



Welton Primary School Behaviour Policy 2025

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of consequences

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Values –

The Welton Way

Our children will leave Welton proud, happy and confident.

They will know how to be kind and always try to do their best.

Our pupils will be academically successful and have a lifelong love of learning.

Our school family will nurture, challenge, and lead our pupils, igniting their unique spark of genius.

4. Rules and Expectations



5. What does this look like?

Be Kind,

We will ensure that everyone feels accepted, valued, and included. By being nurturing and listening to understand, we will be able to offer friendship and kindness. By respecting ourselves and each other our community will be a happy one.

Be Responsible

We will take responsibility for ourselves, our actions and our community to ensure it is a happy, safe and nurturing place to be. When we make mistakes, we will take responsibility for putting things right and be prepared to forgive. We will always try to do our best so we can be proud of ourselves.

Be a Learner

We will be ready and an active learner. We will let our classmates learn. We join in by asking questions, making suggestions, offering opinions, sharing experiences and taking part in discussions and group activities. We will show resilience by taking on challenges and having a positive attitude. Our confidence will help us be successful and ignite our unique spark of genius.

6. Norms and Routines

Norms and Routines – It is staff responsibility to teach the children the **Welton Way** Norms and Routines and then use the agreed scripts to ensure these are consistent.

Norms and Routines will be across all areas of school life including:

- Entries and Exits
- Lining Up and Moving Around School
- Appearance and Uniform
- Restorative Conversations and Logical Consequences
- Classroom management
- Lunchtime

Basic Scripts:























- Remember to
- I am reminding you to ..
- The consequence is ...

Consequences

There are consequences to all our actions, they may be in the form of rewards, praise or sanctions. They must always be logical and commensurate. They will ALWAYS have a restorative element to them. Children will always complete a reflection sheet, which will be retained by the school.


















Teaching the Welton Way

The Welton Way- "the way we do things around here"


Be A Learner				
<p>Welton Learning</p>  <p>In your seat Ready to Learn : Voices off  BBC  TNT  6 Legs  Looking at teacher/board </p>	<p>Ready to Learn</p>  <p>In your seat BBC TNT 6 Legs</p>	<p>Teacher talking</p>  <p>In your seat Quiet hands  Voices off  BBC  TNT  6 Legs  Looking at me/board </p>	<p>Independent Learning:</p>  <p>In your seat BBC TNT 6 Legs Quiet voice <small>—only the person next to you can hear</small> Or – Voices off Looking at speaker </p>	<p>End of lesson:</p>  <p>In your seat Ready to Learn : Voices off  BBC  TNT  6 Legs  Looking at me/board </p>

Scripts for all adults at any time of the day	The Welton Way Prompt
1. Remember to	Voice off, BBC, TNT, ready to learn
2. I am reminding you to ...	Quiet hands, In your seat
3. The consequence is ...	To reflect with me at break

The Welton Way- "the way we do things around here"

Be Kind			
 <p>Be Kind</p>  <p>no hitting</p>  <p>no pushing</p>  <p>no kicking</p>  <p>no scratching</p>	<p>Be Kind,</p> <ul style="list-style-type: none"> We will ensure that everyone feels accepted, valued, and included. By being nurturing and understanding, we will be able to offer friendship and kindness. When we collaborate, we will share our own ideas, while listening and responding respectfully to the opinions of others. By respecting ourselves and each other, our community will be a happy one. 	 <p>You are</p>  <p>Thank you for being</p>  <p>kind</p>  <p>a good friend</p>  <p>funny</p>  <p>helpful</p>  <p>loving</p>  <p>patient</p>  <p>honest</p>  <p>generous</p>  <p>thoughtful</p>  <p>understanding</p>	<p>Serious misbehaviour is defined as:</p> <ul style="list-style-type: none"> Hurting other people with words or actions Physical aggression e.g. hitting, kicking, biting, scratching, pushing Any form of bullying Fighting <p>School's response to physical aggression and fighting will be consistent:</p> <ul style="list-style-type: none"> Internal seclusion -break times and /or working away from the classroom Indoor break times Loss of privilege e.g. not representing the school at external events Fixed term suspension <p>and in the most serious of circumstances, permanent exclusion.</p>

The Welton Way- "the way we do things around here"






Welton Walking			
<p>Welton Walking</p>  <p>Welton Walking: Stand up straight Hands by sides Hands empty or holding things still Facing forwards, in straight line</p>	<p>Lining Up:</p>  <p>Register order Voices off Empty hands, hands by sides Stand up straight Facing forwards Two feet on the ground</p>	<p>The Class Moving Around The School With Adults</p>  <p>Line up in register order, single file Leave the room when ready Teacher supervising from the back of the line Voices off – if we are walking, we're not talking Keep Left Indoor shoes, fastened, on feet Welton Walking</p>	<p>Moving Around The School On Your Own</p>  <p>Voices off – if we are walking, we're not talking Keep Left Indoor shoes, fastened, on feet Welton Walking: Stand up straight Hands by sides Hands empty or holding things still Facing forwards, in straight line</p>

The Welton Way- “the way we do things around here”: Cloakrooms

 <p>Before we go to the cloakroom, we will be ready.</p> <p>Your teacher will send you to the cloakroom 6 people at a time.</p>	 <p>No more than 6 pupils from a class No one else arrives until everyone has returned</p>  <p>We will have our voices off and be Welton walking.</p>	 <p>An adult will be watching from the door or in the cloakroom.</p>	 <p>Voices off Doors shut, nothing hanging out or on floor</p> <p>We will collect our belongings to the take back to the classroom.</p>	 <p>Get ready with voices off.</p> <p>When you show your teacher you are ready, they will let you leave or line up.</p>
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Scripts for all adults at any time of the day	The Welton Way Prompt
1. Remember to	have your voice off / be Welton walking
2. I am reminding you to ..	have your voice off / be Welton walking
3. The consequence is ...	to practice at breaktime

The Welton Way- “the way we do things around here”: Uniform

We will wear our uniform with pride					
<p>Shoes</p> <p>Indoor shoes - Flat, black, leather type, school shoes</p>  <p>Outdoor shoes - trainers: any colour than black</p>  <p>We will change inside to black school shoes.</p> <p>We will change into trainers for PE and breaks, going home.</p>	<p>Presentation</p> <p>Hair</p> <ul style="list-style-type: none"> Hair styles will be sensible and unobtrusive Long hair will be tied up with a school bobbie Alaska bands will be plain and school colours or black <p>Presentation- No Thank you</p> <ul style="list-style-type: none"> Make up Nail varnish <p>Accessories-leave at home</p> <ul style="list-style-type: none"> Jewellery Technology (including phones and smart watches) <p>We will tie up long hair.</p> <p>We will take off makeup and nail varnish</p> <p>We will leave jewellery and technology at home.</p>	<p>Uniform 1</p> <p>Uniform staples</p> <ul style="list-style-type: none"> Grey or black trousers Grey or black shorts (knee length) Grey or black pinafore Grey or black skirt (knee length) Yellow or blue checked "summer" dresses <p>No Thank you</p> <ul style="list-style-type: none"> Leggings <p>Socks and Tights</p> <ul style="list-style-type: none"> Grey or white school socks Grey or black opaque or woolly tights <p>We will leave leggings at home.</p> <p>We will wear skirts and dresses that we can sit and play in comfortably.</p> <p>We will leave short skirts and dresses at home.</p>	<p>Uniform 2</p> <p>Shirts and tops</p> <ul style="list-style-type: none"> Blue or yellow cotton shirts must be worn with a school tie Top button fastened Grey blue or yellow polo shirt V-neck school tie sweater and cardigan School knitted jumpers and cardigans Optional base layer to wear under school tops in winter <p>No Thank you</p> <ul style="list-style-type: none"> White shirts/tops <p>Bags</p> <ul style="list-style-type: none"> Soft draw string PE bag A traditional book bag <p>We will tuck in our shirts and polo tops.</p> <p>We will leave rucksacks and other bags at home.</p>	<p>Uniform 3</p> <p>PE Kit - EYF5 Foundation Stage do not need PE kit</p> <ul style="list-style-type: none"> PE top from Foundation PE shorts from Foundation PE hoodie Black or Navy Blue track suit bottoms PE Socks are optional <p>Optional items for Outdoor Wear Only</p> <ul style="list-style-type: none"> Welton Fleece Welton Mineral Coat Welton Ski Hat <p>Please note</p> <p>The school has new central heating boilers. Fleece are to be worn outside only.</p> <p>Feel the cold.</p> <ul style="list-style-type: none"> Wear a vest or short sleeved base layer under school polo top or shirt Thick tights or trousers <p>We will bring our PE kit to school.</p> <p>We will only wear PE kit for PE.</p> <p>We will only wear fleeces outside</p>	<p>Other items</p>   <p>All technology will stay at home.</p> <p>We will have a plastic water bottle.</p> 

Scripts for all adults at any time of the day	The Welton Way Prompt
1. Remember to	Change shoes, tie up hair, tuck in top, leave xt home etc
2. I am reminding you to ..	Change shoes, tie up hair, tuck in top, leave xt home etc
3. The consequence is ...	Inside breaktime, wear the uniform we have provided for you. Technology – parent collects from office, internal seclusion which can be escalated to fixed term

Mobile Phones

There are no pupil mobile phones or other technology from home permitted on Welton School Site

“a) No mobile phones on the school premises – A school may decide that no mobile phones should be brought to school by its pupils, and they must be left at home or with parents. This policy provides a very simple boundary which is straightforward to enforce as any mobile phone found at school would be in breach of the policy. DfE Guidance Feb 2024

Exceptions: for the school to meet its Statutory Duties e.g. to meet a need of a disability or medical need.

Consequences as for responding to confiscating prohibited items in school

<https://www.smartphonefreechildhood.org/>

Mobile Phones and Technology

At Welton Primary School we provide the children with all the technological equipment they need; therefore, they do not need to bring any technology from home into school.



No high value items
Need to track to your child?
Low-cost items available



Review: Reliable and Accurate
This GPS tracker is reliable and accurate. The app provides real-time updates and is very user-friendly.

Children are not permitted to bring mobile phones and any type of smart watch to school.

<https://www.smartphonefreechildhood.org/>

Resources for Parents
Explore our growing hub of guides, tools and inspiration for parents

JUMP TO: QUESTIONS TOOLS JOURNAL SELECTED

Consequences / Confiscation
Any prohibited items (see below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Consequences in the form of rewards, praise or sanctions
School deals instantly with any issues of misbehaviour:

- Examples of logical consequences (sanctions) may include:
 - a verbal reminder of the expectations of behaviour
 - using breaktime to complete a reflection sheet and restorative activity
 - using breaktime to complete learning activity related to Be Kind, Be Responsible, Be a Learner
 - adult led break time
 - indoor breaktime
 - letters / texts or phone calls home to parents
 - Speaking to parents
 - loss of privileges – for instance, the loss of a prized responsibility
 - loss of privilege e.g. not representing the school at external events
 - internal seclusion
 - suspension

and in the most serious of circumstances, permanent exclusion.

Welton's Code of Conduct for Physical Activity_ Breaktimes, PE, Sport and all Off Site Physical Activity

Welton's Code of Conduct for Physical Activity_ Breaktimes, PE, Sport and all Off Site Physical Activity

WHEN PLAYING FOOTBALL AND JOINING IN SPORT and PHYSICAL ACTIVITY I WILL:

- Demonstrate the Welton Way - Be Kind, Be Responsible, Be a Learner
- Always play to the best of my ability and for the benefit of my team
- Play fairly - I won't cheat, dive, complain or waste time
- Respect my team-mates, the other team, the referee or my coach/teacher/school staff
- Play by the rules, as directed by the referee
- Be gracious in victory and defeat - I will shake hands with the other team and referee at the end of the game
- Listen and respond to what my coach/teacher/staff member tells me
- Understand that a coach has to do what is best for the team and not one individual player
- Talk to someone I trust if I'm unhappy about anything that stops me being safe.

I understand that if I do not follow the code and the school's values of: Be Kind, Be Responsible and Be a Learner, any/all of the following actions may be taken by my school:

I MAY:

- Be required to apologise to my team-mates, the other team, referee or staff member .
- Be required to have indoor breaks/be internally secluded for parts or all of the school day, not attend off-site sports events. (even possible-fixed term suspension).
- Receive a formal warning from the coach or the school.
- Be dropped or substituted for the game or season.
- Be suspended from training for the session or season.

IN ADDITION:

- My school will contact my parents.
- Contact any other organisation that needs to know.

Misbehaviour is dealt with in the following way:

Low Level Misbehaviour is defined as:

- Making the wrong choices with your words or actions
- Making the wrong choices with your work

This will be actioned by:

- **Remember and Reminders reminder of the expectations of the Welton Way – Be Kind Be Responsible Be a Learner**
- **A restorative conversation at break time, using a reflection sheet**
 - What happened?
 - What were you thinking about at the time?
 - What have your thoughts been since?
 - Who has been affected by what you did?
 - In what way have they been affected?
 - What do you think needs to happen next?
- Children will be supported to put things right. For example, write an apology letter, complete some learning activities on kindness, friendship, respect.

Examples of Serious misbehaviour, not exhaustive:

- Hurting other people with words or actions
- Physical aggression e.g. hitting, kicking, biting, scratching, pushing
- Repeatedly not following instructions/ class or school rules (Welton Way).
- Any form of bullying
- Seriously disrupting learning or disrupting learning on a regular basis
- Behaviour in the community that warrants school intervention
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. **Examples of these are:**
 - i. Mobile phone
 - ii. Smart watch
 - iii. Other Technology
 - iv. Knives or items that could cause injury
 - v. Alcohol and dugs
 - vi. Stolen items
 - vii. Pornographic images

7. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING

Emotional-Being unfriendly, excluding, tormenting

Physical-Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including:

- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability-based Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexually Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying-Bullying that takes place online, such as through social networking sites, messaging apps.

8. Roles and responsibilities

8.1 The governing board

The Governing Body at Welton is responsible for reviewing and approving the written statement of behaviour principles

The Governing Body at Welton will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body of Welton giving due consideration to the Welton Way.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to consequences are applied consistently.

8.3 Staff

Staff are responsible for:

- Being an exceptional role model for the Welton Way at all times.
- Being calm, consistent and fair
- Giving first attention to the Welton Way.
- Being relentlessly bothered
- Meeting and greeting at the door with a smile
- Recognising over and above
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

8.4 Parents

Parents are expected to:

- Support their child in adhering to the Welton Way
- Support the school in implementing the Welton Way
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

9. Consequences in the form of rewards, praise or sanctions

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary

School deals instantly with any issues of misbehaviour:

- Examples of logical consequences (sanctions) may include:
- a verbal reminder of the expectations of behaviour
- using breaktime to complete a reflection sheet and restorative activity
- using breaktime to complete learning activities related to Be Kind, Be Responsible, Be a Learner
- adult led break time
- indoor breaktime
- letters / emails or phone calls home to parents
- speaking to parents
- loss of privileges – for instance, the loss of a prized responsibility
- loss of privilege e.g. not representing the school at external events
- behaviour contract
- internal seclusion
- suspension

and in the most serious of circumstances, permanent exclusion.

School's response to physical aggression and fighting will be consistent:

- **internal seclusion -break times and /or working away from the classroom**
- **indoor break times**
- **loss of privilege e.g. not representing the school at external events**
- **behaviour contract**
- **fixed term suspension**

and in the most serious of circumstances, permanent exclusion.

Positive behaviour will be rewarded with:

<ul style="list-style-type: none"> • Praise (private and/or public) • Placed on Recognition Board • Child of the Week Award • WILS certificates • "Catching children meeting expectations" • Phone call home to celebrate • Visit to Head teacher • Postcards home • Prefect Raffle 	<ul style="list-style-type: none"> • Kindness Koala • Additional Responsibilities • Leaders lunch • Golden Ticket • Praise Notes • Welton Way Trophy • Welton Way Award • Welton Way Stickers
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9.1 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate	Considered
Supportive	Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

9.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- **Could have repercussions for the orderly running of the school**
- **Poses a threat to another pupil or member of the public, including verbal abuse**
- **Could adversely affect the reputation of the school, including disrespectful and abusive behaviour**

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

9.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

9.5 Prohibited Items

Prohibited Items Searching, Screening and Confiscation (DFE July 2022) guidance identifies the key points and advice relating to searching and confiscation as follows: School staff can search a student for any item if the student agrees. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

9.5 Confiscation

Any prohibited items (see below) found in pupils' possessions will be confiscated. These items will not be returned to pupils but kept securely until parents can collect.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Prohibited Items

There are some things that are not allowed at school, these need to be always left at home.



Mobile phones



Smart watches and any watch that has internet and messaging facilities.



Sweets and confectionery
This includes in packed lunches.



Hydration drinks



Chap sticks, cough sweets etc



Jewellery

Small flat studs can be worn in lessons but need removing for breaks and PE. We strongly recommend that earrings are not worn for school.



Toys and other things from home.

Any item that could cause physical or emotional harm or injury to another, including indecent images etc.

9.6 Pupil support

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)
Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Support for Pupils

This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations.

e.g.

- ***Shared Scripts***
- ***Frequent engagement with parents***
- ***Short term Report Cards or Behaviour Contracts -phase leader***
- ***ELSA program / mentoring***
- ***Behaviour Support Referral***
- ***Early Help Agencies***

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

For example:

- Support for completing restorative activities
- Movements break outside after internal seclusions at break
- Low stimulus, quiet personal space for internal seclusion
- Higher level of adult support during internal seclusion
- Regular Movements breaks inside/outside during internal seclusions – lessons
- Requesting parents attend school to support a child in regulating
- Increased level of repeated internal seclusion prior to suspension for repeated serious misbehaviour

9.7 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). They will be given a social story and complete a pupil on page document for their new teacher. In addition, staff members hold transition meetings.

Year 6 children with SEND receive additional transition meetings and days before transitioning to KS3.

11. Training

Our staff are provided with training in managing behaviour, de-escalation and proper use of restraint, as part of their induction process. This is done by following the principles of Team Teach. Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Welton's Governing Body annually. At each review, the policy will be approved by Governors.

Summary

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Welton Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort and should be protected from extremist views. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010, and include links to guidance on the Prevent Duty
- Physical aggression, fighting and verbal abuse (including swearing) will not be tolerated.
- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

Review: under ongoing review as part of the school's priorities



PUPIL BEHAVIOUR CONTRACT

NAME:

EXPECTATIONS

I will follow the Welton Way.

I will be kind, be responsible and be a learner.

I will be ready to learn.

I will let my friends learn.

I will wear the correct school uniform and school shoes (and P.E kit).

BANNED ITEMS

I will not bring banned items into school. These include:

Mobile phone
 Electronic devices
 Smart watches
 Fizzy drinks
 Energy drinks
 Sweets
 Food with nuts - *this is because it can affect students with allergies*
 Toys

BEHAVIOURS TO IMPROVE

I will treat other pupils and staff with respect and treat the school buildings and equipment with care.

I will walk around the school showing Welton Walking.

I will be respectful of the community and our neighbours when travelling to and from school, and during the school day

I will choose a station to play in and I will be kind and respect the equipment.

I will use kind words towards pupils and adults.

I will not hit, kick, push, punch or hurt (this includes play fighting).



I will not display any bullying behaviours:

BULLYING CAN BE:

Emotional: hurting someone's feelings by leaving them out or bossing them around

Physical: includes hitting, kicking, shaking, biting, hair pulling or purposely hurting someone

Verbal: insulting someone because of how they look or because of their personality

Racist: hurting someone (with words or physically) because of their race, skin colour, the country they are from or their religion

Homophobic: hurting someone (with words or physically, e.g. calling someone gay or lesbian to hurt their feelings

Sexist: hurting someone (with words or physically) because of their gender

Cyberbullying: includes any kind of bullying that takes place online

Monitoring and Feedback

I will take my contract to a Senior Teacher each day.

The teacher will meet with my parents daily / weekly / fortnightly / monthly to discuss my behaviour.

I understand I have lost my privileges while I am on Behaviour Contract

I UNDERSTAND AND AGREE TO FOLLOW THE EXPECTATIONS ABOVE

Student NAME:			
Student SIGNATURE:		DATE:	

Parent / Carer NAME:			
Parent / Carer SIGNATURE:		DATE:	