



Alderbury & West Grimstead CE Primary School Behaviour Policy

Alderbury & West Grimstead CE Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion.

Policy agreed (date):	September 2026
Policy published (including on website) (date):	September 2026
Next review (date):	September 2027

Key Personnel			
Role	Name	Tel.	email
Head teacher	Mrs E Woolf	01722 710464	Head@alderbury.wilts.sch.uk
SENCo	Mrs C Wilkinson	01722 710464	SENCO@alderbury.wilts.sch.uk
Pastoral Lead	Mrs E Woolf	01722 710464	Head@alderbury.wilts.sch.uk
Governor with responsibility for behaviour and safety	Mrs C Jackman	C/O 01722 710464	CJackman.Governor@alderbury.wilts.sch.uk

Alderbury & West Grimstead CE Primary School is committed to an inclusive education for all learners that secures the widest access to learning and achievement in a safe and supportive environment.

We believe that every learner and member of staff has the right to feel safe, valued and a sense of belonging. We understand that when learners feel that they belong, they are more likely to thrive academically, socially and emotionally.

We are committed to creating a calm, safe and nurturing environment where every child can learn, flourish and build their foundations for life. Our Behaviour Policy supports our Christian values of kindness, justice and respect and underpins our belief that positive relationships, a sense of belonging and high expectations enable pupils to thrive.

This policy aims to:

- Promote a culture of positive behaviour, mutual respect and responsibility
- Ensure a consistent, fair and transparent approach across the school
- Support pupils to make positive choices and learn from mistakes
- Maintain a safe environment where pupils feel ready to learn
- Provide clarity for staff, pupils and parents about expectations and processes

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion from schools
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Restrictive interventions, including use of reasonable force, in schools
- Supporting learners with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice
- The Equality Act
- Working Together to Safeguard Learners
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our learners are safe and protected from harm
- All our learners experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and professionals with whom we work. Pro-social behaviour is that which demonstrates:

- A good level of self-awareness

- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills.

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

Scope

This policy is consistent with all other policies adopted by the governing body and operates alongside the following policies relevant to the welfare and safety of our children:

• Safeguarding & Child Protection Policy	• Professional Behaviours, Expectations & Standards Policy	• Health and Safety Policy
• SEND policy		

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Learner** refers to all learners on roll at our school.

Leadership

‘The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves’. Elton Report 1989

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure:

- The health, safety and welfare of all learners in the school.
- Records are kept of all reported serious incidents of misbehaviour and the actions taken.
- Staff are supported to implement the policy through training, monitoring and feedback.

Procedures

The consistent approach to behaviour management:

All staff understand the positive impact of certainty as much as consistency on learners at Alderbury & West Grimstead CE Primary School. While learners benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and anti-social behaviour.

Staff ensure:

- their interactions with learners about behaviour focus always on:
 - behaviours that are helpful for the learner more than those that are not
 - what is happening now and expected in the future more than about the past.
- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

Calm School Code

All pupils are expected to follow our Calm School Code:

- Move Calmly
- Act Kindly
- Speak Politely
- Do the Right Thing

The Calm School Code is displayed in every classroom and referred to regularly.

Rewards and sanctions:

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour.

All staff who deal with learners directly:

- set clear expectations about learner behaviour (positively phrased) that are displayed clearly in each teaching and learning space (this is the Calm School Code).
- ensure rules, routines, learning habits and specific activities and rituals are mapped out for learners who need an individual response.
- encourage learners to recognise and explore their motivation to follow the behaviour expectations.

Staff promote good and improved behaviour by learners through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each learner.

While our primary focus is specific, targeted, verbal feedback to individuals and groups, we also use some tangible rewards.

This includes:

- Headteacher Awards in Celebration Assembly
- Positive postcards home
- Stickers
- Positive shout-outs on Class Dojo
- Entries in the Values Book
- Big Cat Team points and associated celebrations (including dress-down days for the winning team)
- Positive phone calls home
- Proud Clouds
- Tokens in the star jar (collective and collaborative)

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Learners have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate negative consequence or sanction is one that functions as a deterrent, encourages prosocial behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical negative consequences to deal with inappropriate behaviour including bullying by learners. In determining whether a consequence is 'logical' and 'reasonable', the following will be considered:

- the extent to which the consequence provides an opportunity for the learner to rectify harm
- the extent to which the learner has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was proportionate in the circumstances;
- any special circumstances which are known to the person setting the consequence, including:
 - the learner's age
 - any special educational needs or disability they may have.

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disengaged behaviour may constitute a safeguarding concern for either the instigator or learner subjected to that behaviour and record and report accordingly.

Negative consequences comprise:**Informal Support**

Low-level behaviours are addressed through supportive strategies, including:

- Quick reminders focused on the **Calm School Code**
- Saying the pupil's name
- Teacher presence and proximity

Verbal Warning (V)

If the behaviour continues despite support:

- A **Verbal Warning (V)** is given.
- The pupil's name is recorded as **V** in the Red Behaviour Folder.

- This signals to the pupil that they need to **stop, think and reset**.

Level 1 Behaviour (1)

Used when behaviour continues despite a reminder and verbal warning.

The response will include:

- A **2-minute restorative conversation** with the teacher at the end of the lesson.
- The behaviour is recorded as **1** in the Red Behaviour Folder.

Level 2 Behaviour (2)

Used when behaviour continues despite multiple reminders and is not in line with the **Calm School Code**.

The response will include:

- A **5-minute restorative conversation** with the teacher at the end of the lesson.
- The behaviour is recorded as **2** in the Red Behaviour Folder.
- The behaviour is recorded on **CPOMS**.

Stage 5: Level 3 Behaviour (3)

Used for **significant breaches of school rules, serious behaviour or continued disruptive behaviour**.

The response will include:

- A restorative conversation with the teacher.
- A restorative meeting with **SLT** at the end of the week (or sooner if appropriate).
- The behaviour is recorded as **3** in the Red Behaviour Folder.
- The behaviour is recorded on **CPOMS**.
- Parents/carers may be contacted, depending on the nature and circumstances of the incident(s).

Additional Consequences

Depending on the nature, frequency or severity of the behaviour, additional consequences may include:

- **Moving seats within the classroom.**
- **Moving classrooms where appropriate.**
- **Further intervention or support from SLT.**

Recording Behaviour: The Red Behaviour Folder

Each class uses a **Red Behaviour Folder** containing a weekly table with all pupils' names and columns for each day, Monday–Friday.

Staff record behaviour by circling the appropriate stage:

- **V** – Verbal Warning
- **1** – Level 1 Behaviour
- **2** – Level 2 Behaviour
- **3** – Level 3 Behaviour

This provides a clear and chronological record of behaviour throughout the week.

Red Behaviour Folders are kept on the teacher's desk and their contents must not be visible to other pupils. This enables staff to address behaviour privately and discreetly, rather than reprimanding pupils publicly.

As part of this, negative consequences may include:

- low-level sanctions used for minor or first incidents of inappropriate behaviour including verbal warnings or reminders of expectations
- medium-level sanctions for repeated low-level behaviour or more serious incidents including reflection time or time-out in another classroom or designated area (A time-out or supervised period in another classroom or designated area is not seclusion where the learner is free to leave. Where a learner is prevented from leaving an area, the provisions relating to seclusion in this policy apply.)
- high-level sanctions for serious or persistent breaches of the Behaviour Policy including internal exclusion (removal from normal lessons within school), suspension or permanent exclusion.

Weekly Threshold for SLT Review

To ensure early support:

- If a pupil accumulates more than 6 entries in a single week, they meet with SLT during the Weekly Behaviour Review.
- The meeting explores patterns, identifies needs and agrees supportive strategies.
- Parents may be informed where appropriate.

SLT reviews all red folders weekly to monitor patterns and ensure consistency.

Restorative Approach

Restorative conversations help pupils:

- Reflect on their choices
- Understand the impact on others
- Repair relationships
- Re-engage positively with learning

These conversations are calm, respectful and solution-focused. They are likely to focus on the following questions:

What happened? What were you thinking when it happened? What did you feel inside when it happened?
Who else has been affected? What needs to happen to put things right?

The success of rewards and sanctions and teaching and leadership approaches used is monitored and reviewed within:

- this policy's annual review
- senior leadership team meetings
- learners' Individual Learning Plans (ISP) where applicable.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no sanctions are given that are ever degrading or humiliating;

- all rewards and negative consequences are applied fairly.

Suspension, Restrictive Physical Intervention/Seclusion

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency e.g. Wiltshire Council SEND and pupil support services, police and social care to ensure the learner is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy i.e. behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the learner's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

Restrictive interventions, including the use of reasonable force, will only be used where necessary, proportionate and appropriate to the circumstances and where less restrictive approaches, including prevention, negotiation, diffusion and de-escalation, have been unsuccessful or are not reasonably practicable.

Reasonable force will only be used for the purposes permitted by law, including to prevent or stop a learner from:

- causing injury to themselves or another person;
- committing a criminal offence;
- damaging property; or
- causing serious disorder.

Reasonable force must never be used as a punishment or as a consequence for previous behaviour. Any intervention must take account of the learner's age, size, understanding, communication needs, SEND, medical needs, known triggers, vulnerabilities and overall welfare. Staff must use the least restrictive option and the minimum force and duration necessary to bring the situation safely under control, while maintaining the learner's dignity.

Staff must not use any restrictive intervention that affects a learner's airway, breathing or circulation. In particular, staff must not apply pressure to the neck or abdomen, cover the learner's mouth or nose, or use any technique that otherwise creates an unacceptable risk to the learner's health or safety. The use of force on the ground should be avoided wherever possible and, if a learner is unintentionally held on the ground, staff should release the hold or move to a safer alternative as quickly as possible.

Where a learner is at increased risk of restrictive intervention, the school will consider whether an individual risk assessment and/or behaviour support plan is required. Appropriate staff in regular contact with the child will also be trained in the use of RPI if they are not already. An individual risk assessment or behaviour support plan will identify known triggers, preventative strategies, de-escalation approaches and, where appropriate, the circumstances in which restrictive intervention may be necessary. Plans will be reviewed following significant incidents and when the learner's needs or circumstances change.

Seclusion

Seclusion is a non-disciplinary safety measure involving keeping a learner in a place away from others and preventing them from leaving. It will only be used where necessary to protect the learner or others from harm and where the circumstances meet the requirements for its use.

Seclusion must never be used as a punishment, for convenience, to secure compliance with a sanction, or simply because a learner is refusing to follow an instruction.

Any learner subject to seclusion will be appropriately supervised, the environment will be safe and suitable, and the learner will be allowed to leave as soon as it is safe to do so. Staff will continue to use de-escalation and other supportive strategies throughout the incident.

Recording and Reporting

Every significant incident involving the use of force will be recorded as soon as practicable and normally on the same day. The record will include, where applicable:

- the learner's name and the names of staff involved;
- any relevant needs or circumstances of the learner, including whether the learner has an identified special educational need or disability and their SEN status code;
- the date, time and location of the incident;
- the approximate duration of the intervention;
- what happened before the intervention, including known triggers;
- the preventative and de-escalation strategies attempted;
- why the use of force was considered necessary;
- the type and degree of force used;
- any injuries or medical attention required;
- the learner's views and account of the incident, where appropriate; and
- any follow-up action, support or review required.

Each use of seclusion will also be recorded and reported in accordance with the statutory requirements.

Parents/carers will be informed in writing as soon as practicable following each significant incident involving the use of force and each incident of seclusion or restraint, and staff should endeavour to provide this information no later than the same day. The information provided will include, as a minimum, the time, date, location and approximate duration of the intervention, why the intervention was assessed as necessary, the type and degree of force used where applicable, and any physical injuries sustained. Information will not be provided to a parent/carer where doing so would be likely to result in significant harm to the learner. In such circumstances, the school will follow its safeguarding procedures and consider whether information should be provided to the relevant local authority or another appropriate agency.

Post-Incident Review

Following a significant restrictive intervention, the school will consider the wellbeing of the learner and staff involved and provide appropriate support. The incident will be reviewed to identify what happened, why the intervention was necessary, whether it was proportionate and whether alternative approaches could have prevented or reduced the need for restrictive intervention.

Where appropriate, the learner will be given an opportunity to share their views and contribute to the review. Parents/carers may also be invited to contribute. Any learning from the incident will be used to inform future prevention, de-escalation strategies, risk assessments and individual behaviour support plans.

The school will monitor records of restrictive interventions and seclusion to identify patterns, triggers and opportunities to reduce their use. Governors and the leadership team will receive appropriate information to monitor the use of restrictive interventions and ensure that practice remains safe, lawful, proportionate and consistent with this policy.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons
- illegal drugs or alcohol
- pornography
- fireworks or flares

Staff can search a learner for any banned item or any item believed to be stolen if the learner agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the learner. However, the headteacher and staff authorised by them can search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a dangerous/unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion e.g. they may have heard other learners talking about the item or they might notice a learner behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that learner's expectation of privacy increases as they get older.

Teaching and the curriculum

Our learners access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing learner self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes learners' self-control and ability to self-regulate and strategies for doing so. We aim to help learners to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages learners to be engaged.
- Invest time and energy in building positive relationships with learners. This may include:
 - Greeting learners in the morning/at the start of teaching sessions.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
 - Highlighting and promoting prosocial behaviour.
 - Concluding the day positively.
- Make reasonable adjustments to expectations and to consequences for anti-social behaviour for learners with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.

Learner support systems:

We regularly review the support available to those individual learners identified as being at risk of disengagement. The support offered includes:

- Planned 'Time Out'. Learners who exhibit impulsive behaviour can be offered a Time Out card where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENCo.
- Identification and support of SEND. Any learner will have an Individual Learning Plan if their progress in terms of their social, emotional or mental health (SEMH) development:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close (or widens) the attainment gap between the learner and their peers

We will determine whether there are any underlying cognitive or communication difficulties that may be contributing to the learner's behaviour. Where a learner is identified as having SEMH-related difficulties, SEND support will be put in place.

Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for these learners whose behaviour may be the result of a learning difficulty, a disability or a medical condition.

Trauma informed practice – We understand that trauma can negatively impact learners' ability to feel safe or develop trusting relationships with staff and their peers in school and we ensure ILPs for any learners who have experienced trauma in their lives are informed by good practice guidelines to:

- avoid re-traumatisation and to
- address the barriers that learners affected by trauma can experience in school.

Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support learner's social and emotional development.

Liaison with parents

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children. We aim to provide a clear picture of what their child's behaviour is like in school.

Managing transitions to the next stage of their education/life

We recognise that how learners start and leave our school is a key indicator of

- success with us and
- success at their next school.

Consequently, we work closely with parents to ensure we have the most up-to-date information about our learner's social emotional and mental health needs. We ensure learner's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations e.g. schools, Wiltshire Council, to ensure any welfare records for learners are shared on transition:

- by the setting/school previously attended by the learner.
- by the DSL/Pastoral lead in the next school when the learner leaves us.

For any learner dual-registered with another school or supported by an alternative provider commissioned by the school, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the learner. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with learners are provided with continuous professional development in this area.

This includes training in:

- Positive behaviour management and restorative strategies
- SEN and disabilities associated with challenging or withdrawn behaviour e.g. autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child-on-child abuse.
- Positive handling and de-escalation techniques. This training takes place when required as part of a response to risk assessment and needs analysis of learners.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and learners.

Staff support

Due to the demanding nature of our work dealing with learners who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Monitoring and review

The head teacher ensures that learner welfare is a regular agenda item for staff meetings.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor for safeguarding meets the head teacher every term to monitor the effectiveness of this policy.

Appendix 1: Behaviours & Consequences

Positive Behaviours & Consequences	
School staff should use their professional judgement to make appropriate decisions about effective rewards for positive behaviour, seeking guidance from SLT where needed.	
Significant achievement outside of school	Headteacher Award, Dojo Shout Out, Proud Cloud
Collaborative achievements as a class (typically linked to kindness, justice and respect)	Star Jar, Proud Cloud (for specific individuals)
Over and above modelling of Calm School Code/School Values	Big Cat Team Points, Headteacher Award, Postcard Home, Sticker, Entries in the Values Book, Proud Cloud, Phone Call Home
Brilliant academic achievement/progress	Big Cat Team Points, Headteacher Award, Postcard Home, Sticker, Entries in the Values Book, Proud Cloud, Phone Call Home, Dojo Shout Out

Negative Behaviours & Consequences	
School staff should use their professional judgement to make appropriate decisions about effective consequences for negative behaviour, seeking guidance from SLT where needed.	
Informal Support	Momentary off-task behaviour, distracting others, inappropriate use of resources, inappropriate chatting.
Verbal Reminder	Continuation of above behaviour after reminder/warning. Not living out our values (e.g. calling out, not following adult instructions, interrupting others, answering back or speaking disrespectfully, interfering with the property of others). Using hands, feet or actions unsafely (e.g. swinging on chairs/throwing resources).
Level 1	Continuation of above behaviour after reminder/warning. Refusal to follow adult instructions, disrespectful behaviour (e.g. imitating or mocking), encouraging others to misbehave, minor deliberate damage of property, name-calling, dishonesty, defacing own or others' work. Inappropriate physical contact. Boisterous behaviour which may hurt others.
Level 2	Continuation of above behaviour after reminder/warning. Persistent disruptive behaviour which inhibits learning. Offensive language. Provoking others. Persistent lying. Play fighting and overly boisterous behaviour. Dangerous conduct liable to injure.
Level 3	Continuation of above behaviour after reminder/warning. Ongoing, deliberate refusal to follow Calm School Code. Verbal or physical abuse of others. Racism. Dangerous threats. Deliberate damage or destruction of property. Fighting. Biting. Carrying a weapon. Absconding. Bringing dangerous substances or items to school.

