



WESTONZOYLAND

Community Primary School and Pre-school

Positive Behaviour Policy

September 2025

Ratified by:

Ratified by:

Headteacher

Chairs of Governors

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Review date: September 2026

Aims of the Positive Behaviour Policy

Staff, pupils and governors at Westonzoyland School are passionate about creating a safe, respectful and nurturing environment that facilitates excellent teaching and learning.

All three of these groups have been consulted in the construction of this policy and all stakeholders will be made aware of its contents.

Contents:

Section 1: Our behaviour ethos

Section 2: Incentives to positive behaviour

Reward System and the Incentives towards Good Behaviour

Discouraging Unacceptable Behaviour and Restorative Justice

For Serious incidents/persistent misbehaviour: Referral system

Children beyond and conclusion

Section 3: Statutory information

Team Teach: De-escalation and restraint

Suspensions and exclusions

Physical contact

Child-on-child abuse: Harmful sexual behaviour, sexual harassment and sexual violence

Child-on-child abuse: Bullying

Addressing prejudice related incidents

Screening and searching pupils

Discipline beyond the school gate

Malicious allegations

Staff inductions, development and support

Roles and responsibilities

Key reading

Section 4: What do we record and where?

Section 5: Appendices

Section 1: Our behaviour ethos

This policy reflects the values of honesty, compassion, respect and encouragement.

RATIONALE

As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school supported by curriculum content such as Personal, Social and Health Education.

AIMS

We aim:

- To ensure care and consistency
- To be fair and be seen to be fair
- To treat all with respect
- To have clear expectations and strategies to ensure they are met
- To provide planned activities which motivate all to learn academically and socially.

Westonzoyland Golden Rules

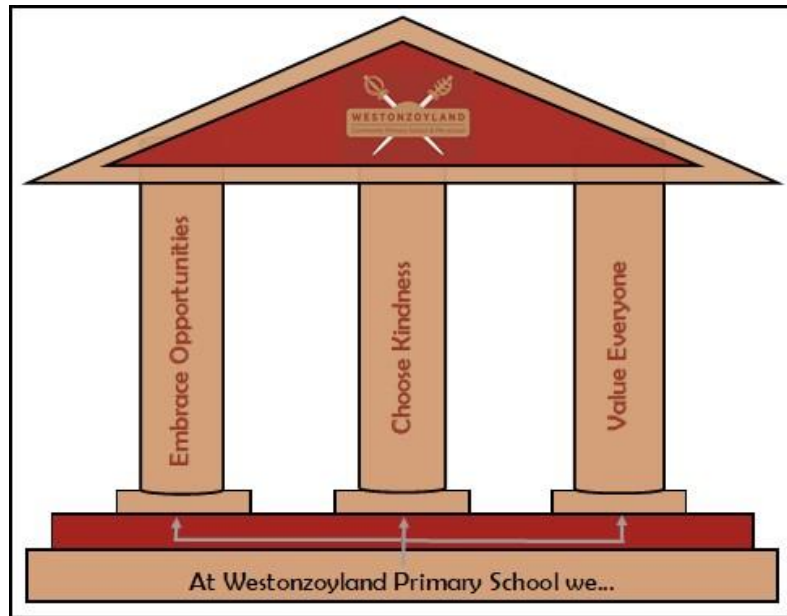
The Golden rules are a teaching and learning tool which needs to be constantly reinforced and highlighted by all members of the school community.

1. We respect each other's right to learn and do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

Westonzoyland School Values

Embrace Opportunities – Choose Kindness – Value Everyone

Providing a positive attitude and environment in our school are also underpinned by the Westonzoyland Values. Our values have been designed, with active involvement of the Student Council and staffing body, to create well rounded children and good future citizens. We want our pupils to have the confidence to give things a go, to choose to act with kindness, and to value each and every person within our community. These values are discussed on a regular basis within whole school and class assemblies, within lessons and as part of our approach to addressing poor or unkind behaviour. Our values underpin all that we stand for at Westonzoyland Primary School:



Our school vision...

Our school...

- Provides a welcoming environment where staff and students are healthy, safe and happy
- Is a place we respect and expect to be respected
- Puts wellbeing at the forefront of our ethos
- Values learning in and out of the classroom
- Is somewhere to be proud of

Our staff...

- Have high expectations, with all teaching over time being good or outstanding and clear progress evident
- Provide a rich quality of education where standards in core subjects are high, but curriculum breadth and enrichment is not lost
- Are inclusive, empathetic and supportive role models

Our children...

- Reach their full educational potential
- Have the skills to be life-long learners
- Are happy and healthy in mind and body
- Are a force for good in the world

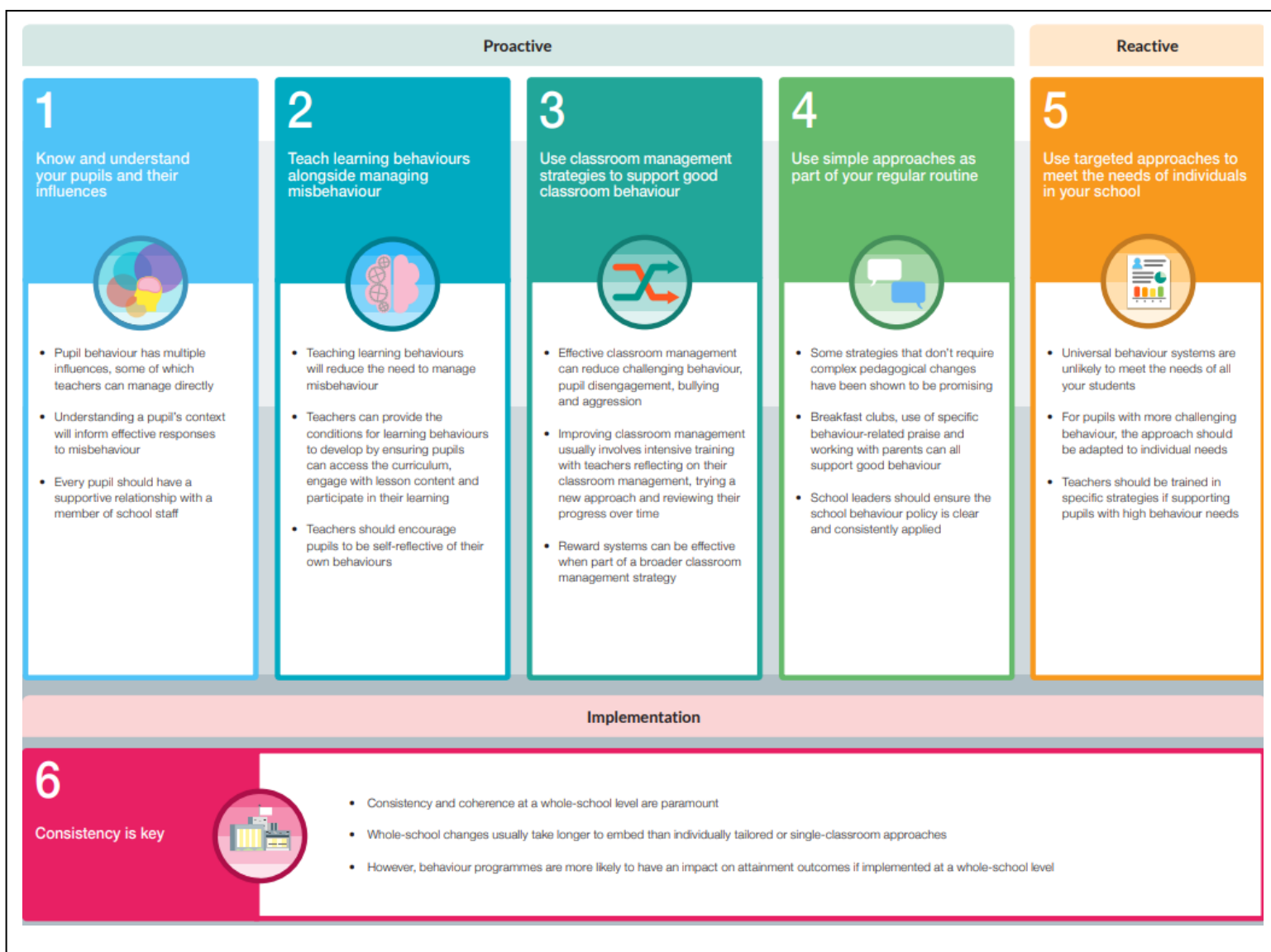
Other considerations of our behavioural approach at Westonzoyland

Good behaviour is not simply the absence of misbehaviour. At Westonzoyland Primary and Pre-School we aim to teach, encourage and support pupils approach to their behaviour. As a staffing body, we believe that all pupils can be taught to exhibit good behaviours, and school leaders and staff alike, must be constant role models.

We aim to create a positive, whole-school behaviour culture and uphold it through:

- A calm, safe and supportive school environment
- Our school values and ethos
- Clear policies
- A well-crafted, engaging and ambitious curriculum.
- Clearly defined expected behaviours explicitly taught and widely understood
- Pupils are supported to meet high standards of behaviour
- Predictability and fairness is developed through consistency, leading to trust-based and positive relationships between pupils and staff
- Everyone in the school feels part of the school community and that they have a role to play, from senior leaders to pupils and parents

Proactive & not Reactive Behaviour Approach



1. Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2. Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviour

3. Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy

4. Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5. Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

6. Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Section 2: Incentives to positive behaviour

We believe the ideal rewards are the intrinsic rewards offered by:

- Good relationships
- A stimulating curriculum
- Positive role models

Reward System and the Incentives towards Good Behaviour

We believe that it is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success. We achieve this through the use of

Non Verbal praise

We believe that a smile, pat on the back, thumbs up or applause helps to promote positive good behaviour.

Verbal praise:

We believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Westonzoyland's Golden Rules and our '3 pillars' values, and can be given to and by everyone. It may be private or public. Every Friday we have a whole-school celebration assembly to reward positive behaviour, class work, and contributions to the Westonzoyland community.

Marking policy and Display:

Positive comments are used to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of success

Sharing

In recognition of a particular task or behaviour the pupil may share success with others. The child may share with:

1. The class
2. The neighbouring class or teacher
3. An adult chosen by the child
4. The Head Teacher
5. Parents/wider community

House points

Awarded by all staff for attitude, attainment and effort. In addition a weekly 'Celebration assembly' takes place where individual children in each class are praised for good work or good behaviour. The Headteacher will also give out special certificates to individuals to take home to share with their family. Each child is a member of one of four house teams; Aylesbere, Greylake, Ham Wall and Swellwood and can accrue house points weekly and half termly for their house.

Discouraging Unacceptable Behaviour and Restorative Justice

It is important to remember before we resort to sanctions/punishments, that we ensure a child who has misbehaved in some ways is given the opportunity to make amends.

This process should be:

- Understanding of what was wrong with their actions
- Understanding the feelings of others
- Feeling sorry/remorse
- Problem solving to put it right
- Learning for the future

However, there is a need for sanctions if a child breaks established class/school rules. It is our belief that sanctions consistently and firmly applied by all, will result in clear boundaries and therefore good behaviour will be promoted.

NB It is important at all times to criticise and target the behaviour and not the child.

Sanctions

For unacceptable or disruptive behaviour, the following sequence will be used.

1. Praise will be given to the children nearby who are showing appropriate behaviour.
2. If disruptive behaviour continues the child is given a 1st warning and reminded of expectations.
3. If disruptive behaviour continues the child is given a 2nd warning and reminded of expectations.
4. The child will be moved to the Time Out Table away from other children for Reflection and to complete their work. Staff will engage with the pupil and encourage them to return to work. This will be recorded in the class behaviour log.
5. **If the behaviour continues** the child is escorted, with work, to the Head of their Key Stage. The child is to sit in silence away from the other children in the class and to complete their class work. As a consequence to this behaviour the child will lose a playtime.
6. Where additional/immediate support is required, or if the behaviour continues, the Senior team will be informed.

If the child is removed by a senior member of staff the child may return to class in the next session. If the child continues to misbehave, she/he will be referred to their Key Stage Leader who will decide which of various sanctions should be applied. It may be appropriate at this time to place the child on a Behaviour Chart or a Positive Behaviour Plan.

The parents of a child who frequently misbehaves will be notified initially by the class teacher. The SENCo will be informed and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate).

For Serious incidents/persistent misbehaviour: Referral to the Phase Leader/Head Teacher.

Fast track with involvement of the SENCo (School Action) and outside agencies

Some behaviour may be so serious that a senior member of staff/parents are immediately involved. Behaviour such as:

- i. Bullying
- ii. Defiance / use of bad language
- iii. Damaging school or others' property
- iv. Assaulting a member of staff – verbal or physical
- v. Fighting
- vi. Leaving the school grounds without permission
- vii. Behaviour which causes an accident / Health and Safety issue

At this stage the parents will be contacted as exclusion (fixed term or permanent) may be necessary. Please see appendix

The Headteacher or Phase Leader in his absence, may decide upon an internal exclusion or fixed term exclusion, where the child works away from the class for a day or off the school premises. The child may need to be placed on the following Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. An interview between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time will be negotiable.
3. A reintegration meeting will be held at the conclusion of each fixed term exclusion and minuted.

If all of the above measures fail, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, may seek to apply a permanent exclusion.

Children Beyond

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may very unhappy and have low self-esteem. In cases like this the Headteacher, Senior Leaders and SENCO will be involved at SEND Support level. His/ Her parents or carers will be involved in agreeing the Positive Behaviour Plan, which will be consistent with the principles and practices within this policy.

Children who are beyond the steps in this policy will be decided by the Head Teacher, Senior Leaders and SENCO.

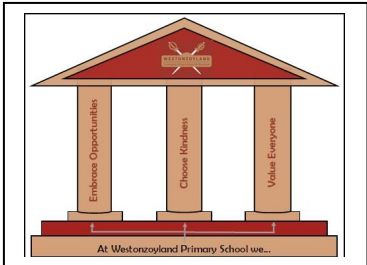
For more information, consult our [SEND and Inclusion policy](#).

Conclusion

The behaviour policy has been written in order that we can manage the behaviour in our school in the best possible way. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

A regular review of the policy will be made in line with the School Development Plan to ensure it is pertinent and to decide whether the rewards or sanctions are appropriate.

Appropriate Sanctions

	Our Golden Rules 1. We respect each other's right to learn and do our best. 2. We show care for each other and our school. 3. We move about our school quietly and safely 4. We always listen and respond politely. 5. We are kind and treat others as we would like to be treated.	Our Values Embrace Opportunities... • We want our pupils to develop qualities such as perseverance, resilience, leadership and courage. They are encouraged to take on new challenges and responsibilities with a positive mindset and without a fear of failure. Choose Kindness... • We want our pupils to act with consideration and respect towards everyone within our school community. They are encouraged to display compassion and to be encouraging and supportive of others where ever possible. Value Everyone... • We want our pupils to embrace and value everyone's differences. They are encouraged to act with tolerance, empathy and to value the benefits of inclusivity and democracy.	
Stages	Action/Behaviour	Consequences/sanctions	
Stage 1	• A child has mis-behaved.	Teacher intervention and discussion resulting in the following potential outcomes: • Understanding of what was wrong with their actions • Understanding the feelings of others • Feeling sorry/remorse • Problem solving to put it right • Learning for the future	
Stage 2	• If a child breaks established school/class rules.	• Praise children nearby who are showing appropriate behaviour. • If disruptive behaviour continues the child is given a 1st warning and reminded of expectations. • If disruptive behaviour continues the child is given a 2nd warning and reminded of expectations. • The child will be moved to the Time Out Table away from other children for Reflection and to complete their work. Staff will engage with the pupil and encourage them to return to work. This will be recorded in the class behaviour log and on My Concern. • If the behaviour continues the child is escorted, with work, to the Head of their Key Stage. The child is to sit in silence away from the other children in the class. As a consequence to this behaviour the child will lose a playtime. • Where additional/immediate support is required, or if the behaviour continues, the Headteacher will be informed by the use of an orange or red triangle being taken to the office. Follow up • If the child is removed by a senior member of staff the child may return to class in the next session. If the child continues to misbehave, she/he will be referred to their Key Stage Leader who will decide which of various sanctions should be applied. It may be appropriate at this time to place the child on a Behaviour Chart or a Positive Behaviour Plan. The parents of a child who frequently misbehaves will be notified initially by the class teacher. The SENCo will be informed and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate).	
Stage 3	Some behaviour may be so serious that a senior member of staff/parents are immediately involved. Behaviour such as: • Bullying • Defiance / use of bad language • Damaging school or others' property • Assaulting a member of staff – verbal or physical • Fighting • Leaving the school grounds without permission • Behaviour which causes an accident / Health and Safety issue.	• Immediate referral to the Head teacher • At this stage the parents will be contacted as exclusion (fixed term or permanent) may be necessary. Please see appendix.	

Section 3: Statutory information

Team Teach: De-escalation and restraint

Team-Teach is a whole setting, holistic behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour.

However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires. Restrictive Positive Handling techniques are never used in isolation.

The Team-Teach approach will also:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- Reinforce the essential verbal and non-verbal skills required in a crisis situation.
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Provide staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offer post-incident structure to both the pupil and member of staff
- To provide an accredited training framework designed to reduce risk, and through working together, to safeguard people and services.



At Westonzoyland Primary School, we ask all parents / carers to sign a 'Home School Agreement', this being the school's 'Restrictive Physical Intervention Consent Form', when their child joins the school. By signing the form, the Parent / Carer will be indicating their agreement with the school's 'Positive Behaviour Policy'. It is made clear to the parent / carer that, in signing the agreement, they are acknowledging the school's power to use reasonable force on their child in the circumstances described in the policy.

At Westonzoyland Primary School, all restrictive holds are recorded in the bound and numbered book, held in the headteacher's office. The number of restraints are reported to the Governing body at each governor's meeting.

Only staff who have up-to-date Team Teach training should use a restrictive hold and then only as a last resort in order to prevent damage to self, property or others. The one exception to this is when a child is at significant risk of harm. Then any staff member may step in and use the minimum amount of intervention required to keep the child(ren) safe.

If it is likely that reporting an incident to a parent / carer will result in significant harm to the pupil, significant incidents should be reported to the local authority, after first seeking advice from a member of the senior management team.

Suspensions and Exclusions

<https://www.gov.uk/government/publications/school-exclusion> contains the full instructions that we will follow. However, the points below provide a summary of some of the main points.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

The Headteacher's powers to use exclusion

1. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds.
2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
3. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'
4. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

Suspension

1. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.
2. A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
3. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
4. It is important that during a suspension, pupils still receive their education. **Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.** The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period.
5. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
6. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light,

a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Examples of behaviours that can lead to a suspension at Westonzoyland Primary School

Suspension and exclusions are an extreme sanction and are only administered when the school has exhausted other strategies for managing the situation. At Westonzoyland, examples of behaviour that can lead to a suspension or exclusions are:

- Significant verbal abuse to staff or pupils
- Physical abuse to/attack on staff or pupils
- Sexual harassment or sexual violence
- Significant damage to property
- Misuse of drugs, alcohol or other substances
- Theft
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Breaking of a behaviour contract

Protocol for a suspension at Westonzoyland Primary School:

The Headteacher will discuss the matter with relevant staff before making the decision to suspend a child.

Parents will be notified as soon as possible about the situation and if the decision to suspend has not yet been made, that this is a possibility.

Parents will be given a formal letter that explains:

- The behaviour that has led to the suspension.
- The period of the suspension.
- The rules that should be followed by the family during the suspension.
- Parents' right to make representations about the suspension or permanent exclusion to the governing board
- The actions that will take place to reintegrate the child when they return to school.
- It will also contain details of where/ how work will be set for the child.
- Advice on available support (P29 Exclusions document)

Any social workers or virtual heads involved with the family will be informed immediately of the suspension and the reason for it and the governor's meeting when it will be reported.

The local authority will be informed immediately of all school suspensions regardless of the length via PupilSupport@somerset.gov.uk

The Headteacher will report suspensions at each governor meeting.

Information about the suspension and the reason for it will be recorded on the school census.

Exclusion and children with SEND

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice, which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.



Physical contact:

At Westonzoyland School, we believe that physical contact between adults and children can play an important part of building relationships. However, this must be within clear boundaries in order to ensure the safety of children and adults.

Examples of acceptable touch:

- If a child seeks a hug from a trusted adult at school, then the adult will reciprocate the hug – letting go as soon as the child does, or tactfully ending the contact if it has gone on past a comfortable point.
- If a child seeks to hold the hand of a trusted adult.
- If a child is in need of comfort, then the adult might put a hand on their shoulder or pat them on the head.
- To guide them or keep them safe – for example hand or the back of their shoulder or holding their hand crossing a road. Pulling them back from danger.
- Touching gently on the shoulder or arm to gain a child's attention.
- With consent, helping into position for fine or gross motor activities.

Acceptable touch also includes situations that support the duties of the staff member, for example administering first aid or helping into a swimming pool.

Examples of unacceptable touch:

- Where the adult is seeking a hug from a child or affectionate without consent.
- Where the child is unknown to the adult.
- Excessive or unnecessary force or 'rough handling' (see the section on Team Teach positive restraint).
- Any contact that causes concern with reference to our staff code of conduct and safeguarding policy.

As a rule of thumb, we respond to the needs of the individual child and in a like-for-like manner.

Child-on-child abuse: Harmful sexual behaviour, sexual harassment and sexual violence

With reference to [Keeping Children Safe in Education](#).

All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

At Westonzoyland School, we have a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst-case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Incidents of sexual harassment or sexual violence are fully investigated, recorded. We keep parents informed and consult with relevant external parties including the police.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face-to-face and can occur simultaneously between the two. HSB should be considered in a child protection context.

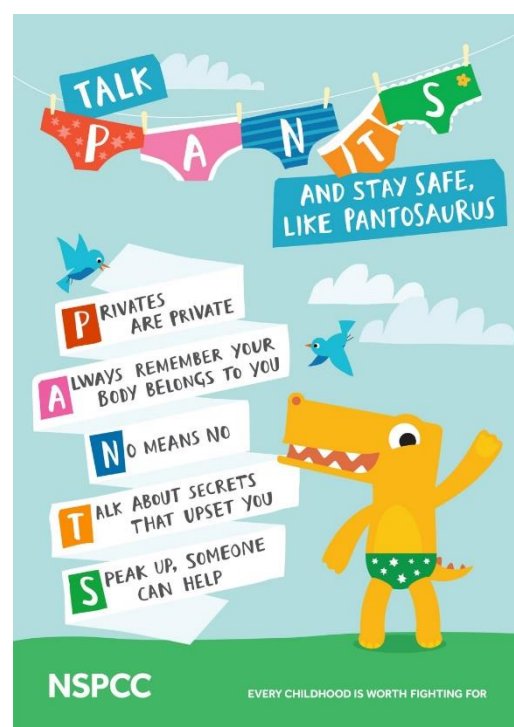
When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

We use the Brook tool to help us understand the development of sexual behaviours in children.

Incidents of HSB are investigated, recorded and parents of perpetrators and victims are notified.

If there are incidents that are developmentally concerning, or that cause harm to a child, we will follow County guidance and recommended resources including the [Beyond Referrals toolkit](#). This may mean drawing up risk assessments in order to keep children safe.

As a school, Westonzoyland regularly explicitly teach the PANTS principles devised by the NSPCC to ensure that children are aware of inappropriate behaviours and can keep themselves safe. Posters reminding children of the PANTS rules are displayed throughout the school.



Child-on-child abuse: Bullying

At Westonzoyland we take all allegations of bullying, including cyber-bullying, seriously and seek to thoroughly investigate any allegations so as to take whatever remedial measures are necessary.

The best way to counter incidents of bullying is to foster empathy with the feelings of others, in particular with the feelings of those being bullied. As a school we promote a collective responsibility where children are encouraged to stand up for what is right so as to make bullying behaviour socially unacceptable within our community.

Whilst action must be taken against children who bully, negative measures alone are likely to promote resentment, and aggravate rather than solve the problem. Therefore, in addition to dealing appropriately with bullying incidents, our school seeks to help children understand the impact of bullying behaviour on others.

The school definition of bullying is:



Bullying is a repeated, deliberate act, which causes distress to another child. This includes cyber-bullying: bullying through social media or electronic devices.

What can parents do?

If you believe that your child is being bullied you should:

- Assure the child that you will do something to help.
- Contact the school. **Please do not use social media to voice your concerns; please let the school investigate allegations.** Normally the first point of contact should be the class teacher.
- Keep a diary of incidents with names, places and times.
- Be realistic in your expectations of what school can achieve. A situation that has existed for some time will take time to resolve.
- If you suspect your child of bullying, talk to them and try to find out why they are behaving in this way.

How does the school deal with bullying?

- We talk about bullying in class and in assembly. There are posters that were drawn up by our Student Voice group displayed in playground noticeboards. We always encourage children to tell a trusted adult. We regularly talk about bullying and what to do about it in assemblies and all children understand the language of 'trusted adult'.
- Initial meetings are held with both the bullied child and the child accused of bullying. A meeting with both children together might at this stage be appropriate.
- The investigation will be recorded on a 'Record of Bullying Behaviour' form.
- Parents of both children will be informed. It may be appropriate for parents being asked to meet with relevant staff at school.
- We record all incidents of bullying on a Child-on-child recording form.
- In addition to appropriate sanctions for bullying behaviour in line with the school behaviour policy, the reasons why a child is bullying are explored. A course of action is agreed to help both the child being bullied and the child who is bullying.



Addressing prejudice related incidents

With reference to our [multiculturalism and equalities policy](#).

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We ensure that both our pupils and staff have an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately. We ensure that parents are informed and that sanctions are imposed in line with our behaviour policy. These measures include suspension from school.

We support the victim to ensure that they feel listened to and cared for. We also work with the perpetrator to try and understand the reasons for the behaviour so that we can address these. This may require support from in school such as work with the PFSA or ELSA, or it may require external support including via Channel or the police.

We record any child-on-child incidents involving protracted characteristics internally and report any racist incidents to the LA using their materials.



Screening and searching pupils

We do not have any screening equipment at the school.

Very occasionally, we may ask a child to let us look at the contents of their bag or pockets for a clear and specific reason.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before a search

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited item, but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a search

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any confiscated items will be routinely returned to parents at the end of the school day unless they represent the breaking of a law unless or include a banned item. In which case, the police will be contacted and items will be handed over to them.

If we ever had a concern significant enough that it required the close searching of a child, then this would always be completed by a parent.

If an outside agency, for example the police, wished to search a child. We would immediately contact the parents of that child to ensure their presence in the school as an appropriate adult before any action took place.

More information about procedures that would be followed can be found at [Child Law Advice](#).

Banned items at Westonzoyland School:

- Knives or weapons (including household items such as tools that may have been brought to school with the intention of being used as weapons).
- Illegal drugs or drug paraphernalia
- Alcohol
- Stolen items;
- Tobacco and cigarette papers;
- Vapes;
- Fireworks;
- Pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- Any item which a school policy specifies as banned and able to be searched for.

Discipline beyond the school gate

We recognise our responsibility for the conduct of our pupils does not always end at the school gate. Where a pupil of Westonzoyland Primary School behaves outside of the school in a way that is clearly not consistent with our expectations, and this is witnessed by a member of the school staff or reported to the school, we have a legal right to deal with the matter in a way consistent with our dealing with incidents within the school.

Examples where this would be appropriate would be where a pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

...and the pupil is behaving in a manner which:

- could have repercussions for the orderly running of the school/educational visit
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In these circumstances, the Headteacher would consider whether it would be appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. Likewise, if the incident involves a child suffering harm, we would act in line with our Safeguarding Policy.

Malicious allegations

Malicious allegations are allegations that are knowingly, deliberately or recklessly inaccurate or misleading, which are made to gain some advantage or cause harm to a person or entity.

Child-to-child malicious allegations: These are managed within the remit of this policy – including the anti-bullying guidance.

Child-to-staff malicious allegations: All child-to staff allegations are managed in line with our [Child Protection Policy](#). After investigation, if children are found to have made malicious allegations then we will look into the possible causes of this and deal with the underlying issues and behaviour in line with the principles of this policy.

Staff inductions, development and support

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Our positive behaviour management approach
- How to record behaviour incidents
- How SEND and mental health needs impact behaviour
- Staff to staff support and the need for reflection

Roles and responsibilities

- This policy was created with input from the Westonzoyland Student Voice group and the school staff.
- The implementation and delivery of this policy is the responsibility of all staff at Westonzoyland School.
- The monitoring and review of this policy is the responsibility of the school SLT. As is the responsibility for ensuring staff training and confidence in delivering the policy. SLT will also complete reviews of behaviour records at least twice per-year, in order to analyse patterns or look for groups of children who may be being adversely affected by the policy.
- The responsibility for approving the policy and holding the school to account for its implementation is the responsibility of the School Governing body.
- Parents have a responsibility to support the school by helping to celebrate pupils' successes and reinforce any sanctions as appropriate. We will include parents in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place. If parents have any complaints about the application of this policy, they should follow the [school complaints process](#).



Key reading

[Behaviour in schools](#)

[Keeping children safe in education \(KCSIE\)](#)

[DfE specific guidance on suspension and permanent exclusion](#)

[Searching, screening and confiscation at school](#)

Section 4: What do we record and where?

What should we record?	Where are these records kept?
Level 2 or 3 behaviour reporting form	Recorded on Arbor pupil record & shared with appropriate staff. If level 3, share with SLT/Headteacher.
Behaviour Management Plan	Drawn up with SENDCO. Copies to all staff working with child and the Headteacher, and uploaded onto MyConcern.
Daily behaviour log	Class behaviour file if stage 1 (paper or on computer). Level 2/3 incidents recorded on Arbor pupil record & shared with appropriate staff. If level 3, share with SLT/Headteacher.
Breakfast and Afterschool Club behaviour records	Kept in the club file, added to Arbor record (if applicable) and given to Headteacher at the end of the year.
Child-on-child Incidents: Bullying or HSB	Headteacher and uploaded on Arbor & if safeguarding related, onto MyConcern
Child-on-child Incidents involving protected characteristics	Headteacher and uploaded on Arbor & if safeguarding related, onto MyConcern
County online recording of peer on peer discrimination	Drawn up with Headteacher
Assault on an adult	Headteacher and uploaded on MyConcern & Arbor
Restraint of a child – Bound and numbered book in the Headteacher's office	

Section 5: Appendices

APPENDICES

Procedures:

Appendix 1: **Daily routine in wet weather**

All children will go their classrooms in the main building. Class teachers will be in their classrooms by 8:30am, so that the children are supervised.

Appendix 2: **Procedures for Playtimes**

All children will line up in the morning at playtimes and lunchtimes, in their designated areas.

Teachers, Learning Support Assistants and lunchtime staff will collect their children and walk them to the classrooms promptly after Breaks, avoiding long periods of waiting around for the children.

Lunchtime Supervisors will line up and supervise children while waiting for them to be collected by Teachers/Learning Support Assistants following lunch.

Appendix 3: **Movement around the school**

When moving around the school, classes will be supervised by an adult at all times.

We expect all children to walk quietly along corridors and pathways.

Children will be accompanied to and from assemblies.

Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

Appendix 4: **Westonzoyland Golden Rules**

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.