



Kirkham & Wesham Primary School

Relationships & Behaviour Policy

Date policy reviewed: March 2026

Review Date: March 2027

Updated September 2026

Foreword

At Kirkham & Wesham Primary School, positive relationships are at the heart of our approach to behaviour. We believe that every child should feel that they belong, believe in themselves and are supported to be the best they can be.

Our approach is based on clear expectations, consistent routines, positive relationships and an understanding that children are individuals. Adults model the behaviour we expect from pupils and ensure that our school rules and routines are explicitly taught, understood and applied fairly.

We recognise that behaviour can be a form of communication and that some pupils may require additional support or reasonable adjustments. At the same time, every child has the right to feel safe and to learn without persistent disruption.

This policy provides a clear and consistent framework for promoting positive behaviour, responding to behaviour that does not meet our expectations and supporting pupils to learn from their choices. It should be read alongside the school's Safeguarding and Child Protection, SEND, Equality and Anti-Bullying policies.

Our approach reflects our school vision: Belong, Believe, Be the Best You Can Be.

1. Purpose

We have developed this policy to:

- create a safe, calm, positive and inclusive environment in which all pupils can learn and thrive
- establish clear and consistent expectations for behaviour across the school
- promote fairness, equality and respect for every member of our school community
- explicitly teach pupils the behaviour and routines expected at KWPS
- promote positive relationships between pupils, staff and families
- recognise and celebrate positive behaviour, effort and achievement
- help pupils develop responsibility, self-regulation and an understanding of how their behaviour affects others
- ensure that inappropriate, disruptive, harmful or unsafe behaviour is responded to consistently and appropriately
- ensure that pupils with SEND, disabilities, medical conditions or other additional needs receive appropriate support and reasonable adjustments

- ensure that every pupil's right to learn and every member of our school community's right to feel safe are protected.

Our School Rules

Ready, Respect, Safe

These three rules provide a simple and consistent framework for behaviour throughout school. Staff explicitly teach what Ready, Respect and Safe look like in different situations and support pupils to understand and meet these expectations.

Our approach reflects the DfE Behaviour in Schools guidance and our school vision: Belong, Believe, Be the Best You Can Be. The current DfE behaviour guidance remains the 2024 version.

2. Responsibilities

The role of all staff

All staff are responsible for creating a calm, safe and supportive environment in which pupils can learn and thrive.

Staff will:

- model the behaviour and respectful relationships expected from pupils
- explicitly teach and reinforce the school rules: Ready, Respect, Safe
- establish clear and consistent routines
- recognise and praise positive behaviour
- respond calmly, consistently and fairly when expectations are not met
- address behaviour themselves wherever appropriate rather than routinely passing responsibility to another member of staff
- consider whether SEND, disability, a medical condition or another additional need may affect a pupil's behaviour
- make appropriate reasonable adjustments
- use restorative approaches where appropriate to help pupils understand the impact of their behaviour and repair relationships
- maintain appropriate supervision throughout the school day
- take action where behaviour compromises the safety, wellbeing or learning of others
- never ignore bullying, discrimination, harassment or harmful behaviour
- record significant behaviour incidents appropriately on CPOMS
- follow safeguarding procedures where behaviour raises a safeguarding concern
- handle information sensitively and in accordance with school policies.

With the exception of serious incidents or situations requiring additional support, the member of staff witnessing behaviour should respond to it in accordance with this policy.

Consistency does not mean that every pupil will always receive exactly the same response. Staff will take account of individual circumstances and reasonable adjustments while maintaining clear expectations for all pupils.

The role of the Headteacher

The Headteacher is responsible for determining and implementing the school's Behaviour Policy in accordance with the Education and Inspections Act 2006, having regard to the Governing Body's written principles and current Department for Education guidance.

The Headteacher is responsible for ensuring that the policy is applied consistently across the school and for promoting high standards of behaviour, safety and wellbeing.

The Headteacher will support staff in implementing the policy, establish clear expectations and ensure that appropriate support is available where required.

The Headteacher has access to behaviour incidents recorded on CPOMS and will monitor patterns, concerns and the effectiveness of the school's behaviour procedures.

The school's Behaviour Policy will be published on the school website and brought to the attention of pupils, parents/carers and staff at least annually.

The role of the Governing Body

The Governing Body will establish the principles on which the school's behaviour policy is based and will support the Headteacher in maintaining high standards of behaviour.

Governors will monitor the effectiveness of the school's approach to behaviour and ensure that it reflects the school's statutory duties, including those relating to safeguarding, equality, SEND and pupils with medical conditions.

Working with parents/carers

KWPS values positive relationships with parents and carers. Clear and respectful communication between home and school helps children understand that the adults supporting them share high expectations for their behaviour and wellbeing.

Parents/carers will be informed when there are significant concerns about their child's behaviour, but communication will also recognise positive behaviour, progress and achievement.

Where a pupil requires additional support, school will work with parents/carers and, where appropriate, external professionals to develop a consistent approach.

Clear communication on behaviour issues with parents is critical.

Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will usually be positive. Children who struggle with their behaviour benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership to promote good behaviour.

Simple agreements that give the child the same message have maximum impact. Schools will actively support parents in managing their child's behaviour in a consistent manner which may include the involvement of external agencies including: the school nurse; educational psychologist; CAMHS, IEST.

The role of Governors

The local governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school relationship policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

3. Rewards

The school's ethos of encouragement is central to promoting positive behaviour.

We recognise that noticing and celebrating positive choices helps pupils understand the behaviours and values that are important within our school community.

Rewards may include:

- verbal praise
- stickers
- Dojo points
- positive notes or messages home
- certificates
- Headteacher awards
- recognition board
- whole-class rewards
- Star of the Week
- Writer of the Month
- reading recognition (linked to the school values)
- Shining Star awards.

Recognition will celebrate not only achievement but also effort, improvement, kindness, responsibility, resilience and pupils demonstrating our school values.

Rewards should support pupils to develop pride and intrinsic motivation rather than being the only reason for behaving positively.

4. Restorative approaches

Building and nurturing relationships is at the heart of a successful and happy school.

When conflict or inappropriate behaviour occurs, we want pupils not only to experience an appropriate consequence but also to understand what happened, who was affected and how relationships can be repaired.

Restorative approaches may therefore be used alongside appropriate consequences.

When appropriate, restorative conversations may explore:

- What happened?

- What were you thinking or feeling at the time?
- Who has been affected?
- How have they been affected?
- What needs to happen now?
- What can you do differently next time?

Adults will listen carefully, remain calm and use a solution-focused rather than blame-focused approach.

Restorative conversations will not be used to require a pupil who has been harmed to meet with another pupil where this would be inappropriate or cause further distress. Safeguarding and the wellbeing of pupils will always take priority.

Restorative conversations with pupils

● actively listen and encourage the person to talk by asking open questions, supporting, summarising.

● be empathetic (listen for thoughts, feelings, experiences, behaviours).

● use a 'solution' rather than a 'blame' approach.

● have discussions in a suitable location, involving those who were involved.

● be firm but fair.

● be aware of our body language, tone and face

● How were you feeling?

● Who else has been affected by this?

● What do you need to do now so that the harm can be repaired?

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners, to find solutions to conflicts.

5. Consequences

At KWPS, consequences are intended to help pupils understand expectations, take responsibility for their behaviour and learn how to make safer and more positive choices.

Consequences should be fair, proportionate and, wherever possible, logically connected to the behaviour. The emphasis is on consistency rather than severity.

Consistency does not mean that every child will receive exactly the same consequence. Staff will take account of the pupil's age, individual circumstances, SEND, disability, medical needs, previous incidents and any reasonable adjustments required.

Examples of appropriate responses may include:

- a reminder or redirection
- a restorative conversation
- completing or repairing something that has been damaged or disrupted
- completing unfinished learning at an appropriate time
- moving to another seat or learning space
- temporary removal of equipment that is being used unsafely
- removal from the classroom where behaviour is significantly disrupting learning
- supported or alternative arrangements during unstructured times

- increased adult supervision
- an individual behaviour support plan
- communication or meeting with parents/carers
- involvement of pastoral, SEND or external support
- suspension
- in the most serious circumstances, permanent exclusion.

If a pupil is using an item or equipment in a way that presents an immediate risk to themselves or others, staff may take proportionate action to make the situation safe.

Where behaviour is persistently unsafe or harmful, arrangements may be made to provide additional supervision, an alternative space or different arrangements at unstructured times. Such arrangements will be reviewed and should not be used as an indefinite punishment.

The safety and right to learn of other pupils will always be considered alongside the individual needs of the pupil displaying the behaviour.

6. Suspension and permanent exclusion

Kirkham and Wesham Primary School is committed to supporting pupils to manage their behaviour successfully and to ensuring that appropriate support, reasonable adjustments and early intervention are considered wherever possible.

Suspension and permanent exclusion are serious decisions and will only be used where appropriate. The school will follow the current Department for Education statutory guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement.

Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A suspension may be for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A permanent exclusion may be considered in response to a serious breach or persistent breaches of the school's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Before deciding to suspend or permanently exclude a pupil, the Headteacher will consider all relevant circumstances and available evidence. This will include, where appropriate, the pupil's views, whether the pupil has SEND, a disability or medical condition, whether reasonable adjustments have been made, and whether additional support or intervention is required.

The school recognises that behaviour may be a form of communication and will seek to understand the reasons for persistent or concerning behaviour. Where appropriate, support may include working with parents/carers, the SENDCo, pastoral staff, healthcare professionals and other external agencies.

The school will take particular care when considering suspension or permanent exclusion for pupils who may be vulnerable, including pupils with SEND, disabilities, medical conditions, children with a social worker and children who are looked after or previously looked after. However, individual needs do not prevent the school from taking

appropriate and proportionate disciplinary action where this is necessary to protect the safety, welfare and education of the pupil or others.

Following a decision to suspend or permanently exclude a pupil, parents/carers will be informed without delay and provided with the information required by the current statutory guidance, including their rights to make representations and, where applicable, the arrangements for governing board consideration.

The school will notify the Governing Body, Local Authority and other relevant parties of suspensions and permanent exclusions in accordance with the current statutory requirements.

Where a pupil is suspended, the school will take reasonable steps to support a successful return to school. Following a suspension, a reintegration meeting may be held with the pupil and parents/carers. Appropriate support, expectations and any required adjustments will be reviewed to reduce the likelihood of further suspension.

Where a suspension is for more than five school days, suitable full-time education will be arranged from the sixth school day in accordance with statutory requirements. The Local Authority is responsible for arranging suitable full-time education from the sixth school day following a permanent exclusion.

All decisions regarding suspension and permanent exclusion will be lawful, reasonable, fair and proportionate and will be made in accordance with current statutory guidance.

Following any suspension, the school will consider appropriate reintegration arrangements and support the pupil to return successfully to school. This will normally include communication with the pupil and parents/carers and a review of expectations, support and any reasonable adjustments required.

7. Searching, Screening and Confiscation

The school will follow current Department for Education guidance on Searching, Screening and Confiscation.

School staff may confiscate, retain or dispose of a pupil's property where it is lawful, reasonable and proportionate to do so.

The Headteacher and members of staff authorised by the Headteacher have statutory powers to search pupils or their possessions in circumstances permitted by law.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and relevant nicotine products
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property
- any item identified within the school rules as an item for which a search may be undertaken.

Searching, screening and confiscation will always be carried out in accordance with current statutory guidance, safeguarding responsibilities and consideration of the pupil's individual needs.

Where a search raises a safeguarding concern, the Designated Safeguarding Lead will be informed and appropriate safeguarding procedures followed.

8. Restrictive Interventions, including the Use of Reasonable Force

At KWPS, positive relationships, prevention and de-escalation are our first approaches to managing behaviour. However, there are circumstances in which staff may need to use reasonable force or another restrictive intervention to keep a pupil or others safe.

The school does not operate a "no contact" policy, as this could prevent staff from taking appropriate action to protect a pupil or another person from harm.

Reasonable force may be used where it is necessary and lawful, for example to prevent a pupil from:

- hurting themselves or another person
- damaging property
- committing an offence
- causing serious disorder or disruption where intervention is necessary.

Reasonable force will never be used as a punishment.

Any use of force must be reasonable, proportionate and necessary in the circumstances. Wherever possible, preventative and de-escalation strategies will be used before physical intervention is considered.

Staff will take account of the pupil's individual circumstances, including SEND, disability and medical conditions, and make appropriate reasonable adjustments.

Following a significant incident involving the use of force, the incident will be recorded as soon as practicable in accordance with statutory requirements and school procedures, including recording on CPOMS.

Parents/carers will be informed as soon as practicable following a significant incident, subject to the statutory exceptions and any safeguarding considerations.

The pupil's physical and emotional wellbeing will be considered following any restrictive intervention, and the incident will be reviewed to identify whether additional support, adjustments or changes to the pupil's plan are required.

9. Behaviour outside the school premises

The school may respond to behaviour outside the school premises where it is reasonable to do so and where the behaviour has a connection with the school or affects members of the school community.

This may include behaviour:

- when a pupil is taking part in a school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when otherwise identifiable as a pupil of the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil, member of staff or member of the public
- that could adversely affect the reputation of the school.

Any response will be reasonable and proportionate and will take account of the circumstances of the incident.

Where behaviour outside school raises a safeguarding concern, staff will follow the school's Safeguarding and Child Protection procedures.

10. Online behaviour

Online behaviour can affect pupils' safety, wellbeing and relationships in school, even when it takes place outside the school day. Staff take concerns about online bullying, harassment, threatening behaviour or inappropriate use of digital technology seriously.

This may include messaging, social media, online games, group chats, sharing photographs or videos, or other forms of online communication.

Where the school is made aware of online behaviour involving pupils, staff will consider whether the behaviour has an impact on pupils in school, poses a risk to a pupil or member of the school community, or affects the safe and orderly running of the school.

Concerns will be addressed in accordance with this policy and, where appropriate, the school's Anti-Bullying, Online Safety and Safeguarding and Child Protection policies.

Where there are safeguarding concerns, these will be reported to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's safeguarding procedures. The Headteacher or DSL may seek advice or support from appropriate external agencies, including the police, where necessary.

11. Mobile Phones and Smart Technology

Kirkham & Wesham Primary School is committed to providing a calm, safe and productive learning environment. In accordance with Department for Education

statutory guidance, KWPS operates as a mobile phone-free environment for pupils throughout the school day.

Pupils must not access or use mobile phones or other personal smart technology during the school day, including lessons, transitions, breaktimes and lunchtimes.

Where parents/carers consider it necessary for their child to bring a mobile phone to school for safety when travelling to or from school, the device must be switched off and handed to the school office immediately upon arrival. It will be stored securely and may be collected when the pupil leaves school at the end of the day.

For the purposes of this policy, mobile phones include smartphones and personal smart technology with similar functionality, including devices capable of sending or receiving messages or notifications, accessing the internet, taking photographs or recording audio or video.

Exceptions may be made where access to a device is necessary for an educational, medical, disability, accessibility or safeguarding reason. These arrangements will be considered individually and agreed with relevant staff and parents/carers.

In particular, the school recognises that some pupils may use technology to manage a medical condition, for example continuous glucose monitoring for diabetes. Access required for this purpose will be supported appropriately.

Failure to follow the school's expectations may result in confiscation and an appropriate consequence in accordance with this policy.

Pupils must not use or access mobile phones or other smart devices anywhere on the school site during the school day unless expressly authorised by the Headteacher or a member of the Senior Leadership Team for a specific educational, medical or safeguarding purpose.

The school accepts no responsibility for loss, theft or damage to mobile phones or other personal electronic devices brought onto the premises. Pupils bring such devices to school at their own risk.

Failure to comply with this policy may result in the device being confiscated and sanctions being applied in accordance with the school's Behaviour and Relationships Policy.

Reasonable adjustments will be made where a pupil requires access to a mobile device or smart technology for medical, disability, accessibility or safeguarding reasons. Such arrangements will be agreed on an individual basis with parents/carers and relevant staff.

12. Consultation, Monitoring and Evaluation

The Headteacher and Senior Leadership Team are responsible for monitoring the implementation and effectiveness of this policy and for promoting consistently high standards of behaviour across the school.

Behaviour information recorded on CPOMS and through other school systems will be reviewed to identify patterns, repeated concerns, vulnerable pupils and areas where additional support or action may be required.

Monitoring will consider whether behaviour procedures are being applied fairly and consistently, including for pupils with SEND, disabilities and medical conditions.

Staff training and professional development will support consistent practice and may include behaviour management, restorative approaches, emotion coaching, trauma-informed practice, SEND, de-escalation and restrictive interventions.

New staff will be introduced to the school's behaviour expectations and procedures as part of their induction.

The school will use monitoring to identify where changes to provision, staff training, individual support or whole-school practice may be required. In school, Jane Smethurst has completed the NPQLBC (Leading Behaviour and Culture) and Hayley Pye is our designated Mental Health Lead.

13. Record Keeping:

CPOMS is used to record significant behaviour incidents, concerns, actions taken and relevant communication with parents/carers.

Records should be factual, proportionate and completed as soon as practicable following an incident.

Significant incidents involving restrictive intervention or reasonable force will be recorded in accordance with current statutory requirements and school procedures.

Behaviour records will be monitored to identify patterns and inform appropriate support, safeguarding action, risk assessment or intervention.

Records will be stored and managed in accordance with the school's data protection and safeguarding responsibilities.

14. Pupil support systems

KWPS recognises that some pupils may require additional or different support to meet the school's behaviour expectations.

Where a pupil is experiencing persistent difficulties with behaviour, staff will seek to understand what may be contributing to the behaviour and consider what additional support may be required.

This may include:

- discussion with the pupil and parents/carers
- additional pastoral support
- SENDCo involvement
- an individual behaviour support plan

- an Individual Healthcare Plan where appropriate
- reasonable adjustments
- a risk assessment
- support from healthcare professionals
- referral to appropriate external agencies.

Where there are concerns that a pupil may have an unmet special educational need, these will be considered in accordance with the school's SEND procedures and the SEND Code of Practice.

Additional support does not remove the school's expectations for safe behaviour. Rather, it helps pupils to understand and meet those expectations successfully.

SEND, Disability, Medical Conditions and Reasonable Adjustments

The school recognises that a pupil's SEND, disability, medical condition, communication needs or other additional needs may affect their behaviour or their ability to meet the school's expectations. Staff will seek to understand the reasons for behaviour and consider whether an underlying or additional need may have contributed to it (DfE, Behaviour in Schools: Advice for Headteachers and School Staff).

When responding to behaviour, staff will take account of the individual circumstances of the pupil. Where a pupil has a medical condition, staff will follow the pupil's Individual Healthcare Plan (IHP) and take account of relevant medical advice (Children and Families Act 2014, Section 100; DfE, Supporting Pupils at School with Medical Conditions). Where a pupil has SEND or a disability, staff will consider whether reasonable adjustments or additional support are required (Equality Act 2010; SEND Code of Practice: 0 to 25 years).

Having SEND, a disability or a medical condition does not automatically exempt a pupil from the school's behaviour expectations or from appropriate consequences.

The school will consider whether a pupil's needs contributed to the behaviour and what support or adjustments are appropriate. Where behaviour presents a risk to the pupil themselves, other pupils or staff, or significantly affects the learning of others, the school will take appropriate and proportionate action to maintain safety and protect the rights of **all** pupils (DfE, Behaviour in Schools: Advice for Headteachers and School Staff).

Before determining an appropriate response or consequence, staff will consider whether the pupil's SEND, disability or medical condition contributed to the behaviour, whether agreed support and reasonable adjustments were in place, and whether the proposed response is reasonable, proportionate and appropriate to the individual circumstances (Equality Act 2010; DfE, Behaviour in Schools: Advice for Headteachers and School Staff).

Reasonable adjustments may include adaptations to routines, communication, expectations, the learning environment, learning tasks or the support provided. Reasonable adjustments are intended to prevent a disabled pupil being placed at a substantial disadvantage. They do not mean that unsafe, harmful or persistently disruptive behaviour must be ignored; rather, the school must consider the individual pupil's needs when deciding how best to respond (Equality Act 2010).

Where behaviour is persistent, changes significantly or is different from a pupil's usual presentation, staff will consider whether there may be an unmet SEND, medical, emotional or communication need. The school will work with the SENDCo, parents/carers and, where appropriate, healthcare professionals or other external agencies to review the support in place (SEND Code of Practice: 0 to 25 years; DfE, Supporting Pupils at School with Medical Conditions).

Where appropriate, an individual behaviour support plan and/or risk assessment may be developed alongside the pupil's IHP or SEND support arrangements. This will help to ensure that the pupil, parents/carers and staff have a clear and consistent understanding of the support and reasonable adjustments in place, the expectations for the pupil and how the school will respond when those expectations are not met.

15. Legal Framework

This policy has due regard to relevant legislation and statutory and non-statutory guidance, including:

This policy has due regard to relevant legislation and statutory and non-statutory guidance, including:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Children's Wellbeing and Schools Act 2026
- DfE – Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- DfE – Behaviour and Discipline in Schools: Guidance for Governing Bodies
- DfE – Keeping Children Safe in Education 2026
- DfE – Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (updated July 2026)
- DfE – Restrictive Interventions, including the Use of Reasonable Force, in Schools (effective April 2026)
- DfE – Searching, Screening and Confiscation: Guidance for Schools
- DfE – Mobile Phones in Schools (statutory guidance, 2026)
- DfE – Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- DfE – Mental Health and Behaviour in Schools
- DfE – Creating a School Behaviour Culture: Audit and Action Planning Tools
- DfE – Supporting Pupils at School with Medical Conditions (statutory guidance)
- DfE, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (statutory guidance, updated 2026).

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Allergy Safety Policy
- Online Safety Policy
- Mobile Phone Policy
- Attendance Policy
- Educational Visits Policy
- Complaints Policy
- Staff Code of Conduct
- Home-School Agreement