



Behaviour and Relationships Policy September 2025

Our Vision:

#ReachYourStar

Our children will journey through Wynndale as kind, courageous and curious citizens, with their passion for learning ignited and with their self-belief and well-being nurtured. Every child will have the chance to shine and will leave us prepared for a future of possibilities.

Wynndale Primary School aims to be an inclusive and caring learning community built on a foundation of relationships. Relationships are fundamental to what we do at Wynndale. We believe that children deserve meaningful relationships and these relationships will support them in building resilience to face challenges that may come their way.

We have therefore developed a behaviour policy and 'blueprint' for behaviour (Appendix 1a) which places relationships as the cornerstone for pupils to thrive, both academically and in relation to their well-being; where connection comes before correction. It draws on research in neuroscience, psychology and trauma informed approaches from Dr Bruce Perry, Dr Carl Rogers, Dr Nadine Burke Harris, Paul Dix and many more.

Our policy is based on 5 Key Principles:

-  Building relationships, empathy and a feeling of safety takes precedence over other forms of discipline
-  Behaviour represents an opportunity to teach and nurture
-  We aim to understand the reason behind the behaviour
-  The pupil is separate from their behaviour
-  Routines help pupils to feel safe, but some pupils need adaptation within an overall structure

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Our policy is designed to:

- Promote a positive climate and learning culture within school
- Ensure consistency, clarity and fairness in response to all behaviours.
- Provide a safe school environment for all
- Build a community which values kindness, empathy, respect and safety of all.
- Develop an understanding of how our behaviours can impact others
- Define a framework for rewarding success and de-escalating negative behaviours
- Promote self-esteem, self-regulation and positive relationships with all staff members
- Involve parents in understanding our vision and enabling them to support their children at home

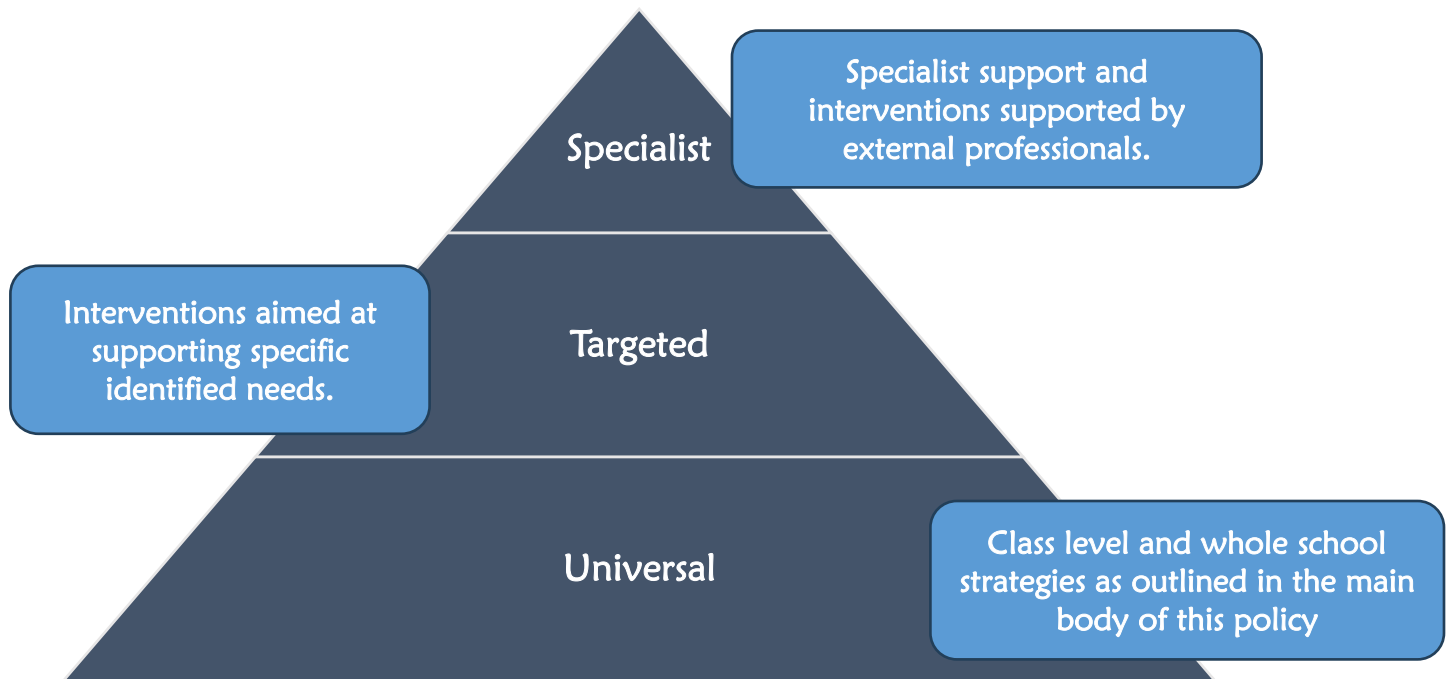
Our policy is built on key expectations:

- Children come first; they are at the heart of all we do
- Consistent, calm behaviours that show respect and kindness from all, including adults and children
- Clear routines and expectations being in place and these being applied consistently – a determination from every member of our school team to hold firm to our system
- Restorative follow ups that enable children to grow and learn
- Recognition for positive behaviour

Our policy is built on a Graduated Response to behaviour:

Pupils have a wide range of individual needs which change over time. As such, they require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave 1 behavioural approach (see below) will be effective for most pupils at Wynndale Primary School, some pupils will require extra support for us to ensure an equitable school environment. A graduated response to behaviour allows staff to support pupils according to their current level of need. The pyramid below explains our offer at each wave of our graduated response.

Pupils will be provided with support based on their level of need. Class teachers will identify any SEMH needs through termly Pupil Progress Review Meetings and this will be regularly reviewed. Given that Wynndale views behaviour as a communication of need, frequent behaviours will be seen as an indication that the level of support may need to be increased e.g. a child receiving support at Universal would begin to receive support at a Targeted level.



Our Graduated Response

Wave 1 - Universal

1. Knowing and understanding pupils and their influences.

All staff should build positive relationships with pupils by making a conscious effort to get to know their pupils well and ensuring clear communication between other adults who may be involved with a pupil including but not exclusive to - parents, carers, and other adults in school.

Parents should ensure that they make us aware of any external influences or events which may have an impact on pupils' behaviour. We know that positive and negative influences or events can cause any pupil to have a change in behaviour and by becoming aware of events before their effect has chance to develop, we have a stronger chance of mitigating any negative impact.

2. Teaching Learning Behaviours

Learning behaviours include the social, cognitive and emotional behaviours needed to learn effectively and maintain a happy and safe school environment. At Wynndale, we define the expected behaviours for our school through 'The Wynndale Way'.

The Wynndale Way is our curriculum for behaviour (Appendix 1b). It sets out the rules and routines that we explicitly teach to pupils, helping to build their character by supporting them to

develop effective habits and attitudes for everyone to succeed in our school and beyond.

Our 'Wynndale Way' is simplified to:

Be Ready
Be Respectful
Be Safe
Be Kind

These are our four overarching behaviour principles			
Be Ready	Be Respectful	Be Safe	Be Kind
*We arrive at school on time each day *We wear the correct school uniform with pride *We make sure we have right equipment for the day *We are always ready to listen and learn *We take part fully in our learning, showing motivation and resilience *We accept responsibility if we make a mistake	*We always listen when another person is speaking *We are polite and show good manners *We value differences, individuality and diversity and we are inclusive of everyone *We look after our school equipment and share it *We look after our school environment and the environment of the wider community in which we live *We use calm and respectful tones when we communicate *We respect others' right to learn	*We follow instructions, first time, every time *We do not tolerate bullying of any kind *We walk sensibly around our school *We line up sensibly *We use equipment safely in the classroom and out on the playground *We know where to go for help and support *We stay safe online and outside of school	*We use kind words and actions when we interact with others *We show compassion and empathy towards others *We care for peers in need *We are kind to ourselves *We show kindness to all the adults who work with us

The Wynndale Way is explicitly taught in assembly and class briefings during the first weeks in the autumn term and is then revised each half term thereafter. Staff in school then ensure that pupils can practice and recall this knowledge by embedding it into their daily routines and explicit teaching of its application to lessons and at break or lunchtimes. When we talk to children about behaviour, we always link it to the Wynndale Way.

Alongside this, to help children with their emotions so that they can make positive behaviour choices, we use 'The Zones of Emotional Regulation' as a whole school approach. This system helps children to articulate how they are feeling and suggests ways in which they can regulate their emotions. The zones are divided into 4 colours to describe how the children's brain and body feel:

- Blue Zone – 'Running Slow', such as when they are tired, sick, sad or bored
- Green Zone – like a green light – 'Good to Go'
- Yellow Zone – Proceed with 'Caution' and slow down
- Red Zone – 'Stop' – extreme emotional responses, which result in children having difficulty making good decisions

Children are taught about the Zones of Emotional Regulation through assemblies, class briefings, PSHE lessons and specific interventions led by our Pastoral Support team. All staff also model language linked to this approach daily, and there is a consistent whole school visual to reinforce language associated with the zones.

Children are taught that it is OK to be in any zone and they may be in more than one zone at a time. Through discussions, children populate a tool kit of activities that they can undertake so that they can regulate to the Green Zone so that they are ready to learn. If children feel that their emotions are not right an adult in school will remind them of what they need to do and what tools they can use to support them.



In addition to our behaviour curriculum and the Zones of Regulation approach, we also adopt a holistic approach to engaging pupils in effective behaviour for learning. We recognise that pupils have 3 relationships which impact on each other: Relationship with self, relationship with peers and relationship with the curriculum. As staff we look to develop these effectively with all pupils on an on-going basis through the following;

Engaging pupils in discussion- discussing our awareness of pupils with them such as possible setbacks and how we can help. Encouraging pupils to share any concerns or issues related to their self-motivation.

Supporting access to the curriculum- ensuring that lessons are appropriately structured to support and challenge pupils

Promoting participation- creating a classroom environment where pupils feel safe and confident to contribute.

Developing emotional understanding- through our PSHE curriculum and on-going interactions we

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teach our pupils about different types of emotions, how these emotions can affect us and how to overcome difficult emotions which might hold us back from learning. We link this to the Zones of Regulation.

Social learning behaviours- through our PSHE curriculum, Anti-bullying Scheme, assembly plan and on-going interactions we teach our pupils about teamwork and collaboration, effective social communication and strategies that they can use to develop positive relationships with others.

Cognitive learning behaviours- through our lesson design, including a strong focus on modelling and effective feedback, we help pupils to learn about how they learn and to be able to recognise when they might start to struggle and communicate this effectively.

Positive reinforcement- It is a firm belief at Wynndale Primary School that children should be recognised for positive behaviour and attitudes. Our responses to positive behaviour are:

Verbal praise	Children are praised within school when they make the correct choice or show positive behaviour. We always endeavor to link verbal praise to our 'Wynndale Way'
Stickers	Stickers are used as a visual reminder of the required expectations and behaviour. Stickers are awarded by class teachers, and children can also receive special stickers from the Head teacher
Hot Chocolate Friday	Every Friday, one child from each class that has demonstrated they have gone 'over and above' throughout the week is chosen to attend 'Hot Chocolate Friday' with the Head teacher as a thank you for their efforts and hard work
Weekly phone call home	Each class teacher will choose one child who has shown they are a Wynndale learner, displaying positive attitudes to learning throughout the week. This child will receive a phone call home to their family to share this positive news
Head teachers' postcard home	Children who have been identified by SLT as standing out in terms of behaviour and/or learning/attitude can be recognised and nominated to have a postcard sent home by the Head Teacher
Termly Awards Assembly	At the end of each school term, we hold a whole school awards assembly, where children who have been nominated by staff for a variety of reasons are presented with a trophy and certificate, in front of the school community and their friends and family
Achievement assemblies each week	Each week we hold a 'Shine Assembly'. This is an opportunity for families to come into school and celebrate the learning that has taken place for their children when nominated. The children in Shine Assembly receive a Head teacher sticker and glitter in their hair so that they can sparkle and shine all day!
Values awards	Our Head Girl and Head Boy choose one child from across school to be presented with a 'kindness' award each week. Children are presented with this in our weekly Shine Assembly
House Points	As a whole school, we have a 'house points' system, which is a whole school approach designed to foster a culture of collective responsibility, community and working together. Children are awarded house points for demonstrating behaviours that link to our

	Wynndale Way. As well as collective team points, children also save their individual house points, which they can spend in our 'Reward Store'
VIP Lunchtime table	Children are chosen each week to sit on the VIP table in the lunchroom, for showing high standards of behaviour in the lunchroom
Exhibitions of learning	Each term exhibitions are also used as a platform to celebrate children's achievements. These are opportunities for families to come into school to see the learning that is happening in their child's class

Teachers are also expected to employ their own reward-based, whole class system to develop classroom ethos and sense of belonging.

3. Effective classroom management strategies

Classroom management strategies differ between classes and teachers but generally classroom management involves the following, and we expect that staff should:

Physicality

- Ensure they have carefully considered their seating plan to meet the needs of their pupils and class
- Ensure their classroom meets the expectations of the Wynndale Primary School Learning Environment document to create a positive physical learning environment

Routines

- Make sure that pupils are greeted each morning
- Meet pupils at the classroom door at each transition point- e.g. after break, lunch and explain the timetable for the next part of the day and expectations for what pupils are expected to do when they re-enter the classroom.
- Ensure that timetables and expectations are displayed in the classroom.
- Ensure that the routines and expectations set out in The Wynndale Way are embedded into classroom practice (e.g. line order, moving around school)
- Ensure that lesson time is used effectively to reduce opportunities for disruption- have lesson resources ready in advance of the next lesson and designated monitors for jobs such as putting away books and tidying the classroom.
- Communicate with pupils when there is a change to the usual routines
- Ensure that lessons with set routines and structures are clearly followed (e.g. Rocket Phonics structure, Novel Study lesson structure, Grammar and writing sequence etc.)

Expectations

- Set high expectations which are jointly agreed, shared and referred to regularly.

Consistent application

- Ensure that rewards and restorations are consistently applied and followed through.
- Follow up every time, retain ownership and engage in restorative dialogue with the learner
- Reflect on how behaviours could be managed differently and be prepared to trial different approaches (Post incident reflection)
- Support each other in developing strategies that promote positive behaviour links with

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parents, work in partnership with parents/carers, and outside professionals to ensure that advice is understood and implemented

- Never walk past learners who are not showing positive behaviours

We also expect the following:

At Wynndale, all parents are expected to:

- Annually read the school's home-school agreement - emailed home at the start of every Academic Year
- Support the school's relationships and behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of consequences/ sanctions where appropriate
- Encourage and model respect for their child's school, staff and their child's classmates
- Make time to read communications and approach staff immediately if they need further clarification or need any support
- Keep the school informed about any issues that arise that might affect their child's learning or behaviour
- Engage with school staff regarding behaviour support when needed
- Support the school when a reflective conversation has taken place, by having further discussion at home

At Wynndale, all children are expected to:

- Be ready to learn and follow 'The Wynndale Way'
- Be respectful to each other, to adults and to the wider school community, including the school environment
- Be safe in their actions, both in school and in the wider community
- Be kind to themselves and one another
- Be honest and take responsibility
- Be self-reflective and able to discuss their behaviour

Promoting positive behaviour in EYFS:

Promotion of positive behaviour is at the heart of practice within our Foundation Stage. As children start in FS1 (Nursery) they are encouraged to settle in an environment where positive behaviour is promoted and modelled at all times. Children are taught how we get along with others and any conflicts are resolved quickly. Positive praise and other rewards such as stickers and house points are used to promote this behaviour. They are exposed to and taught our agreed whole school routines as soon as they start school, and staff begin to use the language of the Zones of Emotional Regulation and Expected and Unexpected behaviour choices.

Reactive Approaches:

When a pupil's behaviour falls below the standard expected in the Wynndale Way, staff will respond in order to restore a calm and safe learning environment for all. At the heart of our behaviour approach is the idea that it is the certainty of consequence which modifies change and not the severity. By having a consistent approach to modifying behaviour, we hope to provide all

children with the skills to manage their own behaviour. Staff will take the following steps for managing behaviour in school:

1	<u>Verbal and non-verbal reminders</u> The child is given redirection – a gentle encouragement to make positive behaviour choices. This may be done through eye contact, a private reminder or a strategic intervention such as moving a child.
2	<u>Warning 1: short intervention</u> The child is given a reminder of behaviour expectations – linked to our Wynndale Way of Be Ready, Be Respectful, Be Safe, Be Kind. The adult makes the child aware of their behaviour and the child has ‘take up time’ and the choice to do the right thing e.g. ‘Talking over someone is not showing respect. I need you to stop now. Thank you’. At this point, you should remind children that persisting with this behaviour will result in them speaking to you about it later.
3	<u>Warning 2: low-level restorative</u> If the child persists with their behaviour, the teacher explains this is their second warning. A calm discussion takes place when appropriate and away from all other children (e.g. playtime). This is short and to the point. We resist endless discussions around behaviour and spend our energy returning learners to their learning. There may be a logical consequence after the conversation e.g. catch-up on missed learning or apology.
4	<u>Turn Around time (Appendix 2)</u> If the steps above are unsuccessful and the learning continues to be disrupted by the child, they can be given “Turn around time” and are told, “I am giving you the opportunity to turn around so that you are ready to come back to your learning.” Children undertake the turnaround either in the class next door, an agreed space or with SLT/Pastoral. This includes completing a reflection sheet. (Appendix 3) Restoration and reflection take place in their own time. This includes the use of restorative conversation prompts/micro scripts (Appendix 4)
5	<u>Behaviour Support</u> If the child refuses or the behaviour escalates, the member of staff may call for support. This can be for the teacher/team to regulate or remove the child whilst SLT/Pastoral supervises the class or vice versa. If severity of behaviour requires, SLT and/or Pastoral Lead will remove using a script such as: “I am here to help. You talk and I’ll listen. Come and sit with me.” Staff are to inform SLT/Pastoral Lead what has happened. The child can be removed and taken to agreed space to regulate. Child is reminded that time wasted by refusing to leave will be added to their consequence. The child completes a reflection sheet with SLT or Pastoral Lead. The child remains with SLT or Pastoral Lead to complete that lesson. This is supervision and not intended to be 1:1 support as this could escalate behaviour. Emphasis is that they will catch up and complete learning which may include time during play or lunchtime. In agreement with teacher, there is a restorative conversation and logical consequence put in place. This may require TA, SLT or Pastoral Lead stepping in to support covering the class.
6	<u>Removal (Whole class for extreme circumstances)</u> If the child refuses to leave the room for support or the behaviour is violent, the class teacher / member of staff says to the whole class something like: “Pick up your learning, line up and we’re going to the STEM lab/hall.” Once the child has been removed from the classroom, the class can return. At the earliest convenience and at the point, it is felt the child has begun to regulate, the member of staff dealing with this incident goes to the child for a restorative conversation. There will also be a logical consequence issued. If step 6 is reached, a phone call must be made by the class teacher – whether or not they were in

	class during this time – to families to inform them. Behaviour incident is recorded on CPOMS.
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If step 4 or above is reached, the incident is recorded on CPOMS using the appropriate category. The time and lesson will need to be noted alongside details of the event.

If step 6 is reached, a phone call must be made by the class teacher or member of staff from the teaching team to families to inform them. The incident is recorded on CPOMS including the action taken (phone call home). The time and lesson will need to be noted alongside details of the event. This will be done at a discrete time.

If there are persistent behaviours within a short space of time, speak to SLT or Pastoral Lead to arrange a suitable time to invite families in for a meeting to discuss how we can best support their child using a Positive Behaviour Plan.

It is imperative that the teacher or adult involved in the behaviour runs the restorative conversation, using the prompts provided and implements the consequences, as this helps to build, protect and repair the relationship with the child.

If a child is at immediate risk of harming themselves or others, staff may intervene, in line with our Restrictive Practice and Physical Intervention Policy.

A child friendly version of the steps is shared with children and is visible in their classrooms as a reference point. (Appendix 5)

Significant Behaviour Incidents

We consider the following behaviours to be unsafe for both children and staff in school. These are some of the behaviours that count as significant:

- Damage to property – this is a result of unsafe, dangerous and possibly violent behaviour.
- Physical assault – this is deliberate with the intention to harm/cause injury. This could be punching, kicking, biting, head-butting or directed spitting.
- Verbal assault – this is deliberate with the intention of causing emotional harm and it is directed and personal. This can include swearing or prejudicial language.
- Deliberate throwing of objects (which may result in injury) – this is deliberate and with no regard for anyone's safety.
- Fighting (including play fighting) – this results in injury (whether intentional or unintentional).
- Leaving without permission – this can include a child leaving the classroom and then hiding from staff as this is unsafe behaviour. If a child leaves school premises, two members of staff need to follow the child at a safe distance, call the police and the family of the child.
- Sexualised behaviour
- Discrimination related behaviours (in line with the Protected Characteristics and Equality Act 2010).

Where behaviours raise a concern about a pupil's welfare or meet the threshold for abuse (e.g. sexualised behaviour, physical assault), these will also be referred to the DSL and logged on CPOMS as a safeguarding concern.

Actions following significant behaviours

If any of these above incidents occur, help will be sent for, if support is needed. This could be any member of staff. This is to make sure all children and staff are safe. The child will need to be taken to a member of SLT or Pastoral Lead if they are unsafe. The member of SLT/Pastoral Lead will identify the events that have led to the incident and determine the necessary actions. These behaviours could result in any of following:

- Restorative actions e.g. letters, apologies, repairing damage in the child's free time (break times and/or lunchtimes).
- Removal of free time to discuss the issue.
- Meeting with parents / carers.
- Removal of privileges such as attendance at extracurricular activities.
- Internal suspension may be given if appropriate.
- External suspension may be given if appropriate.

Any incidents such as these will need to be recorded on CPOMS by the member of staff who initially witnessed/dealt with the incident. The member of SLT or Pastoral Lead who was then alerted to it will add any appropriate actions that have been taken. If either an internal or external suspension has been given, there will be a relationship restoration meeting before the child is taken into class e.g. on the next day. This will be carried out by the member of SLT and/or Pastoral Lead who has dealt with the incident. It may involve families and will involve the child and will focus on repairing the relationships with the people who they have upset: this includes either children or staff. Depending upon the incident, a risk assessment and/or positive behaviour plan may be drawn up and shared with relevant stakeholders. The staff or child will be invited to the meeting before being taken to class with the member of SLT and the focus will be on having a fresh start. Clear expectations regarding behaviour will be given during this meeting. These risk assessments will be reviewed in collaboration with families and external professionals where appropriate.

Wave 2 - Targeted

The second tier focuses on targeted social emotional support to foster further development of social skills, problem-solving, anger management and strategies to help children regulate. When a pupil's behaviours communicate that they require support at Wave 2, face-to-face opportunities are created throughout the school day to implement the Key Principles of our school's behaviour approach using our Pastoral Team and other Trusted Adults in school.

We may also adopt some of the following strategies and interventions:

- One to one Time to Talk
- Nurture Breakfast
- Drawing and Talking
- Forest Schools
- Our sensory garden
- ELSA intervention through our ELSA lead

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- Zones of Regulation Intervention
- Lego Therapy
- Theraplay

All support will be positive, allowing the child the potential to improve behaviour.

Wave 3 - Specialist

Where our Wave One and Two approaches are not proving effective, a behaviour review meeting will be arranged between key members of staff – Kay Stage Lead/class teacher and parents/carers. During this meeting, ways of helping the child to make more positive behaviour choices will be discussed and personalised approaches will be implemented. This may include but is not limited to;

- Use of a sticker chart, split into small time relevant chunks e.g. each session, am/pm etc. and also linked to the child's interests. Build in reward time e.g. if a child receives all stickers, a certain number of marbles, they can choose a reward time at the end of the day, for example 10 minutes' computer time
- Individual strategies to support children to engage in learning e.g. task ladders, sensory breaks, now and next boards, sensory box etc.
- Positive Behaviour Plan formed by the teacher and SENCO. The child and parents will be informed of this and will agree the targets collaboratively. This will support the child in improving behaviour through identifying triggers, de-escalation strategies, manageable targets, positive rewards and consistent sanctions.
- Referral by the SENCO to the Educational Psychologist, SIS or other agencies for advice and further support.
- School to seek support from Sherwood Area Partnership (SAP) for outreach work. Our school is a member of the Sherwood Area Partnership (SAP). One of the main principles of the SAP is to work collaboratively to improve provision for pupils with SEBD (social, emotional, behavioural difficulties).
- Setting up a reduced timetable to support the child, if, in the short term, this better meets their individual needs

Behaviour During Unstructured Times:

At Wynndale we all work together to always ensure consistency in behaviour. Our behaviour policy is used during playtime and lunchtime by lunchtime staff, our sports coaches and all other adults working with children in school.

Our expectations at Wynndale for lunchtime staff to ensure high standards of behaviour are:

General procedures:

- To engage in play with children in the playground in and around the zone they are working, whether this is structured games, sport, quiet play etc.
- Take time to talk to children.
- Refrain from standing and talking with others on duty.

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- If a child falls over or is injured in any way they must be dealt with by a member of lunchtime staff. If it is a bump on the head, a bump note needs to be issued. If the injury is more serious, the child should be sent inside to be seen by a First Aider.

Behaviour Procedures:

- Good behaviour out on the yard should be rewarded with positive praise and with house points, in line with our policy
- We use a VIP Table in the lunchroom each week on a Friday, where high standards of behaviour are rewarded by our MDSA team
- Midday staff are expected to talk to children about their behaviour, if it is seen to fall below what we expect, and link it to the Wynndale Way – Be Ready, Be Respectful, Be Safe, Be Kind
- All low-level cases of behaviour should be dealt with by the members of lunchtime staff observing the behaviour. If a child fails to respond, then seek support from another member of staff e.g. pastoral lead, class teacher. A member of SLT is visible on the playground each lunch time
- If the behaviour is deemed to be more serious e.g. physical fighting, running out of school etc., children are brought into school, further consequences will occur and the children are dealt with by a member of the SLT.

Specific Behaviour Contexts

Racism, Homophobia, Bullying and serious incidents.

Racism - Our school community rejects and opposes racist behaviour. Any child found behaving in a racist manner will be addressed immediately and parents/carers contacted. Time will be given to support the victims who will be treated sensitively. The school keeps a record of all racist incidents. The Governing Body will be informed of any racist incidents.

Homophobia – Our school community actively promotes respect, inclusion and equality for all. We challenge homophobia in all its forms, recognising that it has no place in our school. Staff model inclusive language and behaviour, and children are taught to value diversity and difference. Any homophobic behaviour will be addressed immediately, with parents/carers informed and appropriate support given to those affected. We record all incidents and use this information to inform our ongoing work in creating a safe and respectful environment for every member of our community.

Bullying - Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See School's Anti Bullying Policy)

When considering the specific contexts above, suspension is always used as a last resort. Only the headteacher or acting headteacher can suspend or permanently exclude a pupil from school. In the event of suspension or exclusion the school's suspension policy is applied.

Use of reasonable force.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on a school organised visit, where necessary and appropriate. Reasonable force is used to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline. Please refer to the DfE guidance: Use of reasonable force advice for school leaders, staff, and governing bodies.

Any incidents of use of reasonable force or physical intervention are logged on CPOMS and communicated to parents/carers as soon as reasonably possible.

Prohibited items, searching pupils and confiscation

Head teachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Use of Restrictive Force and Positive Handling Policies.

The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Electronic devices

All members of staff can use their power to search without consent for any of the items listed above.

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Confiscation:

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Reasonable Adjustments

Some children may exhibit behaviours based on factors such as early childhood experiences, family circumstances, identified needs or medical background. As a school we recognise that their behaviour is often their way of communicating their emotions and unmet needs. In such situations we may make adaptations to our policy so that children are supported to de-escalate, reflect, make different behaviour choices and undertake restorative actions where appropriate. A reasonable adjustment never means that we lower our expectations. It means that some children need additional support to ensure that they meet the high expectation that we have of all our children. Wynndale Primary in line with the requirements of the Equality Act 2010, make reasonable adjustments for children with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate by:

- Considering the SEND Code of Practice
- Monitoring the behaviour logs and, in particular, suspensions for SEND children with EHCP, EHCP pending or other disability
- Calling an emergency/annual review or meeting where the SENCO has identified that the child may have difficulties meeting the school's expectations. The Headteacher will attend this review

The final decision to make adjustments and whether they are considered reasonable, rests with the Headteacher, who will take advice from external agencies where needed.

Monitoring of the Policy:

Each half term, an analysis of behaviour incidents is undertaken, patterns sought, reasons considered and responsive actions planned.

It is the responsibility of the governing body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006

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- The School Information (England) Regulations 2008
- Behaviour in Schools (DfE, 2022, reviewed 2024)
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Keeping Children Safe in Education (2025)
- DfE Suspension and Permanent Exclusion guidance (2023)
- DfE (2024) 'Behaviour in Schools: Advice for Headteachers and School Staff'
- DfE (2021, reviewed 2023) 'Searching, Screening and Confiscation Advice'

This policy should be read in conjunction with the following policies:

Anti-bullying policy
Child Protection and Safeguarding policy
Child on Child Abuse policy
PSHE/RSE Policy
SEND Policy
Equalities policy
Mental Health and well-being policy
Use of Restrictive Force policy

Written by Rebecca Rickersey, in conjunction with the whole staff team.

Reviewed September 2025. Due for review July 2026

Appendix 1a: The Wynndale Behaviour Blueprint



Appendix 1b: Our Behaviour Curriculum

Our School Vision is that all children will have the opportunity to 'Reach their Star'
Our Core School Value is **KINDNESS**

<u>Behaviour Culture</u> The aims of the behaviour curriculum	Successful relationships are underpinned by the positive ethos promoted in our school culture; a culture which has high expectations of staff and pupils, and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life. We aim to build a community which values kindness, care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Through encouraging positive behaviour patterns, we can promote good relationships through school community, built on trust and understanding. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)
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Maintaining the Culture

Teaching the Curriculum	*Good behaviours are explicitly taught and regularly revisited to ensure all pupils understand the expectations of them. The Wynndale learning behaviours and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. *The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects *Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Wynndale learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention. *Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.
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Modelling the Culture**The process for teaching behaviour explicitly is as follows:**

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

These are our four overarching behaviour principles

Be Ready	Be Respectful	Be Safe	Be Kind
*We arrive at school on time each day *We wear the correct school uniform with pride	*We always listen when another person is speaking *We are polite and show good manners	*We follow instructions, first time, every time *We do not tolerate bullying of any kind *We walk sensibly around our school	*We use kind words and actions when we interact with others *We show compassion and empathy towards others

*We make sure we have right equipment for the day *We are always ready to listen and learn *We take part fully in our learning, showing motivation and resilience *We accept responsibility if we make a mistake	*We value differences, individuality and diversity and we are inclusive of everyone *We look after our school equipment and share it *We look after our school environment and the environment of the wider community in which we live *We use calm and respectful tones when we communicate *We respect others right to learn	*We line up sensibly *We use equipment safely in the classroom and out on the playground *We know where to go for help and support *We stay safe online and outside of school	*We care for a peer in need *We are kind to ourselves *We show kindness to all the adults who work with us
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Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning	Wynndale Way	Educational Visits including residential visits	Enrichment opportunities including visitors and memorable experiences	Extra-Curricular Clubs	Picture News	Weekly Class Briefings
	Assemblies	PSHE and RSE	Community Work, including charity awareness	Computing and online safety	Physical Education	The Arts

Our Wynndale Learners will know the following expectations and routines. We have posters for each one which are displayed in all classrooms across school (Appendix 1):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups from FS1 to Y6	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Explicit teach / recap of the behaviour curriculum	Ongoing revision of content	Explicit teach / recap of the behaviour curriculum	Ongoing revision of content

Manners	Dining Room Standards	Presentation in Books
*Know that we should say 'good morning' or 'good afternoon' to adults when spoken to *Know that we should always say 'please' and 'thank you' when asking for something or when receiving something *Know that we should open a door for someone and say 'after you' *Know that we say 'thank you' when someone helps us *Know that we don't talk with food in our mouths	*Know that we walk into the lunchroom sensibly and line up one behind the other in the queue for dinners *Know that we use a quiet voice in the dining room and talk only to the children on our table *Know that we listen to the dinner staff and we respond politely *Know that once we are seated, we stay in that space and leave only once we have finished our lunch *Know that we use our manners 'please' and 'thank you' when ordering food and receiving help	*Know that we always use our neatest writing in all our learning in all curriculum areas *Know that we write on the line in our books and work to the margin and the end of the line *Know that we underline all dates, titles, headings and sub-headings neatly with a ruler, and miss a line between these *Know that we wither carefully use a rubber or put a neat line through any mistakes we make

	*Know that we leave our table space clear, removing our plates, trays and any rubbish we have created *Know that we use our knife, fork and spoon to eat our dinner with *Know that we don't speak with our mouths full	*Know that we always make sure any sheets are stuck in our books neatly, straight and the right way around! *Know that in Maths books, we write 1 digit per square and always leave a line between each calculation *Know that we don't doodle or graffiti on, or in our books
Movement around School	Standards in Assemblies	Communal Areas Standards
*Know that we line up in our agreed order *Know that we walk through school silently in a straight line, keeping a safe distance between one another *Know that if we are walking through a door, we hold it for the person behind us, and if someone is coming towards us, we stop and hold the door for them *Know that walking sensibly through school means no running	*Know that we enter and exit the hall in silence *Know that we stand in line and wait for the signal to sit down *Know that we sit smartly with our legs crossed and we keep our hands to ourselves *Know that our eyes should be on the person leading the assembly *Know that we put our hands up in response to questions asked *Know that we participate actively in assembly e.g. join in with singing *Know that a given hand signal means we should stop and be silent *Know that we should sit silently whilst waiting for our class to be dismissed	*Know to take care of displays when lining up *Know that we pick up coats and hang them back on pegs if we see them on the floor, even if they don't belong to us *Know that if we take something off e.g. a jumper in PE, a coat on the playground, then we must remember to take it with us again at the end of the session *Know that we walk calmly around communal areas *Know that toilet areas need to be kept tidy *Know that we keep entrances clear and we close outside doors behind us *Know that it is important not to drop litter in school and out on the playground
Playtime Behaviour	Expectations in Transitions	Uniform Standards
*Know that we must walk from the classroom to the playground using 'fantastic walking' *Know that we must play safely and behave appropriately in each part of the playground *Know that we look after the school environment and the resources that are out on the playground *Know when to go to an adult for help *Know that when the first whistle blows at the end of playtime, we stop and stand still, and know that on the second whistle we line up in the correct area of the playground *Know that after playtime, we enter our classrooms calmly and safely, ready to learn *Know that we don't drop litter and if we see litter, we pick it up	*Know that we walk calmly into the classroom in a morning *Know that we move from carpet times to learning time at tables silently *Know that we hang our coats up on the pegs in a morning after break time *Know that we walk into and out of the classroom sensibly at play times and lunchtimes *Know that we walk into and out of the hall for assembly, lunch, PE etc. in a quiet, calm way	*Know that we wear full school uniform each day *Know that we need to bring the correct PE kit for every PE lesson every week *Know that the expected jewellery is a watch and a pair of stud earrings *Know that we need to wear the correct footwear – black school shoes *Know that we only bring a school book bag and a PE kit to school *Know that long hair should be tied up for PE *Know that we should bring a clear water bottle to school containing water *Know that it is our responsibility to look after our uniform and our equipment

Adapting the Behaviour Curriculum	Our behaviour curriculum is carefully adapted to ensure that pupils with Special Educational Needs and Disabilities (SEND) can access, understand, and successfully engage with expectations. Adaptations may include the use of visual prompts, simplified language, personalised regulation strategies, pre-teaching, and additional adult support to help children navigate routines. We recognise that some pupils may require differentiated responses or individualised behaviour plans that consider their sensory, communication, and emotional needs. Staff work closely with families and external professionals to ensure adjustments are appropriate, consistent, and supportive. Our aim is to create an inclusive environment where every child supported to succeed, feels understood, and can demonstrate positive behaviour in a way that is appropriate for them.
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Embedding the Behaviour Culture

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core value	Core Value of Kindness kept high profile every week through weekly class briefing and other opportunities					
Behaviour expectations and routines	Reinforce behaviour curriculum for the year Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners	Revisit learning behaviours and expectations Announce half termly house team and attendance winners
Pupil Leadership	Appoint House Captains for the year Undertake election process and appoint school council Job Squad elections for the year	School Council meetings	School Council meetings	School Council meetings	School Council meetings	Choose and announce Head Girl and Head Boy for the following academic year
Assembly themes	British Values Black History Month World Mental Health Day – including Hello Yellow Day European Day of Languages	British Values Guy Fawkes Remembrance UK Parliament Week Diwali Anti-Bullying Week Christmas	British Values Children's Mental Health Week Safer Internet Day	British Values British Science Week World Book Day Easter Neurodiversity Week International Women's Day	British Values World Environment Day VE Day	British Values Diversity Week
SMSC	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing	British Values – use of Picture News every week in class briefing
Safeguarding children	DART Programme including unit on knife crime– Year 6	DART Programme including unit on knife crime– Year 6 Anti-bullying Week – whole school	Safer Internet Day	Mini-Medics – Year 4 (First Aid)	Teaching of RSE Curriculum Financial well-being curriculum Bikeability for Y5	Teaching of RSE Curriculum Financial well-being curriculum Transition
PSHE Curriculum	Teaching of our Whole School PSHE curriculum – mapped out in each year group using Talking Points, No Outsiders and Christopher Winter Project for RSE aspect					
PE Curriculum	Swimming and Water Safety – Year 4	Swimming and Water Safety – Year 4	Swimming and Water Safety – Year 4 Youth Sport Trust – Diversity in Sport		Show Racism the Red Card	Sports Day – promoting values and sportsmanship
Computing Curriculum	E-Safety is taught each half term in every year group using Teach Computing Programme	E-Safety is taught each half term in every year group using Teach Computing Programme	E-Safety is taught each half term in every year group using Teach Computing Programme Safer Internet Day	E-Safety is taught each half term in every year group using Teach Computing Programme	E-Safety is taught each half term in every year group using Teach Computing Programme	E-Safety is taught each half term in every year group using Teach Computing Programme

Behaviour and Relationships Policy

Wider Community		Children in Need	Children's Mental Health Week	Comic Relief World Book Day Science Week – visitors into school linked to Careers	Work with Virgin Money (Financial well-being and behaviour)	
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Appendix 1:

WYNNDALÉ PRIMARY SCHOOL

Wynndale Learners have good manners.....

- *Know that we should say 'good morning' or 'good afternoon' to adults when spoken to
- *Know that we should always say 'please' and 'thank you' when asking for something or when receiving something
- *Know that we should open a door for someone and say 'after you'
- *Know that we say 'thank you' when someone helps us
- *Know that we don't talk with food in our mouths



WYNNDALÉ PRIMARY SCHOOL

Wynndale Learners in the Dining Room.....

- *Know that we walk into the lunchroom sensibly and line up one behind the other in the queue for dinners
- *Know that we use a quiet voice in the dining room and talk only to the children on our table
- *Know that we listen to the dinner staff and we respond politely
- *Know that once we are seated, we stay in that space and leave only once we have finished our lunch
- *Know that we use our manners 'please' and 'thank you' when ordering food and receiving help
- *Know that we leave our table space clear, removing our plates, trays and any rubbish we have created
- *Know that we use our knife, fork and spoon to eat our dinner with
- *Know that we don't speak with our mouths full



WYNNDALÉ PRIMARY SCHOOL

Wynndale Learners move around school safely.....

*Know that we line up in our agreed order

*Know that we walk through school silently in a straight line, keeping a safe distance between one another

*Know that if we are walking through a door, we hold it for the person behind us, and if someone is coming towards us, we stop and hold the door for them

*Know that walking sensibly through school means no running



WYNNDALÉ PRIMARY SCHOOL

Wynndale Learners in Assemblies.....

*Know that we enter and exit the hall in silence

*Know that we stand in line and wait for the signal to sit down

*Know that we sit smartly with our legs crossed and we keep our hands to ourselves

*Know our eyes should be on the person leading the assembly

*Know that we put our hands up in response to questions asked

*Know that we participate actively in assembly e.g. joining in singing

*Know that a given hand signal means we should stop and be silent



*Know that we should sit silently whilst waiting for our class to be dismissed

WYNNDALE PRIMARY SCHOOL

Wynndale Learners at Playtimes....

*Know that we must walk from the classroom to the playground using 'fantastic walking'

*Know that we must play safely and behave appropriately in each part of the playground

*Know that we look after the school environment and the resources that are out on the playground

*Know when to go to an adult for help

*Know that when the first whistle blows at the end of playtime, we stop and stand still, and know that on the second whistle we line up in the correct area of the playground

*Know that after playtime, we enter our classrooms calmly and safely, ready to learn

*Know that we don't drop litter and if we see litter, we pick it up



WYNNDALE PRIMARY SCHOOL

Wynndale Learners in Communal Areas.....

*Know to take care of displays when lining up

*Know that we pick up coats and hang them back on pegs if we see them on the floor, even if they don't belong to us

*Know that if we take something off e.g. a jumper in PE, a coat on the playground, we must remember to take it with us again at the end of the session

*Know that we walk calmly around communal areas

*Know that toilet areas need to be kept tidy

*Know that we keep entrances clear and we close outside doors behind us

*Know that it is important not to drop litter in school and out on the playground



WYNNDALE PRIMARY SCHOOL

Wynndale Learners at Transition Points....

- *Know that we walk calmly into the classroom in a morning
- *Know that we move from carpet times to learning time at tables silently
- *Know that we hang our coats up on the pegs in a morning, after break times etc.
- *Know that we walk into and out of the classroom sensibly at playtimes and lunchtimes
- *Know that we walk into and out of the hall for assembly, lunch, PE etc. in a quiet, calm line



WYNNDALE PRIMARY SCHOOL

Wynndale Learners and their Uniforms....

- *Know that we wear full school uniform each day
- *Know that we need to bring the correct PE kit for every PE lesson every week
- *Know that the expected jewellery is a watch and a pair of stud earrings
- *Know that we need to wear the correct footwear – black school shoes
- *Know that we only bring a school book bag and a PE kit into school
- *Know that long hair should be tied up for PE
- *Know that we should bring in a clear water bottle with water in
- *Know that it is our responsibility to look after our uniform and our equipment



WYNNDALE PRIMARY SCHOOL

Wynndale Learners take Pride in their Presentation....

*Know that we always use our neatest writing in all of our learning in all curriculum areas

*Know that we write on the line in our books and work to the margin and the end of the line

*Know that we underline all dates, titles, headings and sub-headings neatly with a ruler, and miss a line between these

*Know that we either carefully use a rubber or put a neat line through any mistakes we make

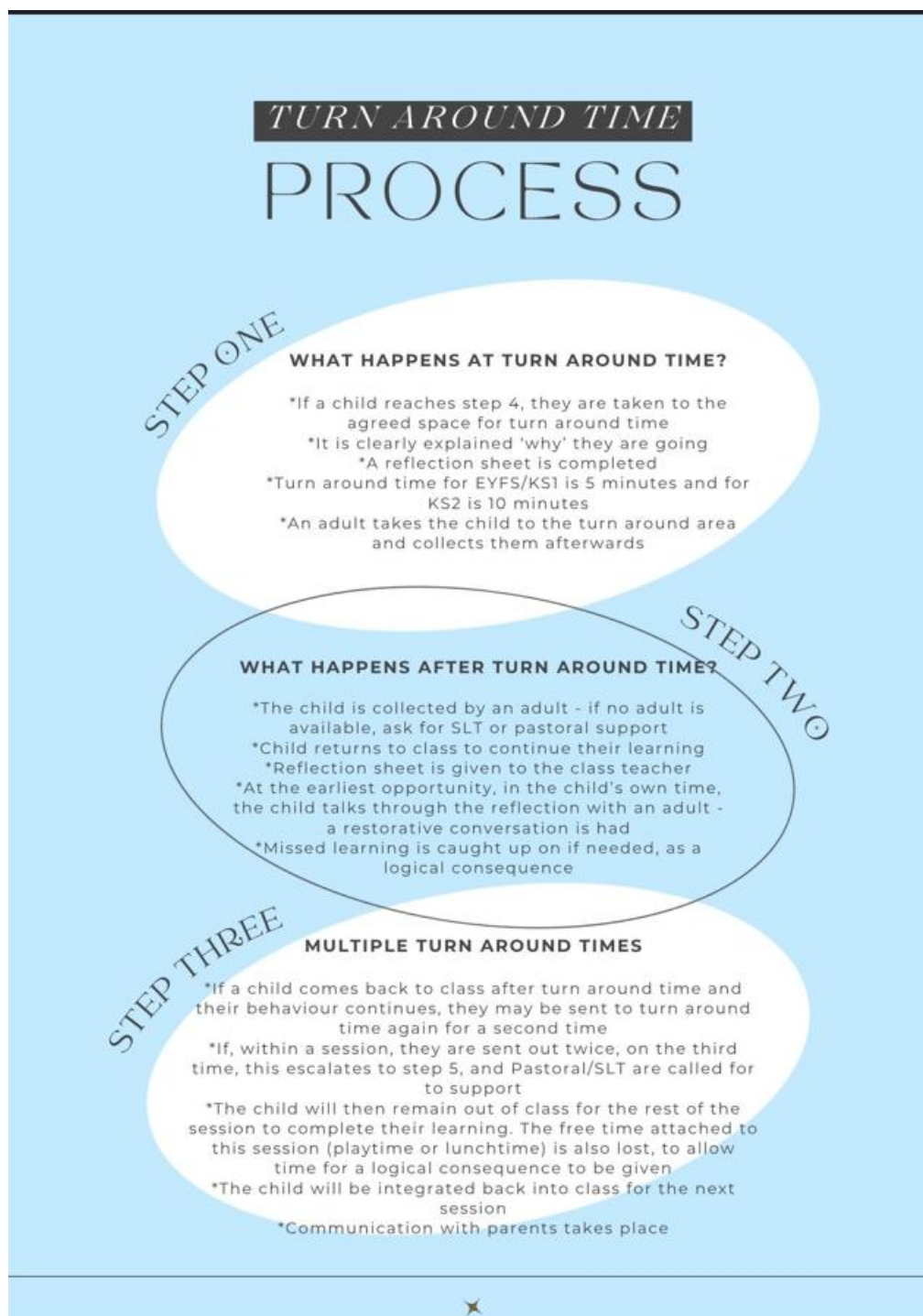
*Know that we always make sure any sheets in books are stuck in neatly, straight and the right way round!

*Know that in Maths books, we write 1 digit per square and always leave a line between each calculation



*Know that we don't doodle or graffiti on, or in our books

Appendix 2: Turn Around Time:



Appendix 3: Reflection Forms






Post Behaviour Reflection Form

 My name:		
  The school behaviour    I need to reflect on:	 Be Kind	
	 Be Ready	
	 Be respectful	
	 Be safe	
      Which zone am I in now?		
 Green Zone	 Blue Zone	
 Yellow Zone	 Red Zone	
  What happened?		
       How have my actions affected others?		

       How can I repair what has happened?	
       What positive choice can I make next time?	
    What zone am I in now?	
 Blue Zone	 Yellow Zone
 Red Zone	 Green Zone

Turn Around Time Reflection Sheet

Name: _____

Date: _____

Class: _____



1. What happened?

Describe what happened that led to your reflection time. Think about which Wynndale Way you did not follow.

2. What were you thinking or feeling at the time?

☐ Angry

☐ Frustrated

☐ Upset

☐ Excited

☐ Worried

☐ Other: _____

Which Zone are you in? Explain why you were feeling this way:



3. Who was affected by what happened?

☐ Me

☐ Another pupil

☐ My teacher

☐ The whole class

Explain how they were affected:

4. What could you do differently next time?

5. How will you fix the situation?

Example: apologise, help tidy up, follow instructions.



6. My goal for the rest of the day

Today I will try to:

Pupil signature: _____

Adult signature: _____

Appendix 4: Restorative Practice and Restorative Prompts

A restorative conversation is a vital part of our relational practice and is important in helping to turn behaviour around. We use some of the following prompts when talking with children:

What happened?

Tell us what brought us here today?

What happened next?

Tell us more about.....

What were you thinking at the time?

What was happening before?

What was in your head?

How were you feeling?

What do you think about it now?

How have others been affected?

How has this affected you?

Tell us more about that.....

How do you feel now?

Has anyone else been affected by this?

What has been the hardest thing for you?

Who else has been affected?

Was anyone else involved?

Anything else to add?

Who has been affected
by this?

What needs to happen
now?

What do you think about what has been suggested?

How does that leave you feeling?

Do you agree with that?

What do you need to move on from this?

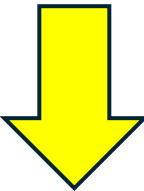
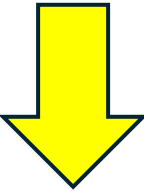
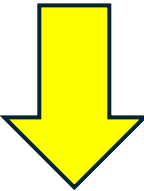
What do you think should happen now?

If you can't do that, what can you do?

What would that look like?

Anything else to add?

Appendix 5: Child Friendly Version of Behaviour Steps

We are expected to follow The Wynndale Way. If we choose not to follow this, then this is what happens:		
A REMINDER	Our teachers will give us gentle encouragement to make a positive behaviour choice	  
WARNING 1	We are given a reminder of our Wynndale Way – Be Ready, Be Respectful, Be Safe, Be Kind, and given ‘take up time’ – the chance to do the right thing	
WARNING 2	We are given one last chance to do the right thing, with a second warning. Our teacher will talk to us about our behaviour.	
TURN AROUND TIME	If our behaviour continues, we are sent for ‘turn around time’. We will have to do this in another space in school. We will complete a reflection sheet; to help us think about our behaviour choices and we will discuss this with an adult in our own time.	
BEHAVIOUR SUPPORT AND REPAIR	If you choose not to go to turn around time, your teacher will ask a member of the leadership team to help. You will need to spend the rest of the session with them, and you will receive a consequence. For example, you will miss your play time or lunchtime, there will be a phone call home.	