Wrekin View Primary School and Nursery

Behaviour for Learning Policy (including Anti-Bullying)

Date of policy creation	December 2025
Policy Lead	Miss L. Stephenson
Frequency of review	Bi-annually
Review due	December 2027

Table of contents

Ethos and vision

Wrekin View Primary School is committed to creating a safe, calm and inclusive environment where high standards of behaviour enable all pupils and staff to flourish. We believe that behaviour underpins learning, safeguarding and wellbeing. We ensure that we promote positive behaviour within classrooms and around our school.

Our ethos — **Happy, Successful, Curious Communicators** — is embedded across the curriculum and school life. Behaviour is viewed as a curriculum priority and is taught explicitly, consistently and inclusively.

Happy – At Wrekin View Primary School we treat all pupils in a caring and responsible manner so that they go on to be **HAPPY** individuals fully equipped to be positive members of our community.

Successful – The core principle of our pastoral system is to support our children and their families in removing the perceived/presenting barriers to access, learning, and functioning to be **SUCCESSFUL** in all that they do.

Curious – We ignite children's **CURIOUS** minds by combining outstanding teaching and learning with the highest quality structured support, mentoring programmes, and personalised learning opportunities to ensure our young people develop self-regulation, a sense of responsibility, accountability, and the ability to function effectively both in school and in wider society.

Communicators – We ensure that the safety and wellbeing of our young people, helping them to enjoy their school experience whilst having excellent attendance and engagement. For this to happen, our children will listen, challenge, and engage with each other to become confident **COMMUNICATORS**.

1. Aims

This policy aims to:
- Create a culture of mutual respect, dignity and trust
- Ensure all pupils feel safe, valued and ready to learn
- Teach pupils the routines and behaviours required for success
- Promote self-regulation, reflection and responsibility
- Respond to misbehaviour promptly, proportionately and predictably
- Ensure safeguarding is central to all behaviour decisions
- Support pupils with SEND or additional needs through reasonable adjustments

2. Behaviour for Learning

At Wrekin View, learning is at the heart of our school. It is therefore crucial that we create the right ethos and relationships to ensure that both children and staff can learn and enjoy learning.

3. Statement of behaviour principles

The Governing Body believes that:
- High standards of behaviour are fundamental to effective teaching, learning and safeguarding
- Behaviour must be taught explicitly through a structured behaviour curriculum
- All pupils have the right to feel safe, respected and treated with dignity
- Reasonable adjustments must be made to support pupils with SEND or vulnerabilities
- Consequences should be proportionate, restorative and educational
- Safeguarding considerations underpin all behaviour responses

This statement informs and guides this policy and is reviewed bi-annually.

4. Behaviour as curriculum

At Wrekin View, behaviour is taught, not assumed. The Behaviour Curriculum defines the routines, expectations and learning behaviours pupils are taught progressively from EYFS to Year 6.

The curriculum sets out what successful behaviour looks like across classrooms, transitions, social times and online spaces. This policy outlines how adults respond when pupils meet or struggle to meet these expectations.

5. Legislative and statutory framework

This policy is informed by and complies with:
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Keeping Children Safe in Education (KCSIE, 2025)
- Searching, Screening and Confiscation (DfE, 2022)
- Use of Reasonable Force in Schools (DfE)
- Equality Act 2010
- SEND Code of Practice (2015)
- Online Safety Guidance (DfE, 2023)

6. Expectations of the school community

Staff will:
- Have clear and high expectations of all students.
- Engage and involve students in their learning.
- Provide a safe and secure learning environment.
- Teach and model behaviour expectations consistently
- Build positive, respectful relationships
- Apply the policy fairly and predictably
- Record and report behaviour concerns promptly
- View behaviour through both a safeguarding and inclusive lens

Pupils are expected to:
- Follow routines and instructions
- Have a positive attitude to learning.
- Show respect to others and the environment
- Take responsibility for their behaviour
- Reflect and learn from mistakes
- Behave in a way that keeps yourselves and others safe both online and offline
- Always try to do the best that you can.

Parents and carers are expected to:
- Support the school's behaviour expectations
- Inform the school of any changes that may affect behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work in partnership with the school to support improvement

7. Rewards and recognition

Positive behaviour is recognised and reinforced through a consistent whole-school system, including:
- Class Dojo points aligned to school values
- Celebration assemblies and certificates (e.g. Star of the Week, Reader of the Week)
- Recognition from senior leaders

Praise is specific, inclusive and linked to expected behaviours.
Examples of some positive behaviours are:

- Acting as a good role model, using their manners **(Communicator)**
- Producing an outstanding piece of work **(Successful)**
- Demonstrating outstanding effort and perseverance in their work **(Successful)**
- Showing outstanding progress in their learning **(Successful)**
- Volunteering and helping around school **(Happy)**
- Supporting school teams and clubs **(Successful)**
- Being a good friend, supporting other children **(Happy)**
- Demonstrating improvement in their personal organisation and independence **(Successful)**
- Taking part in community activities **(Successful)**
- Taking responsibility for jobs inside the classroom or at other times in the school day **(Successful)**
- Going above and beyond in activities/learning outside of school **(Curious)**

8. Managing behaviour: graduated response

Behaviour is managed through a calm, predictable and graduated approach: 1.
   Reminder linked to behaviour expectations or school values
   2. Re-teaching and support
   3. Reflection session where required
   4. Parental engagement for persistent concerns

All consequences are paired with re-teaching of the relevant aspect of the Behaviour Curriculum.

9. Reflection sessions

Reflection sessions provide structured time for pupils to:
   - Understand what happened
   - Reflect on impact
   - Learn alternative strategies
   - Repair relationships
Reflection is educational and restorative, not punitive. Sessions are logged and monitored.

10. Low-level and high-level behaviour

Low-level behaviour may include disruption, refusal to follow instructions, calling out or off-task behaviour.

High-level behaviour may include physical aggression, racism, discriminatory language, sexual harassment, serious disruption or unsafe behaviour.

Serious incidents may result in immediate removal from class and involvement of senior leaders.

11. SEND and reasonable adjustments

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments for pupils with SEND or additional needs. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil. Wrekin View's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Reasonable adjustments may include:
   - Modified routines or expectations
   - Visual supports or scripts
   - Alternative reflection approaches

- Increased adult support at trigger points
- Individual behaviour or regulation plans

Adjustments are planned and reviewed with the SENDCo, parents and relevant professionals.

12. Safeguarding and child-on-child abuse

All behaviour concerns are considered through a safeguarding lens.

Staff recognise that children can abuse other children (child-on-child abuse), including bullying, sexual harassment, online abuse and physical harm. Concerns are reported immediately to the DSL. Patterns, frequency or context may elevate behaviour concerns to safeguarding thresholds.

When addressing behaviour concerns, Wrekin View Primary School follows the Telford & Wrekin Safeguarding Partnership (TWSP) *Threshold Guidance*, ensuring pupils receive the **Right Help at the Right Time**. Low-level or emerging concerns—such as early signs of unmet need, changes in behaviour, difficulties at home, or vulnerabilities affecting learning—may indicate a **Level 2 response**, where an *Early Help Assessment* is appropriate to coordinate multiagency support with family consent. This aligns with TWSP's framework, which states that Early Help is suitable when families have a range of needs and would benefit from support to build resilience and positive routines.

In contrast, behaviour that suggests a **higher level of risk**, such as persistent nonengagement despite Early Help, significant safeguarding concerns, parental behaviours that impact the child's safety, indicators of neglect, or any situation where the child may be suffering or likely to suffer **significant harm**, meets TWSP's **Level 3–4 thresholds**, requiring a **statutory referral** to Children's Social Care for assessment under Section 17 (Child in Need) or Section 47 (Child Protection) of the Children Act 1989. Staff must report these concerns immediately to the DSL, who will apply the threshold guidance to determine the appropriate pathway, ensuring safeguarding remains central to all behaviour decisions

13. Anti-bullying policy (embedded)

This section should be read in conjunction with the Safeguarding and Child Protection Policy and reflects the school's statutory duty under KCSIE 2025.

13.1 Statement of intent

Wrekin View Primary School and Nursery is committed to creating a safe, inclusive and respectful environment where all pupils feel valued and protected from bullying. Bullying of any kind is unacceptable and will not be tolerated.

We recognise that bullying is a safeguarding issue and that behaviour concerns may escalate into safeguarding concerns depending on context, frequency or severity. All reported incidents are taken seriously and responded to promptly.

This Anti-Bullying section operates within the school's Behaviour for Learning Policy and reflects the school's ethos of **Happy, Successful, Curious Communicators**.

13.2 Definition of bullying

Bullying is defined as:

Repeated behaviour by an individual or group, intended to hurt another individual or group, where there is an imbalance of power.

Bullying can be physical, verbal, emotional or take place online.

A single incident may be treated as bullying if it is particularly severe or if there is evidence of vulnerability or safeguarding risk.

13.3 Types of bullying

Bullying may include, but is not limited to:
- **Physical bullying** – hitting, kicking, pushing, damaging belongings
- **Verbal bullying** – name-calling, teasing, threats, insults
- **Emotional bullying** – exclusion, intimidation, spreading rumours
- **Prejudice-based bullying** – related to race, religion, disability, SEND, gender, family circumstance or appearance
- **Cyberbullying** – bullying via online platforms, messaging apps, gaming environments or social media

13.4 Child-on-child abuse

Bullying is recognised as a form of **child-on-child abuse**.
Staff are trained to understand that children can abuse other children both inside and outside school, including online. Any concerns relating to child-on-child abuse are reported immediately to the Designated Safeguarding Lead (DSL) in line with safeguarding procedures.

Staff do not dismiss harmful behaviour as "banter", "falling out" or "part of growing up".

13.5 Prevention through curriculum and culture

At Wrekin View, bullying prevention is proactive and curriculum led.
We prevent bullying by:
- Explicitly teaching behaviour expectations through the **Behaviour Curriculum**
- Teaching pupils how to recognise, report and respond to bullying
- Promoting respectful communication and positive relationships
- Teaching online safety and responsible digital behaviour
- Reinforcing values of kindness, inclusion and respect
- Maintaining high levels of supervision and adult visibility

Anti-bullying messages are reinforced through assemblies, PSHE, class discussions and restorative practice.

13.6 Reporting bullying

Pupils are encouraged to report bullying to:
- A trusted adult
- Their class teacher
- A member of the Senior Leadership Team

Parents and carers are encouraged to report concerns promptly to the class teacher or a senior leader.
All reports of bullying are taken seriously and investigated.

13.7 Responding to bullying incidents

When bullying is reported or identified, the school will:
1. Listen carefully to all pupils involved
2. Investigate the incident fully and fairly
3. Record the incident on the school's behaviour or safeguarding system
4. Apply appropriate consequences in line with the Behaviour for Learning Policy
5. Support the pupil who has been bullied
6. Work with the pupil responsible for the behaviour to change it
7. Inform parents/carers where appropriate
8. Escalate concerns to safeguarding thresholds if required
9. Responses are proportionate, restorative and focused on preventing reoccurrence.

13.8 Support for pupils

Support may include:
- Pastoral support or mentoring
- Restorative conversations
- Individual support plans
- SENDCo involvement where appropriate
- External agency support if required

The wellbeing and safety of all pupils remains paramount.

13.9 Online bullying

Online bullying is treated with the same seriousness as face-to-face bullying.
Incidents that occur outside school, but impact pupils' safety, wellbeing or the school community will be addressed in line with this policy and the Online Safety Policy.
Serious online incidents may be escalated to safeguarding procedures.

13.10 Roles and responsibilities

All staff
- Challenge bullying behaviour
- Report concerns immediately
- Model respectful behaviour

Senior leaders
- Ensure consistent implementation
- Monitor patterns and trends
- Liaise with safeguarding partners where required

Governors / Trust
- Provide oversight and assurance
- Ensure policy compliance

13.11 Monitoring and review
Bullying incidents are monitored to identify patterns, inform prevention and ensure equitable outcomes.
This section is reviewed annually as part of the Behaviour for Learning Policy.

14. Online behaviour and online safety

Behaviour expectations apply equally to online conduct.
Pupils are taught safe and respectful online behaviour through the curriculum. Online incidents are managed in line with this policy, the Online Safety Policy and KCSIE 2025.

15. Monitoring arrangements

This policy will be reviewed and approved by the governing board every 2 years.

16. Searching, confiscation and reasonable force

Searching and confiscation are carried out in line with DfE guidance 2022. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school identify as an item which may be searched for.

The list of prohibited items is:
• knives and weapons;
• alcohol;
• illegal drugs;
• stolen items;
• any article that the member of staff reasonably suspects has been, or is likely to be used:
    • to commit an offence, or
    • to cause personal injury to, or damage to property of; any person (including the pupil).
• an article specified in regulations:
    • tobacco and cigarette papers;
    • fireworks; and
    • pornographic images.

Reasonable force may be used only as a last resort to prevent harm, using the minimum force necessary. All incidents are recorded and parents informed.

17. Use of Mobile Phones

The school maintains a firm expectation that mobile phones and similar smart devices are not used, seen or heard at any point during the school day, in line with the Department for Education's updated Mobile Phones in Schools guidance, which states that all schools should operate as mobile phone free environments by default to support calm, safe and focused learning. Our Behaviour Policy incorporates this expectation in accordance with the DfE's Behaviour in Schools guidance, updated in February 2024, which requires schools to read their behaviour policy alongside related guidance including mobile phone rules. Pupils must ensure that mobile phones remain switched off and stored out of sight throughout the school day in a classroom safe, including lessons, transitions, breaktimes and lunchtimes. Any breach of this expectation will be managed through the school's sanctions process, consistent with the principles of promoting a calm, safe and supportive environment.

18. Suspensions, exclusions and modified timetables

The school is committed to inclusion and reducing suspensions.
Where necessary, suspensions or exclusions are implemented by the Headteacher in line with statutory guidance and Trust procedures. Modified timetables are time-limited, monitored and reviewed every two weeks.

19. Links to other relevant policies

This Behaviour for Learning Policy operates alongside, and should be read in conjunction with, the following school and Trust policies to ensure a coherent, consistent and safeguarding-led approach:
- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education (KCSIE) 2025
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy and Information Report
- Attendance Policy
- Complaints Policy
- Staff Code of Conduct
- PSHE and Relationships Education Policy
- Health and Safety Policy

Together, these policies ensure that behaviour expectations, safeguarding responsibilities and inclusion duties are applied consistently, proportionately and in the best interests of pupils.

Appendix A: Managing behaviour: a graduated response

An incident of low-level behaviour

⬇

A **warning** given to the child, with a reminder of our school values. A second warning will be given if the behaviour continues.

⬇

If the disruptive behaviour continues the child is escorted to **another class** to complete their work.

⬇

After class (break/lunch) child to discuss their behaviour with the **class teacher** and complete any missed work. Parents will be informed by the class teacher.

⬇

If required, a mediation with the class teacher, phase leader or SLT member to correct their misbehaviour. The child will have to check in with a member of SLT periodically (each lesson, half day etc) using a report card

⬇

If low level behaviour continues a meeting with phase leader, class teacher and parents to decide on an appropriate course of action. Action could include removal from clubs and Wrekin View Events.

An incident of high-level behaviour

⬇

Incident in the **classroom or on the playground** – call a member of SLT on duty to collect the pupil from the class teacher.

⬇

Child to attend a **Reflection** session at the next lunchtime to discuss their behaviour, complete any missed work. Staff will determine the suitability for the child to return to class or work in isolation. Parents will be informed.

⬇

Three times attendance in **Reflection** session per half term – parents invited to meet with the class teacher and SLT to complete a **behaviour management plan.**

⬇

If behaviour continues or is severe the **Headteacher** & pastoral team will discuss supportive pathways for the child and meet with parents. Action could include removal from clubs and Wrekin View Events