



Winnersh Primary

The Behaviour for Learning Policy

Policy Control

Document owner:	Governors
Responsible for review:	Head Teacher
Approved by:	Governing Body
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Policy Changes

Date of Change	Changes Made
November 2016	Children are given physical house points (in their house colour) which get put in the Perspex containers in the front office at the end of the day- added in to page 2. Instead of Team Leader changed to Phase Leader on page 3 Violence towards an adult time out changed from 5 day to 2-5 days.
May 2017	Extensive re-write
May 2018	Section 5- House names changed from- Oak, Beech, Sycamore and Chestnut to- Scott, Fiennes, Johnson and Sharman Section 8- Recording behaviour incidences in the red book has been changed to keeping a record of them using CPOMS.
May 2019	Changed The Red Book to Recording Red Incidents as we no longer keep a Red Book. Equalities Statement added.
December 2019	Incorporated governors' written statement of behaviour principles.
July 2020	Addition of Covid-19 Addendum
March 2023	Extensive re-write to fit in with Therapeutic Thinking
March 2024	No changes
March 2025	Inclusion of reference to Behaviour Steps Guidance document. Adaptation to the positive handling section. Inclusion of section for parent and carer expectations.
May 2026	Updated the school value to 'Show Kindness and Respect', and the individual rewards to include kindness bricks. Section 9 Positive Handling- changed to Restrictive interventions, the following sentence was added- Positive Handling Form will be completed which follows

1. Governors' Written Statement of Behaviour Principles

- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards and sanctions are used consistently by staff, in line with the Behaviour for Learning Policy.
- The Behaviour for Learning Policy is understood by pupils and staff.
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-period exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are informed about behaviour incidents in order to foster good relationships between the school and pupils' home life.

The governors also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Teaching and Learning Committee on an annual basis as part of the review of the Policy for Promoting Positive Behaviour for Learning.

2. Aims

At Winnersh Primary School we have decided to include some of the principles of a Therapeutic Thinking approach that we feel align with the context of our school. Therapeutic Thinking is based on the principle that; negative experiences create negative feelings and negative feelings create negative behavior. Positive experiences create positive feelings and positive feelings create positive behaviours.

We believe that everyone in our school community has the right to learn, the right to be safe and the right to be treated with respect. Pupil's social, emotional and mental health needs are at the core of everything we do. We believe that pupils need to be taught and retaught expected behaviours and that it is the responsibility of all of the adults in our school community to model and support the development and understanding of our school expectations of positive behaviour in all of our pupils.

We want to create an environment where positive behaviours are more prevalent by proactively supporting pupils to behave appropriately.

Each member of the school community works together to follow our school goals and values.

Goals

- A warm welcome for everyone
- A passion for learning
- The chance to take risks Encouragement to keep going
- Opportunities to share and celebrate achievements

Values

- Get Involved

- Show Kindness and Respect
- Embrace Challenge

3. Rights, Responsibilities and Expectations

At Winnersh Primary School, we all have the right to feel safe, happy and respected. This applies to all members of our school community including children, teachers, support staff, parents, carers and visitors. We believe that children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and recognising our rights and responsibilities is a vital starting point for maintaining respectful behaviour and relationships within our school community.

I have a right to:

- feel safe in school, emotionally and physically.
- be treated with respect.
- be treated fairly.
- be heard.
- learn, without interference from others.

I have a responsibility to:

- help others to feel safe in school, emotionally and physically.
- treat other people and the environment with respect.
- listen to others when they express their opinion and consider their point of view.
- abide by the decisions made by adults in charge.
- let everyone else learn without interference from me.
- give my best effort and be ready to learn at all times.

4. Recognition of good behaviour

Prioritising pro-social (positive) feelings is key. All pupils deserve to be recognised and rewarded for their achievements. Adults will use positive praise which is genuine, sincere and meaningful to the individual. This will help the pupils to recognise what they have done well and will link back to our school goals and values.

We will use a variety of strategies to reward our pupils. These are:

Individual rewards

- Positive praise and comments
- House points
- Values Awards
- Being sent to see a member of SLT
- Work displayed on proud banners/displays in classrooms
- Kindness bricks

Collaborative rewards

- Class marbles in the jar
- House rewards

5. Consequences

Where pupils show anti-social behaviours, it is appropriate and necessary for them to see the consequences of their actions. There are two types of consequences that should be used, Protective and /or Educational. In both cases, the use of the word 'obviously' is essential in considering the consequence for the pupil. Consequences

will always be explained appropriately with the aim of helping pupils to understand why their behaviour was not acceptable and support them to make the right choice in the future. Staff are provided with guidance outlining how to respond to various behaviours and suggestions of consequences that is based on five tiered steps. The Behaviour Steps Guidance document should be used alongside this policy and ensures that there is a consistent approach across the school.

Educational consequences - The learning, rehearsing or teaching of behaviour so the freedom can be returned.

- Completing tasks e.g. asking a pupil to complete a class activity that has been missed.
- Educational opportunities – finding ways to teach the pupil or pupils about an issue related to any incidents.
- Rehearsing and practicing. For instance, rehearsing a situation that the pupil finds difficult to support them.
- Research the real-world implications of the behaviour.
- Conversation and exploration of what lead to the incident or any external factors and how to prevent this in the future

Protective consequences - Protective consequences describe the removal of a freedom to prevent harm.

- Increased staff ratio
- Limited access to outside space, for instance staying with a member of staff at break time
- Supervised in social situations
- Restricted off site activities
- Differentiated teaching space
- Exclusion – exclusion can only be used by the headteacher and when all other supports have been exhausted

Self-Regulation - Teaching children to regulate and using co-regulation strategies.

- Using mindfulness techniques
- Emotional literacy – increasing children’s emotional vocabulary and understanding.
- Giving pupils a safe space and the time to re-regulate

6. When children need more support

We know that for some pupils, school can be a place of high anxiety which may lead to incidents of negative behaviour and additional support may be needed. We apply the above techniques and strategies for all pupils as part of our graduated response. If pupils need further support we can:

- Create a small space for a pupil or group of pupils. This is a space where pupils can learn outside of the classroom for parts of the school day. This space will also provide opportunities for pupils to re-regulate throughout the school day as required.
- Individual Therapeutic plan – school staff working with a pupil supported by the Behaviour Lead, will create an individualised plan that will then be shared with parents. This plan will identify the key strategies and set out the methods used when working with the pupil. The plan will support consistency of expectation and drive progress for the pupil. This will be reviewed on a regular basis.

7. Recording incidents

The school uses CPOMS to record any events or incidents that are a cause for concern either behavioural or safeguarding. Information should include the date, time, factual circumstance and immediate actions and should

be recorded against the correct step from the Behaviour Steps Guidance document. The entry must be completed by the end of the school day on which the incident occurred.

The Phase Leader must be notified of the incident in person at the first opportunity but at the very latest, by the end of the school day. Depending on the nature of the incident, this discussion may or may not involve the child concerned. A clear set of actions must be agreed, including appropriate consequences for the child. If the Phase Leader is not available, another member of the Senior Leadership Team should be notified.

8. Communication with parents and carers

We pro-actively seek to develop relationships with parents and carers to support every pupil to achieve their potential. Communication about pupil's behaviour is open, honest, non-judgemental and develops a partnership between home and school. When communicating with parents and carers about specific incidents staff will be mindful of communicating this in a private space, away from others. Staff will be mindful of the confidentiality of other pupil's names, behaviours and any additional information. Staff will always strive to feedback to parents and carers either through conversation, email or a phone call to give feedback about how the pupil is progressing in relation to a recent conversation with parents. Our staff encourage families to provide information about any events/changes or difficulties in family life that may be impacting upon our pupils. We strive to support our families as individuals and open communication is key to ensuring that we can create a holistic plan for our pupils.

9. Restrictive interventions

De-escalation is our prime objective when dealing with dysregulated behaviour. Most teaching staff hold a Team Teach certificate, equipping them with de-escalation techniques, when dealing with distressed behaviours and conflicts safely and respectfully. However, on the very rare occasion when physical intervention is required for the safety of the child or others, this will be done by at least two members of staff one of which must be from the Senior Leadership Team. Incidences of physical intervention will be documented on CPOMS and a Positive Handling Form will be completed, which follows the guidance set out by [Use of reasonable force and other restrictive interventions guidance](#). For those that do not hold the Team Teach certification, they will seek support from SLT who are trained in Team Teach.

10. What we expect from parents and carers

Parents are informed of the expectations for behaviour in the annual year group curriculum meetings in September, the Headteacher's newsletter, parent forums and parents' evenings. All parents and carers are expected to: support the school in its application of the Behaviour for Learning Policy; talk to their children about the school's expectations of work and behaviour; encourage children to discuss problems; attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning and ensure that their child attends every day and on time.

11. Equalities statement

We note that we are required to have due regard to the public sector equality duty under section 149(1) Equality Act 2010 when exercising our function. We do not consider any issues which arise from this policy would have any negative impacts on equality and we have considered appropriately the need to advance equality and foster good relations.

We expect all pupils to adhere to the school's Goals and Values, including pupils with identified additional needs. However, pupils who exhibit behaviour difficulties and/or who are on the Special Educational Needs Register may need to be supported through:

- Regular meetings with their teacher and parents/carers;
- A reward system which is tailored to their individual needs;
- Targets for improved behaviour on their Individual Education Plan;
- An Individual Therapeutic Plan;
- Regular sessions with the SENDCo (Special Educational Needs and Disabilities Coordinator) to discuss progress.

Pupils who have a full Education and Health Care Plan (EHCP) may require the whole school behaviour management system to be modified to manage their behaviour effectively. For example, some pupils may not fully understand the rules and structures of the school or may be unable to meet expectations without additional support. Where appropriate, regular meetings may take place between parents/carers, school staff and relevant outside agencies. Teachers will work with the SENDCo to set appropriate targets. Where necessary, a Behaviour Log will be kept.