
- Consistent and predictable routines.
- Recognition and celebration of positive behaviour.
- Nurturing approaches that support emotional wellbeing.
- Restorative practices that help children learn from mistakes.
- Fair and proportionate responses to behaviour.
- Support that enables children to return successfully to learning.

Positive Behaviour and Recognition

We believe that positive behaviour should receive the greatest attention. Staff actively notice, recognise and celebrate behaviour that reflects our values of kindness, curiosity and determination. Praise and recognition help children develop confidence, self-esteem and a strong sense of belonging within our school community. Positive behaviour may be recognised through verbal praise, communication with parents and carers, house points, Values Awards and other forms of celebration.

Consistent Routines

Predictable routines help children feel safe, secure and ready to learn. We explicitly teach, model and reinforce routines that support positive behaviour, respectful relationships and successful learning.

Our expectations remain consistent because our school rules are simple:

- **We are kind**
- **We are curious**
- **We are determined**

Further guidance on classroom routines and expectations can be found in **Appendix 2: Behaviour Procedures and Routines**.

Responding to Behaviour

When behaviour falls below expectations, staff respond calmly, consistently and proportionately.

Our aim is always to help children:

- Reflect on their behaviour.
- Understand its impact on others.
- Repair relationships.
- Strengthen their sense of belonging.
- Return successfully to learning.

Responses to behaviour are age appropriate, take account of individual needs and may include restorative conversations, additional support from adults and proportionate consequences where necessary.

Details of the school's behaviour procedures are outlined in **Appendix 2: Behaviour Procedures and Routines**.

Restorative Practice

Restorative practice is central to our approach.

When children make poor choices, our aim is not simply to impose a consequence but to help them learn from their actions, repair relationships and move forward successfully.

Through restorative conversations, children are supported to:

- Take responsibility for their actions.
- Understand the impact of their behaviour on others.
- Repair relationships where appropriate.
- Consider how situations can be put right.
- Make positive choices in the future.

Recording and Monitoring Behaviour

The school maintains records of significant behaviour incidents to ensure appropriate support, monitoring and follow-up. Significant behaviour incidents are recorded on CPOMS. Records should be factual and objective and include actions

taken, communication with parents and carers where appropriate, and any follow-up support required. Where behaviour incidents raise safeguarding concerns, staff will follow safeguarding procedures and inform the Designated Safeguarding Lead (DSL) as appropriate. Behaviour records are used to identify patterns, monitor the effectiveness of support and ensure that pupils receive timely intervention where needed.

Positive Behaviour Plans

Where behaviour concerns continue despite universal support and classroom strategies, a Positive Behaviour Plan may be developed. Positive Behaviour Plans are created in partnership with pupils, parents or carers and relevant staff. They provide a consistent and supportive approach to helping pupils be successful in school.

Plans may include:

- Individual strengths and interests.
- Identified triggers or barriers.
- Strategies that support regulation and positive behaviour.
- Reasonable adjustments where appropriate.
- Roles and responsibilities of adults supporting the child.

Positive Behaviour Plans are reviewed regularly and adapted as required to ensure they remain effective.

Early Help and Support

We recognise that behaviour can be a form of communication and may indicate that a child requires additional support. Where appropriate, the school will work in partnership with families and other professionals to identify and address underlying needs at the earliest opportunity. This may include offering Early Help or accessing additional support services to promote positive outcomes for children and families.

Additional Support and Escalation

Most behaviour concerns are successfully addressed through positive relationships, consistent routines and restorative approaches. Where concerns persist, additional support may be required.

Senior leaders may become involved where:

- Behaviour concerns are repeated.
- Additional support for regulation is required.
- A restorative discussion requires facilitation.
- Further assessment, intervention or support may be beneficial.
- A Positive Behaviour Plan is being developed or reviewed.

The purpose of senior leader involvement is not solely to apply sanctions, but to work alongside staff, pupils and families to strengthen relationships, remove barriers to success and help pupils return positively to learning.

4. Roles and Responsibilities

Pupils will:

- Uphold the school's values and expectations.
- Take responsibility for their behaviour.
- Engage positively with support provided by staff.
- Understand that behaviour choices have consequences.

Parents and Carers will:

- Support their child to uphold the school's values and expectations.
- Work in partnership with the school to promote positive behaviour.
- Inform the school of any circumstances that may affect their child's wellbeing or behaviour.
- Engage with support and communication from the school where required.

Staff will:

- Model positive behaviour and the school's values.
- Implement the Behaviour Policy consistently.
- Develop positive relationships with pupils.
- Recognise and celebrate positive behaviour.
- Support pupils to take responsibility for their actions.

- Communicate effectively with parents and carers.
- Provide additional support or personalised strategies where appropriate.

Governors will:

- Ensure the school has an effective Behaviour Policy.
- Monitor the effectiveness of the policy and its implementation.
- Support the school in promoting a positive, inclusive and safe culture.
- Ensure the policy complies with statutory requirements.

5. Suspensions and Permanent Exclusions

Suspension and permanent exclusion are serious sanctions and will only be used when necessary and in accordance with statutory guidance. The school will seek to use positive relationships, restorative approaches, reasonable adjustments and appropriate support to prevent suspension or permanent exclusion wherever possible. The decision to suspend or permanently exclude a pupil can only be made by the Headteacher and will be made in accordance with the school's legal duties, including those relating to equality, safeguarding and special educational needs and disabilities (SEND).

6. 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.

7. Monitoring the Policy

The Local Governing Body will, in consultation with the Headteacher, staff and parents, review this policy regularly and monitor its effectiveness. It will ensure that the policy is communicated to pupils, staff and parents, is applied fairly and consistently, and that expectations are clear.

Governors will support the school in maintaining high standards of behaviour and will monitor the impact of the policy through behaviour data, safeguarding information and feedback from pupils, staff and parents.

Long Wittenham Primary School acknowledges its legal duties under the Equality Act 2010, its safeguarding responsibilities and its duties towards pupils with special educational needs and disabilities (SEND).

The Governing Body, Headteacher and staff will ensure that this policy is implemented fairly and without discrimination on any grounds, including race, ethnicity, religion or belief, sex, disability or sexual orientation. They will also ensure that pupils' views and concerns are listened to and considered appropriately.

8. Links to Other Policies

In order for this Behaviour Policy to be effective, clear links have been established with other trust and school policies, particularly those relating to equality of opportunity, safeguarding, special educational needs and disabilities (SEND), suspensions and exclusions, anti-bullying, and peer-on-peer abuse.

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.

Appendix 2: Behaviour Procedures and Routines

This appendix provides practical guidance for staff on the implementation of the school's Behaviour Policy. It should be read alongside the main Behaviour Policy and outlines the agreed routines, approaches and procedures used across the school to establish a calm, positive and inclusive learning environment.

Our procedures are underpinned by positive relationships, strong routines and clear expectations consistently applied.

1. Positive Relationships

Positive relationships are at the heart of effective behaviour management.

All adults are expected to:

- Build positive relationships with pupils.
- Demonstrate warmth, consistency and high expectations.
- Greet pupils positively at the start of the day and before lessons where appropriate.
- Use positive framing when addressing behaviour.
- Focus attention on pupils who are meeting expectations.
- Maintain a calm and respectful tone, particularly when addressing behaviour concerns.

Positive Framing

Positive framing helps pupils understand expectations while preserving positive relationships.

Examples of positive framing include:

"Thank you to everybody who is ready to learn."

"I can see lots of determination being shown."

"We're waiting for everyone to be listening."

"Let's show curiosity by joining in."

Praise on Sight

Adults should actively look for opportunities to recognise positive behaviour.

Positive behaviour should be noticed and acknowledged immediately whenever possible.

Praise should:

- Be specific.
- Link to school values.
- Recognise effort as well as outcomes.
- Reinforce behaviours that support learning.
- Be genuine, meaningful and proportionate.

Examples include:

"Thank you for showing kindness by helping your partner."

"I noticed your determination when that task became difficult."

"You showed curiosity by asking a thoughtful question."

First Attention for Best Conduct

The greatest attention should be given to pupils who are demonstrating positive behaviours and meeting expectations.

Where appropriate, adults should:

- Recognise compliance before correcting non-compliance.
- Highlight positive examples.

- Establish positive behaviour as the norm.

Examples include:

"Thank you to this table who are ready."

"I can see lots of children listening carefully."

This approach reinforces desired behaviours while maintaining a positive classroom culture.

Triangulated Praise

Where appropriate, staff should share positive feedback with others so that pupils receive recognition from multiple adults.

This may include:

- Sharing success with another member of staff.
- Informing a senior leader.
- Telling parents and carers.
- Celebrating success during assemblies or collective worship.
- Sending positive notes or messages home.
- House Points and Values Awards

House Points may be awarded for behaviour that demonstrates the school's values.

Children can earn House Points through:

- Kindness towards others.
- Determined effort.
- Demonstrating curiosity and engagement.
- Positive contributions to school life.
- Being good role models.

Values Awards recognise children who consistently demonstrate the school's values and contribute positively to the school community.

2. Consistent Routines

Predictable routines help children feel safe, secure and ready to learn. Consistency reduces anxiety, supports self-regulation and creates the conditions for effective learning.

Respectful Listening

When another person is speaking, pupils are expected to:

- Listen attentively.
- Take turns in discussion.
- Respect the views of others.
- Avoid interrupting.

Adults should model these expectations at all times.

Gaining Attention

Staff use consistent signals to gain the attention of the class.

When the signal is given, pupils should:

- Stop what they are doing.
- Put equipment down.
- Look towards the speaker.
- Listen quietly.

Adults should pause, scan and ensure full attention has been gained before continuing.

Giving Instructions

Effective instructions should:

- Be concise and clear.
- Be given only when pupils are listening.
- Include specific expectations.
- Be checked for understanding.
- Include timescales where appropriate.

Staff should clearly signal when pupils are expected to begin.

Active Participation

Children are encouraged to participate actively in learning through:

- Answering questions.
- Contributing to discussion.
- Rehearsing new learning.
- Asking questions.
- Working collaboratively when appropriate.

Adults should create opportunities for all pupils to participate successfully.

Independent Learning

Independent work should be calm and purposeful.

Pupils are encouraged to:

- Work with concentration.
- Persevere when learning is challenging.
- Use classroom resources appropriately.
- Seek support appropriately when required.

Adults should reinforce and celebrate focused learning behaviours.

3. Managing Behaviour

When behaviour falls below expectations, staff should respond calmly, consistently and proportionately. The purpose of behaviour management is to support pupils to make better choices, repair relationships and return successfully to learning.

Stepped Response to Behaviour

Step 1: Reminder and Redirection

Give a brief reminder.

Reference school rules or values where appropriate.

Redirect the pupil to the expected behaviour.

Allow take-up time.

Step 2: Reminder with Positive Attention

Repeat the expectation.

Highlight pupils who are meeting expectations.

Allow take-up time.

Step 3: Restorative Conversation and opportunity for reflection

Where behaviour continues, a restorative conversation takes place at an appropriate time.

This should use the child's time rather than lesson time wherever possible.

The conversation should focus on:

- What happened.
- The impact of the behaviour.
- Ways to put things right.
- Future success.

Step 4: Consequence

Where necessary, a proportionate consequence may be applied.

Consequences should, wherever possible, be directly linked to the behaviour.

Examples include:

- Completing unfinished work.
- Repairing damage.
- Tidying a mess.
- Returning an item.
- Making a restorative action.
- Completing an agreed task at home.

The aim is always to help pupils learn responsibility and repair relationships.

At any point during this stepped approach additional support may be sought from another adult recognising that a change is sometimes needed. The purpose of this support is to help the child regulate, re-engage and be successful.

The Importance of Take-Up Time

Following a reminder, pupils should be given time to respond and make a positive choice.

Staff should:

- Avoid repeated instructions.
- Allow pupils time to process expectations.
- Continue teaching.
- Return later if necessary.

Take-up time reduces confrontation and promotes self-regulation.

Restorative Conversations

Restorative conversations should be carried out calmly and respectfully.

They are based on:

- Accountability.
- High expectations.
- Clear boundaries.
- Support and care.
- Repairing relationships.

Possible questions include:

What happened?

What were you thinking at the time?

Who has been affected?

How do you think they feel?

What needs to happen now to put things right?

What will you do differently next time?

The focus should always be on learning, restoring relationships and returning successfully to learning.

4. Recording, Monitoring and Support

CPOMS Recording Procedures

Significant behaviour incidents should be recorded on CPOMS.

Records should:

- Be factual and objective.
- Include relevant context.
- Record actions taken.
- Include communication with parents and carers where appropriate.
- Identify any follow-up actions required.

Behaviour incidents that raise safeguarding concerns must be shared with the Designated Safeguarding Lead (DSL) in accordance with safeguarding procedures.

Behaviour records may be used to:

- Identify patterns and trends.
- Inform support plans.
- Support communication with families.
- Monitor the effectiveness of interventions.

Positive Behaviour Plans

Where universal strategies have not been sufficient, a Positive Behaviour Plan may be implemented.

Plans should:

- Be developed collaboratively.
- Identify strengths as well as needs.
- Include clear and achievable targets.
- Outline agreed support strategies.
- Identify reasonable adjustments where required.
- Be shared with relevant adults.
- Be reviewed regularly.

The purpose of a Positive Behaviour Plan is to provide a coordinated approach that enables pupils to experience success, develop self-regulation and participate positively in school life.

Senior Leader Support

Senior leaders may become involved where:

- Behaviour concerns are repeated.
- A pupil requires additional support to regulate.
- A restorative conversation requires facilitation.
- Patterns of concern emerge.
- Additional intervention is required.
- A Positive Behaviour Plan is being developed or reviewed.

The purpose of senior leader involvement is to support pupils, staff and families in achieving positive outcomes.

Senior leaders will seek to:

- Strengthen relationships.
- Remove barriers to success.
- Support staff.
- Coordinate additional interventions where required.
- Help pupils return successfully to learning.