

# WROXALL PRIMARY SCHOOL

CHALLENGE • ACHIEVEMENT • RESILIENCE • ENJOYMENT

Castle Road, Wroxall, IW PO38 3DP

Tel. 01983 852290

[office@wroxallprimary.co.uk](mailto:office@wroxallprimary.co.uk)

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## BEHAVIOUR POLICY

September 2025

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### Policy Review

This policy was adopted and agreed by the Governing Board in September 2025

It is due for review in September 2027

Signature

Date: September 2025

Headteacher

Signature

Date: September 2025

Chair of Governors

***All the Governors and staff of Wroxall Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.***

## **Policy Aims**

- To outline our ***behaviour statement of intent*** for our school community.
- To provide a clear and consistent ***approach to behaviour*** which supports children's wellbeing
- To summarise ***roles and responsibilities***
- To outline our ***behaviour expectations***
- To outline our system of ***rewards and consequences***
- To summarise ***staff training***
- To make explicit links to ***statutory requirements and related policies***

## **Behaviour Statement of Intent**

Wroxall Primary School aims to provide a safe, secure and happy community in which children and staff can learn, work and grow together. We adopt a positive approach to behaviour, using positive language, encouragement and rewards for positive behaviour and a clear and consistent approach for addressing behaviour that does not meet expectations.

We are committed to:

- Promoting, rewarding and celebrating positive behaviour
- Promoting self-esteem, self-regulation and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Challenging and using consequences for behaviour that does not meet expectations
- Providing a safe learning environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Developing positive relationships with children
- Developing positive relationships with families
- A shared approach which involves children in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all children can achieve

At Wroxall, we recognise that 'behaviour is communication'. We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will support these needs, as well as exploring the cause, on an individual basis.

## **Approach to Behaviour**

### **Teaching of Positive Behaviour**

Teaching children how to manage their own behaviour well and take responsibility for their own actions is a priority at Wroxall. We do this in the following ways:

- Positive behaviour is modelled by staff throughout the school day
- Staff are expected to show respect for all children and other adults they come into contact with
- Staff will not talk negatively in front of children about their behaviour or that of others
- Every day will be a fresh start for every child
- We welcome all children into school with the expectation that they will have a positive day

### **A Supportive Learning Environment**

In order to promote positive behaviour, all classrooms should

- Have clear routines that are well established and understood by all children
- Be tidy, well organised and free from clutter
- Have equipment and resources that are age appropriate and accessible
- Have environments that vary according to the needs of the children. Some will have stimulating and engaging displays and resources, others will be calming and low distractions spaces
- Have appropriate visual timetables displayed for children and staff and routinely used
- Have other adaptations in place that support the needs of the children

### **Behaviour Support Strategies**

- Behaviour support strategies are based on trust and well-developed relationships between children and staff.
- A sufficient number of staff including the Headteacher, (Family Liaison Officer) FLO and Special Educational Needs Co-ordinator (SENCO) are trained in Maybo positive handling and de-escalation strategies.

### **Language**

- Instructions given by staff are clear and unambiguous.
- The ***language used is always positive***, telling children what they should do, rather than what they must stop doing.
- Children are explicitly praised for positive behaviour choices – language is linked to being ready, respectful and safe. Examples are given in Appendix 3.

### **Roles and Responsibilities**

The **FGB (Full Governing Body)** is responsible for reviewing this behaviour policy in conjunction with the Headteacher, monitoring its effectiveness and holding the Headteacher to account for its implementation.

The **Headteacher** is responsible for ensuring our school encourages positive behaviour and that all staff respond to behaviour consistently following this policy. The Headteacher will decide on an appropriate consequence when there is a serious breach of the behaviour policy. This could lead to a fixed term or permanent exclusion.

The **Family Liaison Officer** is responsible for supporting and co-ordinating behaviour support across the school, working closely with the Headteacher, SENCO and all staff to effectively meet the needs of children.

The **Special Educational Needs Co-Ordinator** is responsible for providing additional support and strategies for children with SEND and those who are disadvantaged in order to effectively meet their needs and encourage positive behaviour.

**All staff** are responsible for teaching and modelling expected behaviour and positive relationships at all times. They will apply this policy consistently and fairly and take appropriate action to restore positive behaviour when required. Staff will be aware of the signs of children experiencing behavioural difficulties and will communicate these with relevant staff.

**Children** are responsible for their own behaviour both inside school and out in the wider community.

**Families** are responsible for supporting their child in following the school behaviour expectations and reinforcing these at home. Families are asked to inform the school of any changes in circumstances which may affect their child's behaviour and to discuss any concerns they have about behaviour with their child's class teacher promptly.

### **Behaviour Expectations**

Our behaviour expectations are defined by our learning values of being:

**Ready:** We are ready to listen and learn

**Respectful:** We treat everyone and everything with kindness, empathy, and consideration

**Safe:** We keep ourselves and others safe at all times physically, emotionally and online

These are linked to our whole school **CARE** values of **Challenge**, **Achievement**, **Resilience** and **Enjoyment**.

- We embrace **challenge**
- We strive for new **achievement**
- We show **resilience** in all we do
- We **enjoy** celebrating our successes.

### **What being Ready, Respectful and Safe looks like in our school**

At the start of each year, staff work together and with their classes to explore what being ready, respectful and safe looks like in class, at lunch, in assemblies and in the playground. These behaviours are agreed with the class, displayed prominently and referred to frequently throughout the year, especially at the start of each half term. The agreed behaviours created by the staff team for both children and adults are used to stimulate discussion and can be found in Appendix 1.

### **Responding to Inappropriate Behaviour**

Sometimes a child's behaviour will not meet expectations, and children need to understand that there are consequences for their behaviour. When any member staff becomes aware of behaviour which is not Ready, Respectful or Safe, they should respond predictably, promptly, and in accordance with the school behaviour policy.

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across school respond in a consistent, fair, and proportionate manner so children know with certainty that inappropriate behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and staff may use pre-agreed scripts and phrases to help restore calm. The aims of any response to inappropriate behaviour should be to restore a calm and safe environment in which all children can learn and thrive.

A flowchart detailing our approach to inappropriate behaviour can be found in Appendix 2

### **What is inappropriate behaviour in our school?**

Some behaviours are more serious than those covered in not being Ready, Respectful and Safe. These include:

- Deliberately trying to or seriously physically hurting someone by: hitting, kicking, spitting, biting or another way that causes injury
- Deliberately swearing

- Homophobic or Racist language
- Sexualised behaviour
- Leaving or attempting to leave the school site
- Deliberately destroying school property or people's personal possessions
- Repeatedly refusing to follow instructions of a member of staff

A flowchart detailing our approach to inappropriate behaviour can be found in Appendix 2

## **Football**

Children playing football are expected to follow the same rules as professional players and the game must be refereed by an adult. Persistent aggressive play, arguing or using inappropriate language may result in the child being asked to leave the game.

## **Offsite Behaviour**

Consequences for offsite behaviour may be applied when a child has not met behaviour expectations when representing the school, such as on a trip or at a sports event. Whenever a child is wearing our school uniform, they are representing our school.

## **Special Educational Needs and Disabilities (SEND) and Mental Health**

We recognise that some children face significant barriers to meeting our behaviour expectations and that we have a duty to prevent children with SEND being at a disadvantage. Therefore, our approach to challenging behaviour may be adapted to meet specific needs. The SENCO will ensure all staff are aware of any adaptations that are linked to specific children.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health. This may include 1:1 or small group support in school or through external support co-ordinated by the school's mental health lead, who is the Headteacher.

## **Rewards and Consequences**

### **Rewards**

Our positive approach to behaviour for learning aims to motivate children to behave well and to value a safe and respectful learning environment where all children can be successful learners. Rewards include, but are not limited to:

- Verbally and explicitly praising positive learning behaviours
- Awarding dojo points for positive behaviour choices
- Postcards home with a focus on positive behaviour choices
- Nominations for Hot Chocolate with the Head
- Class rewards as chosen and agreed by the class teacher
- Phone calls, emails or face-to-face conversations with families

### **School Dog**

The school dog, Daisy, is used to aid wellbeing and build relationships with children. The school dog can also be used to help with co-regulation strategies and rewards for positive behaviour.

## **Restorative Approach**

As a school we use a restorative approach to responding to behaviour and the use of consequences. Consequences set boundaries, reinforce expectations, and act as deterrents. Without consequences, children would lack a framework for understanding the impact of their actions, resulting in a lower likelihood of them taking responsibility for their actions. The 'let's have a chat' template is used if appropriate – Appendix 4.

A restorative approach does not mean that there are no consequences; rather, it emphasises repairing harm and holding individuals accountable for their actions. Restorative practices in schools are rooted in the principles of restorative justice. These practices focus on building relationships, resolving conflicts, and restoring a sense of belonging. Restorative practices shift the focus from punishment to accountability, allowing individuals to take responsibility for their actions and learn from their mistakes. Restorative consequences focus on repairing harm and should always directly relate to that harm.

Restorative consequences may include:

- changing where a child sits in the lesson
- asking the child to take a time out to reflect on their actions
- saying sorry or writing a sorry card
- repairing or tidying up any mess made
- missing a short portion of break or lunch time
- peer mediation
- taking part in a restorative conversation with other children which is led by an adult

## **Consequences**

Reasonable and proportionate consequences will be used where a child's behaviour does not meet expectations, alongside support to resolve this. Consequences include:

- Time out in another classroom
- Time out with the FLO/SENCO
- Time out with the Headteacher
- Apologies and restorative conversations
- Expecting work to be completed out of class or at home

## **Persistent Behaviour Concerns**

Where children are persistently showing behaviour that does not meet expectations, a behaviour plan may be put in place to support them to do so. This will be agreed by the class teacher, family and child with both rewards and consequences put in place.

## **Exclusion and Reintegration**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. This sanction is only used in very serious circumstances where the education of children or well-being of children or staff at our school is at risk due to the behaviour of a child. This may be an internal exclusion or, in the most serious circumstances, external exclusion. In the event of a serious incident, the Headteacher may consider an exclusion

to be the logical consequence. Although never desirable, schools need to consider the safety of the community as well as consider deterrence for extreme behaviours.

When a child returns from a period of exclusion, a reintegration meeting is held which may include the child, parents, Headteacher, teacher, SENCO or FLO. The purpose of such a meeting is to reintegrate children back into school by addressing any unresolved issues and rebuilding trust. The discussion may include: What has changed since we last met? What are your hopes (our hopes) for your return to class? What might success look like for you (from the perspective of both the student and the group)? What do you need to succeed?

### **Permanent Exclusion and Managed Moves**

The Headteacher can use permanent exclusion as a last resort in response to serious incidents or if incidents of serious unacceptable behaviour continue, despite school-based interventions and implementing the support and advice from external agencies. The Headteacher should use their own professional judgement based on individual circumstances when considering whether to permanently exclude a pupil.

A managed move can be used to initiate a process by the Headteacher which leads to the transfer of a pupil permanently to another mainstream school. If a temporary move needs to occur to improve a pupil's behaviour, then the Headteacher can arrange this with another school, supported by the Local Authority. Managed moves should only occur when it is in the pupil's best interests.

### **Physical Intervention (Maybo)**

If a child exhibits behaviour that is dangerous, either to themselves or other children or adults they may need to be physically held or escorted. The majority of staff are trained in Maybo techniques for de-escalation and holding that limit the cause of possible harm.

If a member of staff is new to the school and they have not yet been Maybo trained, they will not undertake physically holding or escorting children except in an emergency situation when any adult would have a duty of care. Other staff with appropriate training will be called to take over the situation and handle the behaviour.

Children are physically held or escorted for the minimum amount of time necessary for them to calm or to be removed to a place of safety. All incidents of physical intervention are recorded on CPOMs and records shared with families. Families are offered the opportunity to talk to the Headteacher when a physical intervention has been necessary.

When a child can be predicted to need physical intervention on a regular basis, they may have a Behaviour Support Plan put in place which will be agreed with their family. It is important to the success of any strategies that aim to change unacceptable behaviours that the same approaches are used across school and at home whenever possible. Families will be informed about the good behaviour of their child as well as any incidents that occur. Consistency towards behaviour support across the school is vital to its success, therefore as new strategies are introduced all staff are informed within meetings/briefings.

### **Staff Training**

Key staff will receive appropriate training from MAYBO. This includes applying the SAFER model to situations in order to de-escalate them effectively.

**S** – Step back

**A** – Assess

**F – Find help**

**E – Evaluate**

**R – Respond**

All new staff will be made aware of our school's behaviour policy to ensure they understand our expectations and how best to support all children to participate in meeting these expectations.

The Headteacher will review staff training needs regularly and in response to any serious or persistent behaviour issues disrupting the running of the school.

### **Statutory Requirements and Related Policies**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and child referral units in England, including child movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Home school agreement
- Anti-Bullying Policy
- Child-on-child abuse policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child Protection Policy
- Safeguarding Policy
- Complaints Procedures Policy

### **Monitoring and Review**

This policy will be reviewed by the Headteacher on a biannual basis and any changes made will be communicated to all members of the school community.






## Appendix 1

### What being Ready, Respectful and Safe looks like in our school

	Ready	Respectful	Safe
<b>Children</b>	<ul style="list-style-type: none"><li>• Listen to the person speaking</li><li>• Be in the right place at the right time</li><li>• Actively follow instructions</li><li>• Have a positive attitude</li><li>• Have equipment and resources ready for the lesson</li></ul>	<ul style="list-style-type: none"><li>• Respond politely and kindly to others</li><li>• Follow expectations</li><li>• Value others ideas, beliefs and property</li><li>• Treat others as you would want to be treated</li><li>• Be proud of yourself, your school and your community</li></ul>	<ul style="list-style-type: none"><li>• Be in the right place at the right time</li><li>• Use equipment and resources correctly and safely</li><li>• Move sensibly around all areas of the school</li><li>• Make safe choices for yourself and others</li><li>• Be safe online</li></ul>
<b>Adults</b>	<ul style="list-style-type: none"><li>• Be in the right place at the right time</li><li>• Be prepared with planning and resources</li><li>• Be dressed appropriately</li><li>• Model enjoyment and engagement in learning</li></ul>	<ul style="list-style-type: none"><li>• Model positive behaviours</li><li>• Speak to children how we want to be spoken to</li><li>• Be prepared to forgive, apologise and move forward</li><li>• Listen to children</li><li>• Greet and be friendly to all members of our school community</li></ul>	<ul style="list-style-type: none"><li>• Make safe choices for ourselves</li><li>• Ask for help if we need it</li><li>• Report safeguarding concerns to a DSL</li><li>• Ensure risk assessments are carried out</li><li>• Be aware of and teach about emotional regulation</li></ul>

## Appendix 2

### Wroxall Primary Behaviour Consequences Flow Chart

Action	Script	Consequence	Contact	Recording
Verbal Warnings (up to three given) and brain breaks offered 	Reminder of behaviour that is expected <i>"If you continue, you will be asked to leave the room"</i>	None	None	None
Taken to alternative class to reflect 	<i>"You need to leave the classroom and go to (other classroom) for 5 / 10 minutes."</i>  Staff member to take child to the room and collect them.	In alternative class for 5 minutes (EYFS/KS1) or 10 minutes (KS2) – work sent with child if appropriate  On return to class, restorative conversation is had and apology given.	None	None
Second referral to FLO or SENCO 	<i>"You need to leave the classroom and go to (Meg or Mrs Whittington)."</i>  Staff member to take child to FLO / SENCO room.	FLO or SENCO speaks to child about behaviour and what is not acceptable.  Work sent with child and child remains in FLO/SENCO room for 5 minutes (EYFS/KS1) or 10 minutes (KS2) or until appropriate to return.  On return to class, restorative conversation is had and apology given.	Parents spoken to by class teacher, FLO or SENCO (phone call or face to face)  Class teacher informed of any feedback	Recorded on CPOMs by class teacher – updates added by FLO or SENCO
Third referral to Headteacher	<i>"You need to leave the classroom and go to Miss Hopkinson."</i>  Staff member to take child to Headteacher's Office.	Headteacher speaks to child about behaviour and what is not acceptable.  Work to be completed in Headteachers Office until appropriate to return.  On return to class, restorative	Parents spoken to by class teacher or Headteacher (phone call or face to face)  Class teacher informed of any feedback	Recorded on CPOMs by class teacher – updates added by Headteacher

		conversation is had and apology given.		
Serious Physical behaviours that lead to injury of others	<p><i>"You behaviour is not safe and you have behaved in a way that is dangerous to/has harmed..."</i></p> <p>Staff member is taken to the Headteacher's Office (if able to do so)</p>	An exclusion is applied. This is either internal or external and fixed term or permanent.	<p>Meeting with parents and child both prior to external exclusion and as a return to school at the end of the exclusion period.</p> <p>If internal exclusion, parents are informed by Headteacher via telephone.</p>	<p>Recorded on CPOMs by Headteacher. If external, forms for the LA are completed.</p> <p>Parents are emailed letter with details.</p>

*Children will never be forced to apologise, but there will always be an expectation that any apology will be given, either verbal or written*

### **Appendix 3**

#### **Positive Praise and Vocabulary Phrases**

*Phrases you may hear around school include:*

I like the way you.....

I have noticed that..

I see you are becoming.....

What I like about you is.....

You achieved this because.....

Look how far you have come!

You have made a good start.....

Well done for.....

We all make mistakes!

I can see.....

Can you explain.....

I wonder if.....

What do you need?

How can I help?

Something has upset you.

I imagine that is difficult for you.

I would find that tricky!

Is anything bothering you?

Tell me about.....

What happened?

What did you want to happen?

I am sorry that has made you feel that way.

That didn't go well, how can we move on and make this better?

I will come back later and see how you are getting on!


Let's see if we can both get what we want here.

I am curious to know why you feel that way.....

Thank you for that....


## Appendix 4


'Let's have a chat' template




**Let's have a chat**

**Draw or write what happened...**







**I hurt someone**



**I refused to join in**




**I used unkind words/ sounds**




**I destroyed property**


**How did it make you feel?**




**ANGRY**




**SAD**




**EMBARRASSED**




**SCARED**




**Draw or write how you could behave differently next time?**







**Find a safe person**



**Go to a safe place**



**Use my words**



**Walk away/ ignore**