

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Behaviour Policy

Approved December 2025
Reviewed Annually

Welton St Mary's CE Primary Academy

Behaviour Policy

Introduction

We believe that every member of our school community should be valued, respected and treated as an individual, in accordance with our school vision. As an inclusive Christian community, we value each and every person. Through challenge, support and care, our behaviour policy enables us to strive for excellence in all that we do, as we set consistently high expectations rooted in God's love.

Our school mission statement is 'Together we care, learn and thrive'. Our behaviour policy supports our mission statement which is rooted in mutual respect and the development of strong relationships. Our policy involves working together with children to build empathy and personal responsibility; and showing that we care about others as we empathise and reflect on how our actions might affect others. As a result of us learning from our mistakes and making positive choices, we believe we can thrive as a school and reach our full potential. We believe that all children have the right to learn in an environment free from disruption. We have high expectations and clear boundaries to ensure this happens.

At Welton St Marys we have five principles that underpin our behaviour policy:

- Consistent, calm, adult behaviour in response to children's behaviour
- Relentless routines
- Positive relationships built with all members of our community
- Scripting difficult interventions when necessary
- Restorative follow up when necessary

Restorative practice

Our policy is underpinned by a Restorative Practice philosophy which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships. We want our children to leave school understanding the impact of their behaviour on others and understanding personal responsibility. Restorative Practice fosters an awareness of how others have been affected by unacceptable behaviour. We actively engage participants in a process which separates the deed from the doer and rejects the behaviour not the wrongdoer. This allows the wrongdoer to make amends for the harm they have caused.

We believe that everyone should act with courtesy and consideration to others at all times. We believe that the key to good behaviour is to have high expectations that are applied consistently and fairly throughout the school. An example of this is the way we move around the school. We expect children and adults to walk quietly around school and to open doors to visitors as well as to each other. Children and adults are also expected to come into, and leave, our Collective Worship times silently.

School rules

We have three easy to remember school rules, which all of our community are expected to adhere to. These are:

- Be kind
- Be responsible
- Be safe

Rewards

At Welton St Marys we believe in recognising positive behaviour and always strive to acknowledge, praise and reward those children who regularly meet our expectations or go above and beyond. We believe that if we reward children when they go above and beyond, then there is no limit to children's excellent behaviour. To recognise and thank those members of our school who get on quietly but don't always get the recognition they deserve, every half term, two children from each class will receive a reward provided by the Assistant Headteacher and the House Captains. For example, this could be a hot chocolate, a movie or a visit to the park. It is a way of thanking those children who have consistently gone over and above throughout the term or demonstrated notable growth in an aspect of their personal development. We praise and reward children for good behaviour or work in a variety of ways:

- Teachers congratulate children.
- Positive verbal feedback.
- Displaying work throughout the school.
- Receiving a Star of the Week or Christian Value award each Friday during Collective Worship.
- Teachers give children house points which can result in termly individual and house rewards. This promotes individual and collective responsibility.
- Children may be asked to show their work to another class teacher, a subject leader or to the senior leadership team to celebrate achievements.
- Children are given opportunities to succeed through responsibility such as being members of the School Council, House Captains, Opal Play Leaders, Collective Worship Council, representing our school in sporting competitions.
- Visitor certificates where visitors can celebrate children that they have noticed going above and beyond during their visit.
- Positive phone calls or notes home.

The children will receive house points which will go towards their house total. Each term a winning house will be announced and they will be awarded with an extra play time to reward their success. Alongside this, each year group has their own in class reward system, which is motivating and relevant for their children.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring to the Friday Collective Worship certificates or awards they have achieved for swimming, dancing and other sports or activities.

Sanctions

We balance challenge and support: firm boundaries and sanctions ensure accountability, while restorative practice helps pupils understand impact and rebuild relationships. Staff maintain a consistent approach to managing misbehaviour, while recognising that some children with specific educational needs may require a more personalised system. We implement a layered traffic light system as follows:

	Steps	Actions
1	Reminder	Reminder of the three simple rules or the one specific rule being broken if necessary. Repeat reminder if reasonable adjustments are necessary.
2	Last chance	Speak to them (privately if possible) and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use of an affective statement.
3	Yellow	If behaviour continues, child is moved to the yellow step (this will be delivered privately if possible). Student is made aware of their behaviour and the consequences are clearly outlined if they continue. Use the phrase 'Think carefully about your next step'. Child to stay behind at break time if they reach this step as some time is owed either to talk about their behaviour or catch up on missed work.
4	Orange- time out	This may be time out from the classroom or off the playing field. The child may enter another classroom to calm down, look at the situation from a different perspective and compose themselves. This stage will be necessary if other pupils' learning is being negatively impacted on. If they reach this stage, a restorative conversation will need to take place to repair the damage or relationship, and try to change future behaviour.
5	Red - SLT	If behaviour is a particular concern to the rest of the children and the safety of others then a member of the Senior Leadership Team may be called.

If a child has missed out on their own learning due to their behaviour then it may be necessary for the child to do this in their own time. This might be given to complete at home or sometime in the school day. If stage four is reached then a restorative conversation will take place and an outcome decided as a result of the conversation. It is important that the staff member involved in the outcome or consequence is involved in the restorative process. All responses will seek to repair the harm, build empathy and/or change future behaviour.

Should serious misbehaviours continue, a behaviour chart/plan will be written with the parents involved. The Assistant Headteacher will be involved and additional appropriate adults within the school will support and monitor behaviour. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class in 'circle time' or during a planned in PSHE lesson.

Behaviour Curriculum

Social norms are our shared expectations for behaviour - how we move, learn, speak, and treat each other. They are essential in creating a positive culture and a strong sense of belonging. We don't expect children to know this instinctively; we teach them through routines, structures, and clear expectations. Children are supported, praised, and challenged to improve when standards aren't met. The curriculum below shows what these norms are and how we sustain them over time.

Inclusivity

- ✓ True inclusion supports high expectations and a safe, effective learning environment for all children, rather than lowering standards or putting others' education at risk due to one child's behaviour.
- ✓ We prioritise calm across our school. By teaching children how different activities require different energy and noise levels, we create calm, inclusive classrooms that support all learners, including those with sensory and SEND needs.
- ✓ In our behaviour curriculum, reasonable adjustments mean providing targeted support so that all children are able to meet our behaviour expectations. Expectations are not lowered.
- ✓ Strong relationships and Social-Emotional Learning (SEL) help children understand and manage their own emotions, supporting an inclusive and positive learning environment.

Around school

- ✓ We use a restorative approach to teach children to take responsibility for their actions and to develop empathy and understanding for others.
- ✓ Pupils are expected to walk calmly throughout the school and to walk silently into and out of Collective Worship to support a calm and focused environment.
- ✓ We establish clear routines for all regular and repeated tasks. Structure benefits all pupils and is especially important for supporting the behaviour and attitudes of our most disadvantaged children.
- ✓ Voice levels and energy should be appropriate to the activity and the space.
- ✓ Universal support for most is sufficient: quiet and calm classrooms, clear routines, high expectations, social norms, scaffolds for learning
- ✓ Children mirror their surroundings and adults. Prioritising correct uniform and a tidy, orderly environment sets the standard for behaviour. Staff and pupils take shared responsibility for communal areas, ensuring items are picked up from the floor and locker doors are kept closed.
- ✓ Behaviour and school culture are continually monitored and refined. When necessary, expectations are rehearsed or adjusted to maintain high standards for all pupils.
- ✓ We teach children to respect everyone in our school. All adults' authority is communicated clearly and valued equally, and children are guided to behave respectfully towards all staff and visitors.

Classroom Practice

- ✓ Children remain seated while teachers are directly teaching or there is a whole class discussion.
- ✓ Children sit on their chairs correctly, with all four legs on the floor.
- ✓ Children are taught how to actively listen by ensuring they are tracking the speaker and giving their full focus. In a world of constant instant stimulation, our school gives children the space to learn calmly, to focus, and to be patient.
- ✓ Children listen to each other and adults, and adults will wait for all children to be listening before addressing them.
- ✓ Looking after belongings is prioritised. Children are asked to pick things up off the floor and to treat equipment with respect and great care.
- ✓ Presentation of work is valued and praised, reinforcing a culture of pride, attention to detail, and high standards across the school.
- ✓ Any disruption to learning is not tolerated we believe that every pupil has the right to learn, and no pupil has the right to disrupt the learning of others.
- ✓ Adults take steps to limit distractions, helping all pupils learn in a calm, focused environment.

*please note there are always reasonable adjustments and strategies in place to support those children that find it difficult to meet the expectations above.

Affective statements

Affective statements are often described as personal expressions of feelings in response to others' positive or negative behaviours. The idea is to connect students with how their behaviour is "affecting" themselves or others. Using affective statements helps us to specify the behaviour that a student is exhibiting and encourage or discourage that behaviour while improving or maintaining the relationship between the teacher and student. We always strive to separate the child from their behaviour. Examples include:

- When I see you work as hard as you did last lesson, it leaves me feeling extremely proud of you. I would like you to do the same in this lesson.
- I am upset by what has just happened because.....
- I feel that (describe action) was very disrespectful. What I would like you to do is...
- I am sorry that I misunderstood the situation
- I felt really proud of you when I heard
- I feel really pleased and encouraged that you made the right choice.
- When you ignore my request, I feel disappointed that you don't value our relationship. What I need is.... Would you be prepared to....?

Restorative conversations:

Those who do not meet the expectations set need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. At Welton St Marys we believe it is best to do things **WITH PEOPLE**. For behaviour that goes below our minimum standards a restorative conversation will take place which follows a suggested format:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves and challenge misbehaviour consistently when it is observed.

Examples of when sanctions would be applied:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Intentional physical behaviour
- Inappropriate language
- Poor attitude
- Rudeness

Serious misbehaviour (red behaviour) defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media),
 - sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Explicit sexual remarks,
 - display of sexual material,
 - sexual gestures,
 - unwanted physical attention,
 - inappropriate touching
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Zero-tolerance approach to sexual harassment and sexual violence

We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Whilst we will not tolerate the behaviour, we will support and listen to all involved. We will listen to the victim(s) and ensure that their wishes inform our response. The alleged perpetrator(s) will be offered support, so that they can change their behaviour.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be proportionate to the incident, will consider the wishes of the victim and will be in line with our behaviour policy. The perpetrator will receive support to prevent a similar incident from happening again.

- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

➤ Responding to a report

➤ Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.