



Behaviour Policy

March 2026

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		Author
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1. Introduction

At Weston Rhyn Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Weston Rhyn Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Adult behaviours create children's responses and behaviours.

3. Aims

Through this policy we aim to:

- ensure a consistent and calm approach to use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all Pupils, Staff and Parents/Carers;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- to promote the use of restorative approaches in place of punishments;

- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our Pupils are polite, happy and considerate of others' feelings;
- encourage our Pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where Pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

It is the everyday habits of adults that provoke a change in pupils' behaviour.

4. Building Positive Relationships: Our Behaviour Principles

Our school has three simple values: Community, Courage, Respect generated through discussions with staff and pupils and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

Adult Strategies to Develop Excellent Behaviour

At Weston Rhyn Primary School, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Class Dojo

Our web-based reward system used to record achievement and provide a visual and interactive resource in class. Although used predominately as a tool to celebrate children, it supports effective communication with parents. Class Dojo points are linked to House Points so that children feel that they are contributing to their community. House Points are celebrated during whole school assembly at the end of every week.

5 Pillars of Practice

- Consistent, calm adult behaviour
- First attention for best conduct
- Scripting difficult interventions
- Relentless routines
- Restorative follow-up

What does it look like?

Consistent, calm adult behaviour:

“The culture is set by the way that the adults behave.”

We have high expectations and work towards ensuring our children feel motivated to learn and engage positively in school. We set clear boundaries and expectations for our children to feel safe in our school. We talk calmly and with respect. We welcome and engage positively with our community.

First attention for best conduct:

“Why crush behaviours with punishment when you can grow them with love?”

We positively notice expected behaviour; clearly highlighting the underpinning value. We celebrate through praise, postcards and class dojo; referencing our values.

Relentless routines:

*“It is your routines, and your relentless repetition of them,
that makes the students feel safe enough to learn.”*

Teachers Meet and Greet children and parents/carers every day. Visual timetables are used in all classrooms. Positive praise is shared with children regularly. Behaviour is managed consistently for all children.

Scripting difficult interventions:

“When learners are struggling, they need support.”

Supporting adult uses PACE (Playfulness, Acceptance, Curiosity and Empathy) strategies to re-engage and re-focus dysregulated children. Positive distraction to alleviate stress of the child.

Restorative follow-up:

“Visible consistency with visible kindness allows exceptional behaviour to flourish.”

We know it is important to rebuild relationships. Initial adult engages in restorative conversation. Consequences are discussed once a child is regulated. Every day begins with a fresh start.

Children are praised publicly and reprimanded in private.

Language Around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as ‘kicked off’ or ‘screaming fit’ are unhelpful in these instances and adults should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted in the first instance by the class teacher.

Our Language for Supporting Positive Relationships

“Reminding children of their good behaviour in the middle of dealing with their poor behaviour.”

- * It was the rule about ... (reference rule) that you broke.
- * You have chosen to ... (identify consequence as decided by child with adult support).
- * Do you remember last week when you ... (reference a previous positive behaviour)? That is who I need to see today ... Thank you for listening. (Then give the child some ‘take up’ time.)

Keeping language clear and concise during periods of dysregulation:

- * First.....Then
- * Now.....Next
- * When.....ThenIf.....Then

Use of Voice

Using tone of voice effectively is an important tool for managing behaviour. A calm, steady tone helps create a sense of safety and predictability, signalling to children that the situation is under control and reducing anxieties that can lead to disruptive behaviour. Varying tone: such as lowering your voice to draw attention, or using a warm, enthusiastic tone to reinforce positive behaviour, can guide pupils toward desired actions without escalating tensions. Consistency is key: when pupils know what different tones mean, they can quickly adjust their behaviour in response.

When engaging with a child who is behaving in an unsafe way, the teacher’s tone becomes especially important. A firm, low, and clear tone is often used to immediately communicate seriousness and ensure the child recognises the need to stop what they are doing. This tone is assertive but not aggressive, helping maintain authority while avoiding escalation. Once the immediate risk is reduced, shifting to a calm, reassuring tone helps the child feel safe enough to listen and reflect. This might involve softening the volume and slowing the pace of speech to support emotional regulation. Finally, using a supportive, solution-focused tone; warm, encouraging, and collaborative, helps guide the child toward safer choices and reinforces that the adult is there to help. By intentionally moving between

tones based on the situation, adults can de-escalate unsafe behaviour, maintain strong relationships, and model self-regulation for pupils.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. The number of questions to be used **MUST** depend on the age of the child, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do nexttime.

1. What happened? (Neutral, dispassionate language.)
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? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
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?

5. Sanctions

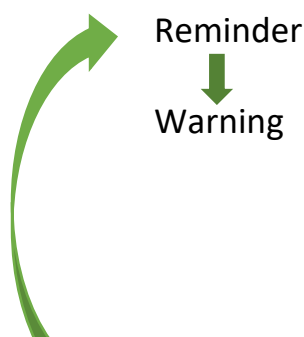
Sanctions should always:

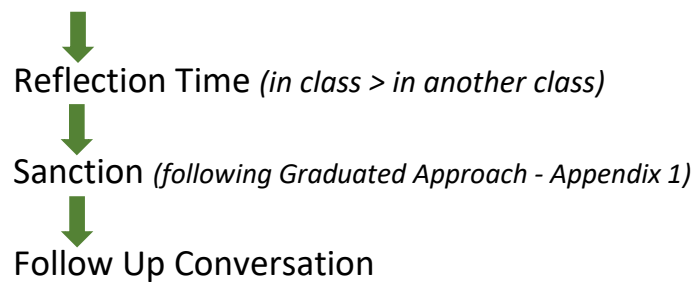
- make it clear that *unacceptable behaviour affects others* and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by *all staff* to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanctions should address this, not be made personal to the child.

Our Behaviour Pathway





Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a member of the Leadership Team (SLT)
- Parent/Carer contacted
- Parent/Carer called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

If Parents/Carers are to be informed of negative behaviour, this is done via telephone before the end of the school day where possible. We aim to ensure that face-to-face interactions with parents/carers at the beginning (drop-off) and end (pick-up) of the school day are positive. Staff should not have conversations with parents/carers about negative behaviour in front of other families. If a face-to-face conversation is necessary, the parent/carers will be invited into school for a meeting.

6. Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke Behaviour Support Plans (Appendix 2) that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced staff only. The school will record all incidents of extreme behaviour on CPOMs.

Suspensions or exclusions will occur following extreme incidents at the discretion of SLT. A suspension will be enforced under these conditions:

- Staff need respite after an extreme incident.

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

7. Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our Graduated Approach in order to be dealt with more quickly by a member of SLT. If this occurs, a focused meeting involving SLT and the staff members will be arranged to discuss what happened. Parents/Carers will be contacted to inform them of their child's involvement in any unacceptable behaviours and a meeting may be held to discuss consequences and next steps if necessary.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Together: everyone matters. Together: everyone succeeds.

8. Exclusions (Permanent) and Suspensions (Fixed Term)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the Inclusion Team and family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

9. Staff Training

All staff receive PRIDE Training which is refreshed annually. Core staff receive PRIDE Disengagement (Positive Handling) Training, also refreshed annually. Suzi Bray (Headteacher) is a Trained Trainer in the PRIDE model.

10. The role of the Parent/Carer

At Weston Rhyn Primary School, active Parent/Carer involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected promptly at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

11. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

12. Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix 1 - Graduated Approach to Behaviour

Stage	Examples of behaviour	Possible sanctions	Next steps for staff
1	Low Level Disruption – behaviours include: • Interrupting/calling out • Not being on task • Ignoring instructions • Running inside the school building • Silly noises • Pushing in line • Rough play at playtime/lunchtime	Quiet reminder Verbal warnings Non-verbal signals Change of seating	• Class teacher to respond to all stage 1 behaviours. • In class behaviour strategies to be used to support with stage 1 behaviours. • Class teacher to reflect on what else can be put in place to avoid this happening in the future.
2	• Persistent stage 1 behaviour • Rudeness • Swearing • Disrupting the class affecting other pupil's learning • Inappropriate remarks to other pupils • Minor challenges to authority (refusal to comply) • Damaging school's/pupil's priority • Leaving class without permission • Harmful/offensive name calling • Continuous rough play at playtime/lunchtime • Repeated incidences of playing unkindly at playtime/lunchtime • Targeted behaviour towards the same child repeatedly	Missed minutes of playtime either with the class teacher or other identified adult? (Maximum of 15 mins) Time in another classroom with work to complete (Up to a maximum of 15 mins)	• Class teacher to complete ABC grids to identify triggers and communication. • Class teacher to phone parents to inform them of persistent stage 1 behaviour or stage 2 behaviours weekly. • Incidents to be recorded ON CPOMS. • SLT to speak to pupil. • Playtime incidents to be reported to the class teacher. • Parents to be contacted if child has evidence of stage 2 behaviour 3x or more in a half-term (SLT member to lead). • Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs.
3	• Persistent stage 2 behaviour • Persistent swearing • Throwing objects with intent to harm • Harming someone so they need medical help • Continued or more serious challenge to authority • Stealing • Repeated refusal to do a set task • Highly offensive remarks to children	Sent to member of the SLT Telephone call to inform parents Loss of playtimes/lunchtimes time with member of SLT At the discretion of the HT and severity of incident, suspension	• Behaviour to be reported verbally and on CPOMS by class teacher • SLT member to identify further actions; noted and implemented. • Class teacher to identify priority areas for improvement to support formulation of a Behaviour Support Plan. • Behaviour Support Plan (BSP) to be created by class teacher, pupil and SENCo (if needed). • BSP to be put in place.

			• BSP to be shared with the pupil's parents. • BSP to be reviewed by Class teacher, SLT member to attend the review. • Home/School Communication book in place. • Early Help school level assessment.
4	• Persistent stage 3 behaviour • Bullying • Fighting • Racism/homophobic comments • Very serious challenge to authority • Leaving school without permission	Class teacher / SLT member to investigate and then pupil to be sent to meet with the Headteacher Meeting scheduled with parents Loss of playtimes/lunchtimes time with member of SLT At the discretion of the HT, suspension	• Regular monitoring by class teacher and SLT. • External Agency support to be sought to provide additional support and guidance. • BSP to be continued as in stage 3. • Monitored daily. • Regular communication with parent/carer via Home/School communication book. • Early Help support.
5	• Persistent stage 4 behaviour • Persistent verbal abuse to a member of staff • Physical abuse to any member of staff or pupil • Malicious physical assault on another pupil or member of staff	Class teacher / SLT member to investigate and then pupil to be sent to meet with the Headteacher Meeting scheduled with parents and SLT At the discretion of the HT, suspension	• Situation to be monitored by teachers and SLT. • Early Help escalation. • BSP to be continued as in stage 3. • External agency referrals made.
6	• Repeated stage 5 behaviours	Governor disciplinary subcommittee convened Permanent exclusion from school	• Same as stage 5.

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully considered when sanctions are applied.

Appendix 2 - Behaviour Support Plan

PUPIL NAME:		CLASS:	YEAR GROUP:
Date of birth:	Medical conditions/needs:		
Date plan starts:	Staff working with the pupil:		
Date of next review:			
Challenging behaviour What does it look like? How often does it happen? How long does it last?	Targets What are we working towards? How do we get there?		
Reasons for the behaviour Consult parents/carers and the pupil (where appropriate) when filling out this box. What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen? • To get attention • To avoid something • To get something tangible • To meet a sensory need	Any special educational needs (SEN) that may affect behaviour If the pupil has SEN that affects behaviour, the SENCO should detail them here. How does the pupil's SEN affect their behaviour? How could the school's behaviour policy be adapted to meet their needs?		
Strategies for maintaining positive behaviour How do we maintain positive behaviour?	Triggers and warning signs What triggers might cause an incident? How do we prevent an incident?		

PUPIL NAME:		CLASS:	YEAR GROUP:
What does the pupil like? • Phrases to use • Rewards, motivators		• What to look out for • How to respond (reminders, alternative environment)	
Reactive strategies How do we diffuse the situation? • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?		Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?	
Skills and Talents		Achievements	
Likes		Dislikes	
Agreement: Parent/carers name Parent/carers signature		Staff name Staff signature	

PUPIL NAME:		CLASS:	YEAR GROUP:
Date		Date	
Behaviour plan evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.			

BEHAVIOUR PLAN - LOG OF INCIDENTS			
PUPIL NAME:		CLASS:	YEAR GROUP:
Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken