



**Weobley
Primary
School**

Promoting Positive Behaviour Policy

Implementation Date: February 2026

Review Date: February 2027 (or in line with national changes)

Aims and Values

Everyone at Weobley Primary School shares an objective to help keep children and young people safe by contributing to:

- ❖ Providing a safe environment for children and young people to learn; and
- ❖ Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Achieving this objective requires systems designed to:

- ❖ Prevent unsuitable people working with children and young people
- ❖ Promote safe practice and challenge poor and unsafe practice.
- ❖ Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe
- ❖ Contribute to effective partnership working with all those involved with providing services for children and young people

All pupils and parents are asked on entry to the school to sign the Home/School Agreement in which the child, school and parent agree to work together to encourage and support positive behaviour choices.

We aim to provide a safe, secure and caring environment for all children, staff and members of the community. There should be a clear understanding of the school's expectations which builds on those already agreed in the Home School Agreement. We recognise the school's responsibilities and believe it is essential that parents play an active role in supporting the strategies which ensure that children can achieve their full potential. School Council, Parents, Staff and Governors are instrumental in formulating and contributing to this policy. Pupils are encouraged to express opinions in both school council and our annual pupil questionnaires **(Appendix A and B)**.

We follow our school SMART Charter **(Appendix C)** which is displayed in all classrooms and throughout the school. A Behaviour code leaflet has also been sent to all parents and is available to be downloaded from the school website.

At Weobley Primary School we aim to

- ❖ Provide a safe, secure, caring, learning environment for all
- ❖ Enable children to learn in a disciplined and supportive environment
- ❖ Ensure all children have equal access and opportunity in the learning process
- ❖ Promote open partnership and communication between home, school and the community
- ❖ Ensure that children develop self-discipline, respect for themselves and respect for others
- ❖ Use strategies to build self-esteem within the whole school community
- ❖ Ensure that children fulfill their potential in academic life and within the school community
- ❖ Ensure there is a positive and consistent approach to discipline throughout the school
- ❖ Put effective strategies in place against bullying, racial or sexual harassment

Ethos

The ethos at Weobley Primary School is developed by caring and approachable staff who help children achieve their full potential by encouraging relationships based on mutual respect and self-discipline and by demonstrating the core values and attitudes which underpin every activity through the Values education.

The School Rules are applied consistently and come into effect when a child enters the school grounds.

Our Playground rules and regulations have been designed to help make playtimes and lunchtimes happy for everyone. **(Appendix D)**

Behaviour Ladder

The majority of behaviours should be recorded using the class Behaviour Ladder – children can either rise up the ladder for good behaviour choices or drop down it for poor behaviour choices. Children's rise and fall on the ladder can then be acknowledged with either ***Rewards*** or ***Sanctions***.

Rewards

There are a variety of ways in which children can be rewarded. Children may be rewarded for a variety of reasons including working to the best of their ability, behaving sensibly or being helpful. The reward might be :-

- ❖ Praise from the teacher, head of school or another adult.
- ❖ Star of the Week awards & Head of School certificates– weekly Golden Assembly.
- ❖ Star of the Term awards – given in a termly achievement assembly
- ❖ Stars, stickers, smiley faces, Thumbs Up awards, Smile Awards or badges
- ❖ Personal achievement charts, certificates, etc
- ❖ Positive comments in home / school reading diary
- ❖ Applause (spontaneous or on more formal occasions)
- ❖ Showing the good work to parents or telling them of an achievement at the end of the school day or through school text messaging service if you cannot see the parent.
- ❖ Displaying work
- ❖ All classes have the opportunity to lead a class assembly to parents where they are able to show examples of best work.
- ❖ Lunchtime awards and certificates.

Sanctions

There is a need for justice and fairness. Children do need reminding that unacceptable behaviour will not be tolerated. When a child behaves inappropriately every effort will be made to investigate the incident and then sanctions which meet the situation will be imposed. These may be as follows:

- ❖ A look or comment of disapproval
- ❖ Withdrawal from a group
- ❖ The class teacher will make reference to the Behaviour Code. If there are incidents of anti social behaviour, the class teacher may discuss during circle time with the whole class.
- ❖ Loss of playtime or Golden Time
- ❖ Withdrawal of privileges

- ❖ Remaining under close supervision at lunchtime
- ❖ Informing the head of school

Where possible children are encouraged to find resolutions and be problem solvers. Strategies are displayed in every classroom. (**Appendix E**)

Where incidents or concerns are deemed more serious, a parent will be contacted and asked to support us in dealing with the problem. A behaviour contract between teacher/parent/pupil will be devised. This may include:

- ❖ Daily/weekly verbal reports to parents
- ❖ Pupils are paired with a buddy to support
- ❖ Parents asked to come into school to support the action taken by the Headteacher
- ❖ Further action as deemed necessary e.g. fixed term suspension

Suspensions

Suspensions from school are a serious intervention and employed when a student has refused to comply or is acting as a danger to others. Permanent exclusion will normally be a last resort after strategies linked to the school's behaviour policy have been exhausted or if allowing the student to remain in school would be seriously detrimental to the student, the needs of other students or staff.

Prior to suspension or permanent exclusion:

- students whose behaviour is deteriorating and are in danger of facing permanent exclusion may be placed on a Pastoral Support Programme and/or behaviour contract. Parents and a representative from the Local Authority (LA Inclusion Officer) will be involved in drawing up an appropriate plan.
- If events show that a support strategy has failed to help the student respond, then a decision may be made that a permanent exclusion is appropriate.

Delivery of the curriculum to suspended students.

In the initial letter to parents advising of suspension, the Executive Headteacher will provide details of the arrangements for the setting and marking of work. Parents/carers should arrange for the work to be collected and returned for marking. This will continue until the student returns to school or is taken off roll.

Governors

Serious unacceptable behaviour may result in the establishment of a Governing Body Behaviour Panel to examine the future of an individual student at Weobley High School. One of the options considered by the panel will be the drawing up of a behaviour contract between the student, parent and school.

If a student is suspended from school, the Chair of Governors is automatically informed. Parents have the right to appeal to the Governors against suspension. The role of the governing body/committee is to review suspensions imposed by the Executive Headteacher. They can uphold a suspension, or direct the student's reinstatement. Governing body meetings need only to take place for permanent suspensions or fixed term suspensions of over 5 days. A Local Authority Adviser will also be invited.

If requested by a parent the local authority will be required to arrange an independent review panel to consider the decision of the governing body. The panel will not have the power to force the school to reinstate an excluded student. The school will investigate all possible ways to avoid permanent suspension, including a managed move to another school. However, for students who persistently misbehave, permanent exclusion remains a possibility.

School Organisation

Curriculum

The planning and delivery of the curriculum has a bearing on the behaviour of children in school. Staff should have a high expectation of each child and ensure that a broad and balanced curriculum is delivered which relates work to the individual needs of each pupil.

The use of Circle Time techniques, which have been introduced to all staff, will be used, in conjunction with the developing Personal, Health and Social Education Policy, R.E., Values based learning to reinforce positive attitudes and values throughout the school. As part of our PHSE curriculum social, emotional and behavioural skills are also being taught through the SEAL programme.

Classroom Organisation

Effective classroom organisation can minimize inappropriate behaviour. Setting a few, negotiated, positively stated rules which all pupils agree on can give the class a simple guide.

Class rewards can be used to motivate and encourage children to work harder/ behave better. Arrangements of seating, resources and facilities can also be used to encourage good behaviour. Expectations of good behaviour at all times are essential.

Communication with Parents

Parents have easy access to staff in order to discuss progress and/or problems. We believe that by working together with parents we can more effectively help children to improve their behaviour. When children are experiencing difficulties the Head of School is happy to set up informal meetings on a weekly basis to support families and strengthen communication – it is normal for this to be a temporary measure.

Should it become necessary for temporary or permanent exclusions to take place procedures will be consistent with Circular 10/99.

Reporting of Concerns

Staff report using the Child Protection Online Management System (CPOMS) incidents of concerning behaviour in line with our Safeguarding Policy. This allows the Safeguarding team to monitor and act on any emerging patterns in a timely manner.

The School Year and the School Day

Sometimes there are certain times of the year when a greater level of excitement exists. Allowance needs to be made for this. Some children are less able to cope with unstructured activities and can be helped by being given more specific duties.

Lunchtime Supervisors are given the same training as teaching staff in methods of promoting positive behaviour. It is important that all staff are valued and treated in the same respectful way by children.

The School Environment

The school buildings are kept as bright, colourful and stimulating as possible. Children are encouraged to value them and care for them. The school grounds are already extensive and provide good play facilities.

Preschool

We believe that young children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. We make sure that we are consistent in our approach to behaviour management and apply simple rules fairly that are aimed at the individual child's stage of development. Children need to have set boundaries of behaviour

for their own safety and the safety of their peers. Within Pre-School we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to be curious, explore and develop their own ideas and concepts are kept to a minimum. Pre-School's rules are concerned with safety and care and respect for each other. Children who behave inappropriately physically or verbally will be spoken to about their actions in an age and stage appropriate manner and encouraged to identify the consequences of their actions. It is important to acknowledge when a child is feeling angry or upset and that is the behaviour that is being rejected not the children.

Appendix A



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Pupil Questionnaire School Ethos

Pupil Name:			Class:			
Date:						
PART A – Circle or highlight your answer						
1	I like being at this school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
2	Other children behave well.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
3	Other children are friendly	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
4	Teachers are fair to you.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
5	Teachers listen to your ideas.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
6	The school ask for and respond to your views.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
7	I feel safe at school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
PART B – Please write your answers in the space provided						
8	What do you like most about school?					
9	What do you like least about school?					
10	Are the school rules and sanctions fair? Explain your answer.					
11	To whom would you turn if you were worried about something at school?					

12	How do you know if you have done good work in a lesson?	
13	If you have success within school with a piece of work or an activity, how does the school recognise / celebrate this?	
14	If you have success outside of school, how does the school recognise / celebrate this?	
15	What do you enjoy most about school assemblies? E.g. Values, stories, singing etc.	
16	Does the school help you to understand the importance of being healthy and happy? How?	

PART C

17	Are there any other comments you would like to make about the school care that could help you or others within the school?	
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Appendix B



**Weobley
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Anti-Bullying Questionnaire

Boy ☐

Girl ☐

Age _____

1. Do you feel happy at school? Yes ☐ No ☐

2. Do you feel safe at school? Yes ☐ No ☐

3. Have you ever been bullied at this school?

Never ☐ A few times ☐ About once a week ☐ More than once a week ☐

4. Where did the bullying take place?

In the classroom ☐ In the playground ☐ In the cloakrooms ☐ Other ☐

5. Who did you TELL?

Teacher ☐ Head of School ☐ Parent ☐ No-one ☐ Other ☐

6. Was the problem sorted out and then the bullying stopped? Yes ☐ No ☐

7. Have you ever seen bullying at this school?

Never ☐ A few times ☐ About once a week ☐ More than once a week ☐

8. Where did the bullying take place?

In the classroom ☐ In the playground ☐ In the cloakrooms ☐ Other ☐

9. Who did you tell?

Teacher ☐ Head of School ☐ Parent ☐ No-one ☐ Other ☐

10. What is bullying?

11. What should you do if you feel bullied?



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SMART Charter

Our SMART Charter is displayed around school and in classrooms and is our code that we all try to work to.

S = SENSITIVE

We are kind, gentle and helpful to others.
We don't hurt people or their feelings

M = MOTIVATED

We are hard working and try our best.
We don't waste time or give up.

A = ATTENTIVE

We are good listeners who concentrate.
We listen to instructions and don't interrupt.

R= RESPONSIBLE

We look after property.
We don't damage or waste things.

T= TRUTHFUL

We are honest.
We always tell the truth.

Appendix D

Infant and Junior Playground Rules and Regulations

- ❖ Encourage children to be inclusive in their games.
- ❖ Only allow sitting on seating areas, not standing, walking along or jumping off walls or equipment.
- ❖ Do not allow play fights of any kind and try to be proactive if you see such play occurring.
- ❖ Discourage handstands and cart-wheeling.
- ❖ Keep children in your sight as much as possible. Do not allow them to disappear into cloakroom areas or behind sheds or the willows. Keep patrolling these areas.
- ❖ **All equipment** should be put away at the end of each playtime.
- ❖ Equipment should be played with in a sensible manner. Children not doing so should be shown how to play with the equipment appropriately. If they are still not using it in a sensible manner, they should have the equipment taken from them.
- ❖ Only sponge balls or air flow balls may be used on the playground.
- ❖ Playing on the grass is allowed when it is dry but this is left to the discretion of the teacher on duty that day or the lunch time supervisor.
- ❖ Inappropriate behaviour should be addressed immediately by speaking to the children involved and they should remain with an adult for a short *timeout session*. Major incidents should be reported to the child's class teacher and recorded on CPOMs
- ❖ Good behaviour can be recorded in the class Golden book.
- ❖ If a child is injured please send them to the duty first-aider. If a serious injury occurs send a child to find a senior member of staff. An accident report form must be completed. An incident form may also be required to be completed.
- ❖ When the bell rings the children should be encouraged to line up in class lines and wait to be asked to lead in.
- ❖ KS2 Sports Leaders should be utilised to make lunchtimes and playtimes happier by leading games for KS1.

If someone is causing you a problem
in the playground?

Ask them:

'Please can you stop it'?

If you still have a problem, ask again:

'Please can you stop it'?

If you still have a problem:

Walk away.

If you STILL have a problem?

*Get some help. Find a teacher or an
adult who can help you to sort it out.*



At Weobley Primary we say
'NO TO BULLYING'

Has someone had a problem with you in the playground?

1. Did you listen when they asked you to stop what you were doing?
2. Did you think about why you were doing it?
3. Did you explain why to the person?

Always **think carefully** about what you do and say.

If you are kind to your friends, they will be kind to you.



At Weobley Primary we say
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