



Wincle CE Primary School

Wincle School provides an enriching and outstanding rural education. We nurture the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do. Our children exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

Shine Like Stars' Philippians 2:15

Behaviour and Anti-Bullying Policy and Procedure

Date updated:	Brief summary of changes:
March 2026	Inclusion of Class Dojo

The purpose of this policy:

Our school vision encompasses the responsibility for all staff to promote pupils' positive behaviour, **and** encourage **an inclusive respect for all**. Engaging all pupils in their behaviour and conduct is recognised as a crucial part of this holistic approach to **inspiring happy, courageous** children who display a **loving concern for the community** around them.

We encourage our pupils to 'Shine like Stars' (Philippians 2:15).

Good behaviour in schools is central to a good education. Wincle School needs to manage behaviour well so it can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive. Being taught how to behave well is vital for children to succeed personally and for them to successfully navigate the communities they inhabit. Wincle School believes all behaviour is a means of communication and so that we must identify the reasons behind behaviour to support each child.

The governing body of Wincle CE Primary School acknowledges that it has the ultimate responsibility for the conduct of pupils and the standards of discipline employed at the school, and that it determines the general principles of behaviour and pupil conduct which are administered by the head teacher. Such principles include promoting self-discipline, having regard for authority, having regard for person and property, and expecting proper and courteous behaviour at all times.

Where behaviour is poor, pupils and staff can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Parents and pupils recognise managing behaviour well as one of the top priorities for schools.

People responsible:

It is recognised that achieving high standards and expectations with regard to pupil behaviour and conduct is a collective responsibility which governors, the head teacher, teachers, support staff and the children themselves must identify, provide and maintain.

The headteacher of Wincle CE Primary School must determine measures which aim to:

- ensure all pupils feel safe and happy in school
- *encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

The role of staff at Wincle CE Primary School:

Staff have an important role in developing a calm, positive, structured and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should teach and model expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help and support when needed. They should also constantly challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

The role of pupils:

All pupils at Wincle CE Primary School deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour policies, standards, expectations, and consequence processes. Every pupil should be supported to achieve the behaviour standards, including a clear induction process that familiarises them with the school behaviour culture. Wincle School believes all behaviour is a form of communication and so if a pupil is struggling to behave, time will be spent looking at the reasons why and a clear action plan implemented.

Special provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where it is necessary, extra support and training should be provided for pupils who arrive at the school with characteristics or circumstances e.g., being looked After Children, pupils joining the school as a 'managed move', pupils excluded from other schools, pupils with SEND and other factors.

Parents:

The role of parents is crucial in helping Wincle CE Primary School develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the schools' behaviour policy and where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's policy and reinforcing it at home.

This policy has been constructed following consultation with the above groups. It identifies the principles which we agree to promote.

School Behaviour Curriculum

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviour. It is centred on what successful behaviour looks like and defining it clearly for all parties. Routines will be used to teach and reinforce the behaviours expected of all pupils. These routines will be simple for everyone to understand and follow. School leaders and staff will be role models in practising these routines to show pupils expected behaviour. Establishing and rehearsing these routines will help to create a calm environment. Appropriate adjustments will be made to routines for pupils with additional needs, where appropriate, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments will be made proactively and by design where possible.

Wincle CE Primary School is a caring school.

People: As part of God's family, we care for each other.

- Our school is a place where we endeavour to make one another feel safe, secure and happy.
- Our school is a place where everybody has feelings of worth and is respected for their individual opinions, skills and abilities.
- Our school is a place where we endeavour to promote fairness and high social and moral values.
- Our school is a place which encourages calm and order. We believe this helps the children to develop a personal discipline and inner peace. It gives them better opportunities to achieve satisfaction and quality in their endeavours.

Property: As part of God's family, we care for property.

- Our school is a place where every individual is expected to show respect for property whether it belongs to school, others or self.

Environment: As part of God's family, we care for our environment.

- Our school expects every individual to show concern for keeping the premises and the environment around it safe and attractive.
- Our school promotes a positive attitude towards behaviour and discipline through a well-ordered environment that is rich and rewarding, and in which each child is helped to develop his or her all-round potential.

Education: As part of God's family, we care about what and how we learn.

- Our school is a place where we encourage children, staff, governors, parents and carers to work together in partnership, and where there is a common bond to provide the very best for all the children who attend.
- Our school, above all, emphasises those values as depicted by Our Lord Jesus Christ who spent his life working for the welfare of others, and who provided us with the rules by which we all may live.

Aims of this policy:

- To promote good behaviour throughout the school to ensure pupils can learn in a calm, orderly, safe and supportive environment and protect them from disruption.
- To encourage a whole-school approach to rewards and sanctions.
- To ensure school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and agreed routines
- To ensure staff and pupils understand the high expectations of pupils' conduct and behaviour
- To involve parents and carers in promoting good behaviour.
- To be consistent and fair.
- To have a positive approach to behaviour (praise the child who is doing right rather than speak to the one that is misbehaving, where possible).
- To ensure all children are safe, secure and happy, making a positive contribution.
- To provide a warm, caring environment in which the children
 - 1) have a positive value of self and others
 - 2) know that bullying will not be tolerated (* see appendix for definition of bullying)
 - 3) are not afraid to talk to adults if they feel bullied.
- To ensure measures are taken so that general and targeted interventions are used to improve pupils' behaviour and support is provided to all pupils to help them meet behaviour standards.

School Systems

With our school's vision in mind, all stakeholders have created a workable acronym as our behaviour code:

S	Service		<p>Help each other stay safe and healthy by keeping your distance. Encourage each other to wash your hands and dry them properly. Think about tidying up your rubbish as well as equipment and lunchtime pots to help the staff. Check in on your friends to see if they need a reassuring smile. Be kind with your words and facial expressions. Play fairly at playtimes and lunch times. Follow the rules that the teacher gives for each activity.</p>	
T	Theology		<p>Listen carefully to the teachers. Try your hardest to complete your work showing the teachers what you can do. Inspire others around you by showing what you know. Help each other to be the best that you can be!</p>	
A	Attitude		<p>Don't give up when things are hard – ask for help. Complete your work to the best of your ability. Show integrity by walking calmly and politely around school. Wait your turn patiently when waiting for the toilet or to wash your hands. Put up your hand if you need help in class so the teacher knows that you are waiting.</p>	
R	Relationships		<p>Show compassion to your friends inside school and when playing outside. Encourage each other to stay safe and not cough or sneeze near anyone. Support each other when trying new things. Look after yourself – ask for help when you are feeling sad or worried. Trust your teachers to keep you safe.</p>	
S	Shine like stars		<p>Smile as much as possible Laugh a lot Have fun with all your friends. Enjoy learning lots of new things.</p>	

At the beginning of each school year, all pupils and parents are given a code of conduct based on the above. Class rules are identified and shared across the school so pupils are encouraged to shine like a star in their behaviour. These are displayed in the classroom and signed by the children. Teachers regularly discuss the meaning of the rules, agreement and vision statement with their class.

In order to encourage a positive attitude towards good behaviour and conduct, as well as enforce sanctions, all staff have a responsibility and requirement to adhere to the following procedures:

Good behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. Good behaviour also requires positive reinforcement through rewards but also sanctions where rules are broken. Rewards and sanctions are equally important and necessary to support the whole-school culture. This helps develop a positive culture where all pupils feel safe and able to learn and staff feel supported and able to teach.

Rewards

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using rewards and positive recognition provides an opportunity for all staff to reinforce the school's culture and ethos. Rewards and positive reinforcements will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

We will always try to acknowledge good behaviour and manners, and reward these with:

- School Values cards
- Dojos from Class Dojo
- Smiles and gestures
- Communicating praise to parents via phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, or being entrusted with a particular decision or project;

- An entry onto the 'Shine like Stars' board
- Positive remarks
- Consistent praise for good behaviour and attitude to learning
- Gold stars
- Certificates
- Stickers
- Whole-class or year group rewards, such as a popular activity

Sanctions

When a member of school staff becomes aware of misbehaviour, they will respond in accordance with the school behaviour policy. Their priority should be to ensure the safety of the pupil, other pupils and staff and to restore a calm and orderly environment. It is important that staff across a school respond in a consistent manner so pupils know with certainty that misbehaviour will always be addressed, and that context will be taken into account. De-escalation techniques can be used to prevent further behaviour issues arising and recurring. Where necessary, sanctions should quickly follow the incident.

Wincle CE Primary School makes it clear that there are consequences for misbehaving and misbehaviour will not be ignored. The aims of any response to misbehaviour will be to:

- restore a safe, orderly environment in which all pupils can learn and thrive;
- attempt to prevent the recurrence of misbehaviour; and
- maintain the culture of the school by reinforcing the need for safety, calm and dignity.

All members of staff will respond predictably, promptly and assertively to incidents of misbehaviour. Inconsistency teaches pupils that boundaries are flexible which can encourage further misbehaviour. This reduces the deterrent effect of sanctions, which in turn dilutes their effectiveness.

Where appropriate, staff will take account of any contributing factors that are identified after an incident of misbehaviour has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health problems, has been subject to bullying, has needs including SEN or a disability (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Sanctions will be applied clearly and consistently to reinforce the routines, expectations and norms of the school's behaviour culture. Consequences such as sanctions should be administered as consistently as possible to maximise their predictability. When appropriate, staff will make time for a pastoral discussion to ensure the pupil understands why they received the sanction and what they need to do in the future to improve their behaviour.

The sanction process is as follows.

The strategy for behaviour management adopted in lessons is a traffic light system which each staff member has on their lanyard. Any child disrupting other children's learning will be shown a yellow card and reminded of the expectation. At this point, we hope that the child will change their behaviour.

If the poor behaviour continues then the child is then shown an orange card and this is recorded in their home/school diary. They may be asked to 'catch up at break', meaning that five minutes of the next playtime has been lost so work can be completed. This also provides an opportunity for the behaviour to be discussed with a staff member and any reasons for the poor behaviour identified.

If a child's behaviour persists, then a red card is shown and the child is taken to see the headteacher. The headteachers discusses the behaviour displayed and an action plan created to support the child. Their parents are also rung and an explanation given as to what the behaviour shown has been and how the school will be supporting that child.

After each playtime there is a fresh start for everyone.

For more serious poor behaviour, for example, physical violence or swearing, then adults are expected to deal quickly and calmly with a problem that arises, making it clear to children why their behaviour is being called into question and what the consequences will be. Where children behave in a manner that is unacceptable, the school will fully involve parents in a process whereby future behaviour is guided and monitored. This may be in the form of a daily behaviour record.

Following a sanction, in order to support pupils to meet the behaviour expectations of the school, strategies should be considered to help pupils to understand how to improve their behaviour. These might include:

- a targeted discussion with the pupil;
- a phone call with parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Removal is where a pupil, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. This is classed as an Internal Exclusion.

Removal from the classroom should be considered a serious sanction and only used when necessary. Removal should be used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. As with all disciplinary measures, Winkle CE Primary School will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition

Removal can be used for the following reasons:

- a) To restore order and calm following an unreasonably high level of disruption
- b) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Winkle CE Primary School will ensure there are a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This will be achieved by helping pupils understand behavioural expectations and norms and by providing support for pupils who struggle to meet these norms. Some pupils will need more support than others and this will be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Winkle School has a system in place to ensure relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose misbehaviour is out of character and a sudden change from previous patterns of behaviour.

Persistently poor behaviour, where a child displays a regular or consistently negative / aggressive / violent approach to their peers / member of staff will be dealt with according to the following procedure:

- Parents will be informed of the negative / aggressive / violent behaviour and the next steps clarified if the behaviour is repeated / continues.
- Any repetition will lead to an Internal Exclusion in School.
- A further repeat will result in a Fixed Term Exclusion.

- A Permanent Exclusion from the School will be the result of a number of Fixed Term Exclusions.

Prevention of exclusion

A variety of methods are tried to prevent exclusion. These are as follows:

- The use of an adult to diffuse the situation and to 'calm' the child.
- Use of 'time-out' with another teacher in another class.
- Placement with the headteacher.
- Discussion and counselling with the child and other parties involved.
- Meetings and/or conversations with parents / carers at early stage.
- Use of external agencies such as play therapy etc.
- Internal exclusion

Exclusion

Please see our exclusions policy.

Behaviour outside of school:

Teachers have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable. Conduct outside the school premises and online conduct that teachers might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

All reports of poor behaviour will be given to the headteacher and the appropriate sanctions put in place.

Anti-bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

(Preventing and tackling bullying in schools July 2017)

In Wincle C.E. School, bullying is rare. Ensuring that this remains the case is a high priority for Wincle School governors, staff, parents and children.

We will continue to promote the partnership between home and school.

We will regularly reinforce our school rules.

We will ensure that all children know that there is no excuse for bullying and that such behaviour is not tolerated in a Christian school.

We will ensure that all children know they can share their problems with adults in school and that they will be listened to and that appropriate actions will be taken.

Strategies for dealing with bullying:

Adults should look for warning signs in children, asking:

- * Is a child frowning, looking unhappy or angry?
- * Is a child trying to get away from an aggressor?
- * Is a child not taking turns?
- * Is a child isolated?
- * Is a child regularly crying?
- * Does a child regularly complain about their treatment by others? (But be careful about drawing incorrect conclusions!).

If bullying is reported, then the school will use the bullying investigation process and the forms from the Local Authority which have been formally approved by the governing body, and then share these with parents.

Disciplining the bully

“Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.”

(Preventing and tackling bullying in schools July 2017)

Measures to discipline bullies in Wincle CE Primary School will be agreed on an individual basis in discussion with the headteacher, class teacher, child and parents.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Communicating and monitoring this policy:

Communicating this school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents and staff members and provides reassurance that expectations of behaviour and responses to misbehaviour are consistent, fair, and predictable.

Wincle CE school's behaviour policy will be put in writing to parents, staff, and pupils at least once a year. It will also be published on the school website.

Appendix 1

Wincle School's Current Home, School Agreement

Please see separate document.

Appendix 2

Bullying Incident – Process

Criteria to indicate a bullying incident has taken place.

- the victim is targeted by an individual or group on a regular basis
- there is intention to harm or humiliate (harm can be physically and emotionally)
- there is a power imbalance, the victim is fearful of those targeting him or her

Complete 'Initial Notification'



