Wellington Primary

Behaviour and Relationships Policy

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Aims

The aim of this policy is to show how the school develops a positive, caring environment in which each child is valued and develops their self-esteem, self-respect and respect for others, including respect for each other's cultural identities.

At Wellington Primary School, our Rights Respecting approach is grounded in the UN Convention on the Rights of the Child. Adults and pupils use these articles to understand the rights of all. Children learn to respect one another, seek help and contribute to resolving behaviour concerns through restorative practice.

We seek to develop in children a sense of responsibility and increasing independence, building confidence and self-esteem. Wellington is a harmonious community, whose values are built on mutual trust and respect for all. This policy supports the way in which all members of the school work together to promote an environment where everyone feels happy, safe and secure, and where learning can flourish.

The promotion of strong relationships is central so that we can work together with the common purpose of helping everyone to learn.

Our school is invested in supporting the very best possible relational health between:
- Parent and child
- Child and child
- Child and school staff
- Parent and school staff

• School staff (peer-to-peer)
• School staff and senior leads
• School staff and external agencies

Our Behaviour and Relationships Policy models enquiry, reflection, resolution and interactive repair (e.g. restorative conversations) for our whole-school community, including both staff and pupils.

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. We aim to provide high-quality learning experiences, in a stimulating, safe and happy environment, through which our children can maximise their abilities and talents and thrive in society.

The school provides opportunities to help children develop the skills to investigate, make sense of and communicate with the world around them, becoming responsible, healthy members of the community. We hold a strong belief that praise and recognition of good behaviour, effort and achievement promotes a school ethos in which we all feel valued and respected.

The management of behaviour is woven through every aspect of our school life. It is only when a school and community move forward together—in a spirit of co-operation and mutual respect—that a behaviour policy can achieve success.

UN Convention on the Rights of the Child

We work towards the following articles in particular:
• **Article 28** – the right to an education. Discipline must respect children's dignity and rights.
• **Article 29** – education must develop every child's personality, talents and abilities to the full, encouraging respect for human rights and for parents, their own and other cultures.
• **Article 12** – the right to express views on matters affecting them.
• **Article 19** – the right to be protected from all forms of violence.

Our approach is to teach and model these rights and the responsibilities that accompany them.

We aim to:
• Promote high standards of behaviour.
• Promote self-regulation.
• Create and maintain a positive, safe and orderly school climate where effective learning can take place and children grow academically, socially and emotionally.
• Ensure mutual respect between all members of the community, for belongings and the environment.
• Keep the school safe for all.
• Treat everyone with respect.
• Value every individual's contribution to school life.
• Promote positive behaviour and conduct in and out of school.
• Develop children's social and communication skills.
• Foster independence, personal responsibility and self-regulation in a caring, safe environment.
• Equip children with mediation and negotiation skills to resolve differences and seek adult support when needed.
• Work in partnership with families and agencies.
• Balance recognition of positive behaviour with clear, proportionate and consistently applied consequences when expectations are not met.

We know we are succeeding when:
• Expectations are clear, taught and revisited.
• A caring, supportive atmosphere enables children to reach their personal best.
• Children are taught how to make responsible behaviour choices.
• Adults model the behaviour we seek.
• Parents and pupils understand the hierarchy of consequences and restorative responses, applied calmly and fairly.

Objectives

Children understand the behaviour expected throughout the school day through consistent application of school rules and routines.

• **Any harassment or abuse—verbal, physical or online—is unacceptable.**
• **Actions causing physical harm are unacceptable.**
• **Behaviour that inhibits learning is unacceptable.**
• **Damage to property or the school environment is unacceptable.**

We believe the most effective strategy is **positive reinforcement** and **explicit teaching** of routines and expectations.

Positive encouragement is used to:
• **Create a positive school environment.**
• **Increase children's self-esteem.**
• **Reduce poor behaviour choices.**
• **Provide a model for good behaviour and relationships**.

Examples include:
• Precise, behaviour-linked praise.
• Positive attention for meeting expectations.
• Special Mentions in assembly. School Value Awards
• Achievement merits and certificates.
• Positive messages home.
• Stickers, team points and other age-appropriate rewards.
• Class Dojo points aligned with our charter and rights-based values.

Any deviation from expected behaviour leads to proportionate, consistently applied consequences with restorative follow-up. Our whole-school system is the **Wellington Behaviour Code** (Appendix 1).

Children are taught to: stop and think; consider choices and consequences; decide on the good choice; act on the good choice.

Statutory and regulatory framework

This policy should be read alongside our Safeguarding and Child Protection Policy, Anti-Bullying Statement, SEND Policy, Equality Information and Objectives, Attendance Policy, Uniform Policy and Complaints Procedure.

This policy reflects guidance verified on 7 October 2026. The main Behaviour in schools advice remains the February 2024 edition; related guidance has changed in 2026. The sources and their status are listed at the end of this policy. We have regard to:
• Behaviour in schools February 2024.
• Suspension and permanent exclusion guidance effective 26 July 2026.
• Searching, screening and confiscation July 2022.
• Restrictive interventions including use of reasonable force effective 1 April 2026, including statutory recording and reporting provisions.
• Mobile phones in schools statutory guidance to be followed from 1 September 2026.
• Keeping children safe in education September 2026.
• Working together to improve school attendance statutory guidance updated July 2026.
• SEND Code of Practice 0 to 25 years.
• Equality Act 2010 including the Public Sector Equality Duty; Children and Families Act 2014; Human Rights Act 1998.
• Education and Inspections Act 2006 including sections 89, 93 and 93A; Education Act 1996 including search powers; Education Act 2002 including off-site direction.
• Schools Recording and Reporting of Seclusion and Restraint No 2 England Regulations 2025.
• UK GDPR and Data Protection Act 2018.

Local authority guidance and safeguarding partnership arrangements also apply.

Our practice

Whole-school Protect, Relate, Regulate, Reflect

We are committed to trauma-informed and relational practice:

Protect
• Visible safety cues (meet and greet, consistent routines).
• Staff adopt PACE principles—playful, accepting, curious, empathic.
• Socially engaging interactions; no shaming, shouting or put-downs.
• 'I wish my teacher knew' and similar strategies to know pupils well.
• Vulnerable pupils have daily access to a named, emotionally available adult.
• Expectations are developmentally appropriate, with flexible provision (e.g. quieter spaces) where needed.
• We nurture staff wellbeing so that adults can co-regulate pupils.

Relate
• Repeated relational opportunities to build trust and help-seeking.
• Language of dignity, fairness and repair.

Regulate
• Calm-start routines; movement and regulation breaks.
• De-escalation and co-regulation before consequence.
• Staff wellbeing is prioritised.

Reflect
• CPD in listening, dialogue and empathy.
• PSHE/RSE (Jigsaw) develops emotional literacy and wise choices.
• Staff support pupils to move from 'behaving' their experience to reflecting on it.

In class

• Class charters are co-constructed at the start of the year, linked to children's rights, displayed in pupil-friendly language and revisited often.
• Classroom layout supports access to resources, smooth transitions and visibility.
• High expectations are explicitly taught; routines are consistent and practised.
• Teaching is adaptive and engaging; misconceptions are addressed.
• Rules and consequences are applied fairly and consistently.
• Praise is frequent and specific.
• See Appendix 2: Good classroom management at Wellington.

Playtimes and around school

• High standards of courtesy and safety apply before, during and after school.
• Rules for play and equipment are taught, displayed and supervised.
• See Appendix 4: Procedures for playtimes and lunchtimes.
• See Appendix 5: School Rules and Playground Rules.

The Curriculum at Wellington

Our curriculum reflects our children's needs—ambitious, motivating and inclusive. All children access a broad curriculum that develops knowledge, skills and attitudes. PSHE (Jigsaw) and Rights Respecting underpin our approach.

Pupil leadership and enrichment include:
• School Council; Rights Respecting Team.
• Peer mediators, playground buddies; Sports Play Leaders.
• Environmental Officers; social skills clubs; extra-curricular activities.
• Circle time, drama, ICT/media literacy.

Rewards

Class Dojo

• Dojo points recognise teamwork, perseverance, listening, kindness and other pastoral values.
• Awards may be given to individuals, groups or whole classes.
• Half-termly recognition includes KS2 Dojo Shop and newsletter mentions and KS1 weekly ceritificates.

School Value Awards

These are awarded weekly to children who demonstrate one of the 10 school values.

Merits & Merit Badges

Awarded for effort and achievement within curriculum subjects. Pupils collect merits over their time at Wellington and achieve a gold merit badge when they have collected 27 merits. Pupils who achieve a gold merit badge are celebrated in assemblies and on the newsletter.

Other rewards: certificates and stickers.

Consequences and restoration

When behaviour falls short of expectations, staff respond calmly and consistently, explain the expectation and use a reasonable, proportionate response. We separate the child's worth from their behaviour and consider age, understanding, disability, unmet needs and circumstances. Adults remain responsible for safe decisions; distress or difficulty communicating must not automatically be treated as deliberate defiance. Restoration follows when the pupil is ready.

Possible responses are graduated and proportionate:
- Re-teaching expectations and supported regulation or reflection.
- Short, supervised time in a partner class, with a planned return.
- Time-limited loss of a specific privilege.
- Supported repair of relationships or damage where appropriate.
- Discussion with Assistant Head, Deputy Head or Headteacher.
- Communication with parents or carers.
- A reviewed pastoral or behaviour support plan with achievable targets.
- Individual rewards, visual timetables or adapted provision.
- Supervised classroom removal for serious or persistent incidents, subject to the safeguards below.
- Suspension or permanent exclusion when justified under statutory guidance. Permanent exclusion is a last resort.

Lunchtime and breaktime supervision follows the same relational approach. Incidents are reported to class teachers and, where serious, senior leaders and parents. Any request for a contribution towards damage will be considered under the school's charging policy and applicable law; it is not an automatic financial penalty.

Persistent disruption triggers a review of teaching, provision, safeguarding and support needs, rather than automatic escalation. Report cards or short-term supervised work away from class may be considered with clear review and reintegration arrangements. A part-time timetable must never be used to manage behaviour. Each new session or day offers a fresh start.

Classroom removal

Removal is a serious, time-limited disciplinary response to serious disruption or unsafe behaviour, after other strategies unless immediate action is needed. Provide suitable supervision and meaningful education;. Parents are informed the same day. A senior leader reviews duration and readiness to return; removal beyond a short period requires Headteacher agreement. Staff arrange a supported return and review repeated use with the SENCO. Notify a pupil's social worker and, for looked-after pupils, the Virtual School Head as appropriate. Planned sensory or nurture support is distinct from disciplinary removal.

Suspension and permanent exclusion

Only the Headteacher or acting Headteacher makes an exclusion decision, on disciplinary grounds and the balance of probabilities. Consider the pupil's views, contributing factors, SEND, reasonable adjustments, safeguarding and available support. A permanent exclusion requires a serious breach or persistent breaches of this policy and serious harm to the education or welfare of the pupil or others if they remain. Suspension may respond to a serious single incident; permanent exclusion remains a last resort.

We inform parents without delay, the local authority of every suspension or permanent exclusion, and the social worker and Virtual School Head where applicable. The cumulative suspension limit is 45 school days in a school year. Set accessible work for the first five school days; the governing body arranges suitable full-time education from day six of suspension and the local authority from day six of permanent exclusion. Plan reintegration; return is not conditional on a parent attending a meeting.

Any exceptional reduced timetable for other needs follows attendance guidance, parental agreement, safeguarding oversight, reviews and a return to full-time education.

Off site direction and managed moves

Use off-site direction only as a temporary educational intervention to improve future behaviour, following the statutory process, with governing body oversight. We will give written notice to parents and the local authority for a pupil with an EHC plan no later than two school days before attendance starts. Include the address, reporting contact, duration, reasons, objectives and session times. We will review progress and reintegration; invite parents and the relevant authority at least six days before review meetings. Ensure quality, safeguarding and suitable education. A managed move is a voluntary permanent transfer agreed by all parties in the child's best interests; trial managed moves are not permitted.

Exceptional separation for safeguarding

Where safeguarding requires temporary separation of pupils, the DSL leads an individual risk assessment. Keeping children on site with protective arrangements is considered first. Any rare decision to forbid attendance for safeguarding reasons follows paragraphs 26 to 29 of the July 2026 exclusion guidance, with parents informed, governors notified without delay, partner-agency involvement and suitable education arranged. This is not a disciplinary sanction.

Praise

We use praise thoughtfully to recognise effort, progress and achievement, and to draw attention to desirable behaviours.

- Praise is specific and descriptive (what was done well).
- It builds self-belief and promotes positive dialogue.
- It is used also to 'catch pupils being good' and to prompt change.

See Appendix 3: Strategies for using praise to develop behaviour.

Roles and responsibilities

Governing Body

- Monitors this policy's impact.
- Ensures lawful recording and reporting procedures for force, restraint and seclusion, and takes reasonable steps to secure compliance.
- Reviews anonymised behaviour, removal, searching, bullying, attendance and exclusion data, including disproportionality.
- Carries out statutory exclusion reviews and duties concerning off-site direction.

Headteacher and Deputy Headteacher
• Implement and monitor this policy, train staff and advise governors.
• Ensure statutory recording, parental reporting, education and safeguarding duties are followed.
• Align related policies and maintain oversight of removal and reintegration.
• Only the Headteacher, or acting Headteacher, may decide to suspend or permanently exclude a pupil.

Senior Leaders
• Model and coach high-quality behaviour practice; support staff with complex cases.
• Maintain oversight of data and patterns; co-ordinate targeted support.
• Liaise with parents and external agencies as needed.

SENCO
• Advise on pupils with SEMH/SEND; ensure provision maps and support plans are in place and reviewed.
• Co-ordinate referrals (e.g. MHST, CAMHS, Educational Psychology).
• Ensure reasonable adjustments are identified, implemented and reviewed.

Deputy Heads
• Meets regularly with identified pupils; sets and reviews targets; liaises with SENCO and DSL.

All staff
• Know and apply this policy; teach routines and expectations; use praise strategically; use de-escalation and restorative approaches; apply consequences fairly; log incidents accurately and promptly on CPOMS; escalate safeguarding concerns to the DSL without delay.
• Read KCSIE 2026 Part one in full, including staff who do not work directly with children. Supply teachers and new staff receive behaviour and safeguarding induction.

- **Parents and carers**
  • Work in partnership with the school; reinforce expectations at home; share relevant information; support restorative processes; sign the Home–School Agreement.
- Pupils are taught expectations, supported to express their views, encouraged to seek help and involved in reflection and repair in ways appropriate to their age and communication needs.

Special educational needs and reasonable adjustments

Persistent disruptive behaviour does not by itself establish a special educational need. The SENCO works with staff, pupils and parents to assess underlying learning, communication, sensory, emotional or mental health needs, and to consider safeguarding or external factors. Where SEN is identified, support follows an assess, plan, do, review cycle; specialist advice and an EHC plan review are sought when needed.
Reasonable adjustments under the Equality Act 2010 are anticipatory and do not depend on an EHC plan. They may include visual supports, processing time, sensory adaptations, movement breaks, a trusted adult, alternative communication and adapted consequences. Staff consider whether the pupil understood the expectation, whether disability contributed to the incident and whether appropriate support was provided. High expectations and protection of others remain essential.
Individual plans, including within the Ark Pathway, identify early signs, prevention, de-escalation, supervision and safe responses. Plans are shared with relevant adults and reviewed with families and the pupil. A plan or parental agreement never provides blanket authorisation for restraint or removes incident-reporting duties.

Safeguarding, child-on-child abuse and harmful sexual behaviour

Abuse can be perpetrated by children. We respond to all concerns—bullying (including online), prejudice-based incidents, sexual harassment/violence, and other harmful behaviours—through our safeguarding procedures. All staff know how to record and report concerns to the DSL. Our separate Anti-Bullying statement sets out prevention, identification, response and support.
A behaviour concern may indicate abuse, neglect, exploitation or harmful exposure online. Staff report concerns immediately to the DSL or deputy and record them on CPOMS. The DSL determines protection, support and referrals, including children's social care and police where required. Sexual violence, sexual harassment and harmful sexual behaviour are never dismissed as banter or a normal part of growing up.

The safety and wishes of children affected are considered alongside support for the child displaying the behaviour. Restorative meetings must not replace safeguarding action or be imposed on a child who has experienced abuse.

Bullying usually involves repeated harmful behaviour and an imbalance of power. A single serious incident still requires action. Pupils are taught to seek adult help; adults remain responsible for investigating, protecting children and following up. Support and reporting arrangements are accessible to pupils with SEND and those who find it difficult to explain their experience.

Behaviour outside school and online

Reasonable responses may apply to behaviour on trips, while travelling to or from school, when identifiable as a Wellington pupil, or where conduct threatens others, disrupts school or affects its orderly running. This includes reported online bullying or abuse. Investigate fairly, protect pupils, involve the DSL where needed and work with families and relevant agencies. Any sanction is imposed lawfully while the pupil is on the premises or under a staff member's lawful charge.

Searching, screening and confiscation

The Headteacher and authorised staff may search where there are reasonable grounds to suspect a statutory prohibited item or an item expressly identified in this policy as searchable. Statutory prohibited items are knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and articles reasonably suspected to have been or likely to be used to commit an offence, injure a person or damage property.
Wellington additionally bans and identifies as searchable items vapes and e-cigarettes, their liquids and accessories, and unauthorised mobile phones or smart devices. These school-banned items are distinct from statutory prohibited items. Any search for other items requires informed pupil agreement or a separate lawful basis.

• We explain the reason and process, consider the pupil's age and needs, and seek cooperation. Use the least intrusive lawful search.
• Searches of a pupil without consent require a staff member of the same sex and another staff witness. The narrow exception is an urgent risk of serious harm where these arrangements are not practicable; record the reasons and report immediately to another staff member.
• Staff may search outer clothing and possessions, but must not require removal of clothing other than outer clothing. School staff must never conduct a strip search. Any police search invokes the safeguarding and appropriate-adult safeguards in DfE guidance.
• Reasonable force may be used to search for statutory prohibited items where lawful and necessary; it must not be used to search for items banned solely by school rules.

• Record all searches for statutory prohibited items and all police searches on CPOMS, whether or not anything is found. Wellington also records searches for school-banned items using Appendix 8. Inform the DSL and parents promptly of prohibited-item searches and their outcome.

• Confiscation, retention, return or disposal must follow item-specific DfE guidance and be proportionate. Weapons and evidence of offences are referred to police; secure items safely. Staff may examine electronic data only where the legal test of good reason is met. Suspected evidence of an offence must not be deleted. Staff must not intentionally view, copy, print, share, store or save indecent images of children: secure the device and inform the DSL immediately. The DSL follows safeguarding guidance and obtains police advice where required.

Use of reasonable force and restrictive interventions

Staff may use reasonable force to prevent a pupil from: committing an offence; causing injury to themselves or others; damaging property; or prejudicing the maintenance of good order and discipline. Physical intervention is a last resort after prevention and de-escalation, except where immediate action is necessary to keep people safe. Force must never punish a pupil. Use only the minimum necessary force for the shortest necessary time, taking account of individual risks and needs. Staff likely to intervene receive appropriate training; an immediate safety emergency may still require action. Ordinary appropriate physical contact, such as first aid or reassurance, is not prohibited.

Recording and reporting from April 2026
• Record every significant use of force and every restraint or seclusion incident in writing as soon as practicable; staff should endeavour to complete this on the same day. Significant force means force beyond ordinary appropriate physical contact, even without injury.
• Use Appendix 7 and the Main TEAM TEACH Book; alert SLT and the DSL promptly. Record needs including SEN status, the incident, necessity, type and degree of intervention, duration, injuries and support.
• Report to parents as soon as practicable, endeavouring to do so the same day. Provide written information on significant force; for seclusion or restraint without significant force, supply a copy of the written record as required for maintained schools. No duplicate report is needed for overlapping incidents.
• If parental reporting is likely to cause serious harm, report to a safe parent or, if none, the local authority where the child ordinarily resides. The DSL records the decision and referral.
• Duties still apply where intervention was anticipated in an agreed support plan. SLT reviews patterns and reports anonymised data to governors at least termly.

Safe practice
• Prevention, calm communication, co-regulation and individual support plans minimise intervention.
• Wellington does not use seclusion as a planned behaviour-management strategy. Seclusion means confining a pupil away from others and preventing departure by obstruction or by making them believe leaving will be punished. If an emergency response amounts to seclusion, staff must recognise, supervise, record and report it, end it as soon as immediate danger subsides and obtain urgent senior review.
• A calm space is supervised, supportive and used for regulation; pupils are not locked in or threatened for leaving.
• Assess wellbeing and injuries promptly; provide first aid or medical help, support witnesses and staff, hear the pupil's account when calm, and review the support and risk plan.
• Concerns about unsafe practice follow safeguarding and staff-allegation procedures. Parents may

use the school's Complaints Procedure.
• Staff must avoid actions that restrict breathing or circulation, cause pain to gain compliance, or create unnecessary injury risk. Intervention stops as soon as it is no longer necessary.

Mobile phones and smart devices

Wellington follows the statutory Mobile phones in schools guidance for September 2026. Pupil use of phones and smart technology with equivalent messaging, notification, audio or video-recording functions is prohibited throughout the school day, including lessons, transitions, breaks and lunch. Our rule also applies while pupils remain on school premises before and after lessons.

• Pupils should not bring devices unless the Headteacher agrees an exception, including a travel or safeguarding need. Permitted phones are switched off, handed in on arrival, kept securely in the school office and returned at departure.
• Smart watches with communication or recording functions are not permitted in school. Ordinary watches and basic step counters without these functions may be permitted.
• Medical and disability-related reasonable adjustments are agreed individually, with use restricted to the necessary purpose, time and location. Wider exceptional circumstances are considered by the Headteacher.
• Parents contact the office for urgent messages. Confiscation follows a proportionate response and secure return or parent collection arrangements.
• Staff model appropriate use and follow the Staff Code of Conduct, with necessary work-related or emergency use explained.
• Trip leaders communicate phone arrangements before each visit, including residential visits. Pupils may access a device with staff support when needed to report an online safeguarding concern.

Attendance, behaviour and punctuality

Positive behaviour is linked to strong attendance. We expect excellent punctuality and attendance. First-day calling is in place. Attendance concerns are addressed early through supportive conversations, reasonable adjustments where needed, and clear escalation where absence becomes persistent. Behaviour incidents that arise from poor punctuality/attendance are addressed supportively alongside our Attendance Policy.

Monitoring and review

Senior leaders review this policy with staff, pupils, parents and governors. At least termly they analyse:
• Behaviour and bullying incidents, including prejudice and sexual harassment.
• Classroom removal, repeated patterns and reintegration outcomes.
• Suspensions, permanent exclusions and education arrangements.
• All recorded force, restraint and seclusion, reporting compliance and injuries.
• Searches, outcomes and safeguarding follow-up.
• Attendance, punctuality, pupil and staff wellbeing and complaints.
Analysis considers SEND, disability, disadvantage, ethnicity, sex, care experience and other vulnerabilities, while protecting confidentiality. Disproportionate patterns trigger investigation, provision review and action.

Findings inform CPD, curriculum and resource decisions.

Success criteria

- Pupils and staff feel safe, respected and able to report concerns.
- Learning is protected from disruption and pupils receive support to improve behaviour.
- Prevention and reasonable adjustments reduce repeated incidents and restrictive intervention.
- Recording, reporting, safeguarding and exclusion duties are met.
- Families understand expectations and receive timely communication.
- Review findings lead to demonstrable improvements in provision and practice.

Home School acknowledgement

Dear Parents and Carers,
We attach our Behaviour and Relationships Policy. Please read and discuss it with your child. Kindly sign and return the slip below. Thank you for your partnership.

Headteacher
Mrs Norton

I have received and read the Behaviour and Relationships Policy and will discuss its expectations with my child. I will work with the school and share information that may help staff support my child. This acknowledgement does not waive rights or give blanket consent to searches or restrictive interventions. The policy applies whether or not this slip is returned.

Signed: _____ Parent/Carer of: _____
Date: _____

Appendix 1 Good Classroom Management at Wellington

A shared set of non-negotiables to make learning calm, predictable and inclusive.

Environment and layout

- Clear sightlines; clutter-free walkways; labelled resources accessible to pupils.
- Visual timetable at pupil height; working walls that model current learning.
- Calm corner/regulation tools available and taught explicitly.
- Workstations for pupils who benefit from reduced distraction.
- The Good Morning Club (TGMC) classroom environment layout and displays for regulation.

Routines explicitly taught, practised, praised

- Entry/exit; coat/water routines; hand-up/attention signal; transitions; book/ resource distribution; finishing early; movement to carpet; lining up; end of day.
- 'First five minutes' routine (meet & greet, settle, retrieval, objectives).
- Feedback routines: live marking codes; response time built into lessons.
- Equipment expectations (ready to learn: pencil, book, ruler etc.).

Instructional habits

- Positive framing; economy of language; wait time; cold call/check for understanding.
- Pre-correct common pitfalls before independent work.
- Use of signals and countdown only as needed and never punitively.
- Model, scaffold, then gradually release (I do → We do → You do).

Relationships and regulation

- PACE tone (playful/accepting/curious/empathic).
- Co-regulation scripts: *"I can see this is hard; let's breathe together, then we'll plan your next step."*
- Choice architecture: *"You can start with Q1 on your own or with me for two minutes—your call."*

Visibility and follow-up

- Narrate the positive: *"I can see three tables are listening to the teacher…"*
- Address privately where possible; use restorative micro-conversations.
- Log repeating patterns and adjust seating, scaffolds or task design.

Inclusion and reasonable adjustments

- Visuals, chunked instructions, now/next, timers; movement breaks; alternative recording; quiet workstation; pre-teaching/re-teaching; check-ins with named adult.

Appendix 3 Strategies for Using Praise

Purposeful praise builds self-belief, teaches the behaviour we want, and reduces attention to off-task behaviour.

Principles

- Aim for a **4:1** ratio of positive to corrective interactions.
- Be **specific**: name the behaviour/effort, not the child's general worth.
- Praise the **process** (effort/strategy), not just the outcome.
- Use **private praise** for pupils who find public attention difficult.

Rules Praise Ignore with brief correction

1. Teach 3–5 class rules tied to rights and school values (ready, respectful, safe).
2. **Praise** pupils following the rule ("I notice…").
3. Where safe, give limited attention to minor secondary behaviours while promptly re-teaching or correcting the main behaviour. Never ignore distress, bullying, prejudice, abuse, injury or a safeguarding concern.
4. Return to praise quickly after compliance.

Descriptive feedback stems

- *"You started straight away and checked the example—great focus."*
- *"You disagreed respectfully and used evidence—that moved learning on."*
- *"You fixed that error after feedback—real perseverance."*

Language bank
Acceptance: *"I like the way you handled that."*
Confidence: *"I can trust you with this job."*
Appreciation: *"Thanks—that helped a lot."*
Effort: *"Look how your sentences have grown—more detail and control."*

Appendix 4 Procedures for Playtimes and Lunchtimes

Aims: safe, active, inclusive play; smooth transitions back to learning.

Staffing and supervision

- Duty rota published weekly; clear zones; radios/first-aid grab bags.
- Adults circulate, scan and positively engage; stop unsafe play seen immediately.
- Football and active games in designated areas; equipment issued/returned via monitors.

Start and end of play

- Prompt bell. On first signal: freeze; second: walk to lines.
- Staff meet classes at lines; calm entry routines; coats/water as needed.

Wet play

- Decision communicated before break; pupils remain in classes with approved activities; no scissors/tools; corridor supervision in place.

First aid and welfare

- Minor injuries: arrange appropriate adult supervision and first aid; record through the school's current medical reporting system.
- Serious injury: call First Aider to scene; inform SLT/parents as appropriate; complete Medical Tracker accident form. Ambulance called if first aider assesses need and parents called or parents called to take to a walk in or A&E for a check if required.
- Injured pupils wait in supervised area indoors if they can be moved following first aid triage.

Dining hall routines

- Quiet, respectful tone; follow queueing system; hands washed/sanitised before entry.
- Packed lunch at allocated tables; hot dinners queue sensibly; clear trays
- SMSAs manage incidents, reporting minor issues to class teachers and serious incidents to SLT.

Incident response

- Low-level: remind/re-teach; choice with consequence; short reflection.
- Serious: refer to SLT; record and inform parents as appropriate; restorative follow-up before next play.

Appendix 5 School Rules and Playground Rules

School Rules positively phrased

1. **Be ready** – on time, equipped, listening.
2. **Be respectful** – to yourself, others and our environment.
3. **Be safe** – move calmly; use equipment properly; keep hands and feet to yourself.
4. **Be kind** – use helpful words; include others; celebrate differences.
5. **Be responsible** – fix mistakes; look after belongings; try your best.

Playground Rules

- Follow adult instructions first time.
- Play fair; share equipment; no play-fighting.
- Keep to agreed areas; ball games only where allowed.
- Tell an adult if someone is hurt, left out or worried.
- Line up quietly at the first signal.

Rules are displayed in all learning areas, on playground boards and in the hall; shared with families and revisited routinely.

Appendix 6 Mobile phones and smart devices parent summary

Wellington is a phone-free environment throughout the school day, including breaks and lunchtime. This includes smart watches and other technology with messaging, notifications or audio and video-recording functions. Please request any travel, safeguarding, medical or SEND exception from the Headteacher or SENCO.

- Phones must be switched off and handed in to the office/class teacher on arrival; collected at the end of the day.
- Smart watches with call/messaging are not permitted; basic step-counters may be allowed at staff discretion.
- For urgent messages, please contact the school office; pupils do not need phones for contact during the day.
- Medical/SEND exceptions will be considered—please speak to the SENCO/Headteacher.
- Misuse will result in confiscation and parent collection. Repeated breaches may lead to further consequences in line with our Behaviour Code.

Appendix 7 Force restraint and seclusion recording template added to CPOMS

Complete for every significant use of force and every restraint or seclusion incident, including emergency incidents and those anticipated in a support plan. Record and report as soon as practicable, endeavouring to do so the same day. Also record in the Main TEAM TEACH Book and alert SLT and the DSL. Supply written parental information or a record copy as set out in this policy.

Pupil name and class: _____
Date and time: _____
Location: _____
Staff involved and witnesses: _____
Relevant pupil needs and SEN status code N K or E: _____
Support or risk plan in place and followed: _____

Context/trigger:
(Brief narrative including antecedents and de-escalation attempted.)

Why intervention was necessary at that moment
Identify the risk, to whom or what, and why a less restrictive response was insufficient.
_____

Intervention type and degree of force
Include physical or non-physical restraint or seclusion, how movement was restricted, start and end times, approximate duration and release.
_____

Injuries or distress noted:
(First aid given; by whom.)

Pupil voice (captured as soon as calm):

Staff reflections/learning points:

Restorative actions/reintegration plan:

Parental reporting
Date, time, method, person informed and written information or record copy supplied. For significant force include time, location, duration, necessity, type and degree of force and injuries. If reporting would risk serious harm, record reasons, DSL decision and safe-parent or local-authority report.
_____

Logged by:
Date:
Reviewed by (SLT/DSL/SENCO):
Further actions/governor oversight:

Appendix 8 Search and Confiscation Recording Template added to CPOMS

Record all searches for statutory prohibited items, all police searches and Wellington searches for school-banned items, whether or not an item is found. Record on CPOMS and inform the DSL and parents as required by this policy.

Pupil name(s):
Date/time:
Location:
Authorised staff conducting search:
Witness (where applicable):
Sex of staff/pupil (if relevant to same-sex search requirement):

Grounds for search:
(Information/concern leading to search; suspected item.)

Cooperation and lawful basis
Pupil agreement or search without consent. Explain the item category, reasons, communication and adjustments.
_____

Type of search
Screening / possessions / outer clothing. School staff must not conduct a strip search. Record any police involvement and safeguarding arrangements separately.
_____

Item sought
Identify the statutory prohibited item or school-banned searchable item. Record any urgent exception to same-sex staff or witness arrangements and the reason.
_____

Outcome:
(Item(s) found? Describe and list.)

Action taken regarding item(s):
(Return to pupil/retain/hand to police/hand to parents/secure disposal.)

Electronic device content:
(If accessed, reason and action taken in line with guidance.)

Behaviour/safeguarding concerns arising:
(Referral to DSL? Parent contacted? Other agencies?)

Parent/carer informed:
(Method/time/person; summary.)

Logged by:
Reviewed by (SLT/DSL):
Further actions/governor oversight:

**Operational note:* All logs feed into the termly behaviour and safeguarding report to governors. Patterns inform CPD and provision adjustments.

Sources and implementation review

The Headteacher will brief all staff on the amended procedures, check training and recording arrangements, communicate the mobile phone rules to families and present this draft for ratification. Governors should complete the approval date, check the behaviour principles and agree the review cycle. Existing local references to Jigsaw, Dojo, Team Teach and daily routines are retained from the supplied policy and should be checked against current practice before publication.

Key changes from the October 2025 document: updated national guidance and dates; clarified classroom removal and exclusion safeguards; removal of behaviour-related part-time timetables; strengthened assessment and reasonable adjustments; corrected search powers and banned-item categories; updated force, restraint and seclusion records and parental reporting; updated mobile phone rules; strengthened safeguarding, monitoring and accessible pupil voice. The unverified award-level claim has been removed while preserving the Rights Respecting approach.

Behaviour in schools February 2024

https://www.gov.uk/government/publications/behaviour-in-schools--2

Restrictive interventions including use of reasonable force effective April 2026

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Suspension permanent exclusion and pupil movement July 2026

https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

Mobile phones in schools statutory guidance for September 2026

https://www.gov.uk/government/publications/mobile-phones-in-schools

Keeping children safe in education September 2026

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Searching screening and confiscation July 2022

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Working together to improve school attendance July 2026

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

SEND Code of Practice 0 to 25 years

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25