Primet Primary School

Behaviour Policy

2026–2027

Headteacher	**David Bailey**
Created / updated	October 2026
Review date	July 2027
Approved by governing body	To be confirmed

A clear, caring approach to helping every child make positive choices. Draft for approval.

1. Purpose and ethos

Children learn best when they feel safe, welcome and ready to learn. Primet Primary School is committed to a safe, caring, cooperative and inclusive environment where all pupils are valued and can learn and play together. High expectations, positive relationships, predictable routines, praise, fair consequences and partnership with families underpin our approach.

We all play a part in making school a kind, fair and happy place. Expectations apply in school, during educational visits and when pupils represent the school.

2. Our school values

Our three values guide how we learn, play and treat one another:

ASPIRE — We can all aspire and succeed.	**We aim high; we work hard; we celebrate progress; we never give up.**
RESPECT — We all make our school a place to be proud of.	We are kind; we show respect; we make good choices; we look after each other.
TOGETHER — We all have a part to play.	We are one community; we work in partnership; we support each other; we are stronger together.

Adults use Aspire, Respect and Together in everyday conversations, to celebrate good choices and to help children put things right when things go wrong. Mistakes happen; what matters is what we do next.

3. Aims

- Ensure everyone feels safe, secure, included and ready to learn.
- Teach appropriate social skills, self-regulation and ways to resolve problems calmly.
- Build respectful relationships and a positive sense of belonging.
- Maintain clear and honest communication between school and home.
- Celebrate effort, progress, kindness and positive choices.
- Listen to pupil voice and promote responsibility for the impact of choices.
- Apply proportionate, consistent responses while taking account of individual circumstances and needs.

4. Expectations and shared responsibility

We ask children to be kind, do their best, use good manners, listen to others and look after our school. These expectations are expressed through Aspire, Respect and Together. Staff model these behaviours, establish routines and address behaviour calmly. Parents and carers are encouraged to support school expectations and work in partnership with staff. Governors and school leaders oversee implementation and review.

Classes may agree age-appropriate class charters that reflect the three values. Staff should explain and practise routines rather than assume pupils already know them.

5. Recognising positive behaviour

We want to notice and celebrate the good things children do. This might include:

- Verbal or written praise, stickers, friendly gestures and referrals to another adult.
- Special responsibilities, privileges or positions of trust where appropriate.
- House points, collated weekly, with recognition for the weekly winning team and a half-term reward.
- Positive messages, conversations or calls home.
- Visits to the Headteacher to celebrate exceptional effort or conduct.
- Weekly Friday celebration assemblies recognising effort, manners, achievement and contribution.
- Class Dojo, where used, to recognise learning and demonstration of Aspire, Respect and Together.

6. Our choices and consequences: graduated response

When behaviour needs to change, adults follow the same clear steps. The sequence is intended to be clear and predictable, not an automatic requirement to impose every stage in every incident. Staff should use professional judgement, record and communicate concerns appropriately, and make reasonable adjustments where required. Serious incidents may be referred directly to senior leaders.

1. Gentle Reminder	**A little reminder to make a positive choice and show our school values.**
2. Warning	A clear warning and a chance to make the right choice.
3. Amber	Miss 5 minutes of play-time.
4. Red	Miss the entire play-time.
5. Work with a member of SLT	Talk about what happened and how to move forward.
6. Call Home	We contact home so school and home can work together.
7. Parent Meeting for Report	A meeting with parents/carers to make a plan for improvement.
8. SLT Report	An SLT report is put in place to support positive choices.
9. Headteacher Report	The Headteacher supports the pupil with a clear plan and regular check-ins.

10. Isolation	Time away from the usual classroom to reflect, reset and prepare to return successfully.

Playtime consequences must be supervised, proportionate and applied with consideration of pupils' needs, welfare and access to necessary breaks. Any removal from class ("isolation" on the poster) must be supervised, time-limited, purposeful, recorded appropriately and planned to support successful reintegration. It is not a formal suspension.

7. Inappropriate behaviour and how it is addressed

We look at what happened, how often it has happened, who was affected and what help the child may need. We also consider age, development, SEND, disability and any safeguarding concerns. The examples below are illustrative rather than exhaustive.

A. Isolated low-level behaviour

Examples may include calling out, persistent talking, running in inappropriate areas, discourtesy, minor classroom disruption or minor unkindness. The adult initially uses Stage 1 (Gentle Reminder) and, if needed, Stage 2 (Warning). If the behaviour continues, Stage 3 (Amber: five minutes of playtime) may follow. The adult should briefly explain the expected behaviour and provide an opportunity to reset.

B. Repeated low-level behaviour

Repeated calling out, disruption, unkindness, minor damage or disregard of instructions may lead to Stage 4 (Red: loss of the entire playtime), followed by Stage 5 (work with a member of SLT) when earlier interventions have not been effective. The class teacher or relevant adult should explore patterns, agree practical support and record concerns on CPOMS in line with school procedures. Stage 6 (Call Home) supports a shared response with parents/carers.

C. Persistent or escalating concerns

Where difficulties persist despite support, the response may progress to Stage 7 (Parent Meeting for Report), Stage 8 (SLT Report) and Stage 9 (Headteacher Report). Reports should specify a small number of achievable targets linked to the school values, the support offered, how progress will be recognised, the review date and how the pupil and family will be involved. Staff should consider whether additional pastoral or SEND assessment and support are needed.

D. Serious incidents

Examples include serious physical aggression or violence, significant verbal abuse, discriminatory incidents (including racism), bullying, deliberate significant damage, theft or behaviour posing an immediate risk to safety. Staff must secure safety, seek SLT support promptly and follow safeguarding, anti-bullying and incident-reporting procedures. The school may move directly to an appropriate senior-leader response rather

than beginning at Stage 1. Parents/carers will normally be informed, subject to safeguarding considerations. A risk assessment, restorative follow-up, pastoral plan or referral to other agencies may be appropriate.

Stage 10 (Isolation) may be considered where a supervised period away from the usual classroom is necessary and proportionate to help a pupil regulate, reflect and return to learning. Any decision about suspension or permanent exclusion is separate from this ten-stage poster and must follow statutory procedures and the school's relevant policies.

Restorative follow-up

After an incident, we help children talk through what happened, who was affected, what they can do differently next time and how to put things right. Discussions should be calm, private where practicable, age-appropriate and focused on the behaviour rather than labelling the child.

8. Fairness, inclusion and safeguarding

Consequences must be lawful, reasonable, proportionate and consistently explained. Staff will take account of SEND, disabilities, medical needs, trauma and other relevant circumstances and make reasonable adjustments where required. Behaviour may indicate unmet need or a safeguarding concern; staff must follow the school's safeguarding and child protection procedures. The school does not use humiliating or degrading responses. Physical intervention is governed by applicable law and school procedures and must never be used as punishment.

9. Confiscation and prohibited items

Staff may confiscate items where lawful and reasonable, in accordance with current DfE guidance and school procedures. Prohibited items include weapons, illegal drugs, stolen items and other items covered by statutory search powers. The school also requires mobile phones, smartphones, smart watches and smart rings to be handed to the school office before the start of the school day. Searches, retention, disposal and any involvement of police must follow the law, safeguarding requirements and the school's relevant procedures. Only authorised staff should carry out searches.

10. Staff guidance: consistency and culture

- Welcome pupils into classrooms at the beginning of the day and after breaks; establish predictable routines.
- Greet children and colleagues respectfully and model Aspire, Respect and Together.
- Keep learning spaces orderly and ready for pupils.
- Use calm, clear language and focus on the primary behaviour rather than escalating a confrontation.

- Where appropriate, the adult who witnessed the behaviour should lead the response, with colleagues providing support.
- Use a brief, private script: “Our value is Respect. I need you to [specific action]. Thank you.” Give time for the pupil to respond.
- When a warning is needed, state the next step clearly, without arguing or humiliating the pupil.
- Follow through with the relevant stage, record incidents as required and repair the relationship afterwards.
- Ensure reports and reintegration plans describe support and positive goals, not just sanctions.

11. Monitoring and review

The Headteacher and senior leadership team regularly check how well this approach is working, whether consequences are fair and whether children are getting the support they need. The policy is shared with staff, pupils and parents/carers and reviewed by governors in line with school arrangements.

Created: October 2026 | Review due: July 2027

Appendix: Quick-reference escalation

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10. Isolation — Time away from the usual classroom to reflect, reset and prepare to return successfully.

Appendix 1: Our Choices & Consequences

