

WINDHILL PRIMARY SCHOOL
FLYING HIGH FOR EXCELLENCE



Behaviour Policy



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Role:	Chair of Governors
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Review date	Amendments made
Feb 2026	Detail about mobile phone usage and inclusion of mobile phone contract in appendices
Sept 2026	Updates around Suspension and permanent exclusions – updated guidance

Behaviour Policy

1 Aims and expectations

1.1

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3

The school expects every member of the school community to behave in a considerate way towards others.

1.4

We treat all children fairly and apply this behaviour policy in a consistent way.

1.5

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6

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

2 Mobile Phones

2.1

Windhill Primary school is a mobile phone free environment. Pupils are not permitted to use mobile phones or other smart technology devices throughout the school day, including lessons, the time between lessons, breaktimes and lunchtimes.

2.2

Mobile phones should only be brought in to school in exceptional circumstance such as when a Year 5 or 6 pupil is travelling to or from school without a responsible adult.

2.3

If pupils need to carry a mobile phone, parents/ carers must sign a 'Pupil Mobile Phone at School' contract (see appendix 1) before allowing this to happen. Phones must be handed in to staff at the beginning of the day.

2.4

Any pupil found to be in breach of the contract or bringing a mobile phone in to school without consent, will have their phones confiscated. In these cases, parents/ carers will be contacted and it is expected that parents will collect the confiscated phone from the school office.

2.5

Pupils who continually breach the mobile phone contract will not be allowed to bring a phone onto school grounds in the future. If staff suspect a pupil is hiding a mobile phone in their bag or coat, these will be searched.

2.6

Pupils are prohibited from taking or using mobile phones on school trips and residential visits.

3 Rewards and sanctions

3.1

We praise and reward children for good behaviour in a variety of ways:

- Staff praise children
- Verbal praise to parents/ carers about their children
- Staff give children stickers
- Each day/ week teachers nominate one child from each class to receive a Special Award for their good work or behaviour
- Certificates and 'Star of the Day' awards
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Positive phone call home
- Reward assemblies linked to our Windhill Positive Learning Behaviours are a chance to celebrate excellent learning and excellent behaviours.

3.2

The school acknowledges all the efforts and achievements of children, both in and out of school. Key Stage assemblies celebrate children's achievement out of school, for example, music or swimming certificates.

3.3

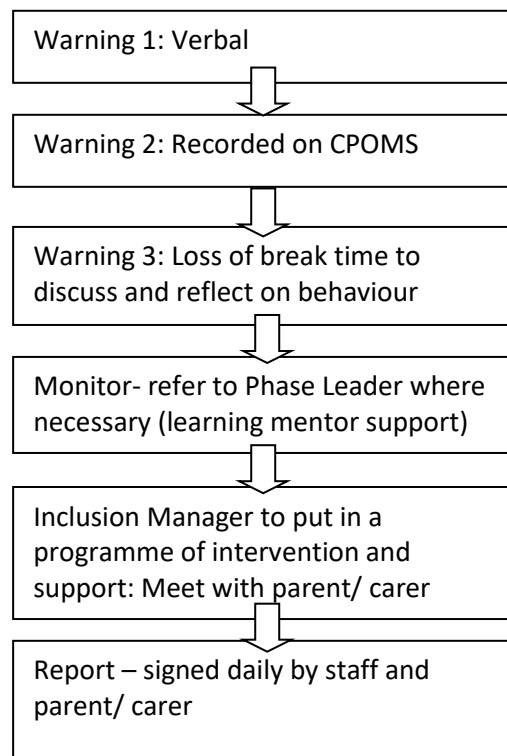
The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so we may ask them to move nearer the teacher or sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

Any disruptive behaviour is dealt with immediately by the adults in charge (our school ethos and kind, caring approach ensures that such incidents are rare). The adult may record low level incidents on CPOMs and if it gets to a stage where the rest of the children are having their learning interrupted the child may miss a break time which they spend with an adult reflecting on the reasons which are causing the disruptive behaviour and looking at strategies to improve it.

Continued deterioration of behaviour is recorded on CPOMs and brought to the attention of Phase Leaders who will intervene and set up further strategies to support with a Learning Mentor (parents/ carers will be informed by the phase leaders).

The next referral will go to the Inclusion Manager and will be discussed with the team to put in a programme of support for the child (parent/ carer will be invited in to discuss this planned programme).



- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

3.4

Unacceptable behavior includes:

- Disobedience
- Biting, spitting, hitting and kicking
- Foul language and swearing
- Making unkind remarks or racist/ homophobic comments
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing
- Walking away from members of staff
- Being rude to members of staff
- Truancy
- Forming gangs and bullying

3.5

Temper tantrums and physical disputes must be dealt with and pupils restrained if necessary (see additional guidelines). Pupils will be removed from class to avoid disrupting the learning of other pupils.

3.6

Under no circumstances is violence tolerated towards a member of staff

3.7

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. 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 during circle time.

3.8

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.

3.9

Staff in our school do not hit, push or slap children. Staff should only positively handle a child if the child is:

- Injuring themselves or others
- Assaulting another child or member of staff
- Engaged in deliberate damage or vandalism to property
- Engaged in any behaviour prejudicial to maintain good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere
- Staff should only use agreed Team Teach positive handling strategies.

The actions that we take are in line with government guidelines on the restraint of children.

4 The role of the class teacher

4.1

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

4.2

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

4.3

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

4.4

The Inclusion team liaises with external agencies, as necessary, to support and guide the progress of each child.

4.5

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the headteacher

5.1

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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.

5.2

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

5.3

The headteacher keeps records of all reported serious incidents of misbehaviour and has a termly monitoring grid to demonstrate either a pattern of behaviour or persistent poor behaviour.

5.4

On the rare occasion that a pupil continually disrupts other children in the class or is rude to members of staff or adults visiting the school, the Senior Leadership Team may decide to move the pupil away from the class with another adult who will ensure that the child's education does not suffer in any way, but will provide space and time for reflection before returning to class.

5.5

The headteacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.

6 The role of parents

6.1

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

6.2

We explain our expectations for behaviour in the school prospectus, and we expect parents to read them and support them.

6.3

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

6.4

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns 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. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented. We expect parents to follow the guidance set out in 'Parent/ Carer Code of Conduct'.

7 The role of governors

7.1

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 adhering to these guidelines.

7.2

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

8.1

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (DfE, July 2026). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[School suspensions and permanent exclusions - GOV.UK](#)

8.2

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.3

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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.

8.4

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

9 Monitoring and review

9.1

The headteacher 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.

9.2

The school keeps a variety of records concerning incidents of misbehaviour. Any incidents are recorded on CPOMs which is monitored closely by the headteacher and the Inclusion Team.

9.3

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

9.5

The governing body reviews this policy every two years. 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.

10. Equal Opportunities

10.1

Windhill Primary School is committed to promoting understanding of the principles and practices of equality and justice.

- We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by adherence to the following principles:
- Discrimination on the basis of colour, culture, origin, sex or disability is not acceptable.
- The primary objective of this school will be to educate, develop and prepare all our pupils for life whatever their sex, colour, origin, culture or disability.
- Pupils and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals



PUPIL MOBILE PHONE AT SCHOOL CONTRACT

Mobile phones should not be brought into school by pupils. We understand that sometimes it is beneficial for a Year 5 or 6 pupil to carry a mobile phone if they need to travel alone before or after school. However, we would ask that pupils do not carry a mobile unless it is absolutely essential. If you deem that your child needs a mobile phone then you must sign the agreement below and adhere to the policies and procedures of the school:

As the pupil I understand that:

1. I will switch my phone off immediately (not put on silent) before entering the school gates.
2. I will hand my phone to my class teacher/ teaching assistant for safekeeping.
3. I will not use my phone for calls, text, games, or social media during the school day.
4. I will not take photos, videos, or sound recordings of staff or students.
5. I understand that I can only use my phone after I have left the school premises.
6. If I break these rules, I understand my phone will be confiscated, and my parents will be called to collect my phone. I may then lose my privilege to bring my mobile phone to school.

As the parent/ carer of the pupil I understand that:

1. I have given permission for my child to bring a phone for safety/travel reasons as they are travelling to/ from school without a responsible adult.
2. My child will adhere to the above rules; otherwise, they may lose their privilege to bring a mobile phone to school.
3. I understand that the school is not responsible for any lost, stolen, or damaged phones.
4. I will contact my child through the school office, not by mobile, during school hours.
5. I agree to collect my child's mobile phone from school if it has been confiscated.

Parent/ Carer's Name:

Parent/ Carer's signature:

Pupil's Name:

Pupil Signature:
