



**Watlington
Community Primary
School**

**Inclusion, Behaviour and
Bullying Policy**

Formally adopted by the Governing Board:-	Watlington Community Primary School
On:-	Summer 26
Chair of Governors:-	Matthew Jordan
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Inclusion, Behaviour and Bullying Policy

1. Introduction and Ethos

At Watlington Community Primary School, we are committed to creating a safe, respectful and inclusive environment where every child can thrive academically, socially and emotionally.

We believe that behaviour is a form of communication and that children need to be taught how to manage emotions and behaviour in the same way they are taught academic skills. Strong relationships, consistency, and clear expectations underpin our approach.

We follow the principles of Norfolk Steps, a therapeutic and restorative approach that supports pupils to regulate emotions and understand behaviour while maintaining high expectations, clear boundaries and accountability.

All pupils have the right to learn without disruption, and all staff have the right to teach in a calm, orderly environment.

2. Aims

This policy aims to:

- Create a culture of exceptionally good behaviour for learning, community and life
- Promote emotional wellbeing and positive relationships
- Provide a consistent, predictable approach to behaviour management
- Teach pupils how to regulate behaviour and emotions
- Clearly define unacceptable behaviour, including bullying and sexualised behaviour
- Outline graduated responses and sanctions
- Fulfil statutory behaviour, safeguarding, suspension and exclusion duties
- Excellent behaviour is the minimum expectation for all pupils.

3. 18. Roles and responsibilities

The Governors

The Governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

- Reviewing and approving the behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this inclusion and behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behavior choices
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently

to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Evidence shows that being inclusive and supporting children to access learning successfully in the mainstream classroom is only effective when parents and the school work together in partnership.

Communication is a two-way process, we are committed to ensuring that there is regular communication between the school and home.

Parents and carers, where possible, should:

- Get to know the school's inclusion and behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's inclusion and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following poor behaviour choices (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with staff
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.
- Successes will be celebrated and shared with parents regularly. This is done via Class Dojo and face to face.

If a child is experiencing challenging times, parents will be made aware of support and strategies available, and discussion will take place around their role in supporting the school and their child. We look at offering a solution focused plan which may include discussions with our pastoral support, Educational Mental Health Practitioner, Just One Norfolk or other agencies as appropriate.

Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at the school
- That they have a duty to follow the inclusion and behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and what happens if they make poor behaviour choices
- The pastoral support that is available to them to help them make good behaviour choices
- Pupils will be supported to make good behaviour choices and will be provided with additional support where needed.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the inclusion and behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Treat others with respect and kindness
- Follow instructions first time
- Allow lessons to continue without interruption
- Accept responsibility for their actions
- Accept sanctions when applied

4. Understanding Behaviour

We recognise that:

- All behaviour is communication
- Behaviour is influenced by emotional regulation and experience
- Understanding behaviour does not excuse poor behaviour
- Consistency across adults is essential

Pupils learn best in calm, predictable and safe environments.

5. Norfolk Steps, Zones of Regulation and Understanding the Brain – Our Behaviour Framework

Norfolk Steps is a therapeutic approach developed by Norfolk County Council and used to support positive behaviour across the school.

The approach focuses on prevention, de-escalation and repair.

While Norfolk Steps supports emotional regulation and restorative practice, it does not remove boundaries or consequences. Sanctions, including suspension, may still be applied where behaviour is unsafe, persistent or significantly disruptive.

At Watlington Community Primary School, we use the Zones of Regulation to help pupils develop an understanding of emotions and behaviour. Children are taught that all emotions are normal, and that learning to recognise and manage emotions is an important life skill.

As part of this approach, we develop pupils' understanding of how the brain works, using age-appropriate language drawn from "There's Still No Such Thing as Naughty" by Kate Silverton. This helps children make sense of their feelings and behaviours and supports emotional regulation.

Children learn about three key parts of the brain:

- **The Lizard Brain**
This part of the brain controls automatic functions such as breathing, swallowing and the nervous system. When a child feels safe and calm, the lizard brain remains settled. When a child begins to feel challenged or overwhelmed, the lizard brain can become more alert or "twitchy", which may affect breathing, appetite or physical sensations such as butterflies in the stomach.
- **The Monkey Brain**
When emotions rise – either positively or negatively – the monkey brain can move into big actions and reactions. This may present as loud behaviour, laughing, crying, anger, frustration or physical reactions. Children are supported to understand that these behaviours are signals that they may need help to regulate.
- **The Owl Brain**
The owl brain represents the thinking, reasoning part of the brain. It is calm, reflective and helps us make sensible choices. Children learn that the owl brain is quieter than the other parts of the brain and is still developing throughout childhood and adolescence, continuing into early adulthood.
Adults model the use of the owl brain by speaking calmly, offering guidance, and supporting children to return to a regulated state.

Through regular revisiting of the Zones of Regulation and discussions about emotions, children are taught practical strategies to help their brains stay calm and to return to their owl brain when things feel challenging.

We link this learning to our shared values (greatness) and regularly explore how emotions and behaviour relate to showing kindness, care, courage, resilience and self-control. In doing so, we support children to develop emotional awareness, regulation skills and positive behaviour choices. Through this approach, we aim to nurture the greatness of every child, supporting them to thrive socially, emotionally and academically.

PSHE Curriculum

As part of the PSHE curriculum, a set of class expectations/rules are drawn up at the start of each academic year. The children are involved in creating their class agreements and these class rules are displayed in every classroom. Teachers develop a positive relationship with pupils by:

- Greeting pupils each day through morning circles
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting positive behaviour
- Concluding the day with a compliments circle
- Starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

6. Behaviour Levels and Responses

Behaviour levels are cumulative in nature. Repeated incidents of lower-level behaviour may result in escalation to a higher level. In addition, refusal to follow reasonable instructions, accept consequences, or engage with support strategies will lead to progression to the next level.

Level 1 – Low-Level Disruption

Examples: calling out, minor refusal

Possible Response: reminders, positive reinforcement

Recording: not logged unless persistent

Level 2 – Repeated Disruption / Unsafe Behaviour

Examples: refusal to follow instructions, swearing, unsafe play

Possible Response: time out, restorative conversation, loss of privilege

Recording: logged if persistent

Parent contact: informal communication

Level 3 – Serious Behaviour

Examples: verbal aggression, inappropriate language or actions, damage to property

Possible Response: internal suspension, SLT involvement, behaviour plan

Recording: Logged on CPOMS

Parent contact: formal meeting with teaching staff

Level 4 – Dangerous or Persistently Disruptive Behaviour

Examples include:

- Physical aggression (including in retaliation)
- Absconding
- Persistent disruptive or disrespectful behaviour
- Sexualised or inappropriate language or actions

Possible Response: internal suspension, risk assessment, behaviour plan

Persistent behaviour at this level may result in a fixed term suspension or permanent exclusion.

Recording: Logged on CPOMS

Parent contact: Meeting/Conversation with SLT

Level 5 – Extreme Behaviour

Examples: serious violence, safeguarding breaches, persistent level 4 behaviours

Response: external suspension or permanent exclusion

Recording: Logged on CPOMS

Parent contact: Formal meeting with SLT

7. Recording and Reporting

- CPOMS is used for all behaviour, safeguarding and wellbeing concerns. .

8. Restorative and Educational Consequences

Restorative approaches are used alongside sanctions and may include:

- Repairing harm
- Reflection activities
- Restorative conversations
- Reconnection scripts

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's poor behaviour choices may be linked to their suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

10. Fixed-Term Suspensions and Permanent Exclusions

Our Approach

Watlington Community Primary School is committed to keeping children in school, learning and supported. We recognise that suspensions and exclusions do not, in themselves, improve behaviour. Our aim is always to address the underlying causes of behaviour and support children to succeed. We work proactively to avoid fixed-term suspensions and permanent exclusions wherever possible.

Strategies used to avoid Suspension

- Norfolk Steps therapeutic approach to de-escalation and repair

- Early identification of needs (SEND, SEMH, safeguarding, unmet needs)
- Adaptations to the learning environment
- Behaviour Support Plans with clear strategies for staff
- Internal suspension within school as an alternative when safe
- Regular communication with parents
- Team Around the Child (TAC) meeting
- Involvement of external agencies where needed (e.g. Norfolk Inclusion Team, SEND Specialist Support, School and Community Teams, Early Help)
- Staff tag-team and wellbeing support to ensure incidents are managed safely
- Pastoral interventions, including nurture, regulation spaces and coaching
- Restorative practice to repair relationships and teach new skills

When Suspension may be unavoidable

A pupil's behaviour presents a serious risk of physical or emotional harm to themselves or others.

Behaviour persistently disrupts or stops the learning of others

Has caused physical harm to another pupil or adult.

There has been a serious breach of the school's behaviour policy.

There have been repeated serious incidents of unsafe or disruptive behaviour despite appropriate support and intervention.

The behaviour has had a significant impact on the safety, wellbeing or learning of pupils or staff.

Reasonable adjustments, de-escalation strategies and supportive interventions have been implemented and exhausted where appropriate.

The school determines that suspension is necessary to safeguard the education, welfare or safety of others in the school community.

Other sanctions or support strategies have not resulted in sufficient improvement in behaviour.

Permanent Exclusion

Permanent Exclusion may be the result of repeated failure to abide by the school's expectations of great conduct or respect its aims and ethos.

However, exclusion may also result from a single serious incident, which may include the following: (This is not a definitive list)

- Threatened or committed violence or abusive language against other members of the school community;
- Distribution of illegal drugs
- Bringing into school objects which may cause harm to other members of the community or inappropriate/threatening/offensive literature or images.
- Stealing from the school, a member of staff or a fellow pupil
- Malicious or disruptive behaviour, including open defiance of authority which disrupts the learning and compromises the safety of themselves or other pupils.
- Engaging in sustained bullying of other pupils
- Making allegations against a member of the school which are confirmed to be malicious

- Malicious use of social media

After a Serious Incident

We ensure:

- A reintegration meeting with parents and the pupil (as appropriate)
- A strengthened/developed support plan
- Adjustments to provision as needed
- Monitoring and review of progress
- A commitment to restoring the child's sense of safety, belonging and success

11. Reasonable force

Norfolk STEPS

Staff will respond to all behaviours at the appropriate level in reaction to foreseeable or actual harm. We will always respond to pupils' behaviours which pose a risk of harm to themselves, others, the school and or the learning environment.

We work within current legislative frameworks to ensure that we can carry out our duty of care.

Reasonable force covers a range of interventions that involve physical contact with pupils. Members of staff will use reasonable force as a last resort to prevent a pupil from hurting themselves or others. If reasonable force has been used, it will be applied using the minimum amount of force and for the minimum amount of time possible. It will be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

12. Supporting Pupils with SEND

We recognise that behaviour may be influenced by special educational needs or disabilities. Support and reasonable adjustments will be considered, but SEND does not remove expectations or consequences. Support and accountability operate together. We work with professionals to seek advice to support staff in putting the best possible provision in for our children.

When dealing with poor behaviour choices from pupils with SEND, especially where a pupil has Social, Emotional and Mental Health challenges, leaders will balance their legal duties when making decisions about enforcing the Inclusion and Behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, leaders will anticipate, as far as possible, all likely triggers and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

The following approaches will be used as appropriate:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff
- Use of the Rainbow room and sensory pod where pupils can regulate their emotions
- Check medical needs are stable

13. Adapting the Inclusion and Behaviour Policy for pupils with SEND

Having a special educational need does not prevent sanctions, including suspension, where behaviour is unsafe or persistent. However, the school will put in additional support to support children follow the behaviour policy.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where required, support and advice will also be sought from external agencies.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Reasonable Adjustments

These may include:

- Behaviour support plans
- Movement or regulation breaks
- Visual supports and structure
- Adapted routines or expectations
- Report Cards and reward charts

14. Pupils with EHCPs

Provision outlined in an EHCP will be implemented and reviewed. An EHCP does not prevent sanctions, including suspension, where behaviour is unsafe or persistent.

Leaders will endeavour to put in place resources and support in line with the provisions set out in the EHCP. Leaders will liaise closely with the Local Authority if they do not have adequate resources to meet the

provision in the EHCP. If appropriate, leaders may request an emergency review of the EHC plan.

15. Bullying

Our Commitment

At Watlington Community Primary School, every child has the right to feel safe, valued and respected. Bullying of any kind is unacceptable and will not be tolerated. All staff are responsible for creating an environment where children feel confident to report concerns and trust that they will be acted upon quickly and fairly.

A pupil may indicate by signs or behaviour that they are being bullied these include if the pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school e.g. toilets
- is unwilling to go to school becomes withdrawn, anxious, or lacking changes their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Definition of Bullying

Bullying is defined as: "Repeated behaviour that is intended to hurt, frighten, or upset another person, where there is an imbalance of power."

Bullying may be:

- Physical: hitting, kicking, pushing, damaging belongings
- Verbal: name-calling, insults, threats, teasing
- Indirect/Relational: exclusion, spreading rumours, intimidation
- Online (Cyberbullying): messages, images, threats or harassment via digital platforms

What Is not Bullying?

- Friendship fallouts
- Single incidents of unkind behaviour
- Isolated teasing or disagreement

Record the incident on CPOMS depending on the nature of the behaviour.

(These are still addressed restoratively but are not classed as bullying.)

Responding to Bullying

When bullying is reported or suspected, we will:

1. Take concerns seriously and act immediately.
2. Record the incident on
3. Investigate thoroughly, speaking to all involved sensitively.
4. Provide support for all children involved.
5. Educate and support the child displaying bullying behaviour using restorative approaches and behaviour plans if needed.
6. Involve parents of all parties at an early stage.
7. Monitor the situation to ensure behaviour improves and does not repeat.

Prevention

We work proactively to prevent bullying through:

- Explicit teaching of friendship skills and kindness in PSHE, assemblies and recognising national events for example friendship day, anti-bullying week, children's mental health week.
- Circle times and restorative conversations within the classrooms and in Rainbow Room (Pastoral)
- Clear adult presence and structure during social times
- Promotion of emotional regulation using the Owl, Lizard, Baboon model
- Celebrating diversity and mutual respect as core school values

16. Mobile phones

At Watlington Primary School we advise that where possible, children do not bring mobile phones to school. If there are exceptional circumstances and children need to bring a phone, these must be handed over to the class teacher at the start of the day where they can be stored safely. They will then be handed back to the child at the end of the day. This also applies if children attend breakfast club – they will need to hand over their phone and then collect it at the end of the session.

Children MUST NOT access or use their phone on school premises. Any child using their phone or taking photos/videos on school premises will be given one warning. If they then breach this warning, they will be banned from bringing their phone to school. Parents will be informed in all cases.

Smart watches are not allowed in school.

The school will have no liability in case of loss or damage

17. How We Reward Great Behaviour

We celebrate and reward positive behaviour through:

- Mention in assembly
- Certificates for exceptional effort and showing greatness
- 'Come and tell the Headteacher' for special praise
- Dojo Points: individual rewards for milestones and class rewards for collective achievement
- Positive phone calls home/Conversations

Additional rewards for children who achieve 100 Dojo points:

Rewards to be decided and led by class teams for example:

- VIP Lunch Table with three friends, served by staff in Aspen
- Extra playtime
- Hot chocolate/squash and biscuits with friends
- Dip into the treasure chest (small gifts, pencils, rubbers etc.)
- Pick a game for PE or Golden Time
- Choose a book for story time
- Sit in the Teacher's Chair for a lesson
- Special Badge or Wristband – '100 Dojo Champion'

- Photo on the 'Wall of Fame' in the classroom or hall
- Invite a friend for Hot Chocolate Club
- Mini Movie Afternoon – short film with popcorn for achievers
- Board Game Time with friends
- Extra Playground Equipment Access
- Special Art Project – extra time with paints or crafts

18. Staff Wellbeing

Staff will be supported through:

- A team approach to incidents
- Time to regulate after serious incidents
- Debrief and reflection opportunities

19. Monitoring and Review

This policy is reviewed annually by the Headteacher and Governing Body.

20. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that schools should publish their behaviour policy and anti-bullying strategy