Behaviour Policy

Reviewed on:	October 2025
Next Review:	October 2026
Staff Responsibility	SLT
Governor responsibility	FGB
Signed by Chair	*Amelia Griffiths*

Safeguarding Statement

At West Green Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at West Green Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Behaviour Policy
West Green Primary School

Aims

- To foster a calm, purposeful school community where children and adults are supportive and respectful of each other and the school environment.
- To create an environment in which children are best able to learn.
- To encourage a happy, caring and safe atmosphere throughout the school and to develop a sense of empathy, understanding and responsibility amongst the children.

Methods

1. By encouraging and recognising good behaviour throughout the school.
2. By establishing clear expectations for behaviour together with agreed sanctions for those who fall outside those expectations.
3. By helping children to reflect on their own behaviour and its effect on others and by giving children greater responsibilities as they move up the school.

1. Encouraging and recognising good behaviour throughout the school

At West Green School we follow two golden rules:



We are kind
We work hard



The golden rules are clearly displayed in each classroom, referred to when managing behaviour and applied consistently.

We believe that children should be praised and encouraged when they are behaving appropriately or when showing an improvement in their behaviour. We aim to be positive in our approach to managing behaviour and expect all adults to promote and support this at all times. All staff are expected to conduct themselves as positive role models for the children at West Green School.

Rewards for following the Golden Rules and exceeding expectations:

Classroom

All staff should verbally praise children when they are behaving well and try to do this as often as possible. When children demonstrate behaviours that are beyond the expected, merits should be awarded. Children write their name on the back of their merit and add them to the class merit jar. Class teachers and support staff must follow the school's merit reward system (but are also able to establish their own reward systems in addition to the school's system in class or their groups if they wish).

Merit prizes

Merits will be collected by the teacher each week. Towards the end of the week, two names will be drawn out of the merit pot. At appropriate times, the class teacher may also nominate a child who has shown exemplary behaviour or great progress in this area. These children will visit the Behaviour Lead and/or Head Teacher for a certificate and small prize.

Star of the week

Each class teacher will identify a child from their class for this award which will be presented in the celebration assembly each Thursday. This award can be given for 'most improved', 'consistently wonderful' or in relation to their positive learning behaviours which reflect our golden rules and values statements.

Whole class rewards

Systems used for whole class rewards can be established and defined by individual class teachers as part of their whole class behaviour management practice.

2. By establishing clear expectations together with agreed sanctions for those who fall outside of those expectations.

At West Green it is made clear that if children break the Golden Rules there are consequences. These are not meant to be purely punitive but are purposeful, to help learners reflect on their actions, adjust their behaviour and learn from their mistakes. The system of sanctions is clearly shared with pupils and familoies and is followed consistently by all members of staff.

Consequences for breaking the Golden Rules:

Classroom sanctions

A 'traffic light' system is used in all classes and all learning spaces (EYFS classes will adapt the system as appropriate). This 'traffic light' chart is displayed prominently in all classrooms and learning spaces and is used consistently as the basis for behaviour management.

At the beginning of the day, and the start of the afternoon, all pupils start with their names on 'green'. If a child breaks one of the 'Golden Rules' in the form of low-level disruption (e.g. talking over the class teacher, disrupting others, not following instructions) the following procedure should be followed:

-First reminder: The child is asked to consider their behaviour and it is made clear why they are being spoken to. They are asked to stop and follow the golden rules.

-Second reminder: Again, it is made clear to the child why their behaviour is unacceptable and the negative consequences it is having on their learning and the learning of their peers. They are asked to stop and told that if they need to be reminded again, they will be moved to 'yellow'.

-Move to 'yellow': If the child makes a poor behaviour choice after being reminded, their name is moved to the yellow section of the 'traffic light' chart. The teacher will ensure the child is clear about the reason why they have been moved to yellow by clearly stating the Golden Rule they are breaking. At this point the child will be moved onto the timeout table to have time to think and refocus. Resources, like reflection sheets, sand timers, breathing

squares and tactile equipment may be use to aid this reflection process. After 5 minutes of reflecting on their behaviour, the teacher will speak to the child about their behaviour, discuss how they can make things better and make clear what will happen next if their unacceptable behaviour continues. The child will then return to the lesson.

-Move to 'red': If, after their timeout to reflect, the child has continued to make poor behaviour choices, their name will be moved to the red section of the traffic light chart. The teacher will ensure the child understands why they have been moved to red by making clear the golden rule they have broken. They will be given a white behaviour slip, the front of which will be completed by the teacher, and then be escorted by an adult (or sensible child if there are no other adults in the class at the time) to the Behaviour Lead's (Deputy Head's) office.

The BL (or SLT member on 'reflection duty' if the BL is unavailable) will speak to the child about their behaviour choices and help them to reflect on their behaviours. When the child is ready to return to their learning, the BL will escort the child back to class, quickly feedback to the teacher and settle the child back into class where they will spend the rest of the learning session (up to lunch or the end of the day) working alone on the timeout table. The BL will arrange for the child to spend the next available break time/lunchbreak working with them in the behaviour reflection zone in the BL's office where they will thoroughly reflect on the poor behaviour choices made and create a plan to move forward positively. The child's white slip will be filed in the school's behaviour folder by the BL so patterns of unacceptable behaviour can be tracked. The class teacher will notify the child's parent/carer about their behaviour (either face to face or via phone call) at the end of the day.

-Beyond red: If a child is still making poor behaviour choices after receiving a white slip, no more warnings are given and a phone call will be made to the BL (or member of SLT on reflection duty) who will collect the child. The child will be removed from class for the rest of the session (with their work, which they will have to complete). The BL will then decide on an appropriate consequence for their behaviour and a plan to successfully return them to class either after lunch or the next morning. The BL, along with the class teacher, will inform the child's parent/carer of the incident and the next steps that will be taken.

-Exceptional circumstances - If a child makes a behaviour choice that is deemed too serious to follow the above sequence (e.g. swearing in class, being violent, damaging property, using discriminatory language etc.) then one of two actions will be taken:

-The class teacher will move the child directly to 'red' and send them to the BL using a white slip. In this case, it must be explained clearly to the child why their behaviour has warranted skipping the warning process. The white slip process can then be followed as above.

-The BL (or member of SLT on 'reflection duty') will be called to directly remove a child from class. This choice should be made if the child is endangering the safety of themselves or others and/or the class teacher feels that the child would not benefit from/be able to take a timeout. In these exceptional circumstances the BL will inform the Head Teacher and the child's parent/carer as soon as possible in order to arrange a meeting to discuss the child's behaviour, the consequences given and the plan moving forward. In extreme cases special measures may be put in place depending on the severity of the incident (e.g. home school agreement, internal/external exclusion).

Playground sanctions

These sanctions apply to children who do not follow the Golden Rules at break time or lunchtime in the playground/hall.

-Low level incidents: The child is given a verbal warning (e.g. "Please walk on the ramp sensibly and do not climb it as it is dangerous." “Please join at the back of the line and don’t push in”) It is made explicit as to what the behaviours are and why they are not appropriate and what the child should do instead.

Continuing inappropriate behaviour: If a child has already been given a verbal warning or has made a poor behaviour choice that is deemed more serious (e.g. being purposely unkind/ignoring instructions) the child is asked to take a time out away from their current zone. They will be given a 5 minute timer and asked to reflect on their behaviour before returning the sand timer to the member of staff issuing the consequence, having a restorative discussion and then returning to play.

Serious incidents: If a child makes a dangerous or serious poor behaviour choice (e.g. using offensive verbal abuse, kicking, swearing or persistently showing poor behaviour following time in the playground time out zone) the adult in charge should escort (or send) the child to the BL (or SLT member on ‘reflection duty’ or lunch duty). The BL will arrange time for the staff member issuing the consequence to write a white slip. The BL will then follow the white slip procedure as outlined above.

Very serious incidents inside, or outside, the classroom:

If a child is involved in a very serious incident (e.g. fighting, racial or sexual abuse, physical abuse or extreme rudeness to adults) the BL will be called and/or the child will be escorted to the BL immediately. The BL will inform the Head Teacher, the parents/carers of all the children involved will be informed as soon as possible and meetings will be held as necessary to discuss the incident, the consequences set and ways forward. All such incidents are recorded and may, in extreme circumstances, lead to fixed term or permanent exclusion.

Online incidents or incidents taking place outside the school:

Any serious incident occurring online, or outside of the school grounds, witnessed by staff or reported into the school will be dealt with using the school’s behaviour management systems. Although taking place outside the school, incidents such as these can still have a negative impact on the school’s culture and pupil engagement and safety so will be dealt with accordingly. Parents/carers of all the children involved will be met with, as above, and consequences will be set.

In the case of online incidents (such as abuse or inappropriate behaviour) efforts will be taken to strengthen the pupil’s, and family’s, understanding of online safety and appropriate online usage. It will be made clear that the same standards of behaviour are expected online as apply off-line. Depending on the circumstances, a safeguarding referral will be made if deemed appropriate.

Bullying

Bullying, in all its forms (cyber bullying, prejudice based, discriminatory, physical or emotional) will not be tolerated by West Green School. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group. The school takes a proactive approach to addressing the issue of bullying to prevent incidents occurring.

This involves educating pupils about bullying, and its consequences, in lessons and through dedicated events, projects and assemblies. It also involves the promotion of a school culture in everyday interactions which places kindness, respect and tolerance at its heart.
If incidents of bullying do occur, whether at school, online, or outside the premises, the BL, along with the Head Teacher, DSL and any other appropriate staff, will work to quickly tackle the issue – working will the families of all the children involved to provide support. Consequences will be set and educational opportunities explored with those displaying bullying behaviour and their interactions will be monitored moving forward. In extreme cases, where bullying continues after intensive support and education programmes are put in place, fixed term, or permanent exclusion may be considered. For those who have been subjected to bullying behaviour, appropriate pastoral support will be provided to help the pupil feel safe and settled at school.

Personalised adaptions to the school's behaviour policy

Although we endeavour to apply the behaviour policy with consistency to all pupils to ensure equity and fairness, adaptions should be made for those who are neurodiverse and/or have specific special needs which make it particularly difficult for them to manage their learning and social behaviours. These personalised adaptions should be made in consultation with the BL, SENCo, the pupil and their family and should align with the ethos and aims of the generic policy. A graduated approach will then be applied to assess, plan, deliver and review the impact of the behaviour interventions applied to ensure support is effective and continues to meet the needs of the pupil.

Whole staff responsibilities:

All staff members will follow the behaviour policy with consistency.

All staff members will seek advice and support from the BL in the first instance, if needed to ensure that the aims of the behaviour policy are met.

Behaviour Lead (DHT) responsibilities:

The BL will ensure that all staff members are following the behaviour policy correctly and consistently.

The BL will ensure that all rewards and sanctions are conducted in a timely manner.

The BL will ensure that they are available to deal with the white slip process and, if unavailable, will arrange for another member of SLT to be on 'reflection duty'. Staff will be informed about any changes in the weekly sheet or on the staff notice board.
The BL will file white slips and monitor behaviour across the school. In the event that a child receives 3 white slips over the period of a term, the BL and class teacher will meet to discuss ways forward. The BL will then arrange a timely, formal meeting with the child, teacher and their parents/carers to discuss their behaviour and to explain how they, and the school, can work together to support the child in improving their behaviour. This may take the form of a personalised behaviour plan with attached targets, rewards and sanctions which will supersede the school wide systems. Follow up meetings will be arranged with parents/carers to monitor the progress of the child's behaviour, the aim of which will be to remove the individualised plan and support them to behave well using the school's established systems. If this approach is unsuccessful then the Head Teacher will be notified and a new plan will be

put in place. Where there is no improvement over time, a fixed term or permanent exclusion may be considered.

The BL will centrally record all incidents of bullying and racist, homophobic and sexist incidents. These records will be monitored and used to analyse and adapt our teaching to confront all these behaviours. Governors will monitor this data and provide sufficient challenge.

Class teacher responsibilities

Constantly and constructively communicating with parents/carers about a child's behaviour is the best way to build positive relationships with parents/carers in order to find solutions to problems and successfully move forward. Class teachers will thus inform parents/carers of excellent behaviours and progress made in this area. They will also inform the parents/carers of merit prize winners and stars of the week. This will be done informally (i.e. in the playground at the end of the day) or more formally by meetings or phone call.

In cases of unacceptable behaviour, class teachers will inform parents/carers on the same day if a child has received a white slip. They will also arrange meetings with parents/carers to discuss behaviour if there are any specific concerns which have not led to a white sip (e.g. consistently being moved to yellow). Class teachers will usually attend all behaviour meetings organised by the BL and will be instrumental in facilitating any special systems devised (e.g. behaviour plans) to help a child improve their behaviour.

3. Helping children to reflect on their own behaviour and its effect on others and giving children responsibilities as they move up the school.

Reflection

West Green's behaviour management systems are underpinned by rewarding good behaviour and providing opportunity for reflection time when poor behaviour choices are made. We recognise that behaving well is a learning process and helping a child to understand and learn from their mistakes is key to supporting them to embody the positive behavioural and learning attitudes needed to be a successful and happy person. Consequently, sanctions are not meant as punitive measures but as opportunities for children to learn and improve in a supportive environment.

Sorting out problems

At West Green School, we always give children the opportunity to explain what happened in a behaviour incident by listening to their side of the story. When more than one child is involved, children are encouraged to take turns at explaining what happened when there has been an incident or disagreement and they are asked to listen to each other without interruption. Sometimes other children or staff who have seen the incident may be invited to describe what they saw.

In addition to any consequences given by an adult, children are encouraged to apologise to each other and to adults, even when something has happened by accident. Shaking hands is another appropriate way of making up. Following a dispute, children may be asked to carry

out a task together as a way of learning to get on better. Children are also encouraged to think of ways to repair damage, make amends and learn from their mistakes.

Assembly themes and class discussions

Assembly themes regularly address how people should treat one another and the effect that children's words and actions have on others. British and school values assemblies also support tolerance, acceptance and understanding. Stories may be used as a vehicle for such themes. These issues are also frequently discussed in class and during PSHCE lessons. Circle time activities may be employed by class teachers to address specific issues within the class.

Giving responsibilities

Pupils are given responsibilities across the school to encourage them to behave well and foster a sense of belonging within their school community. These include being selected as school counsellors, stair monitors, play buddies, music monitors, reading ambassadors and assembly and lunchtime helpers.

Revised October 2025

This policy should be read in conjunction with the following documents:

1. Anti-Bullying Policy
2. Haringey Exclusions Guidance