

Wales Primary School Policy for Promoting Positive Behaviour

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Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and that each person is treated fairly and respectfully. We are a caring community whose values are built on mutual trust and respect for all. Our school policy for promoting positive behaviour is therefore designed to support all members of Wales Primary school in becoming kind, thoughtful, caring and independent citizens. Promoting positive relationships is at the forefront of our policy in order to maintain a calm, happy and secure environment where children feel safe and supported. Our aim is for all our children to flourish as learners in becoming the best versions of themselves and to leave Wales Primary School as well-rounded, confident individuals.

At Wales Primary School, we expect all staff to behave in a considerate and respectful way towards all children - always putting the needs of our children first. This must be applied consistently to support children in behaving in a positive way. Positive behaviours need to be modelled: this includes having a calm voice when speaking to others and displaying positive body language.

Confrontation must be avoided. Positive interactions with children should by far outweigh negative ones. Praise to children should be specific and meaningful. All staff in school are to look to 'catch' children being good and to be clear and consistent in expectations and rewards and sanctions at all times.

Another of our aims is developing the children's ability to be self-disciplined and to make the right choices in their actions. To support children in this, if a child is engaging in a negative behaviour, they will be given the opportunity to put the behaviour right and move on from it. "The right choice for you to make is... If you don't make the right choice and you continue to...then..." Clear consequences need to be given. Children must be given the opportunity to start afresh after negative behaviour and/ or a consequence.

Our final aim is to involve parents as much as possible in feeding back on their child's behaviour. This includes celebrating positive behaviour with parents and sharing achievements as well as discussing any negative behaviour. With negative behaviours, it is about working together with parents to help improve behaviour and to support each other in the best interests of the child.

Legislation, statutory requirements and statutory guidance:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

The Role of all Staff including Teachers and Teaching Assistants

It is the responsibility of all staff to ensure that the policy is implemented consistently and fairly across school. All staff must have high expectations of children in terms of behaviour and need to promote a positive climate in school: this includes rewarding positive behaviours and dealing with negative behaviours they may come across straightaway both inside or outside the classroom. If staff are unsure of what reward or sanction is appropriate, they must seek advice from the behaviour lead to make sure it has been dealt with consistently and appropriately. Staff to inform the behaviour lead if they have any concerns about a child's behaviour. All adults in school must be aware a child's SEND and/or SEMH needs and are to make reasonable adjustments in order to support these pupils with their behaviour. A number of staff are Team Teach trained and will follow the Positive Handling policy if necessary.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement and monitor the school Behaviour Policy consistently throughout the school and to report to the governors - when requested - on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by modelling the standards of behaviour and by supporting staff in any issues or uncertainties which may arise.

The Headteacher keeps updated with all serious incidents of misbehaviour, subsequent actions and how these incidents have been resolved.

The Headteacher has the responsibility for giving suspensions to individual children for serious acts of negative behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The decision to permanently exclude is only taken after the Chair of Governors has been notified.

The Role of the Behaviour Lead

It is the responsibility of the Behaviour Lead to implement and monitor consistency and recording of the Behaviour Policy and report to the headteacher. The Behaviour Lead will be the first point of contact for teachers for advice on speaking with children and communication with parents.

The Role of the SENDCo

It is the responsibility of the SENDCo to ensure that the Behaviour and SEMH policies support pupils with SEND in line with the school's SEND policy. The SENDCo, as part of their role, will collaborate with the Governing Board and SLT to determine the strategic development of Behaviour and SEMH policies and provisions in school. It is also the responsibility of the SENDCo to support teachers with managing the behaviour of SEND pupils ensuring they make reasonable adjustments where appropriate.

The Role of Parents

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. Parents should support the actions of the school in implementing the Behaviour Policy and adhering to the parent code of conduct and parent agreement which is signed. Parents are responsible for informing the school of any changes in circumstances which may affect their child's behaviour.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Behaviour Lead. If the outcome is still unsatisfactory, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (see Complaints Policy)

The Role of Governors

The Governing Board has the responsibility of setting down these general guidelines on behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school Behaviour Policy but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Governing Board has the responsibility to handle complaints regarding this policy as outlined in the school's Complaints Procedures Policy.

Rewards and Sanctions System

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Our rewards and sanctions are all linked to both our school values and our Wales Code. They differ in that the Wales Code is linked to our Wales Learning Behaviours whereas the values are about maintaining a respectful, caring and positive environment. It is vital for the children to understand the rewards and sanctions and the purpose of them. This is to be discussed with the children at every opportunity so they understand why the values and the code are in place.

School Values

Our school Values are Respect, Integrity and Tolerance. These underpin our day to day practice and are part of our PSHE curriculum as well as weekly assemblies. We use the language of our values in our everyday conversations to promote them.

Rewards – Learning Time

As well as tangible rewards detailed below, we believe that the most important reward is first and foremost verbal praise. Verbal praise delivered in the correct way which is specific and meaningful has a huge impact on a child. It boosts a child's self-esteem and confidence as well as reinforcing the behaviours we want to see. It is a big part of our philosophy at Wales Primary School.

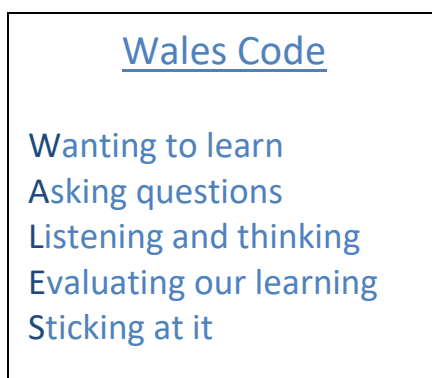
Purple Cards and stickers

Purple Cards are to be given out to children in KS1 and KS2 for positive behaviours which show the children are following the school values **in learning time**. For example, showing kindness and good manners. The cards are to be put in a box in the classroom and rewards given at the end of each half term to one or two children whose names are pulled out.

A child can also earn a sticker (not WALES sticker) as a reward for following the school values. These are used more with younger children as an instant reward but can also be used with older children if appropriate.

Wales Code – rewarding positive learning behaviours

The Wales Code is an integral part of Wales Primary School and is unique to us. It was devised in 2010 and it runs through everything that we do. The code promotes positive learning behaviours that we want to instill in all our children so they become inquisitive, enthusiastic, resilient, reflective and independent learners. They are integral to our belief system at Wales Primary School. The Wales Code is prominently displayed in all classrooms and key areas around school. Successes are celebrated in weekly golden brick assemblies, on the website and through texts sent home to parents. These don't just apply in class-based learning but in assemblies, on educational visits and outdoor learning.



Children receive a Wales sticker for following one of the Wales learning behaviours above. Any Wales stickers earned that week are displayed in the classroom.

Children start collecting stickers on their individual charts in FS2 once they have settled in and have gained some understanding of the Wales Code. Once they have achieved 20 stickers, they receive the first Wales Code badge and certificate. They then aim to achieve Bronze Star, Silver Star, Gold Star, Outstanding Learner, Learning Champion, Learning Mentor, Learning Legend, Learning Maestro and Amazing Achiever.

Proud Moments Book & Headteacher Stickers – children can get their work or a message about their learning put in the Proud Moments Book which is kept in Mrs McDonald’s office. They will also receive a Headteacher sticker and a Proud Alert text message will be sent home to parents.

Golden Bricks - two to be written per class for assembly each week linked to following the Wales Code. These are displayed outside the classroom after assembly and the children take home a certificate that day showing which part of the Wales Code they received their award for.

Child of the Week - one person per week to be chosen by the class teacher who has been an ‘always’ child that week. An always child is defined as someone who has shown an excellent attitude to all their learning that week. They are someone who has followed the WALES code in every lesson and whose behaviour has been excellent. They have done everything which has been asked of them and thus have been a model pupil. They will receive the reward that week of having a hot chocolate and a treat with the Headteacher. Their teacher will make a phone call home to let parents know or speak to them face to face.

Child of the Term/Year – two children chosen per term and then for the year who follow the Wales Code consistently to a high standard and who also follow the school values consistently. These achievements are celebrated in whole school assemblies and rewarded with certificates and a treat. For the child of the year, parents are also invited along with the Chair of Governors and the children receive a prize. Other awards for the greatest improvements in learning made are also given out in this assembly.

Sanctions

At Wales Primary School, we have high expectations for not just children’s behaviour but their attitudes to learning. If a child doesn’t meet those expectations and doesn’t follow one of the school values, then all staff will follow a series of steps to ensure that a safe and positive environment is maintained and that any low level disruption is dealt with straightaway. In learning time, the following steps are followed:

1.	Children are reminded of the behaviour which is expected with the question, ‘What should you be doing?’ or ‘I’d like you to focus back this way thank you’
2.	If a child still isn’t doing what is expected, then it is made clear that they have been given a verbal warning .
3.	The next step after a verbal warning is a time away to another part of the learning space which is seen as appropriate for the class and the child to carry on with their learning/work for a short period of time. If the child refocuses and corrects their behaviour, then they can move back and start afresh.
4.	If a child continues to display the negative behaviours on time away, then the next step is to go to time out . This involves being sent to either the Behaviour Lead’s or Assistant Headteacher’s class. Once a child has reached this step, then this is formally recorded by the class teacher on Arbor and parents are contacted either by phone or at home time. This should be no more than 5 minutes for FS2, 10 minutes for KS1 and time deemed as appropriate by the class teacher in KS2. The child is expected to complete the work they were expected to do in their own class. The child will then be spoken to by their class teacher upon return and in lunchtime reflection either that day or the following day where they will complete restorative work.

5.	If a child goes on time out for a second time in a week the Behaviour Lead will contact parents by phone or at the end of the school day to discuss possible ways forward of support. If a child goes on time out for a third time in a week the Headteacher and child together will contact parents by phone or at the end of the school day to discuss possible ways forward of support.
6.	If a child is involved in serious incidents either inside or outside learning time, staff will consult with the Behaviour Lead on the consequence for this and recording. It could lead straight to a lunchtime reflection or the Behaviour Lead may escalate to the Headteacher to suspend a child. These behaviours include: swearing, purposely hurting another child or member of staff, vandalism, being unsafe to themselves or others or refusal to do what has been asked. Parents will be contacted.
7.	A suspension may be given. (see below for details)

No sanctions are to be displayed in the classroom where others can see. It is important that reprimands and sanctions are private and that the child can start afresh once the sanction has been carried out.

De-escalation strategies

Where negative behaviour is present both inside and outside of the classroom, as well as following the steps in this plan, members of staff will always try to diffuse situations by using strategies such as the following:

- Appearing calm and using a low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Behaviour Log

Time Outs and Lunchtime Reflection

After a child has completed a time out, they are to be spoken to about what they did that wasn't acceptable and what could they do next time if they were in that same situation so the child can learn from it. A member of staff meets with any child who has received a time out to complete a reflection sheet to discuss how to improve their behaviour and to reflect on the incident. Class teacher will also speak to parents when a child has reached a time out and it will be formally logged on Arbor.

If a child goes on **time out for a second time** in a week the Behaviour Lead will contact parents by phone or at the end of the school day to discuss possible ways forward of support. If a child goes on time out for a **third time in a week** the Headteacher and child together will contact parents by phone or at the end of the school day to discuss possible ways forward of support. This will trigger a STAR (Setting, Trigger, Action & Response) chart to be completed in class for a 2 week monitoring period. An Individual Behaviour Plan (IBP) will be considered at this point after the 2 week monitoring period.

Out of Learning Time

If the negative behaviours occur at break and lunchtimes, then the steps of giving the child a warning and then time away sitting on the wall or staying with an adult still apply. The language used by staff is to be consistent across school to reinforce positive behaviours. For example, 'What should you be doing?' 'What could you do next time if you are in the same situation again?' If this continues staff will consult with the Behaviour Lead on the consequence for this and recording. It could lead straight to a lunchtime reflection or the Behaviour Lead may escalate to the headteacher to suspend a child. These behaviours include: swearing, using racist language, purposely hurting another child or member of staff, vandalism, being unsafe to themselves or others or refusal to do what has been asked. Parents will be contacted.

If there is continuous negative behaviour at break times or lunch times, lunch time monitoring targets will be put in place following a meeting with parents.

Behaviour Support Plan

If the child's behaviour hasn't improved in spite of the STAR chart logging of behaviour and communication with the behaviour lead, parents and SLT or there have been one-off serious incidents then a behaviour support plan for the child will be considered. The process of the behaviour plan will be as follows:

- An Individual Behaviour Support Plan consisting of clear realistic behaviour targets will be set and implemented (maximum of 3)
- Discussions as to whether the child needs a timetable variation involving a bespoke curriculum that better meets a child's individual needs
- Possible external agency involvement e.g Early Help, Educational Psychologist, With me in Mind, Aspire Outreach, Pupil Inclusion Panel
- Clear rewards/consequences identified (including possible suspension)
- Continued daily verbal feedback to pupil and parents.
- The Individual Behaviour Support Plan (IBSP) to last a minimum of six weeks/maximum of a term. This plan will be reviewed at the half way point and at the end by the class teacher along with parents and a member of the SLT.

At Risk of a Suspension or a Permanent Exclusion

If a child is at risk of a suspension or a permanent exclusion due to deteriorating behaviours, school must put steps in place to do their utmost to prevent this from happening. This includes the following when appropriate:

- Ensure parents have been consulted with
- Offer a peer mentor in school to meet with pupil
- Ensure that STAR charts are completed to look at triggers for certain behaviours

- Ensure that parents are communicated with regularly and that they are accessing the school mental health team's support through identifying need
- If appropriate, create an individual risk assessment for the pupil in order to keep them and others safe in school
- Complete the local authority's internal audit (new from 2023-2024).
- Involve as many external agencies as possible for advice and
- Attend one of the Primary Inclusion Referral Panels which take place for further advice

Suspensions and Permanent Exclusions

The following breaches may lead to a suspension and in exceptional circumstances could lead to a permanent exclusion:

- Serious violence towards another member of the school community (children, staff members or visitors to school)
- Persistent bullying behaviours eg verbal abuse and threatening behaviours (including cyberbullying)
- The persistent use of excessive foul and abusive language
- Possession of weapons
- Incidents involving racism, abuse relating to disability or sexual misconduct
- Repetitious or escalating poor behaviour where sanctions and a behaviour plan have not impacted
- In such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school

The examples of inappropriate behaviour above are for guidelines only; they are not a prescriptive list. Whilst we endeavour to consider all situations and circumstances within this policy, some pupils or isolated incidents will need to be handled differently and demand individual responses which require some variation of the policy.

When the decision is taken to suspend a pupil from Wales Primary School, the parent or carer will be informed immediately and they will receive a letter informing them of this decision, what the period of time will be for the suspension and why the decision has been taken to proceed to this stage. Information is also provided which outlines support and offers guidance on how to appeal against a student's suspension. The period of suspension can last from half a day up to 15 days per term. This course of action will be taken by the Head. The Chair of the Governing Board will be informed at the time of the suspension as will the LA. Legislative changes means that this must be done regardless of the length of the suspension. The school will make arrangements for work to be sent home during the period of the suspension.

In cases where all the school's consequences have failed to significantly change a pupil's behaviour or where an isolated incident is so serious, a pupil may be permanently excluded. This ultimate sanction is rarely exercised and only concerns pupils who are deemed to be a serious risk to the safety and/or education of others.

Further details on suspensions and permanent exclusions can be found at [suspensions and permanent exclusion guidance](#)

Pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their negative behaviour, the school will consider whether it is appropriate to sanction the

pupil following this policy or rather that reasonable adjustments need to take place. STAR charts may be used for pupils with SEND whose behaviour is a cause for concern (SETTING, TRIGGER, ACTION, RESPONSE). These charts can help staff to analyse behavioural incidents and take action to help prevent them reoccurring. The SENDco will always be consulted in the decision whether to impose a serious sanction on a pupil with SEND.

Monitoring behaviour

Every half term, staff meeting time will be dedicated to monitoring behaviour by looking at patterns and cohort specific behaviours. If one particular type of behaviour is identified as being an area across school which needs to be reinforced, assemblies and additional class work will link to this.

Behaviour outside of School Premises

When there is a case of poor pupil behaviour beyond the school gate, the school may enforce its right to apply a sanction to a pupil in school following a conversation with a parent. Examples of this may include:

- continued bullying of a pupil outside of school.
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could adversely affect the reputation of the school.

Staff induction, development and support

New staff will have a clear induction into the school's behavioural culture to ensure they understand its values and routines and how best to support all pupils.

All staff to be provided with regular training on the needs of the pupils at Wales Primary School so behaviour can be managed consistently. SLT to ensure adequate training is provided for staff on pupils with SEND and SEMH needs which may at times affect a pupil's behaviour and where reasonable adjustments may have to be made. Ongoing collaboration with external professionals to provide advice to support staff.

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. They also make reports to the governing board on the effectiveness of the policy through analysing records and, if necessary, makes recommendations for further improvements.
- The Headteacher keeps records of incidents of poor behaviour regarding both inside and outside of the classroom behaviour. The class teacher informally records minor and major classroom incidents where a child is giving cause for concern. STAR charts are used where appropriate.
- The Headteacher keeps a record of any pupil who is internally excluded, suspended or permanently excluded.
- It is the responsibility of the Governing Board to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
- The Governing Board reviews the policy every year. However, the Governing Board may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.