

Statutory

Behaviour Policy and Statement



Policy Date:	September 2026	
Agreed by:	Headteacher	Signature
	Governing Body	Signature

Policy Review Date:	September 2027
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Previous Policy Date:

Changes Made:

Review Date: September 2026 — updated to reflect current DfE behaviour, mobile phone and suspension guidance

UPDATE KEY: Yellow highlighted text identifies wording added or changed during the September 2026 DfE guidance review.

Overview

The paramount aim of Westfield Primary School is to provide an experience of a nurturing community which is established in a spirit of equality, mutual trust and co-operation. We aim to create a safe, secure and happy environment, safe in the knowledge that everyone is valued and respected for their uniqueness. The sharing of common goals is essential to the well-being of our school family and to the fulfilment of the high aspirations we have for all our pupils.

In our School we have 3 rules that are applied consistently and equitably in all situations, they are:

- 1. I am ready**
- 2. I am respectful**
- 3. I am safe**

We meet and greet all of the children each morning as they come into school with a handshake and a smile. We share in each-others' successes and celebrate achievements by the use of praise, rewards, stickers, super-star assemblies, texts/notes/postcards home to parents.

We minimise the opportunities for unacceptable behaviour, all staff supervise children in the corridors when moving around school. We expect the children to **'Walk silently on the left' (WSL)** at all times. The policy is implemented in line with the Department for Education's current guidance on behaviour in schools, mobile phones in schools, suspension and permanent exclusion, and safeguarding. Behaviour expectations, responses and sanctions are applied consistently while taking account of individual circumstances, including SEND and safeguarding needs.

Rights and Responsibilities

Rights of Children • To be respected and valued for their uniqueness • To be educated in a safe learning environment • To feel safe in school	Child Responsibilities • To respect other pupil's right to a safe learning environment • To adhere to all school rules in the classroom, dining hall and at playtimes • To alert a staff member to any incidents towards other pupils
Rights of Staff • To work in a safe environment • To feel safe • To feel respected and valued • To receive professional development • To have the right to teach	Staff Responsibilities • To be fair • To be consistent • To know and work within the school policy and practice • To provide support for children and adults in the school • To be a positive role model for the children • To work in partnership with parents and carers to benefit the child's education
Rights of Parents/Carers • To be informed • To be listened to • To be respected as the child's first educator • To be involved in the solving of the child's misbehaviour	Parents'/Carers' Responsibilities • To work in partnership with the school to benefit their child's welfare and education • To accept and work within the school rules • To know and work within the school policy and practice
Governing Body Responsibilities • To ensure that the policy to promote good behaviour is in place and followed • To make and review written statements of general principles to promote good behaviour in school (with due regard to Headteacher) • To receive comprehensive information about standards of behaviour in the school in order that they have a full understanding of the school's current position & context.	

Governors Statement of BEHAVIOUR PRINCIPLES

This is statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The statement has been adopted by the Governing Body as a whole.

The Governors at Westfield Primary School, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Westfield, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens, championing British Values.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Westfield is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Consequences for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual pupil and the Head teacher is expected to use his/her discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort

- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated verbally, physically or online through Social Media. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

Staff Approach to Behaviour

The Code of Conduct is designed to promote good behaviour and a calm, safe and supportive school culture. It will:

- Communicate to pupils what good behaviour means
- Communicate why positive behaviour is important
- Match the curriculum to the needs and curriculum of each pupil
- Reward positive behaviour in a way that is recognised and valued by pupils
- Establish clear consequence for persistent and unacceptable behaviour.

Westfield recognises that high expectations are most effective when they are taught explicitly, reinforced consistently and supported by positive relationships. Staff will use predictable routines, clear instructions, appropriate praise and proportionate consequences. Behaviour responses will consider the pupil's age, development, individual needs, SEND/disability and any relevant safeguarding or pastoral information.

The following expectations are displayed in all teaching areas, corridors and learning areas:

I am: Ready, Respectful, Safe.

Ready:

We are ready to listen.

We are ready to learn.

We are ready to help and support each other.

We are ready for a challenge.

We are ready to go above and beyond in all we do.

We listen carefully when an adult is talking.

We take pride in our appearance which is reflected in the correct wearing of the school uniform and in our general appearance.

Respectful:

We respect ourselves.

We respect all members of our school family.

We respect the resources provided.

We respect and take care of our school environment.

We use respectful language all of the time.

We care for other pupils by showing respect and recognising each other's uniqueness.

We allow pupils to learn and teachers to teach without interruption.
We start and end the lesson in a courteous and orderly way.
We show kindness and compassion to others.

Safe:

We keep ourselves safe.
We keep our hands and feet to ourselves.
We walk quietly on the left.
We communicate how we feel.
We are always in the right place at the right time.
We follow instructions first time.
We help each other when appropriate.

Rewards

Our rewards system is aimed at encouraging both individual and collective responsibility amongst our pupils. We have high expectations of our pupils and attitudes to learning. Our strategies recognise that improvement means all pupils are equally challenged. Rewards and recognition will be applied fairly and consistently, while allowing reasonable adaptations for pupils with additional needs so that the system remains accessible and meaningful.

List of rewards

Stickers.

Verbal praise.

Positive phone call home.

Go to show their work to another teacher.

Certificates.

Class Dojos are used in class for following our 6 learning/behaviour characteristics. I am independent, I am individual, I am inquisitive, I am ready, I am safe and I am respectful.

Being picked for star of the week-parents/carers are invited in to this assembly.

Kindness award-nominated by children per class. Names are then put into a box and one pulled out per class.

Attendance trophy – class with highest attendance.

Punctuality Award – Year group with the lowest minutes lost learning

Tidiest classroom – spotted by the Cleaning Staff.

Governor Award – Governors select a pupil in Year 6 to receive the ‘Governor Award’, this is based on nominations from staff.

Class Dojo Behaviour System

At Westfield, we have whole school behaviour policy which will help us in our aim of promoting positive behaviour throughout all of school life. We use **Class Dojo**.

All staff use the Class Dojo behaviour system, and it is used consistently and fairly across the whole school and creates a positive ethos by:

- Communicating to pupils what good behaviour means
- Communicating why positive behaviour is important
- Matching the curriculum to the needs and curriculum of each pupil
- Rewarding positive behaviour in a way that is recognised and valued by pupils
- Establishing clear consequence for persistent and unacceptable behaviour.

There may be some children who have additional needs/requirements and it is appropriate that staff recognise and adapt their behaviour approach towards those children in liaison with the Behaviour Lead or SENDCO. Likewise, the 2 resources bases may use their own personalised behaviour systems.

How it works

Children will earn Dojos throughout the term for displaying behaviour linked to:

I am safe

I am ready

I am respectful

They can then spend these dojos throughout the year on certain rewards that will be determined by the school council.

Consequences

Although we promote positive behaviour throughout the whole school, we understand that there may be some occasions where we need to correct negative behaviour through the use of sanctions.

We expect staff to use vocabulary which constantly promotes positive behaviour, and in a calm and professional manner.

Verbal warning 1 - A child is given a verbal warning (privately) if their behaviour is shown to be incorrect, and the child is told how they can correct this.

Verbal warning 2 - If a child is still displaying incorrect behaviour, they are reminded again, with a reminder that if poor behaviour continues, they will have to move to somewhere else in the classroom.

Consequence 1 - If the wrong choices continue, the child will be moved to work by themselves somewhere else in the classroom until they are ready to make the correct choices again.

Consequence 2 – If poor behaviour continues, the child will receive a consequence point on Dojo. This is recorded on CPOMS and results in the agreed school consequence.

Parents/carers will be informed. If a child receives 2 consequence points in a week, the school will arrange a meeting with a parent/carers to review the behaviour and agree appropriate support and next steps. The Behaviour Lead monitors patterns weekly.

Sanctions will be proportionate, reasonable and consistent, taking account of the pupil's age, individual circumstances, SEND/disability and any relevant safeguarding or pastoral needs.

There are some incidents where it would escalate immediately to a consequence point. Incidents which would be considered as serious and hence result in higher level consequences would include:

- Violent and aggressive behaviour towards other pupils;
- Verbal or physical abuse of staff;
- Theft;
- Defiance of authority;
- Deliberate damage to property;
- Tampering in any way with safety equipment;
- Harassment;
- Bullying in any of its forms;
- Showing disrespect towards the protected characteristics groupings (Equality Act 2010);
- Sexual harassment;
- Other incidents of extreme behaviour.

These are reported straight to a member of the SLT and will be investigated before a decision is made on next steps. Parents/carers would be informed, and the class teacher, in discussion with SLT would decide on a consequence for the child depending on the age and incident.

Serious breaches of the school's Behaviour Policy

The following are all recorded on CPOMS and parents/carers will be informed of the decision and the reasons for it. Where appropriate, this will be discussed by telephone or in a meeting. Where behaviour indicates a safeguarding concern, the school's safeguarding procedures will also be followed.

Exclusion:

Internal exclusion – the Headteacher or Assistant Headteacher (in the Headteacher's absence will consult with the HT) may internally exclude a pupil in exceptional circumstances where previous consequences have failed to bring about an appropriate change to the child's behaviour. This will be used to ensure the safety of all members of our school family. Internal exclusion includes all break-times and lunchtimes for the length of the exclusion.

Suspensions – the Head teacher or Assistant Headteacher (in the Headteacher's absence will consult with the HT) may suspend a pupil from school in very exceptional circumstances. Suspensions are used for very serious incidents or where previous consequences have failed to bring about an appropriate change in behaviour. When considering the period of a suspension, the Head teacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. This will include:

- The age and level of maturity of the pupil
- The conduct record of the pupil
- The response of the pupil to the investigation of the incident
- Whether others have been hurt as a result of the pupil's actions

Statutory guidance is followed and a formal letter recording the suspension is shared with parents where all legal rights are stated.

This list is illustrative and not exhaustive. Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Child Protection, Anti-Bullying.

Suspensions can also include lunchtime suspensions. If a child's behaviour falls below an expected standard during the lunch break, we reserve the right to issue them with a lunchtime suspension. In this instance, the parent is expected to collect them at the start of the lunch break and return them to school at the end of lunch break. In this instance, if a parent does not return the child to school after lunch, it would count as an unauthorised absence.

During suspensions, parents are expected to ensure that their child is not out in the local community during the school day and should treat a suspension as an opportunity to support their child in modifying their behaviour. These periods away from school should not be treated as a holiday and in order to support the school, parents should not allow their child to be involved in recreational activities (such as gaming or on the internet for leisure purposes) during the time that they are suspension.

After each suspension, the school will plan for the pupil's safe and successful return to school and will work with the pupil and parents/carers to identify appropriate support and next steps. A reintegration meeting or discussion may be used where appropriate. The school will follow the current statutory DfE guidance on suspension and permanent exclusion.

Permanent exclusion – the Head teacher may decide to permanently exclude a pupil following investigation. Any permanent exclusion will be made in accordance with the current statutory DfE guidance and only where the legal threshold is met.

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of other pupils or others in the school (DfE Guidance)

The chair of governors will be informed on the day of the exclusion.

Sexual Violence and Sexual Harassment

Westfield Primary School has a zero tolerance approach to sexual violence and sexual harassment. We recognise allegations of sexual violence and sexual harassment as potential serious breaches of our Behaviour Policy and reserve the right to enforce our behaviour policy on that basis. We will ensure that processes and protocols are put in place to ensure the protection of any 'victims' as well as attempting to ensure the anonymity of the 'perpetrators'. We will consider whether any such allegation highlights safeguarding concerns and will make appropriate referrals if harmful sexual behaviours are identified. We acknowledge that our burden of proof in such allegations is 'on the balance of probabilities' and not 'beyond reasonable doubt' as it would be in the case of a criminal investigation. If the allegations are found to be untrue or malicious, we also reserve the right to enforce our behaviour policy.

We record all instances of Sexual Violence and Sexual Harassment on CPOMS.

Restorative practice

If a child receives 2 consequence points in a week, they will have reflection time in which they will have a reflection sheet to fill in, with guidance from an adult. This will include:

- an apology
- a few ideas about what needs to happen next/what behaviour would be better
- an understanding of what will happen if the behaviour is repeated

Positive Handling (In line with school policy)

In some circumstances, a child may need to be positively handled. This would only be when the child is in danger of hurting him/herself or endangering other pupils and staff. Staff have agreed that physical restraint will only be used where safety is compromised. A record will be kept of all violent incidents and incidents that have involved physical intervention. All positive handling will be recorded on CPOMS and in a bound book.

Governor Involvement and Monitoring

The policy is revisited and reviewed regularly. The governors are responsible for the formal ratification of the policy before it is applied to school life. Governors will be expected to monitor the standards of behaviour throughout the academic year. HT will report to governors and show records of incidents from the CPOMS tracking system.

Parents

We want to work with our families and we recognise that we are able to have a more positive impact on the behaviour of our pupils when communication with parents is effective. We expect parents to be supportive of this policy (especially in front of their child). In line with this, parents are expected to sign the Home School Agreement annually which stipulates that they will support this policy whilst at home and in school.

Pupil Conduct Outside of the Pupil Gates

Teachers may discipline pupils for misbehaviour using the school's sanctions if: The school may also use other lawful behaviour measures, including off-site direction where the statutory conditions and current DfE guidance are met.

- the pupil is taking part in any school-organised or school-related activity;
- the pupil is travelling to or from school;
- the pupil is wearing school uniform;
- the pupil is in some other way identifiable as a pupil at the school;
- the pupils' behaviour could have repercussions for the orderly running of the school, or possess a threat to another pupil or member of the public or could adversely affect the reputation of the school. This includes the issues involving social media and electronic devices.

Confiscation of inappropriate items

Mobile phones and similar devices – Westfield will follow the DfE’s statutory mobile phone guidance. Mobile phones must not be used during the school day, including lessons, movement between lessons, breaktimes and lunchtimes, unless an agreed exception or reasonable adjustment applies. The school may confiscate a phone or similar device as a proportionate disciplinary measure and will set out how devices are stored and returned. Any search or confiscation will follow the school’s searching, screening and confiscation procedures and relevant legal requirements.

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

1) The general power to discipline

2) Power to search without consent for “prohibited items” including:

- Knives and weapons;
- Forbidden technology such as mobile phones when on the school premises or school trip;
- Alcohol;
- Illegal drugs;
- Any item believed to be stolen;
- Tobacco, cigarette papers and vapes;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should such items be seized, the following action will be taken:

Weapons and knives and extreme or child pornography will always be handed over to the police. Otherwise, it is for the Headteacher/Senior Leadership Team to decide if and when to return a confiscated item.

The Behaviour Policy is intended to be a continuous working document. At Westfield, we strive to maintain outstanding behaviour from all of our pupils.

This policy should be read in conjunction with our Anti-Bullying Policy, Safeguarding Policy, Acceptable Use Policy and E-Safety Policy, Positive Handling Policy.

Appendix 1

As a parent/carer at Westfield Primary School I will:

Ensure my child follows the school rules

I am: Ready, Respectful, Safe.



Ready:

We are ready to listen.

We are ready to learn.

We are ready to help and support each other.

We are ready for a challenge.

We are ready to go above and beyond in all we do.

We listen carefully when an adult is talking.

We take pride in our appearance which is reflected in the correct wearing of the school uniform and in our general appearance.

Respectful:

We respect ourselves.

We respect all members of our school family.

We respect the resources provided.

We respect and take care of our school environment.

We use respectful language all of the time.

We care for other pupils by showing respect and recognising each other's uniqueness.

We allow pupils to learn and teachers to teach without interruption.

We start and end the lesson in a courteous and orderly way.

We show kindness and compassion to others.

Safe:

We keep ourselves safe.

We keep our hands and feet to ourselves.

We walk quietly on the left.

We communicate how we feel.

We are always in the right place at the right time.

We follow instructions first time.

We help each other when appropriate.

I will do this by ensuring my child arrives at school on time every day.

I will support the school policies on school uniform, homework and behaviour.

I will attend parents' evenings to find out about my child's progress.

If my child is suspended from school, I will support the school's arrangements and ensure that my child complies with the legal requirements that apply during the suspension. I will work with the school on any appropriate reintegration or support plan.

Pupil Name: _____

Class: _____

Signed: _____

Date: _____



Appendix 2

As a child at Westfield Primary School I will:

Follow the school rules.

I am Ready.

I am Respectful.

I am Safe.

Ready:

We are ready to listen.

We are ready to learn.

We are ready to help and support each other.

We are ready for a challenge.

We are ready to go above and beyond in all we do.

We listen carefully when an adult is talking.

We take pride in our appearance which is reflected in the correct wearing of the school uniform and in our general appearance.

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We show kindness and compassion to others.

Safe:

We keep ourselves safe.

We keep our hands and feet to ourselves.

We walk quietly on the left.

We communicate how we feel.

We are always in the right place at the right time.

We follow instructions first time.

We help each other when appropriate.

I will do my homework and bring it in to school on time.

I will be a role model to all members of our school family.

Pupil Name: _____ Class: _____

Signed: _____ Date: _____

Westfield Primary School Behaviour Prompt Sheet.



Expectations

We are respectful learners
We are safe learners
We are ready learners

Ro

Us
Pundowns (positive encouragement to get pupils ready)
Praise in public, reprimand in private (PIP RIP)
Build respectful relationships
Value children

Adult consistencies

1. Calm and consistent
2. First attention to best conduct
3. Be relentlessly positive

Rules

1. Ready
2. Respectful
3. Safe

Stepped Consequences

1. Verbal warning
2. Verbal warning
3. Move to work alone in class
4. Consequence point
5. Meeting with behaviour lead

Microscript

"I noticed you are..."
"It was the rule about... you broke"
You have chosen to ..."
"Do you remember last week when you....."
"That is who I need to see today..."
"Thank you for listening....."

Restorative questions

1. What happened?
2. What were you thinking/ feeling at the time?
3. What have you thought since?
4. Who has been affected by what you have done?
5. What do you think you need to do now to put things right?

DfE guidance and statutory documents considered in this September 2026 update

- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024).
- Mobile phones in schools (DfE statutory guidance, revised 2026; in force from 1 September 2026).
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE guidance effective from 26 July 2026).
- Keeping children safe in education 2026 (DfE statutory guidance, in force from 1 September 2026).
- Searching, screening and confiscation in schools (DfE guidance).