



Wheatcroft Primary School

Always be.... Kind, respectful, determined, responsible & ready to learn.

Behaviour Policy

Ownership: Governing Body
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Headteacher: Debbie Miller
Signature: *Mrs D Miller*
Date: September 2026

Chair of Governors: Daniel Hewitt
Signature: *Mr D Hewitt*
Date: September 2026

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Wheatcroft Primary School Vision

At Wheatcroft, our goal is to create a safe, respectful and welcoming environment for our children and their community in which everyone is encouraged to be a lifelong learner.

We are committed to the following:

- Creating a sense of belonging where everyone is included;
- Providing a caring and supportive environment where children can flourish;
- Providing children with high quality and varied learning opportunities which take place both within and beyond the classroom;
- Providing an engaging curriculum which offers a range of fun and exciting learning experiences;
- Developing the whole child, ensuring they are confident and resilient;
- Providing a happy and secure environment fostering the wellbeing of all;
- Working closely with our families and the local community;
- Supporting and celebrating success for all;
- Encouraging everyone to be the best they can be
- Developing our staff and giving everyone the opportunity to succeed

The welfare of each and every child will be at the centre of everything we do.

Role of Adults

The implementation of this policy will be undertaken by all staff and overseen by the Head, Deputy Head and SLT. The teaching of behaviour should be dealt with firstly by the class teacher and will sometimes need to be done in conjunction with phase leader and/or SLT. Teaching staff record Mid-level and High-level behaviour incidents on Cpoms, with an accurate and objective account of what has happened. Where there is no need for the incident to be escalated to a phase leader or SLT a protective and educational consequence is outlined in the record by the adult dealing with the incident. If support is needed the phase leader or SLT member will update and add the relevant action.

Rewards and Consequences

Staff at Wheatcroft encourage and promote positive behaviour by:

- example - through their own behaviour and consistency of approach to pupils and colleagues, in line with the requirements of the school Equalities Policy;
- communicating - through positive phrasing, modelling of expectations, facial expressions and thumbs up;
- showing kindness and respect;
- keeping a calm and controlled demeanour;
- utilising day to day incidents when considerate or other desirable behaviour and academic achievements can be acknowledged and praised;
- including behaviour-related social and moral issues in curriculum planning, in particular as part of the weekly planning of moral and health education;
- organising and differentiating teaching and learning activities;
- celebrating success – communication with parents
- implementing personalised strategies;
- visiting another member of staff such as Head teacher for additional praise;
- formally rewarding politeness, positive behaviour, and hard work through our merit point awards and our awards assembly recognises achievement, persistence and resilience as well as academic effort. It can also celebrate our pursuit of British values and our care for the world around us;
- in addition, Key Stage 2 children can earn team points for showing positive behaviour such as working together, supporting each other and good sportsmanship. Children in Key Stage 1 are rewarded with Dojo points.

In a situation where a child's behaviour is deemed as High-level (see Appendix B) the adult or teacher in charge will call upon the Deputy Head Teacher to support. In some cases individualised plans may be needed to support children. They will be written by the teacher and in conjunction with the phase leader, SenCo, Deputy Head or Head teacher. This will then be shared with the relevant adults who come into contact with that child. For extreme behaviour, the Headteacher has the right to suspend or exclude children from school. In extreme situations, in the absence of the Head, this may be exercised by the Deputy Head. The process is complex and detail is regularly updated. The most recent guidance is available on the Grid or DfE websites. Advice would normally be sought from the local behaviour support team before considering such action.

Racist or Homophobic remarks

All staff are expected to deal promptly with racist or homophobic remarks and gestures with a firm reprimand. The incident should be recorded on the appropriate form and returned immediately to the Headteacher which is monitored by Governors. In persistent cases, parents may be asked to discuss the matter with the Head teacher and the guidance of the authority's behaviour team may be sought.

Playtimes and Lunchtimes

MSAs are expected to deal directly with minor incidents in the playground. More serious or persistent problems are communicated to the class teacher and should be dealt with in conjunction with the behaviour ladder.

Physical Intervention

Physical intervention may be used to comfort a pupil in distress, gently direct, for activity purposes or to avert danger. Supportive hugs are used to communicate and comfort and are called 'Wheatcroft hugs' by staff and are used to model appropriate physical contact in a school setting. When physical intervention is used because a child is in danger of harming themselves, others or property, staff members are trained in de-escalation strategies and will firstly use the de-escalation script, only using physical intervention when necessary.

Home/School Relationship

The parent / school partnership is particularly important in promoting the development and teaching of positive behaviour. Parents are kept informed about school activities through the regular newsletter. The school also keeps parents informed regularly about their child's progress through reports, consultation meetings and informal contacts. When any behaviour or work problems arise, parents are contacted at an early stage. Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home, such as bereavements, which might affect a child's performance and/or behaviour at school.

Agencies

Close links are established with external support agencies – Integrated services for learning, Educational Psychologists, Primary Outreach Team, DSPL 3, Children's Services, CAMHS, Health Service, Family Support Workers and Police - and contact is made when appropriate.

Monitoring and review of policy

Evaluation of the effectiveness of the policy will be continuous and made through observations by staff of general behaviour, and by regular review of reports and records:

- Merit award and team point scheme
- Racial/Homophobic abuse incident file
- Bullying / significant misbehaviour record file
- Any relevant injury / accident reports relating to misbehaviour
- Cpoms
- Reports to governors

Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

Appendix A: Dealing with bullying

Definitions - The three main types of bullying are

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting, racist remarks
- Indirect - spreading nasty stories about someone, excluding someone from social groups

Bullying behaviour has three things in common:

- It is deliberately hurtful
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Teachers and other staff often become aware of bullying when:

- a child shows physical marks
- a child is looking miserable
- a child's work or social behaviour changes dramatically
- a child is scared of going home or coming to school
- a child is afraid to be near someone else
- a child is isolated and deliberately not chosen for groups or teams

Identifying bullying

Bullying can be identified at an earlier stage by allowing positive discussion in class. This could take the form of focused conversation where problem and solutions are discussed. There is an agreed framework of guidelines and it provides an opportunity for group encouragement and self-esteem building. The children must be encouraged to tell staff of any problems as they occur.

Strategies for dealing with bullying incidents

Following a case of bullying, the issues should be discussed with both parties, and then the offender(s) should be dealt with in an appropriate manner. Incidents should be recorded in the bullying or racism logs which are monitored regularly by the Head. In cases of serious bullying the offender's parents will be informed and involved. Progress should be discussed with victims to keep a continued dialogue on the situation.

Control measures to help prevent bullying

- Children are taught that it is always right to tell.
- Adults should take care to listen and be seen to take such approaches seriously.
- Children are helped to build up their own self-esteem by positive self-evaluation, role play, assertiveness training and positive reward strategies such as our merit point scheme.
- Children are taught protective behaviours and how to walk away from incidents without hitting back or losing face.
- Regular discussion time is created in order to talk through issues and problems together.
- Buddying Schemes are in place for cohorts across the school. Play leaders are trained to lead inclusive playground activities and games
- Buddying & friendship benches requested by the school council have been provided and feature as part of their regular assembly talks to the whole school

Cyberbullying — inappropriate online communications intended to cause harm

This presents its own complexities as it mainly occurs outside school. Our “acceptable use” and “safety” policies apply and have further information. In broad terms the principles above apply in these situations. It is likely that early engagement with parents or carers will be necessary to successfully resolve cyberbullying incidents.

Confidentiality

Staff are reminded of the protocols included in the Acceptable Use Policy and particular note should be taken of the need for appropriate confidentiality when dealing with social networking & cyberbullying issues. If in any doubt about how to manage such an issue consult the Head, Deputy head teacher.



Wheatcroft Behaviour Expectations

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Behaviours	Sanctions/Consequences	
Low level behaviour	In classroom	Outside of the classroom
<ul style="list-style-type: none"> Not following the school vision and values Talking or shouting out Not following directions from an adult Inattentiveness in lessons Making faces or gestures towards others Moving around the classroom inappropriately Avoiding work or time wasting Distracting others Answering back Not lining up appropriately Running inside school Swinging on chair – not sitting at table appropriately 	Staff Member – Teacher, TA or MSA Step 1: Polite reminder (verbal/non verbal) Step 2: Reminder of the school values Step 3: Highlighting the good examples of others Step 4: Moving to a different learning space within the classroom Step 5: Finish work during break time	Staff Member – Teacher, TA or MSA Step 1: Polite reminder (verbal/non verbal) Step 2: Reminder of the school values Step 3: Highlighting the good examples of others Step 4: Moving to a different space within the playground
Mid-level behaviour	In classroom	Outside of the classroom
<ul style="list-style-type: none"> Persistently repeating the low level behaviour Throwing small objects Destroying or defacing work or property Name calling or teasing Deliberate disruption Disrespecting a peer Leaving class without permission Refusal to follow instructions Disrespecting an adult or visitor Being dishonest Swearing 	Staff Member – Phase Leader Step 1: Clear verbal warning Step 2: Moved to another class/room to re-focus for 10 minutes Blue card completed if being moved to another room (if recorded on this 3x, parent meeting held with class teacher & phase leader) Step 3: Reflection on the consequences of their behaviour with the phase leader Step 4: Apology Step 5: Incident recorded on Cpoms Step 6: Parents informed by class teacher Step 7: Loss of playtime & lunch time play	Staff Member – Phase Leader Step 1: Clear verbal warning Step 2: Reflection on the consequences of their behaviour with a phase leader (SLT) Step 3: Apology Step 4: Incident recorded on Cpoms Step 5: Parents informed by class teacher Step 6: Loss of playtime & lunch time play

High-level behaviour	In classroom	Outside of the classroom
<ul style="list-style-type: none"> • Persistently repeating the above • Proven bullying of another pupil • Verbal abuse towards a peer or adult • Aggression towards a peer or adult • Intimidation or tormenting • Fighting • Causing physical harm to another • Intentional graffiti or vandalism • Using swear words or gestures to offend someone • Spitting at someone 	Staff Member – DHT Step 1: Removed & sent to DHT Step 2: Reflection on behaviour with the DHT Step 3: Move to another class for the remainder of the session or the following session Step 4: Loss of break times and lunch time play Step 5: Incident recorded on Cpoms Step 6: Meeting held with parents & DHT & Classteacher Step 7: Exclusion from internal school activities	Staff Member – DHT Step 1: Removed & sent to DHT Step 2: Reflection on behaviour with the DHT Step 3: Move to another class for the following session Step 4: Loss of break times and lunch time play Step 5: Incident recorded on Cpoms Step 6: Meeting held with parents & DHT & Classteacher Step 7: Exclusion from internal school activities
Extreme behaviour	In classroom	Outside of the classroom
<ul style="list-style-type: none"> • Serious physical violence towards another with intent to injure • Possession of, with intent to use, a dangerous item • Physical attack on others including staff • Abuse relating to racist, sexual orientation, gender identity or disability • Sexual harassment or abuse of another child or adult • Serious damage or theft 	HT Step 1: Sent to Headteacher Step 2: Risk assessment carried out Step 3: Decision on suspension if required following risk assessment Step 4: Meeting with parents & child with Headteacher Step 5: Reintegration meeting following a suspension Step 6: Exclusion from external school activities e.g. trips, sport events, etc... Step 7: Behaviour support plan created Step 8: Reintegration meeting if a suspension has been carried out	HT Step 1: Sent to Headteacher Step 2: Risk assessment carried out Step 3: Decision on suspension if required following risk assessment Step 4: Meeting with parents & child with Headteacher Step 5: Reintegration meeting following a suspension Step 6: Exclusion from external school activities e.g. trips, sport events, etc... Step 7: Behaviour support plan created Step 8: Reintegration meeting if a suspension has been carried out

