



Winshill Village Primary and Nursery School

Behaviour Procedure



September 2023

**Reviewed: September 2024, January 2025,
September 2025, September 2026**

Review: September 2027

Winhill Village Primary and Nursery School Behaviour Procedure

Statement of Intent

At Winhill Village Primary and Nursery School, we recognise that behaviour for learning is much more than simply following rules. It is a set of skills, attitudes and beliefs that enable children to access learning effectively, engage positively with one another, and develop strong, positive images of themselves as learners. These skills will allow them to succeed both now and in the future.

Driven by our motto — *“Winhill Village: A Place to Dream Big and Learn Without Limits”* — we are committed to:

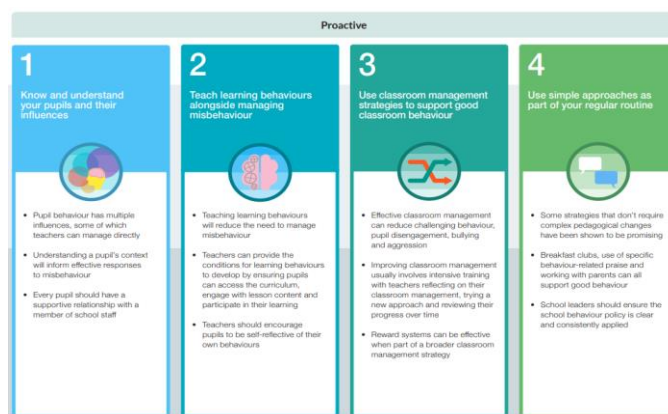
- Promoting positive learning behaviours and empowering every child to flourish.
- Supporting self-esteem, self-discipline, empathy, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding effort, resilience and positive choices.
- Helping children to understand the impact of their behaviour and using restorative approaches to repair and improve.
- Providing a safe environment, free from disruption, bullying, discrimination, violence, and harassment.
- Building strong partnerships with parents and carers to support every child.
- Developing trusting relationships with our pupils to enable early intervention and personalised support where needed.
- Involving pupils in shaping and upholding our shared values and expectations.
- Promoting a culture of kindness, pride, encouragement and ambition, where every child can *Dream Big* and achieve their limitless potential.

Our approach is rooted in respect, understanding, and growth mindset. We acknowledge that all behaviour has a cause and commit to working with every learner to provide the right support, ensuring that every child can take pride in themselves, their school, and their future.

Aims

At Winhill Village Primary and Nursery School, we aim to nurture and sustain the highest standards of behaviour both within the school and beyond, so that every child’s experience of school life is enjoyable, safe, secure, and rewarding. This in turn maximises teaching and learning opportunities, raising the quality of education for all.

From their very first day, children learn that our school is a community where each person has a role to play. Our ethos and our commitment to our motto — *“Winhill Village: A Place to Dream Big and Learn Without Limits”* — underpin the way we work together and ensure that children aspire to be the very best version of themselves.



Extract from EEF 'Improving

Behaviour in Schools'

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All staff, both teaching and non-teaching, lead by example and communicate clear and consistent expectations. We foster positive relationships and model the behaviours we want to see, understanding that every moment shapes a child's view of themselves and the world. In doing so, we build a culture of kindness, empathy, and growth mindset that permeates every classroom and playground.

To ensure consistency across our school, we follow an agreed whole-school approach that sets out the processes we use to promote positive behaviour, support reflection, and guide children in making better choices. We recognise that sanctions have a place only when they help to change behaviour and prevent reoccurrence; our practice always prioritises restorative conversations, empathy, and supported reflection to help children learn from mistakes.

We value parents and carers as partners in shaping behaviour. Parents are children's first and enduring teachers, and we recognise the impact of strong home-school relationships. Our Home School Agreement provides a framework for this partnership, setting out the shared role of school, parents, and pupils in supporting every child to succeed.

At Winshill, we believe that praise, encouragement, and recognition of effort are more powerful than negative comments. By celebrating positive choices and learning behaviours, children feel valued both as individuals and as members of our school family. This builds self-esteem, resilience, and respect for others, alongside a strong sense of pride and belonging.

We also recognise that some children may need additional support in order to succeed. Our school is built on the belief in **Limitless Possibilities** for every child. We have a moral duty to do everything within our power to remove barriers to learning – whether environmental, educational, emotional, or behavioural. Every child carries life experiences that shape their behaviour, and we commit to understanding these and responding with empathy and personalised support.

For learners with enhanced needs, we adopt a **multi-professional approach**, working closely with SLT, the Pastoral Support Team, parents/carers, and outside agencies. Support may include:

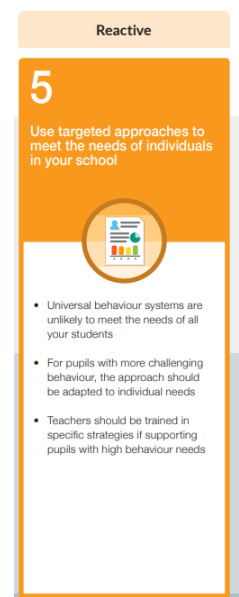
- Pastoral Support Team reviews any behaviour logs to track needs.
- A graduated response to behaviour (Appendix 1).
- Individual Behaviour Plans or personalised support strategies.
- Access to targeted interventions such as ELSA, nurture provision, counselling, and Rainbow Hub.
- Referrals to external agencies (e.g. Early Help, CAMHS, Family Support, Educational Psychology).
- Consideration of alternative or dual placements when necessary.

Exclusion is only ever used as a last resort, when all other strategies have been exhausted or when a behaviour is so serious that immediate action is required to maintain safety and allow time to arrange appropriate support.

We are committed to providing a well-structured, ordered, and inclusive school experience where every child is supported to flourish. We regularly review our practice as a team, adapting approaches to meet the changing needs of our children, and we use evidence-based strategies, such as those from the EEF *Improving Behaviour in Schools*, to guide our work.

Above all, our aim is to help every child develop the skills, attitudes, and beliefs they need to become confident learners, kind friends, and responsible citizens – now and in the future.

Key Roles and Responsibilities



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The Local Governing Body has overall responsibility for the implementation of this document and the procedures of Winshill Village Primary & Nursery School.

The Local Governing Body has overall responsibility for ensuring that this document, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Local Governing Body has responsibility for handling complaints regarding this document, as outlined in the JTMAT Complaints Policy.

The headteacher will be responsible for the day-to-day implementation and management of this document and the procedures of the school.

Staff, including teachers, support staff and volunteers, will be responsible for following the document and for ensuring pupils do so too. They will also be responsible for ensuring the document is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this document.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

Definitions

At Winshill Village Primary and Nursery School, we believe that all behaviour has a cause and that children can learn to make better choices when supported with empathy, reflection, and guidance. However, in order to maintain a safe and respectful environment for all, we recognise the need to define unacceptable behaviours clearly.

Serious Unacceptable Behaviour

This is behaviour that causes (or has the potential to cause) harm to oneself or others, damages the reputation of the school within the wider community, or involves illegal activity. Examples include, but are not limited to:

- Discrimination – treating someone unfairly or disrespectfully on the basis of disability, gender, race, religion, age, sexuality, or marital status.
- Harassment – unwanted or offensive behaviour which affects the dignity of an individual or group.
- Bullying – repeated or persistent behaviour (including verbal, physical or emotional) which intimidates, humiliates, or demeans others.
- Cyberbullying – using electronic communication to bully, intimidate, or threaten.
- Vexatious behaviour – deliberately acting to provoke, annoy, or upset others.
- Use of racist, homophobic, sexist, or otherwise abusive language.
- Fighting, physical aggression, spitting, or biting.
- Possession of banned or dangerous items.
- Theft.
- Truancy or persistent refusal to engage with school expectations.
- Refusal to comply with significant disciplinary sanctions.

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Low-Level Unacceptable Behaviour

This is behaviour that disrupts learning, prevents others from accessing their education, or undermines the calm and respectful environment we strive to maintain. Examples include, but are not limited to:

- Persistent lateness.
- Shouting out or calling across the class.
- Talking while others are speaking.
- Swinging on chairs or other unsafe behaviours.
- Running inside school buildings.
- Not keeping hands, feet, or personal space to oneself.
- Throwing items in class or on the playground.
- Failing to complete classwork or refusing to concentrate on tasks.
- Rudeness or lack of manners.
- Dishonesty (telling lies).
- Not following classroom or school rules.

Escalation of Behaviour

Some unacceptable behaviours may escalate in seriousness depending on their frequency, persistence, or context. For example, repeated low-level disruption may be treated as serious unacceptable behaviour if it prevents learning or impacts the wellbeing of others.

Our response to behaviour always seeks to help children reflect on their choices, repair harm caused, and learn better ways of managing their actions — so that they can take pride and continue to *Dream Big*.

Safeguarding and Behaviour

Behaviour and safeguarding are closely linked. Staff should remain alert to the possibility that changes in, or patterns of, behaviour may indicate a wider safeguarding concern, including abuse, neglect, exploitation or emotional distress.

Where behaviour raises a safeguarding concern, staff must follow the school's Safeguarding Procedures, record the concern on MyConcern and inform the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) as appropriate.

Training of Staff

At Winshill Village Primary and Nursery School, we recognise that **early intervention and consistent practice** are key to supporting positive behaviour. Staff are central to modelling and embedding the behaviours we expect, and therefore receive training that equips them to:

- Identify potential behaviour issues before they escalate.
- Use restorative approaches to help children reflect, repair, and improve.
- Apply consistent strategies across classrooms, playtimes, and lunchtimes.
- Understand the root causes of behaviour and respond with empathy and appropriate support.

All staff, including teachers, support staff, and lunchtime supervisors, receive training on this Behaviour Procedures document as part of their induction. The principles of *Dream Big* are embedded from the outset, ensuring that every adult models the values we want children to learn.

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Staff development is ongoing. Regular training, coaching, and professional dialogue ensure that our approach remains consistent, evidence-based, and responsive to the needs of our pupils. We draw on current research, such as the EEF *Improving Behaviour in Schools* report, to guide practice and ensure continuous improvement.

Where specific needs arise, targeted training is provided — for example in restorative practice, de-escalation strategies, supporting children with SEND, or using inclusion interventions such as ELSA and nurture provision.

Through this commitment to professional development, we ensure that every member of staff feels confident, supported, and able to contribute to creating a safe, respectful, and aspirational environment for all children.

Pupil Expectation

At Winshill Village Primary and Nursery School, our pupils are expected to live out our values every day and demonstrate them through their choices, actions, and attitudes. Pupils and parents/carers are expected to follow our school's Code of Conduct, which requires children to:

- Conduct themselves safely, sensibly, and respectfully around the school site.
- Arrive at school and lessons on time, prepared and ready to learn.
- Follow reasonable instructions from all staff, in the classroom, playground, and wider school community.
- Treat everyone politely, fairly, and with kindness.
- Uphold classroom and school rules consistently.
- Show respect for the opinions, beliefs, and backgrounds of others.
- Take responsibility for their learning by completing classwork and homework to the best of their ability.
- Report unacceptable behaviour and seek help if they or others feel unsafe.
- Care for the school environment, equipment, and displays.

We also teach pupils what positive behaviour looks like, so they can flourish as learners and friends. This includes learning how to:

- Line up calmly and respectfully when entering or leaving classrooms or school premises.
- Sit appropriately and attentively in different learning spaces, including classrooms, the hall, and the playground.
- Use appropriate voice levels, respectful language, and good manners.
- Raise their hands and wait their turn when speaking in class or assemblies.
- Work collaboratively, showing teamwork, kindness, and respect for others' views and beliefs.
- Be role models for one another, encouraging their peers to make positive choices.

Through these expectations, we encourage every child to take pride in themselves and their school, and to *Dream Big* by working hard, showing resilience, and supporting others to achieve their best.

Restorative Approaches to Behaviour

At Winshill Village Primary and Nursery School, we use restorative approaches to help pupils understand their behaviour, recognise its impact on others and repair relationships. Where appropriate, staff will support pupils to reflect using questions such as:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What can we do to make things right?
- What could you do differently next time?

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Restorative approaches do not replace appropriate consequences but help pupils learn from their choices, develop empathy and take responsibility for their actions.

Before School

Prior to the official start of school at 9am, pupils are encouraged to enter the building. There is always a member of staff on duty at all the main entrance gates and it is their responsibility to close and lock this when the bell is rung at 9am.

KS1 and KS2

When children arrive from 8.45am Rec/KS1/KS2 members of staff are responsible for supervising pupils in their classrooms. At 9am the register is immediately taken by the class teacher.

Playtime

The class teacher must ensure that the children go out onto the playground straight away. They are encouraged to go to the toilet on their way out to play. Should they need to go whilst outside, they must ask the teacher/s on duty.

Children wishing to buy a drink or snack during morning breaktime should line up in the hall, where the Kitchen Staff will support and monitor behaviour. The children are expected to play and conduct themselves in a safe way. If a teacher on duty feels that a child's behaviour poses a danger to other children or that a child is behaving inconsiderately then the child is spoken to initially. If the behaviour persists the child is asked to stand by the teacher on duty and/or in the 'time out' zone. The child's behaviour is then reported to the class teacher and recorded using Bromcom.

Playground Areas

Children are made aware of the special areas on the playground and are encouraged to follow the rules of play. Ball games, using a soft foam ball only, are allowed in the designated area at lunch time. Throughout playtime the teacher on duty should be aware of any children whose behaviour is a cause of concern and take appropriate action. He or she should also be proactive in ensuring that high standards of behaviour are met. A whistle is used to signal the end of playtime. The teacher on duty blows a whistle and children stand still in silence. On the second whistle, children then walk into the school building and line up outside their classroom where their teacher greets them. All external doors are used to prevent a bottleneck.

Wet Playtimes

If weather is unsuitable for outdoor play at break times, the teacher on duty will send a message around, just before playtime, to verify the position. Children will remain in classrooms where appropriate activities will be provided. Children should behave sensibly and should be sitting down. The class teacher will be responsible for supervision during wet play times.

Lunchtime

At 12.00pm the play team assume responsibility for the management and supervision of the children until the end of lunchtime, 1pm.

When the children are on the playground, normal playground rules apply. Children are expected to conduct themselves appropriately whilst in the dining hall and follow the meal time code:

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- Wash their hands before entering the dining hall.
- Walk quietly into the dining hall and take their place either at a table or in the dinner queue.
- Eat their meal remembering their table manners.
- Wait until they are dismissed.
- Clear up any mess they have made.
- Go to the toilet before going back out to play.
- Lunchtime staff are to check all children have eaten their lunch.

On wet or very cold lunchtimes the children will return to their classrooms when they have finished their meals where their play team member will be on hand. The children are permitted to read books, play table games (e.g. chess), use pencils, crayons and paper, and chat quietly. The use of scissors, technology tools and electrical equipment is not permitted. It may be possible to watch a cartoon video on occasion – this will be organised by the Play Team. If a child's behaviour causes concern or an incident occurs which the play team member is unable to resolve, then the matter should immediately be referred to the Class Teacher or Leadership Team via the use of the radio. They will then assume responsibility for resolving the matter. Behaviour incidents should be recorded using Bromcom.

The Play Team should refer to the OPAL Handbook for further guidance on expectations for behaviour, routines and conduct at lunchtime.

Mobile Phones and Smart Devices

Winshill Village Primary and Nursery School is a mobile phone-free environment during the school day.

Pupils who need to bring a mobile phone to school must ensure that it is **switched off and handed in/stored securely in the School Office**. Mobile phones are not accessible and not to be used during lessons, breaktimes or lunchtimes.

Smart watches and other personal devices must not be used to make calls, send or receive messages, take photographs or videos, or access online content during the school day.

If a pupil uses a mobile phone or smart device without permission, the device may be confiscated and stored securely in accordance with the school's procedures. Parents/carers will be informed where appropriate.

Exceptions may be made where a mobile phone or smart device is required for **medical, SEND or accessibility reasons**. Any such arrangements will be agreed with the Headteacher/SENDCO and recorded where appropriate.

Rewarding Good Behaviour

The school recognises that pupils should be rewarded for their display of good behaviour.

The school will use the following rewards for displaying good behaviour:

- Values Superstar certificates
- DREAM BIG Champion certificates
- Celebration assemblies
- Verbal praise
- Stickers
- Class Dojo Points
- Whole Class Dojo Points

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In addition to these teachers use a variety of approaches to reward children's' achievement and effort in curricular and non-curricular activities, inclusive of Class Dojo points.

Class Dojo

The school utilises Class Dojo as a reward system for good behaviour - an online platform.

<https://static.classdojo.com/img/2022/ClassDojoSchool/ClassDojoSchoolsResourcePack.pdf>

The system is completely free for schools and is completely editable to suit our setting.

Here is how it is used: Points System:

- Each child has a dojo (a character).
- As a school we set how pupils can achieve points for (discover, respect, effort, aspiration, mindfulness, belonging, independent, growth, WOW.).



- The school decides the value of each of these. For example, a child can earn 1 point for each except for WOW where they can earn 5 points.
- The goal is for pupils to reach 500 Class Dojo points each term, they go on a journey collecting points for positive behaviour and are rewarded along the way on the Road to 500.
- Class teachers (using the app or webpage) can award points, and other teachers can add points to children not in their class (for example if a child is passed in the corridor, and they hold the door open, they might be awarded a respect point).
- Class Dojo keeps a running total for each child, class and the whole school and generates certificates/milestones for the leading pupils. At the end of each term, this total is reset for children to restart the challenge.

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- Children can then exchange their points for a prize, determined by the school.



- Each classroom has a poster displayed prominently to remind the children of how they can earn Dojo points.

Sanctions

It is equally important to discourage and sanction unacceptable behaviour in school. Again teachers may use their own methods and systems as appropriate to the situation and age range of the child/children concerned.

These may include:

- Body language – eye contact/disapproving looks
- Raised voice/quiet voice
- Discussing behaviour with individuals, groups or whole class
- Using child/children's name
- Removing privileges
- Time out – i.e. giving a child time to reflect on their behaviour

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- Moving child away from other children or from the situation
- Keeping certain children apart
- Exclusion from playtime
- Mentioning the behaviour to parents

In addition to these methods there is a whole school procedure for discouraging and recording incidents of persistent and unacceptable behaviour.

Any unacceptable behaviour is recorded on BromCom.

Persistent Unacceptable Behaviour

In the Classroom

At Winshill Village Primary and Nursery School, we do not tolerate persistent disruptive behaviour, inappropriate language, or comments that undermine the learning, safety, or wellbeing of others. Our priority is always to support children in making better choices through restorative approaches, reflection, and positive reinforcement.

- In the first instance, pupils who demonstrate unacceptable behaviour will receive a clear verbal warning from the class teacher, reminding them of our expectations and giving them the opportunity to reflect and correct their behaviour.
- All incidents of inappropriate behaviour are recorded so that the Leadership Team can monitor for patterns and trends. This helps us to ensure early intervention and consistency of approach.
- If behaviour continues, parents/carers will be invited to a meeting to agree strategies and targets to support improvement. A behaviour diary or Individual Behaviour Plan (IBP) may be introduced to monitor progress, with regular reviews.

Managing Children with Behaviour Difficulties

For children who find it particularly challenging to manage their behaviour and who habitually disrupt their own learning or that of others, a more structured and personalised approach is required.

Reasonable adjustments will be made where appropriate, in line with the Equality Act 2010, to ensure that pupils with SEND or other additional needs are supported to meet the school's behaviour expectations.

This may include:

- The creation of a Personalised Behaviour Support Plan with clear, achievable targets and agreed rewards and consequences.
- Support from Key Stage Leaders, the SENCO, and the Pastoral Support Team in planning strategies and interventions.
- Use of specialist resources, targeted interventions (e.g. ELSA, nurture, sensory circuits), and advice from external agencies where appropriate.
- Ensuring all staff working with the child are aware of the agreed strategies, so that consistency of approach is maintained.

Physical Intervention and Positive Handling

In line with Restrictive Physical Intervention (RPI) guidance, there may be rare occasions when staff are required to use reasonable physical intervention to prevent a pupil from harming themselves or others, damaging property, or

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placing themselves in serious danger. Any use of physical intervention is always a last resort and is undertaken only when all other de-escalation strategies have been exhausted. Where intervention is necessary, staff will apply the minimum amount of force for the shortest possible time, ensuring the safety, dignity, and wellbeing of all involved. Physical intervention is never used as a punishment. All incidents are recorded on MyConcern and parents/carers are informed in line with statutory guidance. Where positive handling is anticipated as part of meeting a pupil's ongoing needs, appropriate training will be accessed through the Educational Psychologist, and an individual risk assessment and support plan will be implemented and regularly reviewed.

Suspension and Exclusion

While our approach prioritises early intervention, partnership with parents, and restorative practices, there may be rare occasions where suspension or exclusion is necessary. These are regarded as **last-resort measures**, used only when:

- There has been a serious breach, or persistent breaches, of the school's Behaviour Procedures or the JTMAT Behaviour Policy.
- Allowing the pupil to remain in school would seriously harm the education, welfare, or safety of others in the school community.

Only the Headteacher (or Acting Headteacher) has the authority to suspend or permanently exclude a pupil. The Headteacher may:

- Suspend a pupil for one or more fixed periods (up to 45 school days in a single academic year).
- Permanently exclude a pupil where circumstances warrant this.
- Convert a suspension into a permanent exclusion, if necessary.

Parents/carers will be informed immediately if their child is suspended or excluded, with clear reasons provided. They will also be informed of their right to appeal the decision to the Local Governing Body and how to do so.

The school will:

- Provide and mark appropriate work for pupils during the first five days of any suspension.
- Arrange suitable alternative provision from the sixth day onwards.

The Headteacher will inform the JTMAT and Local Governing Body of all permanent exclusions, as well as any suspensions beyond five days in a term. Appeals panels convened by the Governing Body will consider the circumstances, listen to representations from parents and JTMAT, and decide whether the pupil should be reinstated. The Headteacher will comply with any such ruling.

Grounds for Suspension/Exclusion

At Winshill Village Primary and Nursery School, we view suspension or exclusion as a last resort and only use it when all other reasonable steps to support a pupil have been taken, or when the seriousness of the incident leaves no alternative. Every decision is made in line with the principles of being lawful, reasonable, fair, and proportionate.

Suspension or exclusion may be considered when:

- There is a need to protect the safety and wellbeing of pupils, staff, or the wider community.
- A pupil brings into school anything deemed to be an offensive weapon. In such cases, the police will be informed.

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- An incident involves behaviour which breaches the law.
- Persistent and severe bullying occurs, despite previous interventions.
- A single, serious incident takes place (e.g. a violent assault causing injury). In such cases, the Headteacher will establish whether there were elements of self-defence or retaliation before deciding on the appropriate action.
- Constant disruption prevents the education of other pupils.
- Verbal or physical abuse is directed at staff, pupils, or visitors.
- A pupil's continued presence in school would seriously harm the education, safety, or welfare of themselves or others.

While one major incident may justify suspension or exclusion, a pattern of persistent unacceptable behaviour — despite interventions and support — may also lead to such a decision.

In every case:

- Behaviour concerns and actions taken will be fully and accurately recorded by staff and the Headteacher.
- Early identification of underlying causes will be prioritised. Where appropriate, this may involve a multi-agency assessment that looks beyond a child's educational needs.
- Parents/carers will be engaged at the earliest opportunity to work in partnership to resolve concerns, with the shared goal of preventing suspension or exclusion wherever possible.

Permanent exclusion will only ever be used when no other alternative remains, and when it is clear that keeping the pupil in school would cause significant harm to others' education, safety, or welfare.

Suspension and exclusion decisions are taken in line with the JTMAT Behaviour Policy, the JTMAT Anti-Bullying Policy, and statutory guidance.

The Role of Governors

The Local Governing Body at Winhill Village Primary and Nursery School plays a vital role in upholding the school's ethos of respect, inclusion, and positive behaviour. Governors are responsible for:

- Setting the overall framework and general principles for standards of behaviour, ensuring these reflect the school's values of *Dream Big*.
- Reviewing the effectiveness of the Behaviour Procedures regularly, ensuring they remain fair, consistent, and in line with statutory guidance.
- Ensuring that the Behaviour Procedures are applied in a way that is lawful, reasonable, and non-discriminatory, and that they promote equality for all pupils.
- Following DfE guidance and the Trust's policies regarding suspension and exclusion, including the handling of appeals.
- Supporting and challenging the Headteacher to ensure that behaviour is managed effectively, that early interventions are prioritised, and that pupils are supported to reflect, repair, and learn from their actions.
- Acting as an appeal body where parents wish to challenge a suspension or exclusion, carefully considering all circumstances and representations before making a decision.

The Headteacher retains the day-to-day responsibility for implementing the Behaviour Procedures, but the Local Governing Body provides strategic oversight, advice, and accountability to ensure that every child can thrive in a safe, respectful, and aspirational environment.

The Role of Parents and Carers

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At Winshill Village Primary and Nursery School, we believe that parents and carers are our children's first and most enduring teachers. A strong partnership between home and school is essential in helping children develop positive learning behaviours and achieve their best.

We expect parents and carers to:

- Work with the school to support the development of positive behaviour and learning habits.
- Model respectful, responsible, and kind behaviour at home and in the community.
- Engage positively with school staff if concerns arise, helping to resolve difficulties quickly and constructively.
- Support restorative approaches by encouraging their child to reflect, repair, and learn from mistakes.
- Share relevant information that may affect their child's behaviour or wellbeing so that the school can respond with understanding and appropriate support.

The school will always seek to involve parents and carers at the earliest opportunity when behaviour concerns arise. This may include informal conversations, phone calls, meetings, or personalised support plans. Every effort will be made to work in partnership to avoid escalation and ensure the best possible outcomes for the child.

Where, despite repeated approaches and the involvement of external agencies, parents or carers are unwilling to engage with the school in addressing serious behaviour concerns, the matter may be referred to the Local Governing Body for further consideration.

By working together in a spirit of trust and cooperation, we can ensure that every child takes pride, develops positive relationships, and is empowered to *Dream Big*.

Monitoring

The Headteacher monitors the effectiveness of these procedures on a regular basis. She will also report to the Local Governing Body on the effectiveness of this document and, if necessary, makes recommendations for changes and improvements.

The school will keep records of misbehaviour. The class teacher and lunchtime supervisors will record incidents. The Headteacher will record serious incidents.

The Headteacher will keep a record of any pupil who is suspended or who is permanently excluded.

It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school's procedures are administered fairly and consistently.

Where parents dispute the decision of a Local Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an Independent Review Panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a suspension or permanent exclusion, parents can also make a claim to the First-Tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An Independent Review Panel does not have the power to direct a Local Governing Body to reinstate an excluded pupil. However, where a panel decides that a Local Governing Body's decision is flawed when considered, in the light of the principles applicable on an application for judicial review; it can direct a Local Governing Body to reconsider its decision. If the Local Governing Body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the Local Authority towards the cost of providing alternative provision.

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Whether or not a school recognises that a pupil has special educational needs (SEN) all parents have the right to request the presence of an SEN expert at an Independent Review Panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Review

The Local Governing Body will review this document annually. It may be reviewed earlier if there are changes to statutory guidance, Trust policy or school practice, or where recommendations are made for improvement.