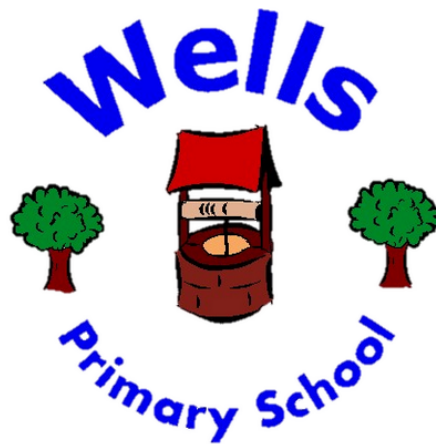


Behaviour Policy



Signed _____

Date: _____

Chair of Teaching and Learning Committee

Last reviewed: May 2026

BEHAVIOUR MANAGEMENT POLICY

Aims

The purpose of this policy is:

- To promote a culture of 'social norms' where good behaviour is the expected standard
- to ensure consistency across our school to promote good behaviour, self-discipline and respect;
- to help prevent any incidences of bullying;
- to ensure that children can learn within a safe environment;
- to enable children to know what is expected and to know the consequences of their actions, both positive and negative;
- to ensure that teachers know how to promote excellent behaviour and how to respond to incidences of inappropriate behaviour;
- to ensure that parents and carers know what is expected and the procedures that will be followed.

Rationale

Our behaviour policy is based on the fundamental principles that all members of the school community should respect each other, treat each other fairly and be kind so that everyone feels safe, valued and heard. We are committed to creating a secure, nurturing environment where children can learn and play happily and harmoniously and staff can focus on delivering a rich, exciting curriculum. We have high expectations of behaviour for both staff and children in order that this can be achieved.

At Wells Primary School, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation. Our behaviour policy is designed to embed values in children that enable them to become responsible, law-abiding, community-minded citizens of the future.

The school adopts a positive behaviour management strategy which focuses on using positive praise to highlight appropriate behaviour. By reinforcing positive behaviour, and by adhering to our principles of kindness, respect, equality and fairness, we aim to model to the children our expected behaviours so that they learn to take responsibility for their own personal conduct. We believe that reinforcing good behaviours by giving pupils time, approval and attention will have a positive influence on their development.

Developing Positive Behaviour

In order to behave well, children need to have the expectations of their conduct made explicit. At the beginning of the year and each term, the class teachers and Senior Leadership Team revisit the expectations of children's behaviour within the classroom, in and around the school, and beyond the school gates. Children are also taught about expected standards through assembly topics, RSHE and PSHE lessons, informal conversations, class debates, School Council feedback, discussion about incidents when they arise and discussion about events and issues that occur in the wider world.

The school takes a pro-active approach to keeping children safe online and has a robust e-safety programme of education. To further enhance children's education regarding appropriate behaviour, the local Safer Neighbourhoods police officers regularly visit the school.

Expectations of Pupils

All pupils at Wells Primary School are expected to adopt high standards of behaviour such as:

- showing respect for each other, in person and online;
- showing respect for adults throughout the school;
- showing respect for personal and school property;
- adhering to the school rules;
- being kind and helpful;
- being honest;
- maintaining a calm manner;
- listening respectfully;
- playing safely, maintaining a 'no hands and feet' rule;
- informing a responsible adult if another person is being treated badly by others.
- Respecting the school's 'mobile-free' environment by ensuring all personal devices are handed in/switched off during the school day.

All teachers are expected to provide positive role models for the children. They should speak calmly and respectfully to pupils and each other so that good behaviour is modelled to the children. There is an expectation that staff will take time to get to know the children in their care so that they can promote positive behaviour more easily, so

that they know where certain behaviours may be explained, and so that they are aware when certain behaviours are out of character.

Expectations of Staff

Staff are expected to promote high standards of behaviour by:

- showing respect for every child;
- listening to every child's concerns;
- making standards and expectations clear;
- taking time to investigate where problems arise;
- setting high standards of personal and professional conduct;
- using positive, specific praise to model good behaviour;
- adopting a calm manner and positive body language;
- maintaining a 'low-level' response to minor disruptions to avoid escalating tension.
- establishing a calm working atmosphere in the classroom with embedded routines and the provision of work that is adapted to match the abilities of all children;
- being punctual in receiving children at the end of play/lunchtimes;
- treating children fairly and consistently;
- supporting other colleagues in a consistent, positive approach to behaviour management;
- working closely with staff and outside agencies, implementing advice and strategies where appropriate for dealing with the behaviour of pupils with SEND or other challenging behaviour;
- maintaining the school's rigorous record keeping system (CPOMS) for recording incidents and tracking behaviour.

Commitment to Equality

Our school ethos fully supports and promotes equality. It underpins everything we do and we expect all members of our community to embrace this ethos. We aim to provide equality for everyone regardless of their colour, race, ethnic origin, faith, gender, gender identity, sexual orientation, ability or needs. We aim to convey the message that discrimination of any kind is unacceptable and hurtful and that action will be taken to address any form of prejudice.

Responding to negative behaviour- what the law says (February 2024)

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

Sanctions will apply to negative behaviour online, including cyberbullying, even if it occurs outside of school hours, where it impacts the safety or well-being of pupils or staff at Wells.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Where a pupil has a known SEND or disability, staff will consider whether the behaviour is linked to their needs. Reasonable adjustments will be made to the behaviour policy and sanctions to ensure these pupils are not disadvantaged.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Classroom Behaviour

At Wells we believe in finding all possible ways to encourage and reward appropriate behaviour. Most importantly, all staff are expected to adopt positive attitudes when managing children's behaviour and give praise and encouragement generously. Staff may also award team points; send children to another class to share their good work; send children to the head teacher or another member of the Senior Leadership Team to share exceptional work; nominate children for Achievement Awards in the regular Achievement Assemblies or simply inform parents and carers when a child has behaved particularly well.

The 'Traffic Light' system is also used in classrooms to highlight positive behaviour but also to provide a visual warning where behaviour is beginning to cause concern. All children's names are placed on the green light; if children demonstrate exceptional behaviour they move up to the Gold Star. If after a first request to rectify unwanted behaviour, the behaviour continues, the child's name is moved to the amber light; if the child's behaviour improves and is consistent then the name is moved back to the green light. However, if behaviour continues to be inappropriate having been given three requests to rectify their behaviour by a member of staff, then the following sanctions may be used:

- A child may be moved to a different area of the class
- A child may miss part of their play time
- A child may be sent to another class for time out
- A child may be sent to the phase leader or another senior member of staff.

Children should be given the opportunity to move back to green when they demonstrate good behaviour.

Good communication between home and school is seen as key to helping children to meet the expected standards of behaviour. Wherever there are concerns about behaviour, the class teacher is expected to speak to the child's parents/carers. If a child's behaviour continues to cause concern, then a meeting with the Phase Leader will be arranged. Where behaviour continues to be deemed inappropriate, a meeting with the SENDco or another member of the Senior Leadership Team will be arranged.

Parents/Carers are expected to support the school by:

- expecting their child to follow reasonable instructions by school staff and promoting the school rules;
- respecting the school's behaviour policy and the professional opinions of school staff;
- informing the school of any changes in circumstances that may affect their child's behaviour e.g. SEND (special educational needs) or other personal factors which may result in their child displaying unwanted behaviours;
- discussing any behavioural concerns with the class teacher/member of the Senior Leadership Team promptly;
- supporting the school's decisions regarding appropriate sanctions where applied.

The school expects parents to model the same standards of respect and courtesy that we ask of our pupils. Abusive or aggressive communication towards staff is not acceptable.

Where the behaviour of a pupil becomes a continued concern, the SENDCo will become involved. Outside agencies may be consulted, or the Educational Psychologist may be asked to become involved to provide advice and strategies to support a child's behaviour. Parents/ carers will always be involved with this process to ensure that collaborative working is helping to meet the needs and best interests of the child.

Some pupils with additional needs do exhibit behavioural challenges that make it difficult for them to meet the school's expected standards of conduct. In certain circumstances, therefore, reasonable adjustments may need to be made to ensure that a child can continue to succeed without negative behaviour management impacting on their self-esteem.

Reasonable Adjustments for pupils with SEND

The school will ensure that any 'Individual Behaviour Plan' or 'Pastoral Support Plan' includes proactive triggers and de-escalation strategies. Consequences for these pupils will be balanced against the requirements of their EHCP or SEN Support profile to ensure they are not sanctioned for behaviours directly linked to their disability.

Whilst the majority of unacceptable behaviour should be dealt with using a stepped approach (using the traffic light system), on occasions the severity of certain behaviour

may necessitate immediate input from a member of the Senior Leadership Team. Depending on the severity of the incident SLT will carefully assess the situation and determine the appropriate next steps, always prioritising the best interests of the child. This may involve a range of actions, from additional support or intervention to ensuring that any necessary measures are taken to address the issue while promoting the child's well-being and continued development.

Lunchtime Behaviour

To promote positive behaviour at lunchtimes, the school provides a range of activities to engage pupils. Staff on duty set up activities in advance of the children going outside. Activities include: table tennis, 4 square, basketball, football, giant Connect4, skipping, hoops etc. Where appropriate, lunchtime clubs may be provided to target the particular needs of pupils.

Lunchtime supervisors are encouraged to praise pupils who display exemplary behaviour during lunchtimes. They may also award team points and stickers for excellent behaviour, or nominate a pupil for an Achievement Award.

To ensure consistency throughout the school day, inappropriate behaviour during lunchtime is also dealt with using a stepped approach. However, identified pupils with SEND (e.g. those with an Individual Behaviour Plan), who have been made known to staff, may be exempt from the stepped approach; alternative support or strategies will then be implemented.

Staff on duty will initially deal with inappropriate behaviour by requesting the child to rectify their behaviour. If the behaviour persists, the following steps should be taken:

- a child may be asked to take one or two minutes / an age-appropriate period of reflection time out in the supervised play area;
- a child may be asked to see a member of the Senior Leadership Team –where they may be asked to complete a reflection sheet allowing them time to carefully consider their actions, understand their consequences and reflect on how they can improve their behaviour moving forward.
- a child may miss the rest of their break or lunchtime.

Pupils are encouraged to use 'Restorative Conversations' following a lunchtime incident to repair relationships before returning to class.

If an incident occurs towards the end of lunchtime, it may result in a consequence that affects the child's break or lunchtime the following day. This decision will be made in consideration of the nature of the incident, with the aim of encouraging reflection and reinforcing positive behaviour while minimising disruption to their overall school experience.

Emergency Sanctions

In extreme emergency situations the following procedure would apply:

- a member of the SLT or Phase Leader would be sent for immediately;
- the child would be sent from the classroom with another adult to the head teacher/deputy head OR the class would be removed depending on which is more appropriate;
- the child's parents/carers would be informed.

In cases of extreme or repeated negative behaviour, the school will consider whether the behaviour is a sign of an unmet need, a safeguarding concern, or mental health difficulties. A referral to the DSL (Designated Safeguarding Lead) or an Early Help assessment may be considered alongside sanctions.

Removal from a classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Removal will be to a designated, supervised space (such as a Phase Leader's classroom or the SLT office). The pupil will be provided with work that is meaningful and allows them to continue their learning away from the distraction or conflict. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

All instances of formal removal from the classroom must be recorded on CPOMS. This data is reviewed regularly by SLT to identify patterns and ensure that removal is not being used disproportionately for specific groups, such as pupils with SEND.

Positive Handling Plans

Whilst de-escalation strategies are always the preferred option to manage children's behaviour, reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. This is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular de-escalation and positive handling training; they should be familiar with de-escalation strategies and know how to hold a child in a way which minimises the risk of harm to the child and themselves.

The school may use reasonable force in the following situations:

- To remove disruptive children from the classroom who have refused to follow an instruction;
- To prevent a child from engaging in behaviour that disrupts a school event, trip or visit;
- To prevent a child from leaving the classroom when doing so would pose a risk to their safety or lead to behaviour that puts others at risk;
- To stop a child from attacking a member of staff or another student, or to intervene in a fight in the playground.

Whenever positive handling is used, the safety of the child involved, as well as that of other children, must always be the adult's top priority.

Searching Children Suspected of Having Prohibited Items

If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand it over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc. if they are not willing to hand over the items. Should they refuse,

the head teacher reserves the right to search their bag without consent; an additional adult, however, should always be present.

If it is suspected that a child is carrying prohibited items and refuses to hand them over, the school reserves the right to use reasonable force to conduct a search. If the child is suspected of carrying a weapon or illegal items, the police will be contacted immediately.

Exclusions

See Separate Exclusion Policy

The school is committed to ensuring that every child enjoys a rich and broad education within a safe, nurturing environment which is reflected in our exclusions policy.

Recording behaviour incidences

The school has a well-established system of recording incidences of poor behaviour and there is an expectation that incidences will be thoroughly investigated. Information is recorded on CPOMS by the class teacher or member of SLT. However all members of staff are expected to write up and report incidents of poor behaviour.

The Deputy Head teacher is responsible for monitoring the nature and frequency of behaviour incidents and investigates more serious concerns as they arise.

Playground Monitoring

Senior members of staff regularly monitor playground behaviour to ensure that children are playing safely and showing respect for one another and for school property.

Related School Policies

Anti-bullying Policy

Exclusions Policy

Positive Handling Policy

SEND Policy

Equalities Policy

Child Protection Policy

Accessibility Plan

Health and Safety Policy

Attendance Policy



● Level 1: Ready to Learn (The Green Zone)

Goal: Consistent, positive role modelling.

- What it looks like: Being kind, listening the first time, working hard, and following the "Wells Way."
- Rewards:
 - Verbal praise and "Well Done" stickers.
 - Team Points awarded.
 - Sent to another teacher or SLT to share "Excellence."
 - Achievement Award nomination for the Friday Assembly.

● Level 2: Reminder & Reflection (The Yellow Zone)

Goal: A quick "nudge" to get back on track.

- What it looks like: Not listening, low-level disruption, or unkind words.
- The Steps:
 1. The Verbal Reminder: A quiet, private prompt from the teacher.
 2. The Formal Warning: A clear instruction to change behaviour.
 3. Reflection Time: A short "time out" (either at the side of the class or a designated spot) to think and reset.
- Action: A quick "Restorative Chat" with the teacher to agree on how to move back to Green.

● Level 3: Serious Concern (The Orange Zone)

Goal: To stop behaviour that stops others from learning.

- What it looks like: Repeated "Yellow" behaviour, refusing instructions, or being unsafe.
- The Steps:

1. Classroom Removal: Moving to a supervised Partner Class or Phase Leader's room to work quietly.
 2. Loss of Privilege: Missing 5–10 minutes of break or lunchtime.
- Action: Teacher logs incident on CPOMS. Parents are informed via a quick chat or phone call.

● Level 4: Immediate SLT Action (The Red Zone)

Goal: Safety and serious intervention.

- What it looks like: Physical aggression, serious verbal abuse, or dangerous actions.
- The Steps:
 1. Immediate Exit: The child is taken to the Headteacher or Deputy Head immediately.
 2. Reflection Sheet: A formal sheet is completed to understand the impact of the action.
- Action: Mandatory parent meeting with SLT. A Behaviour Support Plan may be created with the SENDCo.

Teacher Tips for the Display

- The "Reset" Rule: Remind children that the ladder is a tool, not a permanent label. They can move back to Green as soon as they show they are ready.
- SEND Adjustments: Some children may have a Personalised Ladder or visual timetable to help them manage their specific triggers.

Appendix 2



Wells Primary Behaviour Policy Helpful Guidance for Staff

The "Reflect and Reset" Script

Use these questions once the child is calm and ready to talk.

1. What happened?

- *Goal:* To get the child's story without judgment. Avoid asking "Why did you do that?" as it often leads to "I don't know."

2. What were you thinking at the time? / How were you feeling?

- *Goal:* To help the child identify the thoughts or feelings (anger, frustration, boredom) that led to the action.

3. Who has been affected by what you did?

- *Goal:* To develop empathy. Help them name the people (a classmate, the teacher, the whole class, themselves) and how they might feel.

4. How do you feel about it now?

- *Goal:* To check for genuine reflection and to see if the child understands the impact of their choice.

5. What do you need to do to make things right?

- *Goal:* The "Repair" stage. This could be a verbal apology, a written note, or fixing something that was broken or disrupted.

6. What can we do differently next time?

- *Goal:* To agree on a strategy for the future so they can stay on "Green."

Tips for Staff Implementation

- Wait for the "Cool Down": Restorative questions don't work if the child is still in "fight or flight" mode. Give them a few minutes of quiet first.
- The "Side-by-Side" Approach: For some children, eye contact is intimidating. Walking together or sitting side-by-side makes the conversation feel less like an interrogation.
- Keep it Brief: For Yellow incidents, pick just two questions (e.g., *What happened?* and *How can we fix it?*). Use the full list for Orange or Red levels.
- Model the Language: Use these questions yourself when resolving conflicts to show the children that "making it right" is a positive, mature skill.

Key Anchor: Restorative practice isn't about letting children "off the hook" - It's about making the hook meaningful so the behaviour doesn't happen again.

Lunch time supervisors response card

1. Calm Down: "Take a deep breath. We will talk when you are ready."
2. The Story: "What happened? I'm listening."
3. The Impact: "How do you think (Name) is feeling right now?"
4. The Repair: "What can you do to make this right?"
5. The Move On: "Great plan. Let's go back and try again."

Quick Reminders

- Praise First: Catch them being good! (Stickers/Team Points).
- Low-Level: Use "The Stare" or a quiet name reminder first.
- Time Out: 2 mins maximum in the supervised zone.
- Red Alert: Any physical fighting? Send for SLT immediately.

Sentence Starters for Emotional Expression

These can be printed on "Communication Fans" or kept on desks for children who struggle to find words when upset.

When they are feeling overwhelmed:

- "I feel upset because..."
- "I didn't like it when..."
- "It felt unfair when..."
- "I need a minute to think because..."

When they are trying to explain a choice:

- "I was thinking that..."
- "I felt frustrated and then I..."
- "I forgot the rule because..."

When they are ready to fix the problem:

- "To make it right, I can..."
- "Next time, I will try to..."
- "I'm sorry that I made you feel..."
- "Can we start again?"

Pro-Tip: For children with SEND or communication barriers, use emojis or thumb symbols alongside these starters to help them identify the "feeling" first.



Appendix 3

A Parent's Guide to "Restorative Practice"

Beyond 'Sorry' – How we solve problems at Wells

At Wells Primary School, we want our children to do more than just follow rules; we want them to understand the impact of their actions. This is why we use Restorative Practice to manage behaviour.

When a conflict happens, instead of just giving a punishment and moving on, we ask the children to "repair the harm." You might hear your child talking about the "Restorative Questions" we use in school. Rather than asking "Why did you do that?", we ask:

- *What happened?*
- *Who has been affected?*
- *How can we make it right?*

This approach teaches children empathy, accountability, and real-world problem-solving. It helps them move from a "negative" moment back to a "positive" one with a clear head and a kind heart.

How you can help at home:

If a disagreement happens between siblings or friends, try asking: "*What could you do to help (Name) feel better?*" or "*What was the 'thinking' behind that choice?*" It's a powerful way to build emotional intelligence together!