



Behaviour Policy
Review: Annual

| Date | HT | Chair | Date of next review |
|-------------|-----------|--------------|----------------------------|
| March 2026 | M Hibbert | C Glynn | March 2027 |
| | | | |

This Policy is written in conjunction with other policies including:

Equality Policy

SEN Policy

Safeguarding Policy

At Weston on Trent C of E Primary School we are a community with a core value that everyone deserves to be treated fairly, with care, respect and understanding. Every individual in school should be able to live out our school vision and 'let your light shine'. We work collaboratively with parents/carers and other agencies. We value all members of our school community as unique individuals. We are a community that promotes respect, consideration, responsibility, loyalty, honesty and fairness. We provide an environment where success is celebrated across the whole community by cultivating self-belief, self-confidence and self-esteem.

Good behaviour in school will enable our children to:

- Stay safe.
- Enjoy their learning.
- Achieve their potential.
- Make a positive contribution to the school, and wider community.
- Access the full range of learning opportunities in a calm, positive environment.
- Reach high, but fair expectations for achievement.
- Behave appropriately in a wide range of social and educational situations.
- Value the rights of the individual.

At Weston on Trent C of E Primary School we have:

A consistent approach to behaviour management:

Behaviour is addressed as a whole school issue with clear and explicit boundaries. Certainty and inevitability will be created around the process (consistency). Behaviour management strategies, rewards and consequences will be applied on a continuum from least to most intrusive. School rules and expectations will be clear to all and reinforced by all members of staff.

Clear and defined leadership:

Senior staff will take a lead role in supporting the maintenance of expected behaviour standards and will be effective at sharing their expertise to improve behaviour. They will communicate with a range of adults and pupils; monitoring and identifying training needs; and responding to higher level/frequency of behaviour. The SENCO has a key responsibility to determine additional individual support and needs.

Quality classroom management, learning and teaching:

Teachers will plan and prepare lessons which are lively and challenging and engage and motivate pupils to learn. Quality first teaching and learning is an intrinsic part of positive behaviour management, rather than using 'quick fix' approaches. Teachers have key responsibility in lessons to provide a quality learning environment and a curriculum which is matched to need. They will operate the agreed behaviour management system, using a rising hierarchy of responses. School recognises that effective teaching and learning and consistent classroom management are critical to promoting good behaviour and limiting

opportunities for misbehaviour among pupils. Guidance and support for staff in these areas are covered in the Induction programme, feedback on regular lesson observations and external courses where appropriate.

This policy will enable us:

- To raise pupils' self-esteem.
- To develop self-discipline in the children and a sense of responsibility for their own actions.
- To develop empathy and respect for others.
- To ensure regular attendance.
- To ensure that good behaviour is recognised, and rewarded.
- To encourage pupils to value the school environment and take care of equipment.
- To encourage the children to respect the school's routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower all staff to expect and request appropriate behaviour from all pupils.
- To acknowledge that all members of the school community are responsible for maintaining good order and a pleasant learning environment.
- To work within a positive, proactive approach to behaviour.
- To reflect on our behaviour management and aim to be constantly improving.
- To ensure that the rights and responsibilities of all members of the school community are recognised.

Our priority is to promote positive behaviour by:

- Clearly outlining our expectations so that the children understand what is meant by good behaviour.
- Quality first teaching and the provision of a stimulating, challenging and relevant curriculum matched to needs.
- Developing a sense of discipline and helping pupils take responsibility for their actions and develop their emotional skills.
- Helping pupils develop social skills.
- Dealing with unacceptable behaviour promptly, fairly and in a structured way.
- Working cooperatively and collaboratively with parents/carers and other professionals.
- Ensuring that all staff are effective role models and constantly reinforce the behaviours we are striving to achieve.

Adults in school will promote good discipline by using:

- A calm, assertive, non-confrontational approach.
- Clarity and consistency of request / instruction.
- A positive approach to classroom management with high expectations and appropriate rewards and sanctions.
- Explicit practice working within the Restorative Practices framework.

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is achieved by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused.

Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will aim to:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.
- Ensure that the children know that they will be treated consistently and using fair process.

The three principles of Fair Process:

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Rewards for Good behaviour include:

- Verbal praise.
- Stickers, stamps and other individual rewards.
- Certificates issued during our Celebration Collective Worship.
- Letters and texts to parents/carers.
- Dojos and class rewards.
- Chance to be in The Always Club.

The Behaviour Sanctions will be used at the appropriate level of response. Restorative Practice procedures will be followed. Our sanction process is as follows:

1. Verbal warning
 2. 5 minutes out in class
 3. 10 minutes out in another classroom
 4. restorative conversation with a member of the Senior Leadership Team
- parent meeting will be set up to discuss the child's behaviour with the class teacher, the SENCO a member of the Senior Leaders Team and the parents when behaviour is persistent and/or deemed unsafe.

The use of sanctions will be characterised by the following features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions will be avoided – no whole class timeouts or missing of breaks.
- There should be a clear distinction between major and minor offences
- It should be the behaviour rather than the person that is sanctioned.
- Serious events will be recorded on the school's reporting system: CPOMS.

The *Zones of Regulation* is a structured framework designed to help children understand and manage their emotions, leading to improved self-regulation and behaviour. It categorises feelings into four colour-coded zones:

- **Blue Zone** (low energy emotions like sadness, tiredness, or illness)
- **Green Zone** (calm, focused, and ready to learn)
- **Yellow Zone** (heightened emotions like frustration, excitement, or anxiety)
- **Red Zone** (intense emotions like anger, panic, or loss of control)

By teaching children to recognize their emotions and associate them with these zones, they develop the ability to regulate their responses through tailored strategies such as breathing exercises, movement breaks, or talking to a trusted adult. The approach fosters emotional intelligence, resilience, and positive behaviour, creating a supportive learning environment where children feel safe, understood, and empowered to manage their own feelings effectively.

Each class will:

-Explicitly teach the children The Zones of Regulation, enabling the children to become familiar with the vocabulary.

-Will have a 'feelings check in' interactive display where children can show which zone they are currently in.

-Will be taught age appropriate strategies to return to the green zone following periods in different coloured- zones (breathing exercises, movement break activities).

Persistent/Serious acts of misconduct - Internal exclusion.

Where appropriate, children should be subject to an 'internal exclusion' working within the school in isolation from other students. This should only be a measure to deal with isolated incidents or to allow pupils to 'cool off' whilst an issue is investigated.

Fixed and permanent exclusions

The school adopts and follows [DFE's Guidance on Exclusions](#) and the local authority guidance, which may be adopted for pupils who consistently display poor behaviour or act in a manner that is severe enough to warrant its application. Exclusions may be: 'Fixed term' A set period of time set by the Headteacher; or 'Permanent' Removal from the school roll.

In the case of permanent exclusions, pupils will be expelled from the school site immediately. The Local Authority will be informed of the situation and take the necessary steps to find alternative education.

Physical Intervention.

The handling of pupils is to be avoided at all times and staff act in accordance with the school's Physical Intervention Policy. As a guide to law: pupils can only be restrained if failing to do so would 'risk injury to themselves or another, or if they are in the process of a criminal act.'

Only appropriate physical intervention is to be used in such cases. All such incidences should be immediately reported to a member of the SLT and recorded on CPOMs. This is in-line with the recommendations of the Education Act 2002.

Support Systems for individual Pupil Need.

We acknowledge that some children may have Special Educational Needs and/or Disabilities and that this may impact on their behaviour. In that case, the reasonable expectations of that child may need to be slightly amended. If there is a persistent problem the class teacher and the SENCO will draw up an Individual Behaviour Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including the mid-day staff. This will give a consistent approach throughout the day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are experiencing these difficulties the school will provide targeted pastoral support or mentoring by adults or peers ie. Positive Play, Circle of Friends or peer mentors/buddies.

Support Systems for staff:

The School's Senior Leadership Team and Governors will support all adults working with the children. Behavioural issues and concerns will be discussed so that staff are working together to provide a cohesive approach towards meeting individual needs and individuals feel supported. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group, should speak to a senior member of staff and seek support.