Behaviour Policy 2026-2027

West Bridgford Infant School and West Bridgford Junior School

Date adopted:

Review date:

1. Introduction & Rationale

At West Bridgford Infant and Junior Schools, every member of our community is valued and respected. Our shared behaviour policy supports a caring environment built upon mutual trust, respect and positive relationships. The purpose of this policy is to ensure that all pupils feel safe, happy and able to learn without disruption, and that staff are equipped to support positive behaviour consistently across both school sites.

We recognise that behaviour is a form of communication and closely linked with emotional wellbeing. Staff work proactively to support pupils' emotional health, self-regulation and social development so they become confident, responsible and increasingly independent members of the school community.

This joint policy applies to all pupils, staff, parents/carers, volunteers and visitors.

2. Aims of the Policy

Our behaviour policy aims to:

- Ensure the safety of pupils and staff.
- Protect every child's right to learn in a calm, supportive environment.
- Promote positive, trusting relationships across the school community.
- Support pupils to behave respectfully, kindly and responsibly.
- Provide consistent expectations, rewards and consequences across both schools.
- Encourage equality, inclusion and support for SEND pupils in line with the Equality Act (2010).
- Establish and communicate clear rules, shared expectations and restorative approaches to resolving conflict.
- Strengthen our nurturing ethos, growth mindset culture and commitment to positive behaviour.

3. School Motto & Expectations

Our shared school motto is:

"Champion ourselves, champion others, champion our school and community, and champion the wider world."

This motto reflects the culture we strive to build across both schools. It teaches children that positive behaviour is not only about following rules, but about *actively choosing* to contribute to a safe, nurturing and respectful environment for everyone.

How Our Motto Promotes Positive Behaviour

By framing behaviour around *championing*, we give children a proactive identity—they are not simply following rules, but *living out values*. The motto supports positive behaviour because it:

- Creates a shared language that all staff and pupils can use
- Reinforces high expectations through a growth-mindset approach
- Encourages children to reflect on how their actions impact themselves and others
- Embeds kindness, respect and responsibility across all school routines
- Fosters a community where everyone feels they belong and can contribute meaningfully

This motto underpins everything we do and provides a consistent behaviour narrative across the Infant and Junior schools.

4. School Rules

The same set of whole-school rules are in place across both schools and are taught explicitly in assemblies, PSHE and classroom discussions.

Children are expected to:

1. **Listen when people are talking.**
2. **Keep hands and feet to themselves.**
3. **Be kind, polite and helpful to others.**
4. **Walk quietly and respectfully in school.**
5. **Always try their best.**
6. **Look after the school and all the things in it.**

The Junior school has a separate seventh rule which is in place to help prepare them for secondary school.

7. **Be in the right place at the right time.**

These rules serve to keep everyone safe, cared for and ready to learn.

5. Encouraging and Celebrating Positive Behaviour

Our approach is grounded in **positive reinforcement**, relationship-building and teaching children how to make good choices.

Examples of positive reinforcement which may be used include:

- Verbal praise and recognition.
- Class Dojos and stickers/stamps awarded for good choices.
- Weekly Champion assemblies.
- Champion Passports and stickers.
- Class star rewards (e.g. extra play, baking, special activities).
- Celebration of achievements outside of school.

WBIS and WBJS Champions

Infant School Champions	Junior School Champions
• Professor Perseverance • Have-a-Go Hero • Captain Curiosity • The Collaboration Kids • Respectful Ranger • Proud Peacock • Agent Concentrate	• Professor Perseverance • Have-a-Go Hero • Captain Curiosity • The Collaboration Kids • Respectful Ranger • The Get Better Guys • Creative Cat

The WBIS and WBJS Champions support and enhance the curriculum by making essential learning behaviours explicit and meaningful for all pupils. The skills represented by each Champion are taught through lessons across the curriculum and modelled by staff, helping children understand how to learn as well as what to learn. These champions help children understand what good behaviour looks like in practice - encouraging kindness, resilience, teamwork, and curiosity. By recognising and celebrating Champion behaviours, pupils develop confidence, take responsibility for their actions, and become more motivated and engaged learners. Our Champions support a calm, inclusive environment where all children feel valued, safe, and ready to learn.

6. Positive Behaviour Approaches & Strategies

Both schools use a range of shared, evidence-informed approaches, including:

- Non-verbal cues (e.g., supportive eye contact to guide behaviour, proximity)
- Calm voice
- Tactical ignoring.
- Simple, clear directions
- Questions and feedback ("What should you be doing?")
- Choices and consequences to promote pupil responsibility
- Visual prompts, timers, "now and next" boards
- Restorative conversations/ responses (reconnect, repair and learn)
- Emotion coaching/ emotional literacy teaching
- Regulation strategies and tools (e.g. 5 point scale, movement breaks, physical resources)
- 'Getting it Right' card

7. Behaviour Ladders

At times, children may need reminders about school rules and expectations. When this happens, clear and consistent consequences are applied in line with our behaviour policy, helping pupils understand the impact of their choices and supporting them to make positive decisions in the future.

Infant School- Behaviour Ladder	Junior School- Behaviour Ladder
1. Reminder 2. Thinking time in class (thinking cloud) 3. 5/10 minutes thinking time (during a playtime) 4. Learn in another classroom 5. Discussion with SLT and/or parents contacted	1. Reminder 2. 5 minutes thinking time during playtime with an adult 3. 10 minutes thinking time during playtime with an adult 4. Learn in another classroom 5. Discussion with SLT and/or parents contacted

At each step of the ladder children will be given the opportunity to reflect on their behaviour. When a child attends thinking time, they will be reminded of the school rules and asked to use their time to think about where they have gone wrong and how they will behave differently next time.

Other sanctions which may be used:

- Loss of privileges
- Natural/ logical consequences
- Discussion with a senior member of staff
- Time away from peers with a member of SLT or an internal exclusion
- In extreme cases, persistent or serious problems with behaviour can result in a fixed term or permanent exclusion.

9. Serious Incidents & Challenging Behaviour

Staff will record more serious behaviour incidents on My Concern detailing the nature of the incident. This will enable the Executive Head Teacher, Heads of School and Deputy Head Teachers to monitor and identify any patterns of behaviour. Examples of such incidents may include:

- Repeated poor behaviour despite intervention
- Physical aggression
- Bullying (including racist/homophobic behaviour)
- Persistent disruption
- Damage to property
- Unsafe behaviour placing others at risk

The termly Head Teacher's Report to Governors includes data regarding prejudice related incidents and bullying. Any persistent poor behaviour, which the schools feel constitutes bullying, will be managed in accordance with the Anti Bullying Policy.

Responses to serious incidents may include:

- Individual Behaviour Plans
- Meetings with parents
- Referral to external services (SEMH partnership, Behaviour Support Team, CAMHS etc.)
- Internal exclusions
- Fixed-term suspensions
- In extreme cases, permanent exclusion (EHT only)

All actions follow statutory guidance.

10. Supporting Children with Additional Needs

We recognise that some children may require additional support to meet behaviour expectations due to special educational needs or disabilities (SEND). Behaviour is always considered within the context of a child's individual needs, and reasonable adjustments are made to ensure expectations are fair, inclusive, and achievable.

Staff work closely with the SENCO to identify barriers to positive behaviour and to implement appropriate strategies, which may include safety passports, adapted routines, visual supports, or targeted interventions. Where needed, advice from external professionals may also be sought.

We work in partnership with parents and carers to ensure a consistent and supportive approach, with the aim of helping all children develop self-regulation, confidence, and positive learning behaviours over time.

11. Use of Restrictive Intervention

We believe that positive behaviour management strategies and de-escalation techniques should always be used first. Restrictive intervention is **only ever used as a last resort**, when all other strategies have been unsuccessful or are inappropriate, and when it is necessary to keep children or adults safe.

In line with Department for Education guidance (April 2026), reasonable force may be used by to prevent a child from:

- Causing injury to themselves and others
- Committing a criminal offence
- Causing serious damage to property

Any physical intervention used will be **reasonable, proportionate, and for the shortest possible time**, and will aim to reduce risk and restore safety rather than to punish.

All incidents involving physical intervention are recorded and reported in line with school procedures and in line with statutory guidance. Parents or carers will be informed, and the incident will be reviewed to consider whether additional support or changes to provision are required. Where a child has additional needs, the SENCO will be involved in reviewing strategies and ensuring appropriate support plans and reasonable adjustments are in place.

12. Roles & Responsibilities

All Staff:

- Model positive behaviour.
- Maintain consistency.
- Build strong relationships.
- Never ignore inappropriate behaviour.
- Differentiate behaviour expectations to support inclusion.
- Communicate regularly with parents.
- Implement the policy daily.
- Use a range of strategies to promote good behaviour.
- Record repeated or serious incidents.
- Liaise with SENCO/EHT/SLT where needed.

Executive Headteacher and Senior Leadership Team:

- Ensure consistent implementation.
- Oversee serious incidents.
- Communicate with governors.
- Manage suspensions and exclusions.

Parents/Carers:

- Support the behaviour policy.
- Maintain open communication with school.
- Discuss school rules with their child.

- Address concerns via school staff—never directly with other children or their parents.

Governors:

- Monitor the effectiveness of the policy.
- Oversee exclusion data and equality duties.
- Support senior leadership.

13. Equality & Inclusion

Both schools reject discrimination of any kind and promote equality of opportunity. We ensure:

- Adaptations for pupils with SEND.
- Staff understanding of equality duties.
- A curriculum that celebrates diversity.
- A behaviour system accessible to all.

14. Monitoring & Review

Senior leaders will monitor behaviour patterns, serious incidents and exclusions regularly. This policy will be reviewed by the governing body annually. All behaviour procedures are reviewed by staff at the beginning of the academic year and at various points throughout the year.

Linked documents include:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- SEND Policy

Appendix 1
Emotion Coaching Approach

Emotion Coaching is an evidence-based, relational approach to behaviour that supports children and young people to understand, manage, and regulate their emotions. It is embedded within everyday interactions and complements existing behaviour policies rather than replacing them.
The approach is based on the principle that behaviour communicates underlying emotions, and that supportive adult responses help pupils develop self-regulation skills.

Key Principles

- All emotions are valid and normal, but not all behaviours are acceptable.
- Behaviour incidents are viewed as opportunities for teaching and learning, rather than simply requiring punishment.
- Strong, respectful adult–pupil relationships are central to behaviour support.
- Adults model calm, reflective responses to support co-regulation.

Why Emotion Coaching is Used

Research indicates that children who are supported using Emotion Coaching are more able to:

- Regulate their emotions and behaviour
- Develop resilience and emotional stability
- Engage positively in learning and relationships
- Achieve improved academic and social outcomes

Core Practice: The Emotion Coaching Steps

Emotion Coaching follows a consistent four-step approach:

1. Empathy (Recognise and Validate Feelings)
    - Acknowledge and empathise with the child's emotional state
    - Help the child feel understood and supported
2. Label Feelings
    - Support the child to identify and name their emotions
    - Reinforce that these feelings are normal
3. Set Limits
    - Clearly communicate boundaries for acceptable behaviour
    - Maintain the child's dignity while addressing behaviour
4. Problem-Solve and Repair
    - Support the child (once calm) to find alternative strategies
    - Encourage restorative actions and repair of relationships

In-the-Moment Response

When responding to behaviour, staff are encouraged to:

- Check-in with the child and situation
- Connect through empathy and understanding
- Correct and repair behaviour using clear boundaries and restorative approaches

Co-Regulation and Support Strategies

- Adults support pupils to calm before addressing behaviour ("co-regulation")

- Strategies may include:
    - Calm, reassuring presence
    - Breathing and grounding techniques
    - Movement or sensory activities
- Pupils are supported to return to a calm, rational state before discussion or consequences are applied

Consequences and Repair

Consequences should:

- Be proportionate and linked to the behaviour
- Include opportunities to repair harm or restore relationships
- Support learning of more appropriate behaviours

This promotes accountability while maintaining positive relationships.

Adult Approach and Consistency

Staff are expected to:

- Respond with high empathy and clear guidance
- Remain calm and reflective
- Be aware of their own emotional responses
- Use consistent language and approaches across the school

Conclusion

Emotion Coaching provides a consistent, inclusive, and relational framework that supports both behaviour and wellbeing. By focusing on emotional understanding and skill development, it enables pupils to become more resilient, self-regulated, and successful learners.

Appendix 2
Restorative Approaches in Schools in the UK

If you work with, or care for, school-aged children and young people then this pamphlet is for you.

It will help you answer the following questions:

- What are Restorative Approaches?
- What is involved in a restorative response to harm or conflict?
- What is being 'restored'?
- What are the key elements of Restorative Approaches?
- Why are Restorative Approaches helpful?
- How can I find out more?

The pamphlet is not a substitute for appropriate staff development and training, which is an essential part of Restorative Approaches implementation in any setting.

What are Restorative Approaches?
The 'unique selling point' of a restorative approach is that it offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. However, as this pamphlet will show on pages 2 & 3, the approach is much more than a 'behaviour management tool'. In isolation, used as such, it will not be very effective.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches *The focus is on:*	**Restorative Approaches** *The focus is on:*
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and, as a result;	*and, as a result;*
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour. There is a shift from one model of discipline to the other, at a pace appropriate to the school.

What is a restorative response to harm or conflict?
Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

This learning framework can be used in a wide range of contexts:

- A one-way conversation, with one person listening and asking questions and the other talking;
- A two-way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play (sometimes called a 'Restorative Conference');
- A facilitated circle involving part or all of a class, a staff team or a group of residents.

What is being restored?
This depends on the context and on the needs of those involved. What is being restored is often something *between* the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored *within* an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

What are the key elements of Restorative Approaches?

Restorative Approaches are *value–based* and *needs–led*. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon the basic principles and values of humanistic psychology:

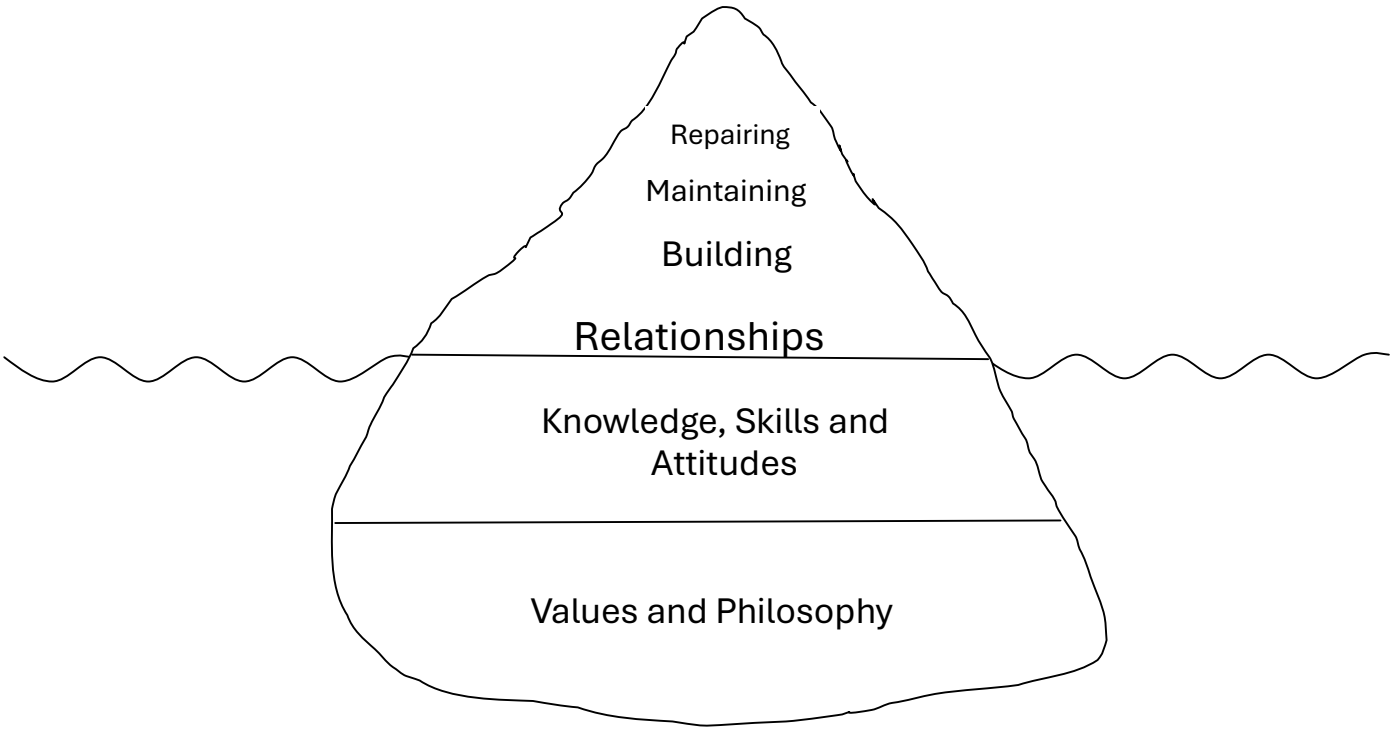
- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another's experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Such principles and values not only underpin the more formal Restorative Approaches described above, but they can also be practised in our informal, day-to-day interaction with others. Adults who do this 'model' effective ways of building and maintaining emotionally healthy relationships, and promote helpful, pro-social attitudes. In doing so, these adults may well be providing a positive 'social learning context' not readily available to some young people in other areas of their lives.

An 'iceberg' metaphor can illustrate a whole-school restorative approach. The diagram below emphasises two points:

1. The ways in which the whole school community shares the responsibility to build, maintain and repair relationships are the more visible parts of Restorative Approaches. To be effective these processes need to be underpinned by sound knowledge, skills and shared values.

2. Schools that consciously focus the bulk of their effort on building and maintaining relationships will find that fewer things will go wrong and so there will be fewer occasions when relationships need to be repaired.



Why are Restorative Approaches helpful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach;
- Better relationships amongst children and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

How can I find out more?
Here are some UK-based resources that you should find useful.

Books:

The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning. Belinda Hopkins (2011). Optimus Education ISBN: 1906517290

Building and Restoring Respectful Relationships in Schools: A Guide to Restorative Practice. Richard Hendry (2009). Routledge ISBN-10: 0415544270

Mediation and Restoration in Circle Time. Teresa Bliss (2008) Milton Keynes; Teach to Inspire: a division of Optimus Publishing ISBN: 978-1-906517-05-2

Restorative Solutions: Making it Work. Colin Newton and Helen Mahaffey (2008). Inclusive

Solutions UK Limited ISBN-10: 0954635140

Just Schools: A Whole School Approach To Restorative Justice. (2004) Belinda Hopkins. Jessica Kingsley Publishers. ISBN: 1843101327

Web sites:

Restorative Justice Council: http://www.restorativejustice.org.uk/ Education

Scotland – Restorative Approaches: http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/positivebehaviour/approaches/restorative/Index.asp

Transforming Conflict: http://www.transformingconflict.org

Sacro: http://www.sacro.org.uk/html/schools_work.html
The International Institute for Restorative Practices (UK): http://uk.iirp.edu/

These resources reflect the range of Restorative Approaches in the UK. Many excellent international resources also exist.

This article was produced as a result of an international seminar series funded by the Economic and Social Research Council and organised by Cambridge, Edinburgh and Nottingham Universities in the UK in 2010 and 2011. The authors were Richard Hendry, Belinda Hopkins and Brian Steele.

Example Restorative question prompts

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?