

Behaviour Policy

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Date Ratified	Sept 2026
Ratified by	Full Governing Board
Statutory	Yes
On school website	After ratification
Main updates since last policy	Updates by Sarah Pope Further clarity around use of partner classes OPAL lunchtime expectations Zones of Regulation Seclusion information

At Wessex Primary, we want children to behave well because we care about them and want them to be successful.

Where behaviour is strong:

- more time can be spent on learning,
- pupils achieve more academically and socially.

Everyone in our school has a part to play in creating a climate and culture for our children to behave successfully. As a result of this, we aim to teach children how to behave alongside teaching them the necessary knowledge and skills to succeed academically.

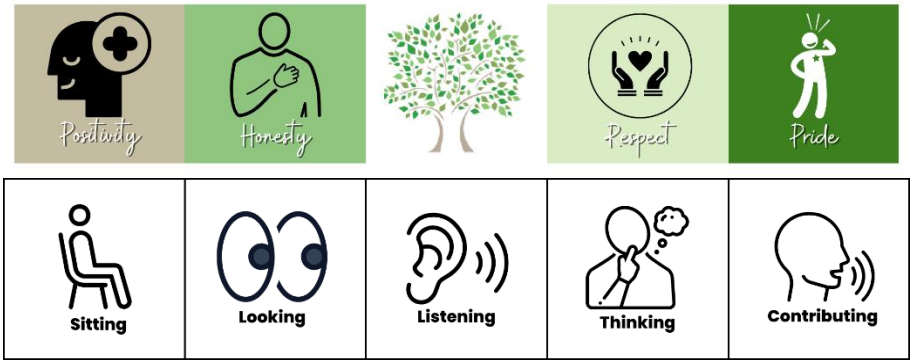
Everyone in the school is expected to engage with The Wessex Way. This is achieved through our School Values, our taught Character Curriculum and our Classroom Expectations.

We are an Attachment Aware School. Staff are trained and committed to the emotional mental health of everyone within the school community.

Our behaviour policy is a policy for all pupils. We make reasonable adjustments as necessary for the best outcomes for all children.

The Wessex Way

The Wessex Way is comprised of our School Values, our taught Character Curriculum and our Classroom Expectations.



Our character curriculum covers many simple social skills that we as adults take for granted, e.g. introducing yourself; being polite; listening; disagreeing constructively; sharing; holding doors open for people and more. The curriculum is sequenced so that knowledge is built over time and is recapped each year. Each week, a new character trait is taught in our weekly assembly so that pupils have the opportunity to practise this throughout the week.

Pupils are recognised by staff who demonstrate our Character Curriculum by receiving a Wessex Way sticker.

How we promote positive behaviours

To help promote positive behaviour and demonstrate the Wessex Way, adults will:

- have high expectations of themself and pupils,
- ensure learning environments are tidy,
- greet pupils at their classroom at the beginning of the day, after break and lunchtime,
- start lessons promptly,

- use pupil's names when addressing individual pupils,
- ensure children enter and exit the school building and classroom quietly and calmly,
- focus on redirecting behaviour back to learning
- promote and recognise the character curriculum traits demonstrated by children.

When reacting to negative behaviour adults should:

- be calm and unemotional,
- be objective (i.e. avoid subjective words to describe behaviour – e.g. 'disgusting', 'terrible' or 'awful'),
- limit attention on the child by giving feedback in private where possible – e.g. not in full view of the class,
- deliver a consequence if needed,
- take time to explain any decisions made relating to consequences and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).

When communicating, adults will:

- acknowledge the child's feelings,
- use a polite, calm tone of voice at all times,
- focus on the behaviour, not the child,
- use 'we' when talking about expectations: 'At Wessex, we do not throw pencils.',
- use 'if' and 'then' to clarify actions and consequences, e.g.: '***If*** you choose to throw a pencil, you will ***then*** miss your play.',
- follow through on 'if' and 'then' statements made but never make threats which do not follow the school system, including giving class or group sanctions where an individual or individuals are at fault.

Positive praise and rewards

Positive praise and rewards are used to promote the expected social norms in the school. Children are given praise as individuals or groups in any of the following ways:

- Non verbal (e.g. smiles, thumbs up) and verbal praise (e.g. 'Well done for walking quietly along the corridor'),
- Verbal praise from the teacher to parents e.g. conversation at the end of the day or phone calls home,
- Housepoints,
- Values and Wessex Way stickers,
- Headteacher award stickers,
- Certificates presented in assembly,
    - Good News, Growth Mindset, Accelerated Reader, Sports Leader and OPAL,
    - Attendance certificates presented termly.

Consequences

Norms, routines and well-taught behaviours are not enough for everyone to behave in a manner we would expect. Intrinsic motivation is the ideal motivation for pupils to make good choices with their behaviour. This can't be assumed. In order to generate intrinsic motivation, we often need extrinsic stimuli e.g. rewards and consequences. Consequences teach us that actions matter.

Consequences must never be used in retribution or revenge. Consequences aim to deter. They are a short-term behaviour modifier.
Consequences have the following impact:

- They discourage - a sanction resulting from an action will deter future undesirable behaviour,
- They clarify or redirect – allows the pupil to understand what they were supposed to do,
- They teach – provide opportunities to teach the pupils something they need to know / be able to do in order to reduce the undesirable behaviour.

Consequences will be educational; they may be protective:

- Educational consequences follow a restorative and coaching approach allowing the child to understand the impact of their behaviour and know what to do next time to solve the situation. They may also involve the other people who have been negatively impacted.
- Protective consequences may mean a loss of privileges to protect themself or others. This could mean a pupil has to play in a different part of the playground or use their break or lunchtime to discuss an incident.

Procedure for dealing with low-level disruption

Positive reframing and redirection

If positive encouragement and redirection do not work, adults will use the following system:

1. Clear consistent expectations – 'remove the grey'
2. 'Deliberate/planned ignore' when appropriate to allow pupils the opportunity to self-regulate and correct their behaviour
3. Non-verbal cues
4. Positive narration – focusing on what students are doing correctly and openly saying those things aloud to help motivate students. *"I am pleased to see that xxx is waiting for the lesson to begin"*
5. Positive group correction – Verbal reminder to the whole group with clear instructions requiring a specific action- *"Remember that we all need to be sitting and waiting for the lesson to begin."*

Warning system

1. Private individual correction - A quiet, private conversation to reframe the behaviour
   - *"I need to see you sitting and ready for your learning. I'll give you a minute."*
2. Private warning – A quiet, private conversation that the child needs to change their behaviour.
   - *I have reminded you to …..,. This is now a warning. If you don't sit ready for learning, you will have to miss some of your playtime / lunchtime / complete your learning in a different space"*
3. Consequence given – A quiet private conversation to inform the child that their behaviour has not changed; therefore a consequence will take place.
   - *"I've reminded you about what we expect, you'll now have to miss some of your play / lunch / complete your learning in another space"*

Zones of Regulation

Zones of Regulation is a framework that helps children recognise, understand, and manage their emotions and behaviour by grouping feelings into four colour-coded zones.

🟦 Blue Zone – Feeling sad, tired, sick, bored, or low energy.
🟩 Green Zone – Feeling calm, happy, focused, and ready to learn.
🟨 Yellow Zone – Feeling worried, excited, frustrated, silly, or beginning to lose control.
🟥 Red Zone – Feeling angry, terrified, overwhelmed, or out of control.

The aim is to help children identify which zone they are in and use strategies to move back towards the Green Zone, where they are best able to learn and interact with others. The framework is used to develop emotional awareness and self-regulation skills.

Applying Zones of Regulation:

- Check-ins throughout the day – Pupils are regularly asked to identify which zone they are in, for example during morning registration, after lunch, or before a lesson.
- Teaching emotional vocabulary - Staff explicitly teach pupils to identify emotions and understand how they feel physically.
- Learning regulation strategies - Pupils are taught that all zones are normal, but some emotions may require strategies to help them regulate.
- Supporting behaviour before it escalates - Staff use the language of the zones proactively.

The Zones of Regulation is used alongside the school's behaviour policy and does not replace established expectations or consequences.

Calm Corner

Every classroom has a designated 'Calm Corner' space where pupils can access the language linked to zones of regulation, which can help them to recognise and regulate their emotions. This space can be used as a short-term regulation strategy to support a return to learning rather than an alternative learning space.

Partner class

If the child has not changed their behaviour, the child will be sent to complete their learning in the year group partner class or a class near to their own. The child will take their learning with them and be welcomed by the partner class teacher. Using the partner class should be seen as a positive step to helping a child address their behaviour, to meet expectations.

The child will rejoin their class when the learning is completed or the teacher in the partner class deems them ready to return.

Serious incidents

Some behaviour is serious enough that it will be dealt with by a senior leader. These behaviours may include:

- Continual answering back,
- Serious challenge to any member of staff,
- Bullying/racism/homophobic/discriminatory language,
- Swearing or inappropriate language,
- Absconding around the school,
- Inappropriate physical contact,
- Fighting or intent to harm,
- Verbal abuse,
- Vandalism,
- Stealing,
- Refusal to go to another classroom when asked.

If a child refuses to go to another class, the child -may forfeit some or all of their break or lunchtime. This is to catch up on missed learning and for any educational consequence to take place. The child's parents will be informed of this.

Incidents at break and lunchtime

Expectations for behaviour during break and lunchtime remain the same as in classrooms. We expect pupils and adults to demonstrate The Wessex Way.

Lunchtimes are organised so that pupils have the opportunity to engage positively in a variety of OPAL activities across designated zones on the playgrounds and the field. OPAL play is supported by the Play Team, and there is an expectation that 'The Wessex Way' is demonstrated by all pupils during their play. All children are included in OPAL whole school assemblies where behaviour expectations for play is discussed and agreed.

Adults are expected to model social norms of how to engage in activities such as turn taking, accepting losing in a game, dealing with differences of opinions and more. These sorts of situations form part of the school's character curriculum which are reinforced weekly in assemblies.

When a pupil's behaviour does not meet the expectations or demonstrate The Wessex Way, adults will follow the same warning strategies as they would inside a classroom environment. Instead of being sent to another classroom, the child may be directed to 'OPAL reflection time' with a Play Team member of staff or be asked to move to a different activity or be in a different zone part of the playground or field.

Consequences relating to break or lunchtime behaviours should take place either in the moment or at the next break or lunchtime unless there is a serious incident which requires immediate involvement from a member of the Senior Leadership Team.

Redwood room or a Senior Leader's office may be used as part of an educational or protective consequence during break or lunchtime. These spaces may be used where a pupil will be directed to spend time working with adults to demonstrate their understanding of how they can solve the issue better next time.

Serious incidents at break or lunchtime

If there is a fight or a child who is out of control:

1. Send a child to the school office who will contact a member of the Senior Leadership Team
2. Remove the other children calmly.
3. Speak calmly and with authority to the child in need:
    a. Stop or Absolutely not
    b. This is not ok
    c. Let me help you
    d. Follow me
    e. Repeat this sequence to calm the situation.

Senior staff will arrive to help. Senior staff may have access to their mobile phones for efficient communications between leaders.

Recording behaviour - CPOMS

CPOMS will be used to record behaviour incidents such as:

- A child having to complete their work in another class,
- Any serious incident, as above, including at break or lunchtime,
- A repetition or accumulation of lower-level incidents that are felt necessary to document.

Behaviour Plans

If adults are regularly having to follow the warning system and a child's behaviour is not improving, a behaviour plan will be implemented by the class teacher with support from the Senior Leadership Team. These will be shared with parents.

If a child has a behaviour plan the school may feel that the child would be unsafe to attend an out of school trip or learning experience in school e.g. guest speaker or visitor. In this situation, the school will explain this to the child and the child's parents/carer. In this circumstance, the school's decision will be final. In this scenario, alternative learning arrangements will be made in school for the child.

Internal exclusion, suspension and permanent exclusion

For serious behaviours, or behaviours that persist over time, the headteacher may deem that an internal exclusion, suspension or permanent exclusion is necessary. Such actions are carefully considered and only take place when behaviour is not improving as a result of the strategies within this policy.

An incident may be serious enough to warrant an immediate internal exclusion, suspension or permanent exclusion.

- Internal exclusion – pupil will work in a Senior Leader's office away from their peers. This will include a designated school drop off space and may have separate break and lunch timings away from their peers.
- Suspension – pupil is not allowed on school site for a designated period of time.
- Permanent exclusion – pupil is not allowed on school site indefinitely.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevents them from leaving.

Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported in accordance with the school's procedures.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff can use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder,
- Hurting themselves or others,
- Damaging property.

Incidents of reasonable force must:

- Always be used as a last resort,
- Be applied using the minimum amount of force and for the minimum amount of time possible,
- Be used in a way that maintains the safety and dignity of all concerned,
- Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Reasonable force should never be used as a form of punishment.