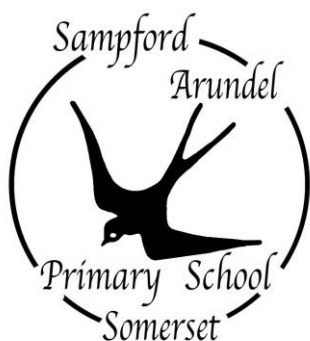


Wellington Area Rural Federation



Stawley Primary School

BEHAVIOUR POLICY

September 2026

Status:	STATUTORY
Responsible person:	HEADTEACHER
Responsible Governor :	CHAIR OF GOVERNORS
Ratified by the Head Teacher:	September 2026
Date first approved by the Governing Body:	September 2022
Review Period:	Annually
Review Date:	September 2027

Behaviour Policy

A. Rationale

In our schools, we believe that children learn and thrive when they feel **safe, valued, understood and that they belong**. We are committed to creating caring, inclusive and supportive school communities in which positive relationships are at the heart of everything we do.

We recognise that behaviour is a form of communication and that children's behaviour can be influenced by many factors, including their age and stage of development, emotional wellbeing, relationships, experiences, communication needs, additional needs and neurodiversity.

Our approach therefore combines **clear and consistent expectations with curiosity, compassion and appropriate support**. Adults seek to understand what may be contributing to a child's behaviour while helping them to recognise its impact, develop appropriate skills, repair relationships where necessary and make positive choices.

The development of personal qualities, emotional regulation and social skills is an important part of our curriculum. Behaviour is therefore not simply something we manage. It is something we **teach, model, practise and support**.

B. Aims

We aim:

- to ensure that every child feels safe, welcomed, valued and included;
 - to develop warm, respectful and trusting relationships throughout our school communities;
 - to ensure that our approach to behaviour is fair, equitable and responsive to individual need;
 - to recognise and make reasonable adjustments for children with SEND, neurodevelopmental differences, communication needs and other additional needs;
 - to ensure that no child is disadvantaged because of race, religion or belief, disability, sex or any other protected characteristic;
 - to provide clear, consistent and predictable expectations while recognising that children may require different levels or types of support to meet them;
 - to help children develop self-awareness, emotional regulation, empathy and responsibility;
 - to understand behaviour as communication and respond with curiosity as well as appropriate boundaries;
 - to promote restoration and repair following difficulties;
 - to provide stimulating, engaging learning experiences that enable all children to experience success academically, socially and emotionally;
 - to work positively and constructively with parents and carers; and
 - to ensure that children know that mistakes are opportunities to learn and that every day offers a fresh start.
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C. Golden Rules

Our Golden Rules help children understand how we care for ourselves, one another and our school community.

The rules for each school have been developed through discussion and shared understanding. Class discussions and Circle Time provide regular opportunities to explore relationships, feelings, expectations and what our Golden Rules look and feel like in practice.

Our rules are displayed appropriately, taught explicitly and revisited regularly. Adults model them consistently and support children to understand them.

Where a child finds it difficult to meet an expectation, adults will consider what support, teaching, adjustment or co-regulation may help them to be successful.

Stawley Primary School's Golden Rules

We will:

- be friendly, caring and kind to one another;
- respect other people and their belongings;
- speak politely and respectfully;
- move calmly and safely around our school;
- help to keep ourselves and one another safe; and
- always try our best and recognise that everyone's best can look different.

Sampford Arundel School's Golden Rules

In Class 2, we will:

- Be Considerate
- Be Sensible
- Be Polite
- Act Responsibly

These expectations are taught and understood in ways appropriate to children's age, development, communication and individual needs.

D. Encouraging Positive Behaviour

Positive relationships are central to our approach. We notice, recognise and celebrate children's efforts, achievements, kindness, perseverance, progress and positive contributions to our community.

We believe the most powerful encouragement comes from:

1. warm and trusting relationships;
2. an engaging and accessible curriculum;

3. adults who model the behaviour and relationships we hope to develop in children;
4. specific and genuine encouragement; and
5. children experiencing success, belonging and pride in themselves.

We also recognise that children respond differently to praise and rewards. Staff will therefore use their knowledge of each child and, where appropriate, the child's own views to ensure that recognition is meaningful and supportive.

Level One: Everyday Recognition

This may include:

Non-verbal encouragement: smiles, thumbs up and other positive signals appropriate to the individual child.

Verbal encouragement: specific, genuine recognition of effort, kindness, perseverance, responsible choices or achievement. Whenever possible, praise will help children understand what they have done successfully.

Celebrating learning: children's work and achievements may be displayed and shared so that children can feel proud of their progress.

Feedback: marking and feedback will recognise success and support children to understand their next steps.

Responsibilities and privileges: children may be offered appropriate roles and responsibilities within their class or school community.

House/Merit Points, stickers and other recognition: classes may use age-appropriate systems to recognise positive contributions, effort and achievement.

Recognition should celebrate **individual progress and contribution rather than comparison between children.**

Golden Time

Golden Time provides an opportunity for children to enjoy positive, appropriate activities together.

Where difficulties have arisen during the week, adults should consider the individual child's circumstances and needs and use professional judgement. Particular care should be taken where removing an activity is unlikely to help a child understand, regulate or improve their behaviour.

Levels Two and Three: Celebrating Wider Achievement

Children may be invited to share particular achievements with their class, another member of staff, the Headteacher or the wider school community.

Existing school traditions, including the **Book of Excellence, Headteacher Awards, Star of the Week, Golden Leaf Awards, celebration assemblies, newsletters, House Points and Merit Points**, can continue to be used to recognise children's achievements.

Where public recognition is used, consideration will be given to the individual child. Some children may value public celebration while others may prefer their achievement to be recognised more privately.

E. Responding When Behaviour Does Not Meet Expectations

When behaviour does not meet our expectations, our priority is to **keep everyone safe, support regulation, understand what has happened and help the child learn from the experience**.

We recognise that children will sometimes make mistakes or find situations difficult. Our response should preserve the child's dignity while maintaining clear and appropriate boundaries.

Adults will:

- remain calm and respectful;
- focus on the behaviour rather than labelling the child;
- use the least intrusive response likely to be effective;
- consider possible underlying needs or triggers;
- provide opportunities for regulation and co-regulation;
- adapt communication where appropriate;
- remind and re-teach expectations;
- help children understand the impact of their actions;
- provide opportunities to repair relationships or put things right; and
- provide a fresh start following an incident.

Fairness does not always mean treating every child in exactly the same way. Some children may require reasonable adjustments or additional support to enable them to meet expectations successfully.

Early Support and Reminders

Responses may include:

Positive noticing: drawing attention to and reinforcing the behaviours we want children to develop.

Non-verbal prompts: a discreet visual cue, gesture, proximity or other agreed signal.

A quiet reminder: calmly reminding the child of the expectation, preferably privately.

Clear choices: explaining calmly what is expected and supporting the child to understand the possible consequence of continuing with a particular behaviour.

Regulation or reflection time: a child may be given appropriate space or supported to move to a quieter area. This should not be used to shame or isolate the child, but to enable them to regulate and successfully re-engage.

Repair: where appropriate, children will be supported to consider the impact of their actions and how they can put things right. This might include an apology, but an apology should be meaningful rather than simply demanded.

Consequences should wherever possible be **reasonable, proportionate, related to what has happened and designed to support learning**.

Additional Support

Where behaviour continues despite appropriate classroom strategies, the child may receive additional support from the Headteacher or another appropriate member of staff.

Responses could include:

- supported time in another learning environment;
- an appropriate loss of privilege where directly relevant;
- restorative conversation;
- support to repair harm;
- additional regulation or wellbeing support;
- further discussion with parents/carers; and
- review of existing provision, adjustments or support plans.

Before escalating a response, staff should consider what has already been tried, the child's individual needs and whether reasonable adjustments are required.

Serious Incidents

Some behaviours require an immediate response because of the potential risk or harm involved. These may include:

- serious physical aggression;
- bullying;
- racist, discriminatory or prejudicial behaviour;
- deliberately damaging property; or
- behaviour that presents a significant risk to the child or others.

In these circumstances, ensuring safety is the first priority.

Parents/carers will normally be contacted, and the school will consider the most appropriate response in light of the individual circumstances, the severity of the incident and the needs of those involved.

Where discriminatory behaviour occurs, the behaviour will be addressed clearly while supporting the child to understand **why it is harmful and how they can learn from and repair the situation**.

Persistent or Significant Behaviour

Where behaviour is persistent or of significant concern, the Headteacher and relevant staff will consider whether further assessment, reasonable adjustment, individual planning or external professional support is required.

Any decision regarding suspension or permanent exclusion will be made in accordance with the relevant statutory requirements and guidance.

Suspension or permanent exclusion is a serious step. Where concerns are developing over time, the school will consider the support, adaptations and interventions that may help the child succeed while also maintaining the safety and learning of others.

F. Children Requiring Additional Support

Some children will require **more individualised support** to feel safe, regulate their emotions and behaviour, engage with learning and successfully meet school expectations.

We do not view these children as being “beyond” the school’s normal approach. Instead, we recognise that behaviour which challenges us may indicate that a child is **communicating an unmet need or finding the demands of a situation difficult to manage**.

We will seek to understand the child rather than simply respond to the behaviour.

Individualised support may include:

- identifying triggers, patterns, strengths and successful strategies;
- establishing small and achievable goals;
- creating individual support or regulation plans;
- adapting communication and reducing unnecessary verbal demands;
- visual supports and predictable routines;
- structured and supported transitions;
- access to appropriate sensory or regulation strategies;
- co-regulation with a trusted adult;
- restorative and relationship-based approaches; and
- consultation with parents/carers and relevant professionals.

We recognise and value **neurodiversity**. Staff understand that children may experience and respond to the environment differently and that behaviour may be influenced by communication, sensory processing, executive functioning, emotional regulation or other individual differences.

Across our schools, staff prioritise **regulation, co-regulation, repair, declarative language, reduced verbal demand, visual support and structured transitions** where these approaches are appropriate for the individual child.

We recognise that punitive responses alone are unlikely to teach the skills a child needs. Our focus is therefore on helping children to **recover, repair, reconnect, re-engage and learn**, alongside maintaining clear and safe boundaries.

Parents and carers are important partners. Where a child requires additional support, we will seek to work collaboratively with the child, their family, the SENCO and other professionals where appropriate.

G. Application

This Behaviour Policy applies to our whole school community.

All adults have an important role in creating a safe, respectful and compassionate culture. Adults are expected to model the calm, respectful and caring behaviour that we ask of children.

Consistency is important, but **consistency does not require identical responses for every child**. Consistency means maintaining shared values, high expectations and safe boundaries while responding appropriately to individual needs and circumstances.

There may be situations where additional expectations are required, for example in the dining room, during swimming or during particular curriculum activities. The principles of **safety, inclusion, respect, relationships and support** will continue to underpin our approach.

H. Monitoring, Review and Evaluation

The effectiveness of this policy will be monitored and reviewed regularly.

We will consider:

1. whether our aims continue to reflect the needs and values of our school communities;
2. whether expectations are understood, appropriate and consistently supported;
3. whether recognition and consequences are fair, effective and inclusive;
4. whether children with SEND and neurodivergent children are appropriately supported and reasonable adjustments are being made;
5. whether our approach helps children develop regulation, responsibility and positive relationships;
6. whether children and adults feel safe, respected and valued; and
7. whether the policy continues to reflect current statutory guidance and good practice.

Where appropriate, the views of **children, parents/carers, staff and governors** will contribute to the review of our approach.

