



Behaviour Policy

(inc Exclusion Policy)

Review cycle: Annually

Last Review Date: Sept 2026

Next Review Date: Sept 2027

Staff responsible: The Headmaster

Governor responsible: Pastoral & Academic committee

(This policy applies to the whole School including EYFS)



1. Introduction, Aims, and School Ethos

Willington School is a warm, inclusive community that encourages pupils to adopt the highest standards of behaviour, principles, and moral standards, and to respect the ethos of the School. The School aims to provide a secure learning environment crucial for developing intellectually curious pupils who are motivated life-long learners, promoting the emotional well-being of all pupils. We aim to teach trust and mutual respect for everyone.

This policy aims to provide a consistent approach to behaviour management, define unacceptable behaviour (including bullying), and outline expected pupil behaviour.

The Four Pillars of Willington

The School's approach is fundamentally rooted in its core values, The Four Pillars of Willington: Kindness, Honesty, Respect, and Humility. These values form the foundation of our teaching and learning, creating an environment where children feel happy, confident, and safe. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School. Pupils are expected to follow these School Values and respond positively to the demands of school life, treating staff and each other with consideration and good manners.

Education as a Partnership

The School views education as a partnership. Parents who accept a place for their child undertake to uphold the School's policies and support the School's values (such as in matters of behaviour, attendance, and uniform) when they sign the Parent Contract. All staff are committed to achieving a spirit of trust and cooperation.

2. Encouraging Positive Behaviour and Rewards

Willington is committed to rewarding and encouraging good behaviour. We focus on the positive side of behaviour by celebrating success, emphasizing the positive, and dealing with the negative in a sensitive and tactful way.

The School promotes and rewards good behaviour by:

- Giving praise for good behaviour, including verbal and written praise for good work.
- Ensuring that each child feels valued.
- Setting a good example and being good role models.
- Rewarding effort.
- Using incentives, such as awarding House points from Reception.



- Celebrating success in assemblies (including Four Pillars awards) and through the weekly newsletter to parents.
- Sending postcards home celebrating success.
- Awarding 'Golden Tickets' to children who consistently show the Willington values, resulting in a hot-chocolate with the Headmaster.
- Awarding the Headmaster's Pizza lunch to those who have upheld the school's values the most and earned the most house points each term.

3. Defining Misbehaviour

Understanding expectations is key to good conduct. Misbehaviour is defined as disruption in lessons or corridors, non-completion of classwork or homework, and poor attitude or incorrect uniform.

Serious Misbehaviour is defined as (but is not an exhaustive list):

- Repeated behaviour that contradicts the values of the school.
- Any form of bullying (which is defined as the repetitive, intentional harming of one person or group by another, involving an imbalance of power). For the full anti-bully strategy, please refer directly to the [Anti Bullying Policy](#).
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism, theft, or fighting.
- Racist, sexist, homophobic, or discriminatory behaviour.
- Possession of illegal or banned items such as illegal drugs, alcohol, stolen items, tobacco and cigarette papers, fireworks, or pornographic images.
- Physical assault or verbal abuse/threatening behaviour against pupils or adults.

4. Managing Misbehaviour through Home-School Partnership

When poor behaviour is identified, sanctions are implemented in line with the policy, but the primary focus is on preventing recurrence and supporting the holistic development of the child. The strategies employed aim to create an atmosphere where every child feels valued and supported.

Poor behaviour is addressed through Parental Communications in both Pre-Prep (KS1) and Prep (KS2). Within EYFS, staff communicate directly with parents regarding any behavioural concerns. Both approaches ensure that parents are actively involved and support a strong home-school partnership, helping pupils to understand expectations and develop positive behaviour.



Parental Communication System (KS1 & KS2)

The key strategy is the issue of a 'Parental Communication' via iSams. This is explicitly not a punishment in itself, but a communication to parents indicating school dissatisfaction with a child's behaviour (ranging from poor organization to poor behaviour). This communication is intended to initiate a joint home-school approach to dealing with undesirable behaviours.

For minor infringements, such as lateness, rudeness, or disruption in class, the teacher is responsible in the first instance and if, using their professional judgment they believe it requires intervention, should record a 'Parental Communication'. Leaders monitor any patterns in behaviour through the school's database, iSams, on a weekly basis, either during Monday meetings with staff or a dedicated Deputy Head meeting. If further interventions are required then these will be decided by leaders at these meetings. All records of parental communications are kept securely on iSams alongside any pastoral notes relating to the pupil.

Sanctions (Non-Exclusionary)

The School has a range of disciplinary measures for breaches of discipline that do not merit exclusion, which may be implemented after, or alongside, Parental Communications:

- Verbal reprimand from a member of School staff.
- Additional School work or repeating unsatisfactory work.
- Detention (lunchtime, after school, or Saturday).
- Loss of privileges (including access to activities and trips).
- School-based service, such as collecting litter under supervision.
- For Pre-Prep (EYFS and Key Stage 1), minor breaches involve a 'reminder', and if negative behaviour continues, the removal of 'Willington Wow Time'. The Head of Pre-Prep contacts parents if serious negative behaviour is logged.

Supporting Pupils and Involvement of Parents

Before applying sanctions, the School always undertakes an initial assessment of underlying causes, considering appropriate provision to support any Special Educational Needs and Disability (SEND) a child may have.

In the event of any behaviour management issue, the School will liaise closely with parents and, if relevant, other support agencies. If a child has a pattern of behaviour causing concern, parents/carers will be informed as soon as possible so that the school and parents can work in partnership to promote positive behaviour and plan support for the child's development. The use of 'Parental Communications' (or contacting parents in Pre-Prep) ensures parents support the authority of the Headmaster in enforcing rules fairly.



5. Use of Reasonable Force and Restraint

At Willington, our approach to behaviour prioritises prevention, positive relationships and de-escalation. Restrictive interventions — a term covering reasonable force, restraint, and seclusion — are used rarely and only where necessary to keep pupils and staff safe. This section should be read alongside the School's Safeguarding (Child Protection) Policy and in accordance with the DfE guidance [*Restrictive interventions, including use of reasonable force, in schools \(April 2026\)*](#).

Reasonable Force

All members of staff have the legal power (under section 93 of the [Education and Inspections Act 2006](#)) to use reasonable force where necessary and proportionate to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- causing serious disruption that places others at risk

Reasonable force will always:

- be a last resort, following de-escalation strategies
- use no more force than necessary, for the shortest possible time
- take account of the pupil's age, needs and vulnerabilities, including SEND, and relevant Equality Act 2010 considerations
- never be used as a form of punishment
- maintain the pupil's dignity, safety and wellbeing

Restraint

Restraint is a non-disciplinary intervention that immobilises a pupil or limits their movement, and may occur with or without direct physical contact (for example, removing a walking aid). The principles above — necessity, proportionality, dignity, and last resort — apply equally to restraint, whether or not physical contact is involved.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving, used only as a safety measure to protect others from harm



when a pupil is experiencing significant emotional or behavioural dysregulation and is not acting with intent. It is not used as a threat of punishment. Where seclusion is used:

- the space must be safe and must not feel threatening or intimidating to the pupil
- the pupil must be supervised at all times, usually by a senior member of staff
- the pupil must be allowed to leave as soon as the immediate risk of harm has reduced

Seclusion is distinct from disciplinary measures such as internal exclusion (see Section 6), which is a planned response to deliberate misbehaviour rather than a safety measure for a dysregulated pupil.

Recording

Any significant use of force, restraint, or seclusion must be recorded in writing as soon as practicable, and no later than the same day, by the staff member(s) involved. Records will include, as a minimum:

- names of the pupil and staff involved
- the pupil's relevant needs or circumstances, including SEND status
- time, date, location and approximate duration
- an account of what led to the incident, any known triggers, and de-escalation strategies attempted
- for reasonable force: the type and degree of force used
- details of any injuries sustained
- any post-incident support provided (e.g. medical treatment)

Records are kept securely in accordance with the School's data protection and record-retention arrangements.

Reporting to Parents

Parents will be informed as soon as practicable, and normally no later than the same day, in writing, including as a minimum: the time, date, location and duration; why the intervention was necessary; the type and degree of any force used; and details of any injuries. Parents may be invited to a follow-up discussion to review triggers, the effectiveness of de-escalation, and any changes needed to a pupil's behaviour support plan.

The only exceptions to reporting are where the pupil is aged 20 or over, or where a staff member reasonably believes reporting would risk serious harm to the pupil — in which case the incident is reported instead to another parent who can safely be told, or, if there is none, to the local authority in whose area the pupil is ordinarily resident.

Allegations Against Staff



Any allegation that a member of staff has used force, restraint or seclusion inappropriately will be handled in accordance with the procedures set out in Keeping Children Safe in Education, including, where applicable, the provisions on staff suspension.

Monitoring

The Headmaster and governing body will review data on the use of restrictive interventions at least termly to identify patterns and trends, evaluate the effectiveness of de-escalation and prevention strategies, and check for any disproportionate use in relation to pupils with SEND, protected characteristics, or other vulnerabilities. Findings will inform staff training and, where relevant, individual behaviour support plans.

6. Exclusion Policy and Principles

Exclusion is a serious step and is used only when absolutely necessary, and always in a fair, proportionate, and considered way. Parents agree, when signing the Parent Contract, that the Headmaster can impose suspension and exclusion for serious breaches of the School Rules.

Types of Exclusion

The exclusion policy procedures cover:

1. Internal Exclusion: A pupil is removed from their class to work under supervision in another space for a defined period, allowing for reflection and ensuring the safety and learning of others.
2. Fixed-Term Suspension: A pupil is required to remain at home for a set number of days. This is used for serious misconduct or persistent poor behaviour that has not improved despite support and clear warnings.
3. Permanent Exclusion: Used only in the most serious of cases where the behaviour significantly harms the welfare, safety or education of others, or where ongoing behaviour is incompatible with remaining at the School.

Guiding Principles for Exclusion

Exclusions at Willington are guided by the following principles:

- Fairness and consistency for every pupil.
- Proportionality—exclusion is a last resort.
- Consideration of context and individual circumstances.
- Safeguarding—ensuring the wellbeing of the pupil and wider community.



- Inclusion—reasonable adjustments will be made for pupils with SEND, including taking reasonable steps to avoid placing children with a disability at a disadvantage.
- Communication—clear and timely dialogue with parents.
- Reintegration—support to help the pupil return successfully.

7. Procedures for Serious Misbehaviour and Exclusion

Reasons for Exclusion

A non-exhaustive list of behaviour that could merit permanent exclusion includes (but is not limited to):

- Physical assault or verbal abuse/threatening behaviour against pupils or adults.
- Bullying.
- Drug or alcohol misuse.
- Sexual misconduct or sexual harassment.
- Damage to property or theft.
- Persistent disruptive behaviour, especially where previous disciplinary sanctions and/or warnings have been ineffective.
- Unreasonable or otherwise inappropriate parental behaviour.

Decision-Making Process

The decision to exclude rests solely with the Headmaster.

1. Investigation: The Headmaster (or designated senior leader) will gather factual information, speak to involved staff and pupils, address safeguarding concerns, and consider any SEND, medical, or contributing factors. Parents will be informed that an investigation is taking place. All records of serious misbehaviour will be kept securely on Google Drive by the Headmaster and referenced on iSams. To maintain confidentiality, only those senior staff involved in any investigation will have access to these records, or in the case where there may be a safeguarding issue, the safeguarding team will be informed.
2. Consideration: Before deciding on exclusion, the Headmaster considers the seriousness of the incident, the pupil's age and understanding, whether reasonable adjustments have been made for pupils with SEND, the impact on others, and whether alternative sanctions are appropriate.
3. Decision and Notification: The Headmaster will apply sanctions fairly, and only after due investigative action has taken place. Parents receive a phone call followed by written confirmation outlining the reason, the type and duration of exclusion, expectations during exclusion, and reintegration arrangements.



Equality and SEND Considerations

Before any exclusion is issued, the School will consider whether the behaviour is linked to an underlying need, whether support strategies have been exhausted, and whether reasonable adjustments have been made. Permanent exclusion will not be used for behaviour primarily linked to unmet SEND needs or language acquisition difficulties unless exhaustive support has been provided and risks cannot be mitigated.

8. Appeals and Reintegration

Appeals Against Exclusion

The School will always offer the right of appeal to any pupil excluded. An appeal must be made in writing to the Headmaster within one calendar week of the exclusion. The appeal is typically heard by at least two Governors and one person independent of the running of the School.

Reintegration Following Exclusion

A reintegration meeting will be arranged after exclusion, involving the pupil, parents, the Headmaster/Deputy Head, and appropriate staff (e.g., SENDCo). This meeting is used to reflect on the behaviour, reaffirm expectations, put support in place, and set goals for moving forward. Pupils are welcomed back warmly and supported to re-engage with learning.

9. Monitoring of Behaviour Standards and Consistency

The Headmaster and Deputy Head monitor the implementation and effectiveness of this policy on an ongoing basis to ensure it promotes positive behaviour consistently across the school. The Senior Leadership Team reviews all Parental Communications and pastoral notes recorded on iSams during their dedicated senior leadership meetings, enabling them to identify patterns of behaviour, assess the effectiveness of interventions, and ensure that sanctions are applied fairly and proportionately. The Deputy Heads maintain a separate record of all sanctions for serious misbehaviour, which is securely stored and reviewed termly to identify any trends requiring additional support or policy refinement.

All staff receive training on this policy during induction and through regular refresher training each academic year to ensure they understand their responsibilities and apply the policy consistently. The effectiveness of staff understanding is assessed through observation of practice, discussion at staff meetings, and review of how behaviour incidents are recorded and managed. Pupils' understanding of behavioural expectations is regularly assessed through assemblies, PSHE lessons, and the School Council, where pupils are encouraged to share their views on how behaviour is managed.



The Pastoral and Academic Committee of the Governing Body reviews this policy and the Deputy Heads report to them behaviour data and the effectiveness of this policy. The policy is formally reviewed annually by the Headmaster in consultation with staff and governors, ensuring it remains aligned with current statutory guidance and reflects the school's values and aims.

Pupil Voice (Feb 2026)

As part of pupil voice consultation, a group of pupils met in February to represent the wider school community and share their views on the pupil-friendly version of the Willington Prep Behaviour Policy (see Annex A).

Pupils agreed with the expectations and procedures outlined in the policy and reported that they feel comfortable approaching their teachers if there is a problem, with confidence that concerns are always addressed. Pupils recognised the importance of regular check-ins, including 1:1 conversations in some forms and valued these opportunities to talk through any worries. They demonstrated a clear understanding of the difference between poor behaviour and serious behaviour and confirmed that the distinctions between a suspension and an exclusion had been clearly explained and were understood, including when each may occur.

Pupils also contributed suggestions to celebrate positive behaviour, including pizzas each half term for the top house point achievers. This feedback reflects pupils' confidence in the behaviour systems in place and their sense of fairness, consistency and support within the school.

This policy should be read in conjunction with the following policies and guidance:

[Safeguarding and Child Protection](#)

[Anti-Bullying](#)

[Attendance](#)

[Behaviour in Schools - Guidance for Headteachers 2024](#)

[Further Guidance and Resources for supporting behaviour in schools](#)

Refer to Parent Contract

[Equality Act 2010](#)

[Restrictive interventions, including use of reasonable force, in schools \(April 2026\).](#)

Annex A



Willington Prep – Behaviour Promise

Your voice matters at Willington

Why do we have a behaviour policy?

At Willington, we want everyone to feel:

- safe
- respected
- included
- able to learn

The behaviour policy helps everyone understand:

- how we are expected to behave
 - how adults support us
- what happens if behaviour is not OK

Behaviour is about learning how to make good choices, not about being perfect.

Our school values

Everything we do is based on the Four Pillars of Willington:

Kindness – caring about others and how they feel

Honesty – telling the truth and taking responsibility

Respect – treating people, learning and property properly

Humility – being proud without putting others down

These values apply:

- in lessons
- on the playground
 - online
 - on trips
- outside school

What good behaviour looks like



Good behaviour means:

- trying your best
- listening and following instructions
 - letting others learn
- using kind words and actions
- taking responsibility when things go wrong

Good behaviour is noticed and celebrated through praise, house points, awards, assemblies and special rewards such as Golden Tickets.

What counts as poor behaviour?

Poor behaviour includes things like:

- disrupting lessons
- being rude or unkind
- not completing work
- ignoring instructions
- poor organisation or uniform

Serious behaviour includes:

- bullying (hurting someone again and again on purpose)
 - fighting or hurting others
- racist, sexist or discriminatory language
 - damaging property or stealing
- threatening behaviour towards pupils or adults

Not every problem is bullying, but every worry matters and should be shared.

What happens if behaviour is not OK?

Adults will always try to:

- talk things through
- help you understand your choices
- support you to improve next time

If behaviour continues:

- parents may be informed so home and school can work together



- consequences may be used, such as loss of privileges or detention

Consequences are used to help learning and change behaviour, not to embarrass or punish.

Support comes first

Before giving serious consequences, adults will think about:

- what might be causing the behaviour
- whether feelings or friendships are involved
- whether someone needs extra help

Some pupils may need additional support with learning, emotions or communication, and school will always try to help.

How bullying is handled

Bullying is taken very seriously.

Pupils are encouraged to:

- speak to an adult early
- tell someone if something does not feel right

Telling an adult is helping, not telling tales.

School will:

- listen carefully to everyone involved
 - investigate fairly
 - put support in place
 - work with families

Exclusion (the serious part)

Exclusion is very rare and only used when behaviour:

- seriously hurts others
- puts people at risk
- does not improve despite lots of support



There are different types of exclusion, and decisions are always made carefully, fairly and with support in place.

Review period: Annual

Reviewed by: Headmaster and DSL

Eleanor Henery - (DSL and EYFS), R. Henson – (Deputy DSL), N. Fox - (SENCO Deputy DSL) and K. Brown - (Deputy DSL)

Katy Morgan (Designated Child Protection Governor)