WGS Prep Behaviour Policy (A4)

Scope:	Prep School
Release date:	September 2026
Author:	Assistant Deputy Head WGS Prep
Reviewer:	Senior Deputy Head WGS Prep
Approval body:	Board of Directors *(released pending ratification of Michaelmas Term EdComm meeting)*
Review date:	September 2027

Linked documents

This Policy should be read in conjunction with:

- Child on Child Abuse (A4)
- Prep School PSHE policy (A5)
- Safeguarding and Child Protection policy (A6)
- Online Safety policy (A8)
- SEND policy (A15)
- EYFS Safer Sleep Policy
- EYFS Intimate Care policy

Acronyms

SDHPS	Senior Deputy Head Prep School
ADHPS	Assistant Deputy Head Prep School

Availability

This Policy may be viewed on the School website and a printed copy is available on request from the Pupil Services Team.

Summary of updates

September 2026	Policy completely rewritten in conjunction with the new school values and a positive approach to dealing with behaviours.

Introduction

Definition of Behaviour – (reflecting DFE guidance 2024)

At Wisbech Grammar School Prep, behaviour is understood as the way pupils conduct themselves in school, during learning time and around the school community. Positive behaviour enables all pupils and staff to feel safe, respected and able to learn without disruption.

Good behaviour is demonstrated when pupils:

- Show respect to staff, peers, visitors and the school environment
- Follow school routines, instructions and expectations
- Display self-discipline, cooperation and readiness to learn
- Contribute to a calm, orderly and inclusive learning environment

We recognise that positive behaviour is taught, modelled and reinforced, and that pupils require consistent support to meet expectations.

Managing Behaviour

Behaviour that disrupts learning, compromises safety, or breaches school rules will be addressed promptly, fairly and consistently. Responses to misbehaviour will be:

- Proportionate and age-appropriate
- Focused on supporting improvement and learning from mistakes
- In line with the School's behaviour policy and procedures

Behaviour and Additional Needs

Wisbech Grammar School Prep recognises that some behaviour may be related to a pupil's Special Educational Needs and/or Disability (SEND) or other individual factors. In these cases:

- Behaviour will be considered in the context of individual needs
- Reasonable adjustments and additional support will be provided
- High expectations for behaviour will remain, alongside appropriate support

Whole-School Commitment

The School is committed to maintaining a positive behaviour culture built on clear expectations, consistent practice and strong relationships. This supports the wellbeing, safeguarding and success of all pupils.

WGS Culture: Values, Code of Conduct and Behaviours to Reward

Values	Code of Conduct	Behaviours to Reward
Partnership	Help and support one another.	Helping a peer; offering support; sharing resources; encouraging others
Collaboration	Work as a team to achieve shared goals.	Working cooperatively; contributing ideas; listening to others; teamwork
Welcoming	Include everyone and help them feel valued.	Greeting others; including peers; showing kindness; making others feel welcome
Excellence	Always try our best.	Producing high-quality work; taking pride in achievements; striving to improve
Endeavour	Work hard and keep going when things are challenging.	Persevering; staying focused; showing resilience; completing tasks
Expertise	Learn new skills and use them confidently.	Applying learning; developing skills; sharing knowledge; independent learning
Humility	Stay modest, respectful and open to learning.	Accepting feedback; respecting others; celebrating team success
Integrity	Tell the truth and do the right thing.	Honesty; taking responsibility; making good choices
Inclusivity	Involve everyone and value each person.	Respecting differences; ensuring everyone participates; valuing opinions
Compassionate	Show kindness, empathy and care.	Helping others; showing empathy; caring actions
Curious	Explore, ask questions and enjoy discovering new things.	Asking thoughtful questions; exploring ideas; showing enthusiasm for learning
Confident	Believe in ourselves and face challenges bravely.	Volunteering answers; trying new things; speaking positively; taking on challenges

Rewards

- Praise from staff
- Responsibilities given.
- Classroom Recognition boards
- Time in the classroom when good work and good behaviour are acknowledged (e.g Circle Time)
- Showing good work to the Senior Deputy Head of WGS Prep.
- 'Points up' given for behaviour over and above the expected standard.
- Stickers - individual staff may wish to award stars for good work or behaviour and do so at their discretion.
- Star of the week award.
- Friendship stickers and acknowledgement during weekly celebration assembly.

Purpose

Statement of intent

WGS Prep promotes an environment where everyone feels safe, valued, happy, and secure, and where all members of the school community treat each other with courtesy, respect, and tolerance. We strive to create a setting in which children can learn free from disruption. We believe it is important to encourage children, adults, and staff to behave in a caring, co-operative, and self-disciplined manner. We expect all members of our school community to develop a clear sense of right and wrong and to care for themselves, others, and their environment. We believe that it is the duty of every adult to help pupils develop habits of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour; it involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management, and children who display appropriate behaviours should be encouraged and rewarded. Children need to know when they have been successful, as this fosters a positive outlook and improves self-esteem, which in turn leads to better behaviour. Therefore, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to reinforce these positively.

Aims

To provide:

A behaviour culture that reflects WGS's principles and values, and which is embedded and enacted in everything we do.

- Strong school leadership, with highly visible leaders who set ambitious goals.
- A positive, fair, and consistent approach, with attention to detail.
- Well-established, universally understood, and clearly articulated protocols that are easy to understand and implement.
- Clearly communicated expectations regarding praise and positive reinforcement.
- A detailed, graduated behaviour code.
- Expectations that promote the development of effective partnerships with parents and the wider community.
- Engaged staff who receive high-quality support and training.

Leadership and Management

Organisation and Facilities

At WGS Prep, everything we do is carefully planned and thoughtfully structured to ensure that every child is supported to thrive and succeed. This commitment underpins all aspects of our educational approach, including the organisation of the timetable, the design of classrooms and shared learning spaces, flexible staffing arrangements that provide targeted support, high-quality professional development, and the delivery of our curriculum and pedagogy.

The Board of Directors is responsible for ensuring that this policy is in place and is implemented effectively.

Staff - Pastoral and Learning Support Team

The Pastoral and Learning Support Team work closely together to provide a cohesive approach to identifying individual needs early and responding effectively to support pupils' wellbeing and learning.

- Headmaster – Barney Rimmer
- SDHPS, Mental Health Lead and DSL – Keryn Neaves
- ADHPS, Pastoral Lead and DDSL – Suzanne Doherty
- SENDCo – Hannah Wakefield
- Learning Support Lead Prep School – Emma Brown
- Medical Lead – Hannah Ryan

Parents

At WGS Prep, we believe that children thrive when parents and the school work together to support their behaviour, wellbeing, and personal development. Parents play a vital role in reinforcing positive behaviour and are encouraged to be familiar with, and support, the School's behaviour policy at home where appropriate.

If parents have any concerns about behaviour or its management, we encourage open and timely communication with their child's class teacher so that concerns can be listened to, understood, and addressed collaboratively. Where a pupil's behaviour becomes a cause for concern, the school will work sensitively with parents through supportive and restorative conversations involving members of the Pastoral and Learning Support Team. This shared approach helps to ensure that each child feels understood, supported, and guided towards making positive choices, in line with the school's commitment to promoting pupils' wellbeing, confidence, and personal development.

Behaviour Expectations

Prep School Expectations

1. Listen carefully and show respect to others.
2. Follow instructions with a positive attitude.
3. Work together kindly and support those around you.
4. Always strive to be the very best you can be.

At Wisbech Grammar School Prep, all staff play a vital role in modelling and promoting our behaviour principles. Staff consistently demonstrate respectful and positive relationships, communicate clear expectations, provide calm and supportive guidance, and recognise pupils' efforts and achievements. Through their actions, staff help to create a safe, inclusive, and ambitious learning environment where every child is encouraged to listen, follow instructions, work collaboratively, and strive to be the best they can be.

We work closely with parents and carers to foster positive relationships between home and school through effective communication. This includes ensuring that the behaviour policy and related protocols are readily accessible on the school website and regularly referenced during parent meetings. We ask parents and carers to understand the school's behavioural expectations and support their children in meeting them. We communicate our high expectations regarding routines, attendance, punctuality, uniform, homework, and conduct, and work together to achieve the best possible outcomes for every child.

We work proactively with external agencies as soon as we become aware of any concerns and support families in a range of ways, including through Early Help services, family support referrals, and other appropriate interventions.

Pupil Expectations

- **Listen** - Pay attention to what someone is saying with your ears, eyes and mind, showing that you value their words, ideas and feelings.
- **Do as Asked** - Follow instructions the first time they are given, demonstrating responsibility, respect and a positive attitude to learning.
- **Work Well with Others** - Treat others with kindness and respect, cooperate with those around you, and contribute positively to your class and school community.
- **Be the Best You Can Be** - Take pride in your efforts, persevere when things are challenging, and always strive to achieve your personal best.
- **Resilience** - Showing determination when faced with challenges, persevering through difficulties, and using mistakes as opportunities to learn and grow.
- **Respect** - Valuing yourself, others, property and the wider community, and treating everyone with fairness, courtesy and consideration.
- **Kindness** - Demonstrating care, empathy and compassion through your words and actions, and looking for opportunities to help others.
- **Responsibility** - Taking ownership of your actions, fulfilling your commitments, and making positive choices that support yourself, others and the environment.

Technology

Mobile phones to be handed in to Pupil Services at the beginning of the day and collected at the end of the day.

Movement Around School

To ensure a calm, safe and purposeful environment for everyone:

- Enter the school building quietly and calmly, ready to begin your learning.
- If you need to use the toilet during lesson time, raise your hand and ask politely for permission.
- Line up quietly and sensibly when moving around the school.
- Be mindful that others may be working, so use a quiet voice and move calmly through the building.
- Always walk and keep to the left-hand side of corridors and stairways where appropriate.
- Show respect for others by following staff instructions promptly and moving around school in a responsible manner.

By moving around the school quietly, safely and respectfully, we help create a positive learning environment where everyone can succeed.

Uniform Expectations

Our uniform is an important part of our school identity and helps to promote pride, belonging and high standards.

- Only a single plain stud earring may be worn in each ear. No other jewellery is permitted.
- Nail varnish, false nails and temporary nail transfers should not be worn.
- Long hair must be tied back neatly for school.
- Uniform should be always worn smartly. Shirts must be tucked in, top buttons fastened, and ties worn correctly.
- Shoes should be plain black, flat and appropriate for school.
- Sports trousers should be worn when arriving at and leaving school, where required.

By wearing our uniform correctly, we demonstrate respect, responsibility and pride in ourselves and our school community.

British Values

- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs
- Democracy

Rewards and Sanctions

We believe that praise and positive reinforcement are the most effective ways to encourage positive behaviour. Outstanding behaviour is expected from all pupils and is consistently promoted, recognised and rewarded. By celebrating success and modelling our values, we foster a positive, respectful and purposeful learning environment.

Further Behaviours to Be Rewarded

At Wisbech Grammar School Prep, we recognise and celebrate pupils who consistently demonstrate our values and expectations. Rewards may be given for:

- **Responsibility** – taking ownership of actions, making positive choices, and caring for yourself, others and the environment.
- **Resilience** – persevering when faced with challenges, learning from mistakes, and not giving up.
- **Kindness** – showing care, consideration and empathy towards others.
- **Listening** – paying attention with your ears, eyes and mind, and valuing the words and feelings of others.
- **Doing as Asked** – following instructions promptly and respectfully.
- **Working Well with Others** – cooperating, supporting others and contributing positively to group activities.
- **Being the Best You Can Be** – striving to achieve your personal best in all areas of school life.
- **Excellent Uniform** – wearing the school uniform correctly and taking pride in your appearance.
- **Representing the School** – demonstrating positive behaviour and acting as an excellent ambassador for the school, both in and out of school.
- **Citizenshi**p – making a positive contribution to the school community through service, leadership, helpfulness and respect for others.

We believe that recognising positive behaviour encourages pupils to develop confidence, character and a commitment to our school values.

Celebrating Achievement

At Wisbech Grammar School Prep, we believe that recognising and celebrating achievement plays a vital role in promoting confidence, motivation and a positive attitude towards learning. We value and celebrate both academic success and personal accomplishments, ensuring that every child has the opportunity to be recognised for their efforts and contributions.

- Children's achievements, whether academic, sporting, creative, social or personal, will be recognised and celebrated within the classroom and across the wider school community.
- Rewards and recognition will be accessible to all pupils through the school's House Point system, encouraging participation, effort, progress and positive behaviour.
- Prep-school assemblies will provide regular opportunities to celebrate achievements, share successes and foster a strong sense of belonging and community.
- Children will be encouraged to share their achievements with senior members of staff, their peers and their families, promoting pride in their accomplishments and inspiring others.

- High-quality work, achievements and examples of positive contributions to school life will be displayed in classrooms and around the school to celebrate success and encourage aspiration.
- Staff will seek to recognise effort, resilience, improvement, kindness and commitment, as well as attainment, ensuring that all pupils have opportunities to experience success and recognition.

Through celebrating achievement, we aim to nurture self-esteem, encourage aspiration and reinforce the values that underpin life at Wisbech Grammar School Prep.

Consequences and Sanctions

At Wisbech Grammar School Prep, consequences are used to help pupils reflect on their actions, take responsibility for their behaviour and make positive choices in the future. All staff follow a consistent five-step behaviour process to ensure a fair and supportive approach. Further details of these steps are outlined in the separate Behaviour Consequences Procedure document. (Appendix 1)

Reflection Time

'Reflection Time' is a sanction used as a deterrent to negative behaviour as part of our five-step behaviour pathway. It may also be used as an opportunity for children to complete unfinished work, either from classroom sessions or homework that has not been returned or completed to the expected standard.

All Reflection Times will take place during the school day, either at breaktime or lunchtime, and will usually occur on the same day as the incident, depending on the timing of the event. Parental consent is not required for a Reflection Time to be issued.

The member of staff who issues the sanction will supervise the session. During this time, the child will complete any work from the session in which the incident occurred, where appropriate, and a restorative conversation will take place. This discussion will help the child to reflect on their behaviour and support them in making positive choices in the future.

The child will not miss their entire breaktime or lunchtime. Staff will ensure that they have sufficient time to eat their snack or lunch and use the toilet before the Reflection Time begins.

Removal from Classroom

Removal is a strategy whereby a pupil is required to spend a limited period of time outside the classroom at the direction of a member of staff. The purpose of removal is to support the pupil in regulating their behaviour while allowing learning to continue in a supervised setting, such as a partner classroom, as part of our reflective process. Where removal is used as an opportunity for reflection, it should last no longer than five minutes for a pupil in Key Stage 1 and ten minutes for a pupil in Key Stage 2.

Where removal is necessary to maintain the safety of a pupil or others, it may be required for a longer period. During this time, the pupil will be supervised by a member of staff, and educational activities will continue where appropriate. Once the pupil has had sufficient time to self-regulate, a restorative conversation will take place. The pupil will then be supported in returning to the classroom, where necessary, with the assistance of a teaching assistant.

Pupils will not be removed from the classroom for prolonged periods without the explicit agreement of the SDHPS. Where significant behavioural concerns exist, extensive support will be provided to the pupil and their family by the Pastoral Team, with the aim of improving behaviour and enabling the pupil to be successfully reintegrated into, and thrive within, the mainstream school community.

Suspension and Permanent Exclusion

As a tolerant and supportive learning community, suspension and permanent exclusion will only be used as a last resort and in accordance with current Department for Education (DfE) statutory guidance. The School does not wish to suspend or permanently exclude any pupil but recognises that, in exceptional circumstances, these measures may be necessary to maintain the safety, wellbeing, and education of all members of the school community.

The SDHPS and Headteacher are the only members of staff authorised to suspend or permanently exclude a pupil. Where a pupil is considered to be at risk of suspension or permanent exclusion, the School will follow current DfE statutory guidance and will work closely with the pupil, their family, and relevant professionals to identify appropriate support and intervention strategies wherever possible.

Use of Restrictive Interventions and Reasonable Force (linked to DfE guidance)

Wisbech Grammar School is committed to maintaining a safe, respectful, and inclusive environment for all pupils, staff, and visitors. The School adopts a preventative approach to behaviour management, prioritising positive relationships, early intervention, reasonable adjustments, de-escalation strategies, and support for pupils' individual needs, including those with Special Educational Needs and Disabilities (SEND).

In exceptional circumstances, appropriately authorised members of staff may use reasonable force as part of a restrictive intervention where it is necessary, proportionate, and lawful to prevent a pupil from:

- Causing injury to themselves or others;
- Committing a criminal offence;
- Seriously damaging property;
- Seriously disrupting the good order and discipline of the school; or
- Creating a risk of harm to themselves or others.

Any use of force will be the minimum necessary, used for the shortest possible time, and carried out in a manner that respects the pupil's safety, dignity, welfare, and human rights. Under no circumstances will staff use techniques that restrict a pupil's airway, breathing, or circulation, or that otherwise place them at unnecessary risk.

The School recognises that behaviour may be influenced by a range of factors, including communication difficulties, sensory needs, mental health needs, trauma, or disabilities. Staff will take these factors into account when assessing risk and determining the most appropriate course of action.

Where a significant incident involving the use of force occurs, the School will record the incident promptly and accurately in accordance with statutory requirements. Parents or carers will be informed as soon as practicable, normally on the same day, unless there are safeguarding reasons not to do so. Records will be monitored by senior leaders to identify patterns, support staff and pupils, and ensure that restrictive interventions are used only when necessary and in accordance with the law and school procedures.

The Headmaster and Governing Body will ensure that staff receive appropriate training, guidance, and support in behaviour management, de-escalation, safeguarding, and the safe use of restrictive interventions.

References

1. Department for Education (2026), *Restrictive Interventions, including Use of Reasonable Force, in Schools* (effective from 1 April 2026).
2. Department for Education, *Use of Reasonable Force in Schools* guidance page, updated December 2025. https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Banned Items

The Headmaster and members of staff authorised by the Headmaster have the statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that a pupil may be in possession of a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes or vapes, fireworks, pornographic images, and any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property, or that has been banned by the School.

School staff may confiscate any prohibited item found as a result of a search. They may also confiscate any item that they consider harmful or detrimental to school discipline. The School will not be liable for any items that are lost following confiscation; all items are brought into school at parents' own risk.

Pupil Support System

Pastoral Support Following Behaviour Incidents

At Wisbech Grammar School Prep, we are committed to safeguarding the wellbeing of all pupils and recognise that children involved in behavioural incidents may require appropriate support, whether they are the victim, the perpetrator, or both. Our approach is restorative, supportive, and focused on helping pupils learn from their experiences while maintaining positive relationships within the school community.

Following a significant behavioural incident, the Pastoral Team will assess the circumstances and, where appropriate, undertake a risk assessment to identify any support that may be required. This may include interventions such as emotional regulation support, anger management strategies, conflict resolution work, mentoring, social skills development, counselling, or additional pastoral provision.

Appropriate members of staff will be identified to deliver, monitor, and review these interventions, ensuring that support is tailored to the needs of the individual pupil and promotes positive behavioural outcomes.

Record Keeping and Data Analysis

At Wisbech Grammar School Prep, we use MyConcern to record behaviour incidents, welfare concerns, and safeguarding information. This enables the timely sharing of information between relevant staff, supports a joined-up approach to pupil support, and helps to identify concerns at an early stage.

All staff receive training on the use of MyConcern as part of our continuing professional development programme. Records are maintained accurately and professionally to ensure that concerns are monitored and followed up appropriately.

Behaviour and safeguarding data are regularly reviewed and analysed by the Designated Safeguarding Leads (DSLs) and relevant school leaders. This analysis helps to identify patterns, trends, and emerging needs, enabling the school to take proactive steps to prevent further incidents and provide effective support at the earliest opportunity.

Through careful record-keeping and data analysis, we ensure that pupils receive timely, appropriate, and consistent support, promoting positive behaviour, wellbeing, and safeguarding across the school.

Reasonable Adjustments

At Wisbech Grammar School Prep, we are committed to providing an inclusive environment in which all pupils, staff, and visitors are treated with dignity and respect and are free from discrimination. The School recognises its duties under the Equality Act 2010, its safeguarding responsibilities, and its obligations towards pupils with Special Educational Needs and Disabilities (SEND).

We recognise that some pupils may require reasonable adjustments to behaviour expectations, support strategies, or interventions in order to succeed. Where appropriate, individual needs, circumstances, and any underlying factors affecting behaviour will be carefully considered. Adjustments will be informed by professional advice, assessment information, and collaboration with parents, carers, and relevant staff.

Our aim is to support pupils in understanding and meeting behaviour expectations while ensuring that no pupil is disadvantaged because of a protected characteristic, special educational need, or disability.

Where a pupil displays persistent or ongoing disruptive behaviour, the School may seek additional support through a multi-agency assessment process to gain a better understanding of the pupil's needs and identify effective strategies and interventions. This collaborative approach helps to ensure that appropriate support is provided at the earliest opportunity, enabling pupils to thrive both academically and socially.

Further information can be found in the School's SEND Policy.

Anti-Bullying Strategy

At Wisbech Grammar School Prep, we are committed to providing a safe, inclusive, and supportive environment where all pupils feel valued, respected, and able to learn without fear or anxiety. We believe that bullying is unacceptable in any form and are committed to fostering a culture in which kindness, respect, and positive relationships are actively promoted. Preventing bullying is the responsibility of every member of our school community.

We take a proactive approach to preventing bullying through our curriculum, assemblies, pastoral provision, and daily interactions. Pupils are taught about positive relationships, empathy, respect, online safety, and the importance of speaking out if they have concerns. These themes are explored through assemblies, the Cambridgeshire PSHE learning programme, computing lessons, and age-appropriate safeguarding activities.

Any reports or concerns regarding bullying will be taken seriously and investigated promptly, sensitively, and fairly in accordance with the School's Anti-Bullying Procedures. Violence, threatening behaviour, harassment, discrimination, abuse, or intimidation will not be tolerated under any circumstances, whether carried out in person, online, or through social media platforms.

In developing and implementing our Anti-Bullying Strategy, the School has due regard to relevant legislation and guidance, including:

- The Education and Inspections Act 2006.
- The Education (Independent School Standards) Regulations 2014.
- The Equality Act 2010, including the Public Sector Equality Duty (PSED).
- Keeping Children Safe in Education (KCSIE).
- *Preventing and Tackling Bullying guidance* issued by the Department for Education.

All reported incidents of bullying are recorded, monitored, and reviewed to ensure appropriate action is taken and to identify any patterns or trends. The School works closely with pupils, parents, carers, and, where appropriate, external agencies to provide support and ensure that bullying behaviour is addressed effectively. Support is provided for both those who experience bullying and those whose behaviour has caused harm, with the aim of restoring positive relationships and preventing recurrence.

Through education, prevention, early intervention, and a strong culture of respect, Wisbech Grammar School Prep seeks to ensure that all pupils feel safe, supported, and confident within the school community.

Definition of Bullying

Bullying is behaviour that is intended to hurt, intimidate, frighten, or harm another person. While friendship difficulties and disagreements may occur between children, bullying is distinct and is usually characterised by three key features:

1. **Repetition**: The behaviour occurs repeatedly or has the potential to be repeated over time.
2. **Intentional Harm**: The behaviour is deliberate and intended to cause physical or emotional harm, distress, or humiliation.
3. **Power Imbalance**: There is an imbalance of power, which may be physical, emotional, social, intellectual, or based on access to a group, social status, or influence.

Bullying can take many forms, including physical, verbal, emotional, relational, and online behaviour.

Cyberbullying

Cyberbullying refers to the use of technology, electronic communication, or social media to deliberately upset, intimidate, threaten, embarrass, or harm another person. This may include:

- Sending abusive or threatening messages.
- Sharing inappropriate images or information.
- Excluding others from online groups or activities.
- Creating fake accounts or impersonating others.
- Posting harmful, offensive, or unkind comments or content online.

The School recognises that cyberbullying can have a significant impact on a child's wellbeing and will respond appropriately to incidents that affect members of the school community.

Protected Characteristics and Prejudice-Based Bullying

The School recognises that bullying may be motivated by prejudice or discrimination. Particular vigilance is given to bullying related to:

- Race, ethnicity, nationality, culture, or language.
- Religion or belief.
- Disability, Special Educational Needs and Disabilities (SEND), or medical conditions.
- Appearance or physical characteristics.
- Sex or gender.
- Gender identity or gender reassignment.
- Sexual orientation.
- Pregnancy or maternity.
- Family circumstances, including young carers, looked-after children, or socio-economic factors.

Incidents involving discriminatory language, prejudice, or hate-related behaviour will be taken seriously and addressed promptly in accordance with the School's Behaviour Policy and Safeguarding Procedures. Such incidents will be recorded, monitored, and reviewed to ensure appropriate action is taken, support is provided where needed, and any patterns of concern are identified and addressed. The School is committed to promoting equality, diversity, and inclusion and will challenge all forms of prejudice-based behaviour to ensure that every pupil feels safe, respected, and valued within the school community.

Responding to Bullying

When bullying is identified, the School's response will focus on:

- Ensuring the immediate safety and wellbeing of all pupils involved.
- Supporting the pupil who has experienced bullying.
- Addressing the behaviour of the pupil displaying bullying behaviour.
- Engaging parents and carers appropriately.
- Applying proportionate consequences where necessary.
- Providing restorative opportunities to rebuild relationships, where appropriate.
- Monitoring the situation to prevent recurrence.

All incidents will be recorded, reviewed, and monitored by the Pastoral Team and Senior Leadership Team to ensure that effective action is taken and that every pupil feels safe, respected, and supported within the Wisbech Grammar School Prep community.

The School recognises that each incident of bullying will have unique circumstances and will therefore respond in a proportionate, fair, and age-appropriate manner. Support and interventions will be tailored to the needs of the pupils involved, with a focus on promoting positive relationships, encouraging personal responsibility, and preventing future incidents. Where required, the School will work in partnership with parents, carers, and external agencies to provide additional support and guidance.

Child-on-Child Abuse

As well as being abused by adults, children can be abused by other children. This is known as child-on-child abuse. The School is committed to preventing child-on-child abuse and to protecting any child who may be suffering, or is at risk of suffering, harm perpetrated by another child. We recognise that child-on-child abuse is a form of abuse and should never be tolerated or dismissed as "banter", "just having a laugh", or "part of growing up". We maintain an attitude of "it could happen here" and act in the best interests of the child at all times.

Child-on-child abuse refers to any situation in which a child under the age of 18 abuses another child under the age of 18. It can occur both online and offline. The children involved do not need to be of the same age, and the perpetrator may be older or younger than the victim.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying.
- Physical abuse, such as hitting, kicking, shaking, biting, hair-pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration, and sexual assault.
- Sexual harassment, including sexual comments, remarks, jokes, and online sexual harassment, which may occur as isolated incidents or as part of a wider pattern of abuse.
- Upskirting, which typically involves taking a photograph beneath a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks for sexual gratification, or to cause humiliation, distress, or alarm.
- Sharing, creating, or possessing nude or semi-nude images and/or videos of children (previously referred to as "sexting").
- Abuse within intimate personal relationships, including teenage relationship abuse.
- Initiation or hazing-type violence and rituals.

Reference: Keeping Children Safe in Education (KCSIE).

Role of Staff

All staff will:

- Uphold their responsibilities under the School's Safeguarding and Child Protection Policy, *Keeping Children Safe in Education* (KCSIE), and all other relevant safeguarding legislation and statutory guidance.
- Make referrals to the Designated Safeguarding Lead (DSL) where they suspect child-on-child abuse or become aware of an incident of child-on-child abuse.
- Be aware that children can abuse other children and understand the different forms that such abuse may take.
- Be familiar with the School's policies and procedures relating to child-on-child abuse.
- Recognise that abuse is abuse and should never be tolerated, minimised, or dismissed as "banter", "just having a laugh", or "part of growing up".
- Report any concerns relating to child-on-child abuse to the Designated Safeguarding Lead immediately.
- Maintain an attitude of "*it could happen here*" and act in the best interests of the child at all times.
- Record concerns accurately, promptly, and in line with the School's safeguarding procedures.
- Support all children involved in incidents of child-on-child abuse, including victims, alleged perpetrators, and any witnesses, in a manner appropriate to their needs and circumstances.

Staff Training and Development

At Wisbech Grammar School Prep, we are committed to the ongoing professional development of all staff through a programme of training, induction, coaching, and performance management. This ensures that staff are equipped with the knowledge, skills, and confidence to uphold the highest standards of behaviour, wellbeing, and safeguarding.

All staff are expected to act consistently, make professional and informed decisions, follow school policies and procedures, and model the values and behaviours that we seek to develop in our pupils. Through training and regular review, staff remain accountable for their practice and contribute to a positive and inclusive school culture.

Behaviour management is recognised as a key aspect of effective teaching and learning. As such, all staff receive specific training on the School’s behaviour policy, approaches, and expectations. This training forms part of the induction process and is revisited regularly throughout the academic year to promote consistency, reflect best practice, and respond to emerging needs within the school community.

Staff Induction

At Wisbech Grammar School Prep, we are committed to ensuring that all new members of staff are fully informed about the School's policies, procedures, routines, and expectations. A comprehensive induction programme is provided to promote consistency, confidence, and professionalism across the school.

School protocols, routines, and behaviour expectations are clearly explained and modelled to ensure that staff understand how they should be implemented in practice. New staff are supported by experienced colleagues and school leaders to help them develop a thorough understanding of the School's culture, values, and standards.

Ongoing guidance and professional development opportunities are provided to ensure that staff remain informed about current practice and continue to develop their knowledge and skills. This consistent approach helps to ensure that all staff are well equipped to maintain high standards of behaviour, promote positive relationships, and contribute to a safe, supportive, and inclusive learning environment.

Parents

Working in Partnership with Parents

Parents have a vital role in promoting good behaviour and supporting their child's learning. Effective communication and partnership between home and school are therefore essential to ensuring that all pupils thrive both academically and socially.

The School expects parents to work in partnership with staff and to provide their full support in addressing any concerns relating to their child's behaviour. We will discuss any difficulties with parents at the earliest opportunity and encourage them to share any issues that may be affecting their child's wellbeing, happiness, or behaviour.

We ask parents to:

- Keep the school informed of any behavioural difficulties their child may be experiencing at home.
- Inform the school of any significant circumstances or traumatic events that may affect their child's wellbeing, behaviour, or performance at school, for example, a bereavement or family separation.
- Inform the school of any illness, medical condition, or absence that may affect their child's attendance, learning, or behaviour.
- Support the school's behaviour expectations and work collaboratively with staff to promote positive behaviour.
- Engage positively with meetings and support plans where these are put in place to help their child.

The School will endeavour to achieve effective home-school liaison by:

- Promoting a welcoming and inclusive environment for all families.
- Providing regular, constructive, and positive feedback on pupils' work, progress, and behaviour.

- Encouraging parents to visit the school and engage with school life on occasions other than formal parents' evenings.
- Keeping parents informed of school activities, events, and developments through letters, newsletters, emails, and other appropriate forms of communication.
- Involving parents at an early stage when concerns arise regarding behaviour, attendance, or wellbeing.
- Working collaboratively with parents to identify appropriate support and strategies where additional behavioural or pastoral needs are identified.

Care of the School Premises and Environment

At Wisbech Grammar School Prep, everyone shares responsibility for caring for the school premises and environment. Pupils and staff are encouraged to develop a sense of ownership, pride, and respect for their surroundings, recognising that a well-maintained environment supports learning, wellbeing, and a positive school culture.

To promote this shared responsibility:

- Staff display pupils' work to a high standard, celebrating achievement and creating an engaging learning environment.
- The school buildings are expected to be kept clean, tidy, and well organised.
- The school grounds are maintained to a high standard, with all members of the school community encouraged to keep them free from litter and to respect plants, equipment, and outdoor spaces.
- Pupils are encouraged to take pride in their personal appearance and belongings and to accept responsibility for caring for their own possessions.
- Pupils are taught to respect school property and resources and to use them responsibly and safely.
- All members of the school community are expected to contribute positively to maintaining a safe, welcoming, and attractive environment.

Malicious Allegations

Malicious allegations made against members of staff, whether teaching or non-teaching, will be treated as a serious breach of the school's Behaviour Policy and may result in disciplinary sanctions, including suspension or permanent exclusion. In cases where there are reasonable grounds to believe that a criminal offence may have been committed, the matter may also be referred to the police.

All members of the school community should be aware that any allegation of improper behaviour, misconduct, or unprofessional conduct made against a member of the school community will be treated with the utmost seriousness. Allegations will be managed fairly, sensitively, and in accordance with the school's safeguarding procedures and relevant statutory guidance.

Where an allegation is found to be malicious, appropriate action will be taken to safeguard those affected and to address the behaviour of the individual responsible. At the same time, the school recognises the importance of ensuring that pupils feel able to raise genuine concerns and disclosures in good faith, and no pupil will be penalised for making a report that is later found to be unsubstantiated, provided it was made honestly and without malicious intent.

Behaviour Toolkit

Behaviour Consequences Procedure document - Appendix 1

EYFS / KS1 / KS2 Restorative Conversation sheets - Appendix 2

Traffic light cards – Stop, Think, Do the right thing – Appendix 3

Traffic light poster – Stop, Think, Do the right thing – Appendix 4

My Concern

Appendix 1 - Behaviour Consequences Procedure document

WISBECH GRAMMAR SCHOOL

Behaviour Consequences Procedure

Behaviour Demonstrated	Appropriate Action	By Whom	Parental Support
Behaviour expectations being followed, no behaviour concerns	Regular verbal praise House points awarded Achievements shared with senior members of staff Work on display Feedback to home	All staff	Praise and reward
Stage 1			
Calling/shouting out Chatting Wasting learning time Disrupting the learning of others Unkindness to others	Thinking card shown Positive reframing used Praise given when behaviour modified 	Class teacher Teaching assistant	
Uniform/appearance Homework not completed			
Stage 2			
Continuation of Stage 1 behaviours: • High frequency of occurrences in one or more lessons throughout the day. Being disrespectful Name calling Use of inappropriate language	Time-out – age appropriate time at class reflection table whilst continuing to engage with lesson (Reception / KS1: 5 minutes, KS2: 10 minutes) Quiet conversation with class teacher Positive reframing used Parents notified at the end of the day 	Class teacher Teaching assistant	Keeping in touch meetings with class teacher

Homework not completed on three occasions in a two week period.	KS2 children encouraged to attend Private Study as an after school activity to complete homework.		
Stage 3			
Continuation of Stage 1 & 2 behaviours • Frequent occurrences over 3 week period Child-on-child abuse – please refer to 'Child-on child abuse' policy. Non-compliance with consequence Refusal to complete learning tasks Refusal to wear correct uniform.	10 minutes in another classroom. Reflection form completed. Refusal: Child reminded of appropriate choices. Missed learning to be completed at next break and restorative conversation with the class teacher. Incident recorded on My Concern and ADHPS informed. Formal meeting agreed with parents to discuss.	Class teacher Teaching assistant ADHPS SDHPS Class teacher from another room	Attend meeting with Class Teacher as agreed
Stage 4			
Continuation of Stage 1, 2 & 3 behaviours • Frequent occurrences over 3 week period Two reflection forms completed in one half term OR Fighting (Child-on-child abuse) Harmful deliberate contact to another pupil (Child-on-child abuse) Being deliberately verbally abusive Damage to property Bullying over a period of time, including cyber-bullying (Child-on-child abuse)	Pupil sent to ADHPS who will complete an investigation and record on My Concern Reflection Time(s) given as appropriate Reflection form completed Parents to attend meeting with Class Teacher and ADHPS Restorative conversation supported by Class Teacher SDHPS notified Welfare Team notified to consider additional support Implementation of IBP (individual behaviour plan/risk assessment) considered Internal suspension to another class, quiet room or The Space.	Class teacher ADHPS Welfare team SDHPS	Attend meeting with Class Teacher and ADHPS
Stage 5			
Continuation of Stage 1,2,3,4 behaviours OR Persistent disruptive behaviour Serious one off incident	Pupil sent to ADHPS or SDHPS who will complete an investigation and record on My Concern. Reflection form completed Meeting with Class Teacher, ADHPS/SDHPS and	Class teacher ADHPS SDHPS Headmaster	Attend meeting with ADHPS & SDHPS to

Weapon(s) Deliberate assault of pupil causing significant or life-threatening injury (Child-on-child abuse) Deliberate assault of adult Significant damage to property	parents to consider next steps – possible suspension or permanent exclusion Headmaster informed Welfare Team involvement LA notified and involved where necessary	Welfare Team Local Authority	discuss next steps

Appendix 2 – KS2 Restorative Conversation Sheet

WISBECH GRAMMAR SCHOOL

KS2 Restorative Conversation Sheet

Pupil's Name	Date	Adult

Reason for conversation:

What happened?

How were you feeling when this happened?
😀 Happy 😊 Okay 😟 Worried 😢 Sad 😠 Angry 😕 Confused (or a different feeling?)

Who has been affected?

What were you thinking at the time?

What can you do to put things right?

What will you do differently next time?

Support Conversations for KS2

As pupils develop greater emotional awareness and independence in Key Stage 2, support conversations can encourage deeper reflection, problem-solving, and personal responsibility. These conversations should remain calm, respectful, and solution-focused, helping pupils understand their behaviour and make positive choices.

Understanding the Situation

- Can you tell me what happened?
- What do you think led to the situation?
- What were you thinking at the time?
- What were you hoping would happen?
- Looking back, is there anything you would have done differently?

Exploring Feelings

- How were you feeling at the time?
- How are you feeling about it now?
- What was making things difficult for you?
- Were there any warning signs that you were becoming frustrated, worried, or upset?
- What could help you manage those feelings next time?

Understanding the Impact

- Who has been affected by what happened?
- How do you think they felt?
- How has this affected the learning, safety, or wellbeing of others?
- How has this situation affected you?
- What do you think others might remember about this incident?

Problem Solving

- What could you do differently if this happened again?
- What strategies have helped you in the past?
- What would a better choice have looked like?
- What support might help you be successful next time?
- What is your plan moving forward?

Repairing Relationships

- Is there anything that needs to be put right?
- How could you repair the situation?
- What would you like to say to those affected?
- How can we rebuild trust?
- What action can you take to make a positive difference?

Moving Forward

- What have you learned from this experience?

- What is your next positive step?
- What target would you like to set yourself?
- How can we help you achieve that target?
- What does success look like for you now?

Examples of Supportive Staff Language

Staff may use phrases such as:

- "Help me understand your perspective."
- "Let's think about what was happening for you at that moment."
- "Everyone makes mistakes. The important thing is what we learn from them."
- "What can you do now to improve the situation?"
- "What support do you need from me?"
- "Let's work together to find a solution."
- "How can we make sure tomorrow is more successful?"
- "I believe you can make a positive choice moving forward."
- "Thank you for being honest about what happened."
- "Let's make a plan for success."

For Pupils Who Are Dysregulated

When a pupil is highly emotional, staff should focus on regulation before reflection:

- "Let's take a minute to calm our bodies."
- "Would some water or a short movement break help?"
- "When you're ready, we can talk."
- "I'm here to help, not to get you into trouble."

"Let's focus on feeling calm first, then we'll sort out what happened

Appendix 3 - Traffic light cards – Stop, Think, Do the right



Appendix 4 - Traffic light poster – Stop, Think, Do the right thing

