Wellington Primary School

Behaviour Policy

	Print name	Date Approved	Review Date
Headteacher	Mrs Joy Wood	March 2026	March 2027
On behalf of Governing Body	Full Governing Body		

Rationale

It is our aim to create and sustain a happy, caring community in which all pupils are enabled to learn effectively. We therefore promote values of mutual respect, self-discipline and social responsibility. The school expects all pupils to show acceptable standards of behaviour, good manners and consideration and respect towards all other people in the school community, their belongings and school property.

We seek to establish the highest possible consensus about standards of behaviour among pupils, parents and members of staff. We believe promoting positive behaviour should be done in partnership and agreement between the pupil, the home and the school. We are strongly committed to a written home school agreement.

The school seeks to reinforce and recognise positive behaviour, while having clearly established systems to sanction inappropriate behaviour. The school seeks to establish and reinforce the notion of 'causes and consequences'.

Purposes

- To promote high self-esteem.
- To promote self-discipline and responsibility for one's own actions.
- To promote respect for other people and their property.
- To promote social responsibility.
- To provide a safe, orderly, secure and caring environment in school.
- To ensure all pupils maintain their right to uninterrupted learning.
- To ensure that all pupils are treated fairly.
- To ensure there is a clear, shared understanding of behaviour expectations among all pupils.

The school recognises its duties under The Equality Act 2010. When applying this behaviour policy, staff will take account of the individual needs of pupils, including those with Special Educational Needs and Disabilities (SEND), and make reasonable adjustments where appropriate

Home school agreement

Every pupil joining the school will be expected to sign the home school agreement. A parent of each pupil joining the school will be expected to sign the home school agreement. The home school agreement will also be signed by a representative of the school. In the case of the youngest children (Nursery and Reception) it is signed on their behalf by the parent.

The home school agreement sets out the promises, commitments and responsibilities of the pupil, school and parent.

The home school agreement is an annual agreement, renewed each year.

Parental involvement

The school places great emphasis on good communication with parents. The school operates an 'open-door' policy and the school will always endeavour to ensure that a member of staff will be available (within the business hours of the school) to speak with a parent on the same day a request is received. If that is not possible, we will make contact as quickly as we are able to do so. Parents are informed about their children's positive behaviour and if their children's behaviour is causing concern.

Roles

All adults in school will model the behaviour expected of pupils.

All staff must:

- Take time to welcome pupils at the start of the school day, our meet and greet.
- Never walk past or ignore pupils who are failing to meet expectations.
- Always redirect pupils by referring to the three school rules: 'Be Ready, Be Respectful and Be Safe'.
- Model positive behaviours and build relationships.
- Be calm and give 'take up time' when moving through the behaviour pathway.
- 'Catch' children doing the right thing and give positive feedback.

Senior Leaders must:

- Be a visible presence around school.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Encourage use of positive praise, postcards, certificates etc.
- Ensure staff training needs are identified and targeted.
- Support teachers in managing pupils with more complex or challenging behaviour.

Members of staff who manage behaviour well will:

- Deliberately and persistently 'catch' pupils doing the right thing and praise them in front of others.
- Know their class well and develop positive relationships with all pupils.
- Relentlessly work to build mutual respect.
- Respond calmly and consistently.

Pupils want adults working with them to:

- Give them a 'fresh start' every lesson.
- Be calm and consistent.
- Have a sense of humour.
- Show them kindness.
- Have an authentic interest in them.
- Be positive.

Procedures

Be Ready, Be Respectful, Be Safe

Be Ready

- Be ready to learn and participate fully in activities.
- Everyone has the right to uninterrupted learning.
- Wear your uniform with pride.
- Arrive at school on time.

Be Respectful

- Show each other respect.
- We are a 'no put down' zone.
- Be kind.
- Respect and celebrate differences – we are all equal.

Be Safe

- Follow instructions about keeping safe.
- Stand up to bullying.
- Move around school sensibly.
- Keep your hands and feet to yourself.
- Keep ourselves and others safe and feeling safe

Rules and expectations

Each classroom displays classroom rules. The class teacher actively teaches these; they need to be drip fed over time.

The same rules apply across school although the language register may vary so it is age appropriate.

On the playground, a large number of adults join pupils, particularly at break, to organise games and to actively teach children how to play games and interact socially.

Play equipment is available in each unit. This is used by Teaching Assistants and by Lunchtime Supervisors to promote positive playground games.

The School Council advises the school on appropriate equipment.

Recognition

The culture of the school is to recognise and applaud positive behaviour at all times. This is done through:

- Positive recognition comments.
- Class recognition boards.
- Sharing positives at the end of each lesson.
- Positive stickers (KS1) / notes – given in class (focus on the process not the outcome).
- Positive postcards home.
- Senior Leadership Team (SLT) praise.
- Weekly certificates in assembly.
- Class rewards (after the class receives 20 Team Points).
- Half-termly hot chocolate with the Head Teacher for consistently going 'over and above'.

Promoting positive behaviour

The key principles and expectations of the school's behaviour policy are actively taught throughout all lessons within the taught curriculum but particularly in: PSHE lessons, assemblies, through shared literature / fiction and History.

Managing and modifying negative behaviours

The school uses the following strategies: -

- separating the behaviour from the child;
- avoiding confrontation;
- establishing clear boundaries;
- restorative practices;
- establishing causes and consequences;
- identifying choices and the need to make good choices;
- raising self-esteem;
- use of emotion coaching;
- employing distraction, re-focussing strategies;
- providing a safe and acceptable way for pupils to express their frustrations / anger;
- providing time out / space / time to support a child with self-regulation strategies;
- Head Teacher's report, supporting a child by recording their work and behaviour each lesson. HT or DHT monitors this at the end of the morning and afternoon sessions.

The school also works in close collaboration with the Social, Communication, Interaction and Learning (SCIL) Team, part of the Local Authority Special Educational Needs and Disabilities (SEND) department, in order to effectively manage and modify negative behaviour.

When managing behaviour, staff will consider whether a pupil has additional needs which may affect their behaviour. Reasonable adjustments may be made for pupils with SEND, including adapting expectations, providing additional support, or implementing behaviour support plans in consultation with the SENDCo and parents.

Lunchtime

Members of the SLT (Head Teacher, Deputy Head Teacher and Assistant Head Teacher) will always be available during lunchtime to support the safe management of children. They will be proactive in supporting children and reactive if situations arise. There will always be a 'safe haven' provided for children, if required. If necessary, children may lose their playtime if they are behaving in a way that is inappropriate.

Sanctions

Sanctions should always:

- Make it clear that unacceptable behaviour affects others.
- Avoid being applied to a whole group for the activities of individuals.
- Be consistently and fairly applied by all staff.

Pupils are issued with:

1. A warning.
2. Last chance.
3. Space to cool off / calming time.
4. Follow up conversation with teacher – Repair.
5. Loss of social time.
6. Dialogue with SLT prior to contact with parents, inviting them to talk to their child about work/about behaviour. Discussions with parents about their child's behaviour should be carried out in private.

Other sanctions

- After School Detention (Head Teacher / Deputy Head Teacher)
- Fixed Term Exclusion (Head Teacher)
- Permanent Exclusion (Head Teacher)
  NOTE: Only the Head Teacher is authorised to exclude a pupil.

Support

- Pupils receive pastoral support from their Class Teacher(s) and the Teaching Assistant(s) attached to their class.
- Unit Leaders also offer pastoral support to pupils in the two-year groups they lead.
- Pupils may be offered counselling or coaching from a qualified member of staff. Allocation of this resource is managed by the Head Teacher.
- A Pastoral Support Plan (PSP) is put in place for any pupil not responding to other interventions.
- A PSP is drawn up, usually by the SENDCo, in consultation with parents and external agencies (where appropriate).
- A PSP is always prepared if a pupil is identified as at risk of exclusion.
- Referral to external agencies if required, examples include: - (a) SCIL team (b) School Nurse Service (c) CAMHS (d) Education Psychological Service (e) Counselling Services, this list is no exhaustive, other external agencies may also be contacted.

Searching, Screening and Confiscation

School staff may need to search pupils or their possessions where there are reasonable grounds to suspect that a pupil may have a prohibited item.
Prohibited items include:-

- Knives or weapons.
- Alcohol/tobacco/vapes.
- Illegal drugs.
- Stolen items.
- Any item likely to cause harm or disruption.

Staff may confiscate items which are harmful or disruptive. Any searches will be carried out in line with school's safeguarding procedures.

Use of Reasonable Force

In rare circumstances, staff may use reasonable force to prevent a pupil from:-

- Causing injury to themselves or others.
- Damaging property.
- Committing an offence.

Any use of reasonable force will always be proportionate, necessary and recorded in accordance with school safeguarding procedures.

Staff Training

Guidance by the SENDCo and SLT is undertaken regularly in behaviour management and modification for: -

- Teachers
- Teaching Assistants
- Lunchtime Supervisors

Links with Other Policies

This policy should be read alongside the following school policies:-

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy

- SEND Policy

Wellington's Behaviour Pathway

Our Rules	Be Ready Be Respectful Be Safe
Visible Adult Consistencies	Daily meet and greet Calm, consistent responses First attention to best conduct – catching children doing the right thing Praising in public Reprimanding in private
Above & Beyond Recognition	Class recognition board Positives at the end of each lesson Positive notes / postcards / stickers home Weekly certificates SLT praise Class reward when reaching 20 Team points

Sanctions

1. Warning	A clear verbal warning directed at the child, reminding them of the rules, making them aware of their behaviour and clearly outlining the consequences. Children will be reminded of their previous good conduct to prove that they can make good choices. Allow the child some 'take-up' time.	Take the initiative to keep things at this stage. "I noticed you chose to…(state the behaviour) This a reminder that you need to… (state relevant rule) You now have the chance to make a better choice. Thank you for listening." (Give the child 'take up time' Do not respond)
2. Last chance	Speak to the child privately and give them a final chance to engage.	"I noticed that you chose to… (state the behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. Do you remember when… (model of previous good behaviour) That is the behaviour I expect from you. I know that you can make good choices. Thank you."
3. Space to cool off / calming time	A short time outside the room / on the thinking spot / at the side of the field of play etc. (maximum 5 minutes) Time for the child to calm down, look at the situation from a different perspective and compose themselves.	"Go and have some thinking time and I will come and talk to you."
4. Repair	Follow up, repair and restore. A quick chat at break time or a more formal setting. 5 questions is enough (2/3 for younger children) The certainty that this follow up will take place is more important than the severity of the sanction.	1 – What happened? 2 – What were you feeling at the time? 3 – What have you felt since? 4 – How did this make people feel? 5 – Who has been affected? 6 – How have they been affected? 7 – What should we do to put things right? 8 – How can we do things differently in the future?