

Behaviour Policy

(Relations Policy)

Worth Primary School

Approved by:	Local Governing Body	Date: 06/10/2026
Last reviewed on:	24/09/2025, 16/09/26	
Reviewed by:	DEALT and K. Chance - Headteacher	
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Policy for Enhancing Behaviour, Relationships and Learning at Worth Primary School

Worth Primary School behaviour policy, must be read alongside DEALT Suspension and Exclusion Policy, where it will state reference to:

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2026](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

This policy complies with our funding agreement and articles of association.

Worth runs a **Restorative Justice** behaviour system. This policy sets out the practice and the theory that is applied at Worth School.

Worth is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

At Worth School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio-economic background.

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Justice philosophy. Restorative



Justice aims to build the Worth community and to repair and strengthen relationships within this community.

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To reward students for displaying the school values, British values and positive learning behaviours.
- To embed the use of restorative justice practice in all aspects of school life.

Worth School Code of Conduct

Pupils have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour. Worth promotes and practices:

- **Team Work**
- **Confidence**
- **Respect**
- **Honesty**
- **Empathy**

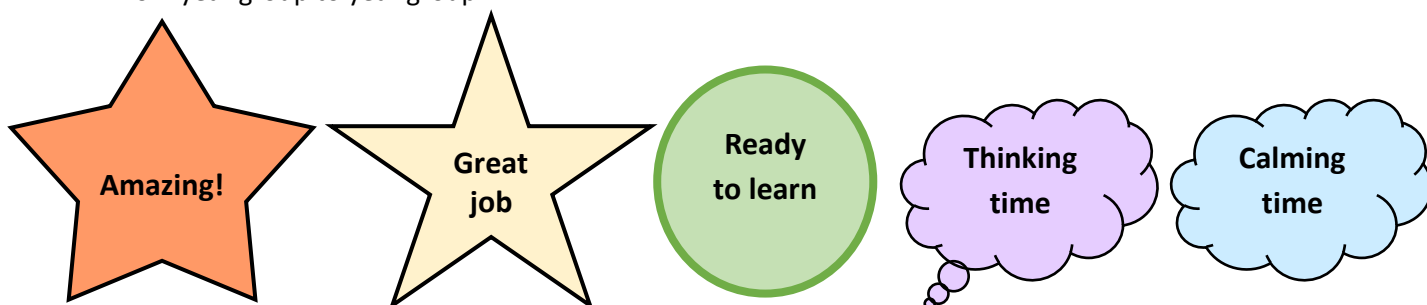
These qualities reflect the school's ethos and should be followed by all who are part of the Worth community.

Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.
- Improve relationships, establish rights, accountabilities and responsibilities to the community.

Restorative Justice in the classroom

Every class has an identical Restorative Justice chart to ensure consistency across the school and from year group to year group.



Pupils start each day on the Ready to Learn and can then progress upwards onto Great job (verbal praise) and Amazing (sticker) and finally Head Teacher's Award (no visual in class). Pupils can also move downwards onto Thinking time, calming time (de-escalate and regulation of emotions), and finally, Headteacher.

If pupils finish the day on 'Amazing!' then they will be given a sticker at the end of the day to celebrate their achievement. If on Headteacher award they see Mrs Chance for a certificate and praise. Pupils are reset back to Ready to learn every day. All children will begin the day on 'ready to learn'. Every day is a new day and an opportunity to start a fresh.

If the level of behaviour has reached a point where they put themselves or others at risk or harm, or continuous low-level behaviour parents will be informed or invited in for a meeting.

At **Worth** we use the 4 **R's**

We are **Respectful**

We are **Responsible**

We **Repair** relationships and damages

We **Regroup** as one

The Five Questions

- What's happened?
- What were you thinking at the time?
- Who has been affected?
- In what way?
- What needs to be done to make things right?

This positive ethos underpins our behaviour system and it is based on positive reward for good behaviour as described previously. In this way it is a restorative rather than a punitive system.

Weekly Star awards are given on a Friday in celebration assembly, with a focus on learning for the week.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others. We communicate this effectively to the whole school community by ensuring all new parents have a copy of this policy and existing parents have access to the policy on the school website.

We treat all children fairly and apply this behaviour policy in a consistent way. Equal opportunities are considered at all times so that the behaviour and reward system is fair to everyone in our school community.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. It is also designed so that children learn to self-regulate their behaviours and consider others. This will help them grow into responsible citizens and good role models, achieving success in their adult lives.

The school rewards good behaviour, as it believes this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy has been written following input from multi-stakeholders including governors and parents, staff and pupils.

Houses

Children are placed into Houses- red, green, blue, and yellow when they first come into school. Houses are mixed year groups from Reception to year 6. House Captains in year 6 are chosen to lead their team for the year. Each term there will be a House event based around our school values with a competitive edge, where team points can be awarded. The aim of these events is to develop 'life skills' alongside developing themselves within our values. At the end of each term the number of house points for each House is communicated to the children in celebration assembly.

Positive behaviour

Children are rewarded for good and helpful behaviour with verbal praise and our school restorative system. Good behaviour is an expectation therefore an extrinsic reward is not given for this as we wish children to get fulfilment from knowing they have done the right thing.

All adults around school will consistently praise those behaving well and highlight them as good role models.

At the start of each new school year, classes decide the rules for their classroom to ensure it is a happy and safe place to learn. All children in the class will agree to abide by their Class rules.

Poor Behaviour

If a child is behaving poorly the school restorative justice system will be used.

Thinking time will be time out in class to reflect on behaviours and how they can be changed to support their own and others learning.

Calming time (de-escalate and regulation of emotions), children can move to calming time from thinking time. This is where a change of environment may be needed to support regulation. Time out in a neighbouring class, away from peers and reasons for escalation. When ready to return the restorative questions are to be used.

If behaviour continues then the child will be sent to the Headteacher. Here the restorative questions will be used for the child to recognise the behaviours and own them. Time out will be had to reflect on the behaviours, before returning to class. Parents may be informed if behaviour warrants and behaviours will be logged on CPOMS.

On the playground, if the behaviour does not improve the child/children are asked to take 5 minutes 'time out' on a bench to consider their behaviour and the effect on others. The class teacher will liaise with parents if they have noticed a decline in behaviour so that school and home can work together to redress this.

Significant poor behaviour is recorded in on CPOMS. Parents may also be informed via a telephone call or conversation with a staff member at the end of the day.

For persistent behaviour the Head Teacher will invite the parents into school to discuss a behaviour programme that involves home and school.

Where we know a child has barriers to being able to manage their behaviours well, for example where there are emotional and behavioural difficulties, the SENCo will write a behaviour assessment and plan for the child and share this with all staff. This may involve being part of a multi-agency approach to enable the school to deal with these barriers as effectively as possible. A pastoral support programme may also be necessary.

If all of the above measures have been taken and extreme poor behaviours occur that are a danger to the child or others, exclusion may be a necessary last step. All other options will be taken first, but at times it is necessary to think of the safety, wellbeing and learning of others.

The class teacher discusses the school and curriculum values with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The whole school ethos, values, expectations and reward/sanction system is a regular subject for assemblies.

The 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher



The class teachers in our school have high expectations of the children. It is the responsibility of the class teacher to ensure that the school rules are enforced in their classroom, and that the children in their class behave in a responsible manner during lesson time.

The class teacher treats each child fairly and enforces the classroom behaviour system consistently. The teacher treats all children in their class with respect and understanding.

The class teacher may liaise with the SENCo who will contact external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class over the year. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The school has an open-door policy to parents, who should make an appointment with the class teacher in the first instance to discuss any concern or catch their class teacher at the end of the school day.

The role of the Headteacher

It is the responsibility of the Headteacher, under the Government White paper of November 2011, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour. These should be timed as well as dated and communicated to all staff involved.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child (see Exclusions Policy).

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The governors undertake regular training and monitor behaviour regularly.

The Headteacher has the day-to-day authority to implement this Behaviour and Reward Policy.

Fixed-term and permanent exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the CEO and the governing body about any permanent exclusions, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has members allocated to consider any exclusion appeals on behalf of the full governing body.

If the governors' appeal panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The Safeguarding team monitor behaviour weekly in the DSL/Deputy DSL meeting. A weekly CPOMS report on behaviour is reviewed. They will ensure all actions have been followed up and the right support is in place for the child, where needed. Patterns of behaviour are also reviewed within this meeting.

The Governors are provided with a termly CPOMS behaviour report, looking at trends and an overview of behaviour for that term.

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records incidents where a child has been sent to her on

account of significant bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime staff inform class teachers or the Head Teacher of any incident.

The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. These records are subject to data protection legislation and will be minuted confidentially where necessary.

Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.