Positive Behaviour Policy

Member(s) of staff responsible	Behaviour Lead
Link Governor	Kellie Beale
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Document Version Control

Issue Number	Issue Date	Summary of changes
2.0	July 2020	Updated the use of restorative practice.
2.1	September 2020	A new draft of Positive Behaviour Policy and refined Positive Behaviour Chart. Included the use of CPOMS for recording behaviour incidents. Reviewed, shared with pupils, teachers and governors
2.2	September 2021	Reviewed and no changes
2.3	September 2022	Add in Conflict Keys and Effective Learning attitudes
2.4	September 2023	New approach to lunchtime and how we use our new building.
2.5	September 2024	A refined process of support for vulnerable children • Behaviour Support Framework • Structured Conversation • Behaviour Plan Clearer definition of serious incident and red. Adjustments to Well-Being Lead and the Referral form Refined definition of Senior Mental Health Lead
2.6	September 2025	Refinement of choices and consequences Recognition boards- Wow Wall Restorative conversation update and scripts Clearly defined Warden Hill's 3Rs of behaviour Safe Handling section added Reasonable force appendix
2.7	September 2026	• Changes to the Reasonable force appendix- included definitions but we now have a Restrictive Intervention Policy that covers reasonable force. • New behaviour principles included. • A clearer section on SEND and reasonable adjustments • Strengthened links between behaviour and safeguarding • Added to the monitoring processes by the behaviour lead

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Introduction

Warden Hill aims to provide the nurturing conditions for every child to thrive. We want our children to live our core values: belong, explore and succeed. We believe happy children learn best in a safe, respectful and consistent environment. These conditions foster excellent behaviour, allow our values to be demonstrated and achieve our vision of 'unlocking every child's potential'.

We want to strengthen our children's sense of belonging to their house, school, local community and country by sharing British values in a safe environment and allowing them to explore different viewpoints. This will develop their moral compass and allow them to make the right choices. At the same time, we value mistakes as a learning opportunity and help to guide the children to succeed at being the best they can be. We have high expectations of our children and they rise to meet them.

Our ultimate aim is to help children become independent, resilient, self-disciplined and responsible adults.

1. Aims and Scope

This policy outlines a clear and consistent approach to promoting positive behaviour across the school. At Warden Hill, we take a positive first approach, grounded in our belief that strong relationships between pupils and staff lead to exemplary behaviour. Central to this is our rewards system, which uses extrinsic motivators—such as praise, merit mark certificates, and positions of responsibility—not as an end in themselves, but as a means to nurture intrinsically motivated children who value positive behaviour for its own sake. The policy also shows what happens on the rare occasions that behaviour does not meet our high expectations and the steps put into place to resolve any issues through our restorative practice, which makes mistakes a learning opportunity. Consequences may include missing some or all of their break or lunch, or a loss of certain responsibilities, always with the aim of helping students reflect and make positive changes. It further outlines the role of the Well-being Lead and how they are crucial to developing happy and confident children, who make the right choices. Finally, and as a last resort, the policy details the circumstances where the school may need to use internal exclusion, suspensions or permanent exclusions.

Sitting below our values of Belong- Explore- Succeed is our Warden Hill Way, which consists of three simple aims to create positive and excellent behaviour:

- **We keep everyone safe** in the classroom, playground and in the wider community.
- **We are respectful** to everyone, our school environment and equipment
- **We try our best.**

2. Expectations and Pupils' Behaviour

Children and staff are expected to promote a caring, sharing and welcoming ethos. This should ensure a safe and happy school in which to learn and develop. We expect behaviour to be consistent at all times of the day, including playtime and lunchtime.

Consistent and clear behaviour management strategies will generate a high morale and sense of purpose amongst staff and pupils. The opinions of parents and the community about the effectiveness of Warden Hill are strongly influenced by how the children behave inside and outside school. Together with parents, we are responsible for setting a good example. All at Warden Hill follow the 'Code of Conduct' (see Appendix 2) to ensure that we maintain a safe, secure and happy environment in which to learn and work. Unfortunately, and on rare occasions, children are unkind to each other and these choices will be dealt with according to the Positive Behaviour Chart (Appendix 3). This is different from a sustained or repeated

unkindness, which is unacceptable and will be treated as bullying and a serious incident. (See Anti-Bullying Policy for further guidance)

3. Positive Behaviour Management

At Warden Hill, our positive behaviour approach is built around the 3Rs:

- Relationships
- Routines
- Responses

We believe strong relationships are the foundation of good behaviour and we foster these through trust, respect and consistency across the school. Clear routines are explicitly taught to establish shared expectations, while our responses—both proactive and reactive—guide and support children in making positive choices. Behaviour is explicitly taught through our curriculum, including assemblies, PSHE lessons and then reinforced daily in all parts of the school through praise, recognition and rewards. Every member of staff plays a vital role in creating a safe, happy and inclusive environment, whether in the classroom or on the playground.

At Warden Hill, we balance whole-school consistency with a tailored approach to behaviour, ensuring every child can succeed. While our expectations are shared and reinforced across the school, we make reasonable adjustments to support individual needs, allowing all children to access and embody the Warden Hill Way. This inclusive and flexible approach helps every learner to develop their character, build positive relationships, and thrive within our school community.

Promoting a positive culture at Warden Hill

To reinforce the Warden Hill Way, we use a consistent system of rewards and consequences that supports positive behaviour and celebrates success. Rewards include House Points, Merit Marks, Headteacher Awards, Governor's Tea Party and Wow Walls, which highlight those who consistently demonstrate our school values. These strategies help nurture learners who are motivated both intrinsically and extrinsically, developing self-regulation, confidence, and pride in their achievements. While whole-school systems provide consistency, teachers may also use their own tried and trusted techniques—such as marbles in the jar or raffle tickets—to build a positive classroom atmosphere. Our primary aim is to promote a positive-first approach, where verbal praise and meaningful recognition encourage children to make good choices and feel valued.

Behaviour as a Curriculum

At Warden Hill, we believe behaviour is taught in the same way as any other aspect of learning. Through modelling, explicit instruction, practice, feedback and reflection, children learn how to regulate their emotions, build positive relationships and make responsible choices. When mistakes occur, they are viewed as opportunities for learning and growth, while maintaining high expectations for every child.

Responding to Poor Choices

When a member of staff observes a child making poor choices, they should first remind the child of the Warden Hill Way, using positive reinforcement to highlight and praise good behaviour. This initial response is intended to guide the child back on track through encouragement and clarity.

If poor choices persist, the child will receive a verbal warning. Continued poor behaviour will result in a yellow consequence, which includes the loss of 5 minutes of break or lunch time. The staff member issuing the yellow must ensure this sanction is carried out.

Following adult intervention and a reflective conversation about the Warden Hill Way, if poor choices continue, the child will receive a final warning and be informed that the next step is a red consequence.

A red is issued for:

- Continued poor choices despite intervention
- Behaviour that significantly contradicts the Warden Hill Way (see appendix 9)
- Serious incidents

When a red is issued, parents must be informed. This communication helps reinforce the partnership between school and home in supporting positive behaviour. Sanctions are just one part of our behaviour management approach. They are used thoughtfully to reinforce expectations and provide a clear structure that supports children in making better choices. Staff are encouraged to use their professional judgement when applying consequences, guided by the escalation framework outlined in Appendix 9.

The staff and parents must then make this a learning opportunity by having a discussion and using restorative practice if needed. The adults must teach the children how to solve problems and conflict. The children should know that saying sorry is just the beginning. They must follow this up by making amends and finally not doing it again. During this learning process, the parents and staff must remember that everyone makes mistakes and if the sanction is in school it should not be duplicated at home.

Throughout the school year, the Behaviour Lead monitors behaviour records on CPOMS, identifying patterns, trends and emerging needs. If a child is involved in a serious incident or a cumulation of reds, then Warden Hill has a structure for interventions that follow the Positive Behaviour Chart (Appendix 3).

Following three red behaviour warnings, the class teacher will complete a Behaviour Support Framework to identify barriers, triggers and strategies for success. At four reds, the Primary Phase Lead (PPL) will become involved in reviewing support strategies and providing additional guidance. A fifth red will trigger a Structured Conversation involving parents and school staff. If behaviour concerns continue, support will escalate through further Structured Conversations involving senior leaders and may ultimately result in a personalised Behaviour Plan. The focus throughout this process is early intervention, partnership with families and helping children develop the skills needed for long-term success.

Warden Hill supports vulnerable children through three key strategies:

- Behaviour Support Framework
- Structured Conversation
- Behaviour Plan

Supporting Children with SEND

At Warden Hill, we are committed to maintaining high expectations for all children, including those with Special Educational Needs and Disabilities (SEND). We believe that every child can be successful in following the Warden Hill Way when provided with appropriate support and guidance. Our aim is not to lower expectations, but to make reasonable adjustments that enable children to meet those expectations and develop increasing independence.

Reasonable adjustments are individualised and based on a child's identified needs. These adjustments are designed to remove barriers, develop self-regulation and promote positive

behaviour. Examples may include facilitated or scaffolded play opportunities, visual supports, movement or sensory breaks, adapted routines, additional preparation for transitions, modified communication approaches, or access to a trusted adult. These strategies are intended to support the child in achieving the same high standards of behaviour, respect and safety expected of all members of our school community.

Staff work closely with parents, the SENDCo and other professionals where appropriate to understand a child's needs and identify effective strategies. While support may be adapted, our belief remains that all children should be championed to succeed through encouragement, consistency, clear boundaries and high expectations. By combining reasonable adjustments with a positive-first approach, we help every child develop the skills, confidence and resilience needed to thrive both socially and academically.

In accordance with the Equality Act 2010, the school will make reasonable adjustments for disabled pupils to ensure they are not placed at a substantial disadvantage when accessing education or meeting behavioural expectations

4. Role of Staff

The role of the staff in the classroom

The Teacher and Teacher Assistant understand that classroom management and teaching methods have an important influence on children's behaviour. Children and staff work best in a calm, ordered environment and we have created this through high expectations, clear boundaries and explicit routines, whether it's coming into assembly, transitions around the school or the end of the day the children know exactly what they need to do because it has been explicitly taught.

Warden Hill's classroom environments give clear messages that the children's effort is valued. Our new building has been designed to help create a calm environment and reduce the environmental cognitive load so that the children can concentrate on the learning taking place. Overall, the classrooms should provide a calm and welcoming environment for all children. Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour i.e. everyone can see the board and children are placed to minimise distractions. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

The role of staff at play and lunch time

We strive for happy, imaginative and safe play. The role of the Midday Supervisors (MDSA) is to facilitate play and help develop interaction between the children. During lunch times, the children will have turns to play on the extra equipment. Our new combined playground incorporates 'the green' and climbing frame for KS1 and KS2 have their own climbing equipment. In addition, we have six zones to generate different types of play:

- Quiet area with shade.
- Scrapstore
- Running and tag area
- Active playground games such as hoops, netball shooting practice, basketball and other games
- Ks1 Green and climbing equipment

- Ks2 Climbing equipment

We will also have an active lunch session, where football and other multi-skill games are offered by sports coaches. The school has deliberately chosen a variety of activities from quiet areas to being physically active to enable positive behaviour for all.

The MDSAs use the school's positive first approach and emphasise choices and consequences. MDSAs will intervene with warnings and sanctions where necessary and hold restorative conversation to share the school's focus on valuing mistakes and learning from them.

During wet playtimes a member of staff or MDSAs patrol the school and wet playtime monitors from year 6 help to supervise the Junior children. If there are any incidents during a playtime or lunchtime the teachers and/or MDSAs on duty deal with it initially and then refer to the Behaviour Positive Behaviour Chart (see appendix 3).

The role of Senior Leaders

When a child accumulates four red warnings within an academic year, the Primary Phase Lead will become involved in supporting the child. Following a serious incident, a senior leader will become involved immediately. This support is designed to be a learning opportunity, focusing on reflection and growth rather than punishment. The senior leader will engage the child in a restorative conversation, helping them understand the impact of their actions and explore alternative choices.

As part of this process, the senior leader will complete a Behaviour Support Framework. This tool helps to:

- Identify triggers and patterns behind the behaviour.
- Develop proactive strategies to prevent future incidents.
- Establish effective ways to support the child when they become heightened or dysregulated.

If further support is needed, a structured conversation will take place between the senior leader and the child's parents. This collaborative approach ensures that both home and school are aligned in their efforts to support the child, with clear actions agreed upon for both environments.

A key part of this support involves teaching children how to resolve conflicts and solve problems—both in the classroom and on the playground. If concerning behaviours persist, the senior leader will meet again with the child and parents to set SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound) and develop a Behaviour Support Plan. This plan is designed to scaffold the child's decision-making and guide them towards making positive choices.

The role of the Mental Health Lead

This strategic role is designed to manage resources and initiatives that enhance the well-being of both children and staff across the school. At Warden Hill, we believe that happy children are more likely to behave positively and therefore, promoting well-being is central to our ethos.

The Mental Health Lead champions the five key strands of good mental health—Connect, Learn, Be Active, Notice and Give—to foster a nurturing and supportive environment. By embedding these principles into the school culture, the role supports positive behaviour and creates the conditions where well-being can thrive.

Working closely with the Well-being Lead, the Mental Health Lead will:

- Identify needs across the school community.
- Amplify the voices of children.
- Collaborate with parents to secure the best outcomes for pupils.
- Access external professional support when necessary.
  In addition, the Mental Health Lead will:
- Share best practices to promote happiness and resilience among children and staff.
- Collaborate with the PSHE Lead to shape a well-being-focused curriculum.
- Support staff development to ensure all team members are equipped to nurture and respond to the mental health needs of our children.

Role of the Well-Being Lead

The Well-Being Lead plays a therapeutic and proactive role in supporting children's emotional development and promoting positive mental health. This position is distinct from behaviour management and sanction processes, as maintaining a trusting relationship with the child is essential. The Well-Being Lead works collaboratively with children to develop tailored strategies that foster emotional resilience and well-regulated behaviour.

Central to the role is the ability to listen actively and without judgment within a safe, calm, and supportive environment. The Well-Being Lead engages with both the child and their family to understand underlying triggers, stressors, or contributing factors that may be impacting the child's wellbeing.

Well-being Referral Process

Referrals typically originate from the child's class teacher, with whom all concerns should initially be raised, as they are best placed to observe and assess the child's academic and social behaviours. Teachers begin the process by completing a referral form, which includes input from the child and their parents/carers, helping to identify the nature of the challenges and inform initial classroom-based support strategies.

If these initial interventions do not sufficiently address the concerns, the teacher formally refers the child to the Well-Being Lead, who gathers additional information from school records and, where applicable, the SENCo, to build a comprehensive understanding of the child's needs. Well-being support may include:

- Information packs
- One-off sessions addressing specific issues
- A series of sessions for more complex concerns, including strategy development

Once a child has successfully completed a programme of support or their work with the Well-Being Lead has concluded, any future concerns should be raised with the class teacher in the first instance. The class teacher will then review the concerns and determine whether further classroom support or a new referral is required.

Collaboration and External Support

Effective support relies on strong collaboration with families. The Well-Being Lead may signpost relevant external resources, including services and courses offered through Family Information and Families First at Gloucestershire County Council (GCC). Where necessary, and with parental consent, referrals may be made to Children's Services for additional family support.

In exceptional safeguarding circumstances, referrals may be made to, or received from external agencies such as the Police or Children's Services requesting immediate intervention, in which cases prior parental consent may not be sought.

5. Restorative Practice

At Warden Hill, we are committed to nurturing children who are resilient, independent and compassionate members of our school community. We strive to create an environment where every child feels a strong sense of belonging and is encouraged to build and maintain positive relationships with others.

We recognise that conflict is a natural part of growing up. When disagreements arise, we support our children in developing the skills to resolve conflict constructively and restore relationships. These restorative conversations are always guided by the principles of the Warden Hill Way, which underpins our shared values and expectations.

Through assemblies, our curriculum and everyday interactions, children are empowered to take ownership of their actions and find meaningful solutions. This approach helps them to make amends and learn from their experiences, fostering long-term personal growth.
If a conflict cannot be resolved independently, an adult will facilitate a structured restorative conversation, ensuring all voices are heard and respected.

Restorative Conversation Prompts

For the child who caused harm:

- What happened?
- How did your actions not follow the Warden Hill Way?
- What were you thinking at the time?
- Who has been affected and how?
- What can you do to make things right?
- How can you follow the Warden Hill Way moving forward?

For the child who was harmed:

- What happened?
- How did it make you feel?
- What has been the hardest part for you?
- What do you need to feel better or move forward?

Shared reflection:

- What can we do to make sure this doesn't happen again?
- How can we help each other feel safe and respected?

We believe that restorative practice is a powerful tool for building a school culture rooted in empathy, accountability and mutual respect. By teaching children how to repair and strengthen relationships, we equip them with essential life skills that will serve them well both within and beyond the school gates.

6. Reporting and Recording

When a child receives a red behaviour warning, the class teacher must complete an incident form on CPOMS (Child Protection Online Management System). This form is confidential and intended for internal use, though it may be shared with external agencies if necessary.

The incident form should include:

- A clear account of the incident
- Names of all children involved
- Actions taken by staff

This documentation serves as an ongoing record of a child's behaviour and enables the Senior Leadership Team and Behaviour Lead to monitor patterns over time, identify any underlying issues and implement appropriate support or interventions. Where behaviour concerns may be linked to emotional wellbeing, the Well-Being Lead may also be consulted to provide additional support.

The Behaviour Lead will regularly monitor behaviour records and incident data across the school, analysing patterns and trends at individual, class, cohort and whole-school level. This monitoring includes reviewing the effectiveness of support strategies, evaluating pupils' progress through behaviour systems, and identifying emerging needs. The Behaviour Lead will work closely with staff and leaders to ensure that resources, interventions, training and support are deployed effectively so that all pupils and staff are supported in maintaining excellent behaviour standards across the school.

The Behaviour Lead will report termly to governors on behaviour trends, patterns, interventions and outcomes to support strategic oversight and continuous improvement. The school will monitor behaviour incidents by pupil groups, including SEND, disadvantaged pupils and those with protected characteristics, to ensure behaviour systems are fair, equitable and effective.

7. Definitions of a Serious Incident

Serious incidents that would bypass the normal stages of our Positive Behaviour Chart are rare. However, there are occasions when a child's behaviour is of such a serious nature, or raises potential safeguarding concerns, that it requires the immediate involvement of a senior member of staff. This may include behaviour that could be considered child-on-child abuse, discriminatory behaviour, serious violence, abuse towards others, or actions that place the safety and wellbeing of themselves or others at risk.

Following a serious incident, a structured conversation will take place with the child, their family and a senior member of staff to establish what has happened, identify any safeguarding concerns, and agree appropriate support and consequences.

Examples of serious incidents include, but are not limited to:

- Violence against staff
- Violence against pupils (including fighting)
- Dangerous physical behaviour involving vulnerable body parts
- Deliberate damage to school or others' property
- Vandalism
- Verbal abuse directed at staff or pupils, including deliberate swearing
- Stealing
- Spitting
- Bringing the school into disrepute
- Bullying, intimidation or humiliation of others
- Discriminatory behaviour, including behaviour related to protected characteristics
- False allegations against staff
- Serious misuse of technology
- Threatening behaviour, including threats of violence
- Possession or use of prohibited items that may place others at risk

This list is not exhaustive. The school reserves the right to treat any incident as serious where it involves actual or potential harm, abuse, intimidation, discrimination, serious disruption, or presents a safeguarding concern.

Certain behaviours, including bullying, discriminatory behaviour, sexual harassment, sexualised behaviour, online abuse and violence may be managed through safeguarding procedures in addition to behaviour procedures.

8. Safe Handling and De-escalation

At Warden Hill, the safety and wellbeing of all pupils and staff is paramount. A number of staff are trained in safe handling and de-escalation strategies, and these are used as part of our wider approach to promoting positive behaviour.

On rare occasions, staff may need to use safe handling techniques. This will only occur following a dynamic risk assessment of the situation, where it is deemed necessary to:

- Protect the child from harming themselves,
- Protect other children or staff from harm,
- Prevent serious damage to property.

Any use of safe handling will be:

- Proportionate to the behaviour being displayed,
- Necessary to prevent harm,
- Legal, in line with the Department for Education's *Use of Reasonable Force* guidance
- Accountable, with staff expected to justify their actions and reflect on the incident.

Safe handling may include passive interventions, such as standing in the way to block movement, or active interventions, such as gently guiding a child by the arm out of a classroom. These actions are always a last resort, used only when other de-escalation strategies have not been successful.

All incidents involving safe handling will be:

- Recorded promptly and accurately on CPOMs,
- Reported to the child's parent or carer as soon as possible.

We are committed to ensuring that any use of safe handling is respectful, child-centred, and in line with our safeguarding responsibilities.

9. Suspension and Permanent Exclusions

If misbehaviour is serious and continues, the Head Teacher will follow the LA exclusion guidelines. (See Appendix 1). Please see our Exclusions Policy.

10. Behaviour Outside School

The behaviour of children outside school can be considered for grounds for exclusion. Our policy sets out the expectation of behaviour on and off the school premises.

The head teacher could exclude a child for any misbehaviour while the child is:

- taking part in a school related activity
- travelling to/from school
- wearing our school uniform or in some other way identifiable as a child at our school

Exclusion could also be used for misbehaviour at any time that:

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

11. Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way.

12. Links with Other Policies

This policy is to be read in conjunction with the following policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- ICT Acceptable Use Policy
- Mental Health and Well-being Policy
- Staff Well-being Policy

This policy complies with Keeping Children Safe in Education 2026 and the Department for Education's Behaviour in Schools guidance.

APPENDIX 1:

Warden Hill follows the GCC's suspension and exclusion policy which can be located in the link below:

https://www.gloucestershire.gov.uk/media/54xbrqls/gcc-supplementary-exclusion-guidance-for-headteachers-summer-2024.pdf

APPENDIX 2:

CODE OF CONDUCT

Code of Conduct for everyone at Warden Hill Primary School

IN GENERAL

Politeness
- Use an appropriate volume of voice
- Use language which is neither abusive nor offensive
- Offer to help others
- Eat sensibly and quietly at lunch times
- Be welcoming to visitors

Listen to others and expect to be listened to
- Try to understand other people's point of view
- Do not interrupt
- Be silent when required
- Do not answer back.

Take care of our school
- Take care of our displays
- Keep the walls and furniture clean and unmarked
- Put all litter in bins (even if this means carrying it until you find a bin)
- Wear the correct uniform
- Report any damage you see to a teacher
- Use toilets in an acceptable way.

Respect for property
- Leave things alone that are not yours
- Return things to whom they belong
- Use things in a sensible way
- Leave things in the best condition possible
- Tidy up even if it's not your mess

OUT OF CLASS
- Keep to the left when walking along corridors or stairs
- Walk rather than running, pushing or barging past others
- Be ready to help by opening doors
- Be ready to help by offering to carry things

IN THE PLAYGROUND
- Be considerate
- Allow everyone to choose what they want to do
- Leave others alone if that is what they want
- Choose what you say carefully
- Think about how others will feel about your actions
- Don't be rough
- Line up properly

APPENDIX 3:

POSITIVE BEHAVIOUR CHART

POSITIVE BEHAVIOUR CHART

STEP 5

Head Teacher

- **5.1** Head Teacher Intervention - involving the team around the child (parents, teachers, SENDCO, Pastoral Support and outside agencies), including relevant documents (Behaviour Support Plan, Structured Conversations, Behaviour Incident Forms)
- **5.2** Internal Exclusions (AH)
- **5.3** Suspension (parents, teachers and outside agencies)

STEP 4

Assistant Heads

- **4.1** After 7 Reds AH holds a structured conversation with parents
- **4.2** A Behaviour Support Plan created to support the child. The AH to check in daily with the child over a set period of time. A reward if the child achieves the target (as discussed with class teacher)

STEP 3

Primary Phase Leader

- **3.1** After 4 Reds for the year, PPL completes a behaviour Support Framework with Class Teacher. PPL is an additional positive voice
- **3.2** After 6 Reds, the PPL holds a structured conversation meeting with the parents to discuss behaviour strategies. The AH to be informed
- **3.3** If a serious incident occurs (2.5), PPL to be involved and AH informed
- **3.4** If the behaviour continues, move to the next step

SENDCO/Wellbeing Lead

- Class teacher to discuss with SENDCO/Wellbeing Lead if the child has specific needs
- PPL to decide whether SENDCO/ Wellbeing Lead needs to be informed and invited to a meeting to discuss strategies if deemed necessary

STEP 2

Class Teacher

- **2.1** Positively reinforce The Warden Hill Way
- **2.2** If behaviour continues, issue a yellow and miss 5 minutes of break
- **2.3** If there is another incident that day, issue a warning and remind the child that the next step is red
- **2.4** If the child is placed on red, they miss the whole of their break/lunch depending on severity and parents are informed. Teachers record incident/s on CPOMS
- **2.5** If behaviour continues or a serious incident occurs (damaging school property, violence or inappropriate use of language), time out class in PPL or AH room and/or miss lunch depending on behaviour and when it occurred
- **2.6** 3rd Red of the year - teachers complete a Behaviour Support Framework
- **2.7** After 5th Red - teacher holds a structured conversation with parents

STEP 1

MDSA

Play and Lunch Times:

- **1.1** Positively reinforce The Warden Hill Way
- **1.2** For low level behaviour give children time to reflect on behaviour by giving a 5 minute time out
- **1.3** If behaviour is persistent or more serious, move to the next step

TA

In Class:

- **1.1** Positively reinforce The Warden Hill Way
- **1.2** Use class behaviour strategies and use a positive reminder of choices
- **1.3** If behaviour continues, issue a yellow and miss 5 minutes of break
- **1.4** If behaviour continues, move to the next step

Play Times:

- **1.1** Positively reinforce The Warden Hill Way
- **1.2** For low level behaviour give children time to reflect on behaviour by giving a 5 minute time out
- **1.3** If behaviour is persistent or more serious, move to the next step

APPENDIX 4:

Warden Hill Primary School – Statement of Behaviour Principles

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, DfE guidance (*The School Behaviour Policy: The Role of the Governing Body*) and the Equality Act 2010.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and must be published on the school's website. Its purpose is to guide the development of a Positive Behaviour Policy that reflects the shared aspirations of governors, staff and families, in line with statutory guidance.

As Governors, we are committed to ensuring the very best for all our children. Our vision is:

Unlocking the potential in every child

We believe that high standards of behaviour are fundamental to achieving this. We are dedicated to providing a safe, inclusive and nurturing environment where every child can flourish academically, socially and emotionally.

Our Values and Approach
At Warden Hill, our behaviour principles are rooted in our core values:

Belong, Explore, Succeed
Our values are enacted through:

- The Warden Hill Way- *We are Respectful; We Keep Everyone Safe; We Always Try Our Best* and are rooted in the British Values.
- The 3Rs of Behaviour: *Relationships, Routines, Responses*
- A positive-first approach, recognising and reinforcing what children do well
- Clear choices and consequences, applied consistently and fairly
- A restorative approach, focused on repairing harm and restoring relationships quickly and effectively

BELONG
(Relationships – Building a safe, inclusive and respectful community)
We believe every child should feel they belong, are valued, and are treated with dignity.

- All members of the school community have the right to feel safe, respected and free from disruption.
- Warden Hill is an inclusive school where discrimination, harassment or victimisation of any kind is not tolerated.
- Bullying, including incidents beyond the school day, is unacceptable.
- Positive relationships are at the heart of our approach; adults model respectful, calm and consistent behaviour at all times.
- Every child will be listened to, supported and understood.
- We prioritise emotional wellbeing and mental health for both pupils and staff.
- Violence, abuse or threatening behaviour towards staff or others will not be tolerated.
- We work in partnership with parents and carers to build a strong, respectful school community.

EXPLORE
(Routines – Creating consistency, confidence and engagement in learning)
We believe clear routines and high expectations create the conditions for curiosity, confidence and engagement.

- Consistent routines support children to feel secure and ready to learn.
- High expectations for behaviour and attitudes to learning enable children to become confident, resilient learners.
- Our curriculum promotes self-discipline, empathy, and emotional resilience.
- The Warden Hill Way underpins daily practice:
  We are Respectful; We Keep Everyone Safe; We Always Try Our Best.
- Children are supported to make positive choices and understand behavioural expectations in all contexts, including online.
- Staff apply expectations consistently to ensure fairness and clarity for all.
- Positive behaviour is recognised and celebrated through appropriate systems such as praise, house points and merit marks.

SUCCEED
(Responses – Supporting accountability, growth and restoration)
We believe that children succeed when they are guided to reflect, take responsibility and repair harm.

- Children are encouraged to take responsibility for their actions and understand their impact on others.
- Staff use responses that are fair, consistent, proportionate and rooted in clear choices and consequences.
- A positive-first approach ensures recognition remains central, while consequences support learning and improvement.
- A restorative approach is used to repair harm, rebuild relationships and enable children to move forward successfully.
- Support is adapted where needed, recognising individual needs, including those related to SEND or vulnerability.
- Exclusion is a last resort and used only in line with Local Authority guidance.

Scope of the Principles
These principles apply to all pupils:

- In school
- When travelling to and from school
- During educational visits and extra-curricular activities
- When identifiable as members of the school community
- In online and digital environments

Final Statement
Governors wish to emphasise that standards of behaviour at Warden Hill are high. Children uphold the school values with pride, and staff lead by example in creating a culture where every child can belong, explore and succeed, enabling us to fulfil our vision of unlocking the potential in every child.

Warden Hill
PRIMARY SCHOOL

APPENDIX 5

THE WARDEN HILL WAY POSTER



APPENDIX 6

Behaviour Support Framework

KEY INFORMATION

Child	
Adults working with the child	

REASONS FOR THE PLAN

PRIMARY PHASE	
Barriers/Needs of the child i.e. Special educational needs, Attachment issues, Trauma, Child in need, Child protection, ACEs, PP	
Assess the why? Safe and secure, Attention, Autonomy and Control, Connect and community, Competent and value, Pride, Mentally and physically stretched, Fun and friendship, Emotional connection, Status, Self Esteem, The need of meaning	
Internal and external Triggers and stressors • **When** - Is there a particularly day, time of the day or lesson? Exacerbate , transitions • **Who** - do any particular children or adult? • **Where** - Where are the hotspots? • **Physical** - Sleep, food, illness, discomfort or pain • **Intellectual** - work • **Emotional -** identifying emotions and feelings, frustration, anger, self-esteem • **Social -** friendship groups, navigating play	
Primary Prevention Strategies **Routines** Baseline, Morning handover, transitional objects, Problem solve, early collection of things, Extra snacks, Positive framing end of the day, **Teacher strategies** Praise, firm clear boundaries, Give attention before they demand attention, Humour, Distraction, tray tasks, movement and sensory breaks **Extra input** Grounding, Mindfulness, Exercise, Permission giving, Music **Learning environment** light, space, noise, wobble stool, role models, peg placement, Seating plan, Mentors, visual timetables, now and next boards	
SECONDARY PHASE	
Cues of escalation **How do they present in the run up to dysregulation?**	

Withdrawn, bouncy, aggressive, frustrated, vacant, fidgety, noises, tics, levels of eye contact	
Secondary interventions **What works well when they are heighten?** Redirect, distraction, change adult, go for a walk, breathing candles, temple tapping, yoga ball, punch a pillow, primal scream, tactile or physical resources, humour, special interest, RIBBB: Rhythm, Impact, Breathing, Bounce, Bilateral activation	
TERTIARY PHASE	
Targeted interventions Wellbeing packs, Sematic work, Emotions mapping, separate feelings and actions, Well-being Lead, Play leaders, Modelled play, MDSA focus	
What actions will help deescalate and aid recovery from heighten situations? **Communication** less words, clear communication, low firm and calm tone, slow and even pace, we and us language? I can feel….. I can see how important this is to you? We've got this….. How can I help? What do we need to do? **Proximity** Does the child need space, touch or a hug? **Movement** Does the child need to walk, run or to climb? **Where will the child go to aid recovery?**	
RECOVERY PHASE	
How can we support the child in calming down? RIBBB, Calming strategies, Different adult v consistent adult, SHADES trained adults, books, music **What additional things will aid recovery?**	
DEBIEF	
Chain analysis review the antecedents with the child to understand the different options they had at different points	

APPENDIX 7

STRUCTURED CONVERSATION SHEET

Name of Child:		
Reason for invite:		
Date:		
Agenda	Tell me about your child What are their strengths? What works well to support them at home?	
	Tell me about any challenges that are facing your family	
	What is the most important problem we can help you with?	
	Talking about attendance/attainment/progress – share attendance print out if relevant I wonder ..... I notice ..... I can see ..... I imagine	
	What we are/could be doing in school	
	What parents and children can do to help at home	
Actions	What are the agreed actions that all partners will undertake and when?	
	Pass copy to	
Date of next meeting		

APPENDIX 8

INDIVIDUAL DEVELOPMENT RECORD / MY PLAN

NAME		REASON	☐ PP/PP+ ☐ SEND ☐ Other ☐ Emotional needs and academic focus
DOB			

COMPLETED BY		DATE	

AREA OF MY LIFE	MY NEEDS	MY OUTCOME (GOALS) These should be specific, measurable, agreed, realistic and timed with a review date	ACTIONS AND RESOURCES Who and What will help me achieve my goals including resources needed			REVIEW What is working and not working
			Child	Parents	School	
My work						
My emotions						
Myself						

Additional advice or support	Requested?	
	Name	
	Agency	
	Date	
	Response received	
	Name	

APPENDIX 9

This escalation framework is a guide and should not be viewed as an automatic sequence of consequences. Staff will use professional judgement to determine the most appropriate response, taking into consideration the nature of the incident, the child's age and stage of development, SEND needs, and any reasonable adjustments that may be required. While maintaining consistently high expectations for all pupils, our aim is to ensure that consequences are restorative, proportionate and effective, helping children to reflect, learn and improve their future behaviour. We reserve the right to adapt consequences where necessary to achieve the most positive long-term outcomes for the child and the school community.

Level and frequency of consequence	Actions by staff	Consequences for child	Examples of Behaviour but not limited to
YELLOW			
	Staff who issued the sanction facilitate the 5-minute loss of the next break	5 minutes off the next break or lunch	**Behaviour that does not follow the Warden Hill Way.** • Non-completion of work • Poor learning attitude • Not trying their best • Not keeping everyone safe by being careless or impulsive • Conflict during a game • Isolating children • Running in the corridors • Talking in assembly • Incorrect uniform without a letter from home. • Being disrespectful by lying to the teacher or any other member of staff.
Multiple yellows in a short space of time (a week)	Staff who issued the sanctions should escalate this to a red, record on CPOMs and contact parents.	**Lunch Time Consequence** Miss up to 20 minutes of lunchtime, including a restorative reflection to help the child learn from their behaviour.	• Repeated examples of the behaviours above.
RED			
1st and 2nd Red	Record on CPOMs by the class teacher/PPA teacher and contact the parents of the	**Lunch Time Consequence** Miss up to 20 minutes of lunchtime, including a restorative reflection to help the child learn from their behaviour.	**Dangerous, disrespectful or poor learning attitude** • Repeated disruption of lessons following a warning, yellow and a final warning.

	person impacted by the behaviour and the person displaying the behaviour.		• Over physical play and escalation during a game such as tag. • Roughness during games resulting in an injury • Unkind words during escalating conflict • Phone not handed in/ wearing smartwatches • Refusal to follow instructions from a member of staff • Disrespect to property and not using things with care • Swearing- generic or inadvertently • Repeatedly lying to staff.
3rd Red	**Behaviour Support Framework-** Class teacher	**Lunch Time Consequence** Miss up to 30 minutes of lunchtime, including a restorative reflection to help the child learn from their behaviour.	
4th Red	**Behaviour Support Framework-** completed with Primary Phase Lead and class teacher.	**Lunch Time Consequence** Miss up to 30 minutes of lunchtime, including a restorative reflection to help the child learn from their behaviour.	
5th Red	**Structured Conversation Meeting** with class teacher	**Lunch Time Consequence** Miss the entire lunchtime facilitated by SLT	
Future Reds follow are in line with the serious incident pathway			
SERIOUS INCIDENT			
1st Serious incident or 6th red	**Structured Conversation Meeting** with class teacher and Primary Phase Lead	Miss the entire lunchtime and/or internal exclusion in SLT room	**Serious** • Violence against staff • Violence against pupils (fighting) • Dangerous physical behaviour involving vulnerable body parts • Deliberately Damage to school or others property. • Vandalism • Deliberate swearing at a staff or another pupil (verbal abuse) • Stealing • Spitting • Bringing the school into disrepute • Bullying- humiliations • Any discriminatory behaviour against protective characteristics • False allegation against staff
2nd Serious incident or 7th red	**Structured Conversation Meeting** with class teacher and AHT	Internal Exclusion facilitated in SLT room	
3rd Serious incident or 8th red	**Behaviour Plan** AHT	Internal Exclusion facilitated in SLT room	

			• Serious misuse of technology
1st severe or 8 serious incidents	HT guidance from the LA exclusion guidance for Headteachers	Suspensions 1-45 days	

APPENDIX 10

Restrictive Interventions definitions-
Link to the Restrictive Intervention Policy https://wardenhill.gloucs.sch.uk/statutory-information/policies/

3. Key Definitions

Definition: Safe Handling

Safe Handling refers to the use of planned, risk-aware and non-harmful physical interventions undertaken by trained staff to keep pupils and others safe when all other de-escalation and preventative strategies have been exhausted. Safe Handling at Warden Hill is grounded in Headsight training principles and aligns with national guidance on restrictive interventions (2026).

Safe Handling includes three related concepts:

3.1 Restrictive Intervention

A restrictive intervention is any action that limits a pupil's movement, liberty or ability to act freely.
In Safe Handling, restrictive intervention is used only as a last resort, when a pupil's behaviour presents an immediate risk of harm to themselves, others, serious property damage, or serious disorder. Interventions must always be the least restrictive option available.

3.2 Reasonable Force

Reasonable force is the use of physical contact that is:

- Necessary to prevent harm or a dangerous situation
- Proportionate to the risk presented
- Used for the shortest possible time
- Never used as a punishment

In Safe Handling, reasonable force is based on calm, controlled actions that prioritise pupil welfare, communication, dignity and safety at all times.

3.3 Restraint

Restraint is a specific form of restrictive intervention involving the physical restriction of a pupil's movement. In Safe Handling:

- Restraint may involve holding, guiding, or blocking movement
- Only approved, non-harmful techniques are used
- Techniques that restrict breathing, circulation, or cause pain are strictly prohibited
- Staff monitor the pupil continuously and release as soon as it is safe to do so

Headsight-trained practitioners use restraint only in situations where not intervening would lead to a significantly greater risk of harm.