

Wootton Bassett Infants' School



Behaviour & Discipline Policy

Author:	WBIS
Approved Date:	September 2025
Review Date:	September 2026
Review Cycle:	Annually
Approval Level:	HT

Contents

Aims and expectations	3
Whole School Values.....	3
Rewards.....	4
Bullying	6
Prejudice Incidents.....	6
The role of the teacher	6
The role of the headteacher	6
The role of parents.....	7
The role of governors.....	7
Lunchtimes	7
Use of AI.....	7
Fixed term and permanent exclusions	8
Use of Reasonable Force	9
Monitoring	9
Related Policies	9
APPENDIX 1 - Our School Values.....	10
APPENDIX 2 - Wiltshire Council 'P1' Form.....	11
APPENDIX 3 - Behaviour Incident Report.....	12

Aims and expectations

It is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the school community to encourage children to become positive, responsible and increasingly independent. When wrong behaviour choices are made, forgiveness and counselling are just as important to us as consequences.

There is a shared understanding of the causes, barriers and challenges faced by the children and families within our school community and this enables all staff to respond sensitively to individual pupil circumstances and enables a flexibility of response.

We believe that in order to achieve the aims stated above, there must be a consistent approach to behaviour management throughout our School in relation to:

- Clear values and expectations
- Specified rewards and consequences
- Positive parental partnership
- Detailed procedures for playtimes and lunchtimes

We have a central role in our children's social and moral development as well as in their academic progress. As we measure academic achievement in terms of progress and development over time towards academic goals, we monitor standards of behaviour in terms of the children's developing ability to conform to our behavioural expectations. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting.

Whole School Values

At school we follow a list of simple values which help with children's behaviour choices. They are reinforced through assemblies, lunchtimes and when discussing behaviours.

1. **We are kind**
2. **We are gentle**
3. **We respect each other and look after property**
4. **We are honest**
5. **We listen to each other**
6. **We try our best**
7. **We are proud of our achievements and of others**

The class teacher discusses the school expectations with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

Rewards

At the beginning of the academic year, each teacher and class reinforce a code of conduct in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required. This will also include discussion over rewards and sanctions systems.

We praise and reward children for good behaviour in a variety of ways.

We distribute rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Children who display the school values are celebrated in assemblies and on newsletters and are chosen to wear the school values medal.

We also use:

- Verbal praise
- Stickers
- Written praise as marking
- Class rewards which have an agreed progression of rewards
- Show other teachers or adults their work
- Displayed work
- Recognition on class values display
- Extra responsibility around school
- Communication to parents

The school employs a number of consequences to encourage children to think about and improve their behaviour. We employ sanctions appropriately to each individual situation but try to apply them in a uniform and progressive way. Individual children may have a chart to positively reinforce good behaviours.

In the event that a child's poor behaviour choices are recurrent or causing concern, the following steps may be taken:

- Partial loss of break and other rewards
- Dated records of problems will be kept and parents informed
- Implement behaviour plan/risk assessment
- Involve outside agencies e.g., Behavioural Support or Educational Psychologist if necessary
- Continue parental involvement, wherever possible
- If necessary, temporarily suspend for a set number of days and inform the Chair of Governors
- Permanent exclusion in collaboration with the Governing Body, in line with most recent legislation

Active measures are taken to support a child where their external circumstances present them with additional challenges that would prevent or hinder them being ready to learn.

Certain kinds of serious behaviour incidents cannot be permitted within school for safety reasons and must be prevented immediately.

These include:

- Swearing and inappropriate language
- Prejudice incidents
- Bullying
- Fighting
- Kicking
- Spitting
- Pinching
- Inappropriate touch
- Biting
- Throwing things dangerously
- Leaving class or school without permission
- Refusal to co-operate with a member of staff

Our procedure for these behaviours must reflect their serious nature. All staff must record serious incidents.

- All incidents should be reported to a member of SLT/headteacher as appropriate. The senior member of staff will inform the headteacher. **Behavioural incidents will be recorded on CPOMS and all relevant staff will be alerted.**
- The senior member of staff will warn the child that the behaviour is not acceptable after the first incident and contact parents.
- Should a second incident occur the head teacher will counsel the child about their behaviour. Parents will be invited into school to discuss further behaviour modification programmes.
- If the behaviour continues to disrupt the class, the child will be removed to allow the class to function effectively and only return when they can be re-integrated without disruption.
- If the school (with parent's support) is unable to address the problem, outside agencies will be involved to offer support.
- If the behaviour continues to disrupt lessons or affect the safety of staff and pupils a fixed term suspension will be considered. The LA and Governors will be informed.
- On the child's return to school, a Behavioural Contract will be drawn between the child, his/her class teacher, the parents, and the Head teacher. Pupil Support Services will be consulted for guidance.
- If necessary, this pattern of consequences may be repeated at any time or permanent exclusion may be considered.
- Exclusion will always be considered for assaults on staff.

Bullying

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See anti bullying policy for more information).

Prejudice Incidents

The school takes incidents of prejudice very seriously. Children are counselled as to the seriousness of their choice of language, and formal records are kept on CPOMS as well as the relevant form (appendix 3) to keep track of recurring incidents, which will be dealt with by the headteacher in line with the rest of this policy.

The role of the teacher

It is the responsibility of the teacher to ensure that the school expectations underpin behaviour in their class.

If a child misbehaves repeatedly in class, the teacher seeks help and advice from senior staff and the headteacher. For serious incidents, the teacher writes the incident on CPOMS using appendix 4 as a guide for the information to include (a copy of which is kept in the headteacher's office). The headteacher should be informed immediately and alerted via the CPOMS process.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school will make every effort to work collaboratively with parents to encourage consistent messages about how to behave at school. We inform parents immediately if we have concerns about their child's welfare or behaviour. A copy of this policy can be found on our website, along with regularly used documents in the appendix.

If the school has to use reasonable consequences with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a senior member of staff, the headteacher or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body must also make, and periodically review, a written statement of principles to help the headteacher determine the measures that make up the school's behaviour policy. This duty cannot be delegated. The governing body must consult the headteacher, other appropriate members of staff, parents and all registered pupils before making or changing this statement of principles.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must consider this when making decisions about matters of behaviour.

Lunchtimes

At lunchtimes, MDSAs are responsible for good behaviour in our school. Any child who behaves in a serious/ inappropriate way will be brought into school to a member of the Senior Leadership Team. Class Teachers will be informed. All serious incidents must be recorded on CPOMs and the headteacher will be alerted.

Use of AI

The use of Artificial Intelligence (AI) in school: AI tools may be used safely, ethically, and appropriately within our school, but our priority is always the wellbeing, safety, and education of our children. AI will only be used in ways that support learning, teaching, and school operations, and never replace human judgement, care, or professional responsibility.

All use of AI in school will follow these principles:

- Children’s safety and wellbeing come first
- AI will support, not replace, teachers and staff
- Human oversight is required at all times
- Data protection and privacy will be strictly upheld
- Use will be transparent, fair, and ethical
- AI will not be used directly by pupils in the school
- AI-generated content will always be checked and adapted by staff to ensure it is age-appropriate, accurate, and inclusive
- Children’s learning will remain play-based, exploratory, and led by qualified adults

Any AI tools used must align with the school’s data protection and safeguarding policies and AI will not be used in ways that expose children to inappropriate content.

Staff will model safe and responsible use of technology.

Any concerns related to AI use and safeguarding will be reported in line with the school’s safeguarding procedures.

Staff Responsibilities

- Staff will use AI tools professionally and responsibly
- All AI-generated content must be reviewed before use
- Staff will receive guidance and training where appropriate

AI must not be used to complete tasks that require personal judgement, care, or direct knowledge of a child.

Parental Communication

Parents and carers will be informed about how technology, including AI, is used within the school and the school will be open and transparent about its approach to AI.

The AI policy will be reviewed regularly to reflect changes in technology, guidance, and legislation.

The Headteacher and Governing Body are responsible for monitoring the use of AI in the school.

Fixed term and permanent exclusions

DfE Guidelines

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities

Only the headteacher (or the acting headteacher) has the power to suspend or exclude a pupil from school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. Details of any exclusion are included in the Exclusions file and copied to the personal file of the individual child.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish,

appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Use of Reasonable Force

We have a 'no contact' policy when dealing with behavioural incidents at school. However, in line with DfE guidance January 2016, members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Monitoring

The headteacher monitors the effectiveness of this policy formatively and reports to the governing body (through the Headteachers Report) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body has monitoring responsibility for behaviour and discipline.

Related Policies

This policy is to be read in conjunction with the Anti-Bullying Policy.

This policy has been reviewed through the lens of affordability ensuring that the principles of an Affordable School are active and have a positive impact on reducing poverty related stigma.

APPENDIX 1 - Our School Values

1. We are kind
2. We are gentle
3. We respect and look after property
4. We are honest
5. We listen to each other
6. We try our best
7. We are proud of our achievements and of others

APPENDIX 2 – Wiltshire Council 'P1' Form



Form P1

Report of a Prejudice-related¹ Incident in School

Report from:

School:

Date of incident:

Time of incident:

Nature of prejudice (sex, disability, sexual orientation, religion/belief, gender identity, other):

Ethnic origin² of victim - (state whether pupil or member of staff):

Ethnic origin of perpetrator:

Indicate type of incident – please tick:

Physical assault	Provocative behaviour	Verbal abuse or threats	Damage to the person's property
Derogatory name calling	Prejudice-related materials	Prejudice-related ridicule	Inappropriate form of address
Refusal to co-operate	Attempts to recruit to prejudice-related organisations	Prejudice-related comments in lessons	Other-please specify below

Description of incident/follow-up/resolution (continue on back of page if necessary):

Action taken:

Have you had contact with the victim's parent/carer (if a pupil)? no/yes

Have you had contact with the perpetrator's parent/carer? no/yes

Have you reported this incident to any other agencies? no/yes

If 'yes' which agencies

Signed Designation

¹ Please use form R1 if the incident is related to racism (this will help you with your annual racist incident return to the LA)

² Ethnicity refers to country of origin, culture, religion etc. Ethnicity is a term that is flexible and individuals can self define. English Gypsy Travellers and Irish Travellers are separate ethnic groups.

APPENDIX 3 – Behaviour Incident Report

Wootton Bassett Infants School				
Child Behaviour Incident Report				
Name(s):		Class:		
Date:		Time:		
<i>Place where inappropriate behaviour took place (please tick).</i>				
Classroom	PE Lesson	Playtime	Lunchtime	Other (please state)
Reason for referral:				
<input type="checkbox"/> Late <input type="checkbox"/> Out of lesson <input type="checkbox"/> Disruptive <input type="checkbox"/> Hitting/kicking etc <input type="checkbox"/> Unacceptable Language <input type="checkbox"/> Not following instructions <input type="checkbox"/> Out of seat <input type="checkbox"/> Uniform/Jewellery <input type="checkbox"/> Inappropriate behaviour around school <input type="checkbox"/> Excessive talking <input type="checkbox"/> Not work completed / standard <input type="checkbox"/> Other - please state _____ <input type="checkbox"/> Bullying <input type="checkbox"/> Racism <input type="checkbox"/> Homophobia <i>Please also complete prejudice incident form and log</i>				
<i>Please give an account of the inappropriate behaviour (continue overleaf if necessary).</i>				
<i>Please attach any witness statements.</i>				

Action(s) taken:

- Dialogue with Pupil
 - Lost play time
 - Monitoring
 - Behaviour support plan
 - Referral to SENCo
 - Time Out (please give details)
 - Internal exclusion: AM/PM/All Day
 - External exclusion: ($\frac{1}{2}$ 1 2 3 ____ days)
- Other and/ or additional actions (please add detail)

Class teacher informed?

Leadership informed?

Parents informed?

Name of person:

Job Title:

Signature:

Date: