



# Behaviour Policy

2025 – 2026

Policy Leader / DSL / HT*	<b>Mr Mark Ariss</b>
Last Updated	<b>September 2025</b>
Approved by the Governing Body/Board	
Date to Review	<b>September 2026</b>



## Behaviour Policy

**“Good behaviour is a necessary condition for effective learning to take place.**

The Governors and staff of Primet Primary School accept the above principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the education process.

Primet Primary School takes a positive attitude towards behaviour management and discipline. We are committed to providing an environment where all pupils are **valued** and are able to learn and play together in a **caring, happy, co-operative** and **safe** atmosphere. It is the responsibility of children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of **mutual respect, trust, openness, fairness** and **relentless consistency**.

We aim to do this by:

- Ensuring that everyone feels safe and secure.
- Helping all children develop appropriate and relevant social skills.
- Ensuring that relationships within school are based on mutual respect and trust.
- Involving parents and the community and ensuring that communication between home and school is clear, open, and honest.
- Creating a friendly and peaceful environment in which children want to participate and belong.
- Creating an interesting and stimulating environment in which children want to learn.
- Rewarding and praising good behaviour and choices.
- Developing pupil voice within the school so that children have a say in what happens in school.
- Encouraging children to care for others and to understand and embrace diversity.
- Providing children with the language and skills to solve their problems calmly, openly and with understanding.
- Creating opportunities to share feelings and talk about strategies to help solve problems e.g. Relationship curriculum.
- Encouraging pupils to take self-responsibility for the consequences of their actions and choices developing collective responsibility.

### Expectations and Shared Responsibility

- We operate a positive behaviour management system and work hard to ensure that children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.



- We aim to teach the children at Primet Primary how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting a location with, or on behalf, of the school.
- Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations. When children join Primet Primary School they are provided with a Home-School Agreement which clearly outlines what the school expects of pupils and parents and what they can expect from Primet.

We expect all children at Primet Primary School to follow the behaviours which are.

1. We will be kind and look after each other at all times.
2. We will try our best in everything we do.
3. We will have good manners and listen when others speak.
4. We will show respect by caring for our environment.

These expectations are reflected through our Primet Principles:

At Primet Primary School, we are committed to helping everyone within our school community to flourish. Our Primet Principles are a collection of 6 personal characteristics that we feel set the foundations to be a successful, life-long learner and prominent member of society. These principles will be taught, referred to and celebrated throughout school.

**P Pride** – We shall show pride in ourselves, our school, our community and the achievements that we make ensuring that we always do our best.

**R Resilience** – We know that mistakes are an active part of learning and ensure that we do not give up but overcome any obstacles that we may face.

**I Independence** – We shall develop our confidence to be independent learners with the knowledge that we all have the power to achieve our dreams.

**M Make Good Choices** – We shall think about the choices that we make and how to improve ourselves, our work, our school and our community.

**E Engaged** – We shall show engagement with our learning by actively listening and asking questions to deepen our understanding

**T – Trust** – We know that we will always be the best that we can be in all situations. They are displayed and referred to each class and shared area.

Class Charters drawn up within individual classes that are pertinent to those classes needs.

### **Positive Rewards**

At Primet Primary School, our emphasis is on positive behaviour. We praise and reward positive behaviour in many ways including;



- **Praise** – verbal, written, sticker, friendly word or gesture, referral to another adult
- **Special Responsibility, Privilege, or Trust** – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job or responsibility.
- **House Points** – House Points are collated weekly and decide the winning team for the week. The winning team at the end of each half term receives a special reward.
- **Informing Parents** – communicating good news whenever possible, sending home messages, entry in home/school diary or sometimes a phone call.
- **Visiting the Headteacher** – for outstanding performance/behaviour children may be sent to visit the Headteacher. Stickers/certificates/praise pads will be used to reward.
- **Weekly Celebration Assemblies** – These are held on a Friday morning. Children from each class are selected. They are commended for hard work, good manners, sporting achievements etc.
- **Securing Consistent Consequences** - An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The decision to punish a pupil must be made by a member of SLT or a member of staff authorised by the Headteacher. The principles upon which consequences are based are that they should be:
  - the minimum necessary,
  - immediate and short lived (5min),
  - consistent,
  - focused upon the poor behaviour not the child,
  - expected and understood by the child,
  - delivered in a calm way,
  - accompanied by a model of acceptable behaviour,
  - not humiliating to the child or the adult,
  - sufficiently disagreeable to discourage a repetition,
  - involving parents in the case of persistent low-level acts,
  - must not breach any other legislation (for example, in respect of disability, SEND, race and other equalities and human rights).



## Inappropriate Behaviour

We have divided inappropriate behaviour into four categories. Examples are as follows:

<b>Stage 1 - Low level inappropriate behaviour – isolated occurrences</b> <i>This is day-to-day classroom behaviour that would be dealt with by the class teacher and TAs.</i>	
<b>Examples include:</b> <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Running</li> <li>• Shouting</li> <li>• Pushing</li> <li>• Discourtesy</li> <li>• Minor damage</li> <li>• Minor classroom disruption</li> <li>• Over aggressiveness</li> <li>• Persistent talking</li> </ul>	<b>Consequences:</b> <ul style="list-style-type: none"> <li>• A look/quiet word to establish why</li> <li>• Warning with clear boundaries</li> <li>• Time out within the classroom (age appropriate)</li> </ul>
<b>Stage 2: Low level inappropriate behaviour – frequent occurrences.</b> <i>This is day-to-day classroom behaviour that would either be handled by the class teacher or referred to other staff in the key stage.</i>	
<b>Examples include:</b> <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Shouting</li> <li>• Pushing</li> <li>• Discourtesy</li> <li>• Minor damage</li> <li>• Minor classroom disruption</li> <li>• Over aggressiveness</li> </ul>	<b>Consequences:</b> <ul style="list-style-type: none"> <li>• Discuss with child why this is happening</li> <li>• Child to miss 5 mins of play or dinner time play and to speak to the member of staff involved about behaviour, what should be seen and what needs to happen.</li> <li>• Child to be put on CPOMS.</li> <li>• If behaviour does not improve, a call is made to Parents, behaviour target cards will be established and Parents will be kept informed.</li> </ul>
<b>Stage 3: Serious inappropriate behaviour – isolated occurrences (use your knowledge of the child). Refer to SLT</b>	
<b>Examples include:</b> <ul style="list-style-type: none"> <li>• Pre-meditated theft</li> <li>• Serious aggression</li> <li>• Serious verbal abuse</li> <li>• Rude gestures</li> <li>• Racial incidents</li> <li>• Destructiveness</li> <li>• Physical violence</li> <li>• Refusing a member of staff</li> </ul>	<b>Consequences:</b> <ul style="list-style-type: none"> <li>• Incident recorded on CPOMS</li> <li>• Ask to work in another class or work in another part of the school under supervision.</li> <li>• Parents informed by SLT</li> <li>• Playtime and Dinnertime to be spent with a member of staff for an agreed time.</li> </ul>
<b>Stage 4: Serious inappropriate behaviour Refer to SLT and inform HT</b>	
<b>Examples include:</b> <ul style="list-style-type: none"> <li>• Pre-meditated theft</li> <li>• Serious aggression</li> <li>• Serious verbal abuse</li> </ul>	<b>Consequences:</b> <ul style="list-style-type: none"> <li>• Withdraw privileges until improvement has been seen and meeting had with parents</li> </ul>



<ul style="list-style-type: none"><li>• Rude gestures</li><li>• Racial incidents</li><li>• Destructiveness</li><li>• Physical violence</li><li>• Refusing a member of staff</li><li>• All forms of bullying</li></ul>	<ul style="list-style-type: none"><li>• Ask to work in another class or work in another part of the school under supervision.</li><li>• Parents informed by SLT</li><li>• External exclusion if deemed appropriate by SLT</li><li>• IBP/pastoral plan</li><li>• Short term exclusion</li><li>• Involve other agencies including police if necessary</li></ul>
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### **Confiscating Inappropriate Items**

Members of staff may confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. Prohibited items including knives and weapons, alcohol illegal drugs, stolen items, tobacco and cigarette papers, vapes and vaping liquid, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm and anything banned in the school rules. Mobile phones, smart phones and smart watches/rings are also prohibited during the day and MUST be handed into the school office before the start of the school day.

Prohibited items (as listed above) can be searched for without the consent of the pupil. Weapons and knives, and extreme or child pornography must be handed to the Police. Otherwise, it is for the teacher to decide if and when to return a confiscated item or whether to dispose of it.

It is expected that usual positive behaviour management strategies will have been used. For example: teacher presence; shared expectations; positive behaviour techniques; clear and consistent routines (and reinforcement of those); reminder/discussion; and verbal warning.

Teachers have the right to teach and children have the right to learn. Children who misbehave and stop teachers from teaching and stop themselves and others from learning. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so.

Reviewed September 2025 next review date September 2026

## **Behaviour Policy – Staff Guidance**

The following policy is based upon principles from Paul Dix's book 'When the Adults Change, Everything Changes'.



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### **simple rules**

1. Ready – Ready to learn – Present, have equipment ready
2. Respect – Attentive- listening – raising questions – waiting to respond- equipment used for purpose.
3. Safe – where need to be how they need to be.

### **Culture**

Culture is set by the way that we behave. Children will copy and mimic the behaviours displayed by those around them. Once the culture is set then everything else falls into place and attainment and progress will increase as a result as well as the sense of security and enjoyment within school.

### **Expectation**

- All children to be welcomed into the classroom at the beginning of the day – after morning break and after lunch.
- Children thrive on routine – register work displayed for the morning and afternoon before the children arrive.
- All adults within school to acknowledge and greet each other and all children around school.
- No classrooms are to be left without it being tidy and clean – floors and tables to be checked.
- Names displayed of children meeting expectations with regards behaviour.
- Class Dojo only to be used to reward work and where children are displaying the Primet Principles.
- Staff to deal with the behaviour not someone else.
  1. If child is sent to member of staff they are simply to supervise until the staff member can talk to the child.
  2. If support is needed from a colleague, they are to stand alongside not intervene.
- Only concentrate on the primary behaviour.
- Keep voice dull and pace metered – show no emotion.
- Use the script:
  1. Delivered in private – We have three simple rules – ready, respect and safe. Show me that you are ..... by ....
  2. You are .... I need you to .... Think carefully about your next step. Thank you (walk away and give some take up time)
  3. I asked you to ..... I know you can because you have (give some examples of the behaviour you want that they have done) we will discuss this some more for two minutes at the end of the lesson.
- Always repair the situation with the chat using the restorative justice questions.

Reading –  
Chapter 6 – Flipping the script



Chapter 8 – Restore, Redraw and Repair