



An Daras Trust  
Igniting Curiosity Growing Capabilities

# Behaviour Policy

## Werrington Primary School

*An Daras Multi Academy Trust*

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

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| Advisory Committee      | LGAB                  |

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| Linked Documents and Policies | Safeguarding<br><br>Peer on peer abuse<br><br>Exclusions etc... |
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# Werrington Primary School Behaviour Policy 2025/26

‘Achieving together, inspiring learners for life’

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## Legislative and Statutory Framework

### Legislation:

- Education Act 2002 (Section 175): Duty to safeguard and promote pupil welfare.
- Education and Inspections Act 2006 (Sections 88–94): Behaviour regulation, behaviour policy, and confiscation powers.
- Equality Act 2010: Promotes inclusion and non-discrimination.
- Education (Independent School Standards) Regulations 2014:
  - Paragraph 7: Safeguarding duties.
  - Paragraph 9: Requirement for a written behaviour policy.
  - Paragraph 10: Anti-bullying strategy.

### DfE Guidance:

- Behaviour in Schools (2022)
- Searching, Screening and Confiscation (2022)
- Use of Reasonable Force in Schools
- Suspension and Permanent Exclusion (2023)

- Keeping Children Safe in Education
- Supporting Pupils with Medical Conditions
- SEND Code of Practice

## **Introduction**

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre. Werrington Primary School is committed to developing a Trauma and Mental Health Informed Approach which is underpinned by the UNICEF Rights of a Child.

## **Rights Respecting Schools Framework (UNICEF)**

The policy aligns with the UNICEF Rights Respecting Schools Award (RRSA), particularly:

- Article 16: Right to privacy.
- Article 19: Protection from violence and neglect.
- Article 28 & 29: Right to education and personal development.
- Article 31: Right to play and participate in cultural activities.

## **Aims and Objectives**

### **1. Foster a Respectful Community**

- Emphasizes fairness, value, and mutual respect.

### **2. Promote a Safe and Supportive Environment**

- Focus on safety, happiness, and mental wellbeing.

### **3. Encourage Positive Behaviour and Relationships**

- Promotes kindness, cooperation, and consistent recognition.

### **4. Support Personal Growth and Responsibility**

- Encourages independence and responsibility.

### **5. Ensure Consistency with Age-Appropriate Approaches**

- Tailored strategies for EYFS, KS1, and KS2.

## **Trauma and Mental Health Informed Approach**

Our school is committed to developing a Trauma and Mental Health Informed Approach which will protect our academy community members – staff, children and parents.

There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- Recognize the impact of Adverse Childhood Experiences (ACEs).
- Provide emotionally available adults and trained practitioners.
- Offer individualized support through 1:1, group, or in-class interventions.
- Avoid a “zero tolerance” approach, instead using developmentally appropriate and trauma-informed responses.

Our behaviour policy and the Trust’s relationship policy are grounded in a trauma-informed approach, ensuring that both rewards and sanctions are developmentally appropriate and sensitive to the effects of trauma. We do not adopt a ‘zero tolerance’ or ‘one size fits all’ stance on distressed behaviour; instead, while maintaining high expectations for all, we provide rigorous, tailored support to those who find it challenging to meet these standards. Across the Trust, we have specially trained Trauma and Mental Health Informed Practitioners who act as trusted, emotionally available adults, offering support through one-to-one sessions, small groups, or in-class interventions. We recognise that behaviour may be influenced by educational needs, mental health challenges, or other vulnerabilities, and we respond with an individualised, graduated approach that addresses each child’s unique circumstances with empathy and care.

## **SEND**

Our school is committed to ensuring that the specific needs of pupils with special educational needs and disabilities (SEND) are carefully considered when addressing behaviour-related incidents. We fully recognise our legal duty under the Equality Act to make reasonable adjustments to our policies and practices, ensuring that disciplinary procedures do not unfairly disadvantage pupils whose behaviour may be affected by a disability. Teachers will aim to understand the underlying causes of behaviour and implement appropriate strategies to address them, helping to prevent recurrence. This approach enables us to identify and avoid potential triggers for challenging behaviour,

reduce the likelihood of such behaviour persisting or escalating, and ensure that pupils with SEND are treated fairly and without discrimination.

## **Whole-School Wellbeing Strategy**

The school promotes resilience and wellbeing through:

- Culture and Ethos: Embedding wellbeing in leadership and environment.
- Curriculum: Teaching health and emotional literacy.
- Community Engagement: Working with families and external agencies.

## **Recognition of Positive Behaviour**

At Werrington School, we believe that fostering a positive and respectful learning environment begins with recognising and reinforcing positive behaviour. Central to our objectives of promoting kindness and cooperation and fostering independence and responsibility is the use of positive reward systems and structured praise that recognise effort and progress, not just the end result.

### **Celebration Assembly and Positive Behaviour Recognition**

Once a week, we hold a celebration assembly that recognises and rewards pupils for their achievements and positive contributions. We have two kinds of certificates the children can receive: School Rules Certificates and Learner of the Week.

#### **School Rules Certificates**

These certificates are awarded to children who exemplify one of our three core school values: honesty, safety, and respect. By demonstrating these important qualities in their daily actions, students earn recognition and a certificate celebrating their positive contributions to our school community.

#### **Learners of the Week**

Two children from each class will have the opportunity to receive a Learner of the Week certificate. These celebrate the children displaying one of our learning dispositions:

- Collaborative
- Brave
- Curious
- Independent

- Reflective

Children are provided with meaningful opportunities to demonstrate these learning dispositions, and any member of staff can acknowledge and celebrate their efforts. Certificates are awarded to children who demonstrate exceptional efforts to apply learning dispositions.

### **Learning Rewards**

Learning Rewards are designed to celebrate and encourage the natural use of our school's core learning dispositions. Each time a student demonstrates one of these dispositions, they earn a Learning Reward counter, which is colour-coded to match the specific disposition. These counters are placed into the class jar, which is divided into six sections—one for each half term.

The goal is for the class to fill one section of the jar each half term, promoting consistent engagement with learning behaviours and fostering a positive classroom culture. As the jar fills, it visually represents the collective effort and growth of the class, making learning both meaningful and fun.

### **Unacceptable Behaviour and Response System**

For the purposes of this policy, the school defines 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of any pupils and demonstrates failure to follow our three school rules:

- Be honest
- Be safe
- Be respectful

Our system is used to help pupils when behaviour is unacceptable and is designed to give pupils choices to stop and make changes. The pupils realise that there will be consequences for unacceptable behaviour:

Step 1: An initial warning is given. The pupil is asked to think about making the right choices and changing their behaviour.

Step 2: A second warning is given – reminder about making a choice and changing behaviour and warn of the next step if behaviour does not change.

Step 3: If behaviour continues, they will be sent to another classroom with the expectation that the learning set is completed.

Step 4: Child sent to a member of the SLT and complete their work in their own time (lunch or break).

Step 5: Repair the relationship with the pupil. This is an intrinsic part of our behaviour policy. Remind the pupil that it is the behaviour that is unacceptable, not them.

## Transitions

Transitions include:

- Moving between one learning experience to another
- Moving between rooms
- Going to playtime/lunch time
- Coming in from playtime/lunch
- Entering/exiting classroom

Transitions and changes of activity can make people feel stressed and uneasy. Therefore, all transitions between key learning experiences must be well planned and show an awareness of the child's individual needs. Learners will benefit from being given a clear warning or countdown to change ahead of time. Other strategies could include the use of visual timetables and spot timers.

## Playtimes

Playtime is a time when a range of unacceptable behaviours may occur. We have developed a range of structures to minimise these:

- The Head Teacher/Assistant Head of School meets with all support staff termly to review policy/practice and to offer further training as identified.
- Rights Respecting School Groups meet half termly to discuss issues and feedback to the rest of the school.
- After following the behaviour response system and if unacceptable behaviour persists this will result in immediate removal from the playground and missing the next playtime.

## **Serious Unacceptable Behaviour / Persistent Problems**

For the purposes of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

This behaviour is fully investigated, recorded and monitored via our school's online chronology, 'My Concern'. A member of the Senior Leadership Team will inform parents if their child has been injured or a victim of serious misbehaviour. Any injury to staff is logged on an online County Council incident form.

## **Confiscation of inappropriate items**

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

### **Behaviour outside school premises**

As a school, we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff.

Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a pupil is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which our school's reputation has been affected.
- the extent to which the behaviour would have an impact on the orderly running of our school.

- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion).

### **Monitoring and Review**

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the Senior Leadership Team and Local Governing Body