



Great Bedwyn C. E. Primary School

WHOLE SCHOOL BEHAVIOUR POLICY

This policy was adopted by the Academy Committee on: September 2025

Date to be Reviewed: September 2026

Review Body: Academy Committee

Aims of the policy

Being a Church of England Controlled School, we place importance on the development and influence of Christian values. All children are expected and encouraged to develop good manners and personal moral values including respect for truth, respect for themselves and others, and self-discipline. We aim to make Great Bedwyn C.E Primary School a place where the children feel secure and enjoy an atmosphere congenial to work and developing positive attitudes for life. This is embraced in **our single rule – Be Kind**. Good behaviour is central to the positive ethos of the school.

Our Policy is based on a positive approach in line with our Christian values (Respect, Responsibility, Love, Forgiveness, Friendship and Courage) where staff, children and other adults:

- Show respect and consideration to each other.
- Respect the whole learning environment.
- Ensure their behaviour enables themselves and others to learn.

School Staff

“Every Child is an Individual” and “Every Situation is Different”.

The Principal will provide support and encouragement to all staff, in accordance with the policies and procedures of the school. They will set the example for behaviour and the manner, which behaviour and discipline matters are dealt with, whilst recognising the diversity of the school community and the wide variation of circumstances that occur.

Great Bedwyn’s agreement:

- We agree that children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions.
- We agree that it is essential that teachers and staff work hard to build their class community.
- We agree that 100% consistency from all staff will ensure that this policy is effective.

Trauma-informed relational inclusion

At Great Bedwyn, we recognise that all behaviour is a form of communication. Our approach is rooted in an understanding that children’s experiences, including those involving trauma or adversity, can influence the way they feel, respond and interact with others.

We are committed to being a **trauma-informed school** where staff respond with empathy, consistency and clear boundaries. Our focus is on building safe, trusting relationships that support children to regulate their emotions and develop positive behaviours over time.

Key principles of this approach include:

- **Relationships first** – Strong, respectful relationships between adults and children are at the heart of all we do. We start every year with a whole-school focus on this, as part of our Christian values.

- **Inclusion** – Every child is valued, and we seek to understand the individual needs behind behaviours, ensuring that children remain included in the school community.
- **Consistency with flexibility** – Clear expectations are maintained across the school, while recognising that some children may need personalised support to succeed.
- **Repair and restore** – When difficulties occur, we focus on repair and restoration (Restorative conversation script – Appendix 2), encouraging children to reflect, take responsibility and rebuild relationships in a supportive way.
- **Emotion coaching** (Zones of Regulation)– Staff support children to recognise and manage their feelings before becoming dysregulated, developing lifelong skills in resilience and self-regulation.

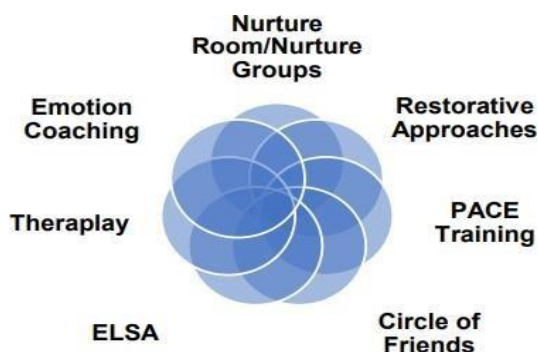
By taking this relational and inclusive approach, we aim to ensure that all children feel safe, respected and ready to learn.

What is trauma?

Trauma may be defined as repeated cycles of stressful events and the inefficient turning on or off stress responses. When in a heightened stress state, the brain automatically enters fight or flight survival mode, which can result in challenging behaviour. This is particularly pertinent for children who experience toxic shame. It is therefore fitting that the school’s behaviour policy clearly recognises that some children will require a different, alternative approach to help them succeed. Breaking the cycle of trauma – stress – behaviour - restriction. The concept of co-regulation, leading to eventual self-regulation can help support this process.

Whilst consistency of approach is important for children to feel safe and secure, it is also important to differentiate expectations and approach according to a child’s abilities, needs and experiences. Whilst most children will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support. This is particularly true for children who have experienced trauma.

Examples of trauma informed interventions:



Zones of Regulation

The school uses zones of regulation as a strategy to support all behaviours. If children can recognise when they are becoming less regulated, they are able to do something about it to manage their feelings and get themselves to a healthy place. The Zones of Regulation organises feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Communication

The school makes clear, through regular and appropriate communication, the type of behaviour they expect from both adults and children within the school community. Furthermore, teachers understand the partnership with parents is a crucial element of the school's Behaviour Policy and will strive to ensure parents are informed on all matters (both individually and collectively) relating to behaviour at stage 3 and above of the sanction progression noted below.

Listening and Respecting Each Child

Staff recognise that each child has their own worries, fears and difficulties. Staff will help the children to deal with these through behaviour management and nurture groups as appropriate. Adults will not form conclusions but will deal with each incident separately using their detailed knowledge of individual children and families.

Rewards

Great Bedwyn C.E Primary School believes that all children and adults need to learn to behave in a responsible way to work and play together harmoniously and that we should not always need rewards to do this. Bearing in mind our Christian ethos, we encourage generosity of spirit and an understanding of the need to do things sometimes without tangible reward.

However, within the school the following rewards are in use:

- **Verbal praise**
- **Positive Postcards/Principal stickers**

Positive learning and behaviour can be celebrated through the use of Principal stickers and positive postcards sent home to families.

- **Gold & Kindness Awards**

These awards are celebrated each Friday during Celebration Worship. Gold and Kindness Awards recognise significant learning achievements (in relation to each pupil's individual start points) or celebrate behaviours linked to our Christian Values. Certificates will be awarded.

Families are invited into school during Friday Celebration worship. This provides an opportunity for all pupils to celebrate small successes and for parents and visitors to share in their celebration.

Sanctions

Sometimes sanctions are needed to support positive behaviour and for the majority of children who do not require more intensive, individualised support, these are detailed below as a series of stages. There may however be times when a serious breach of behaviour occurs, and stages are eliminated.

Stage 1	Staff will give an initial warning and ask for a child's inappropriate behaviour to stop.	
Stage 2	One pupil	Two or more pupils
	Time to talk and reflect on the right choices.	The use of conflict resolution to enable pupils to find a peaceful solution to their dispute. (appendix 2)
Stage 3	A clear and firm verbal reprimand will be given.	
Stage 4	<p>If the behaviour is repeated or persistent a pupil will be sent to another class for time out to reflect on their behaviour choices. Timing will be at the discretion of the teacher.</p> <p>A pupil may miss some of their playtime and/or lunchtime to complete any missed work. When this arises, pupils will always be supervised either in class by the teacher or they will be asked to sit outside the teachers' staffroom.</p> <p>A phone call or face to face discussion with parents will be made by the class teacher, if appropriate.</p> <p>If behaviour occurs again the pupil will be sent to the Principal or senior teacher (stage 5).</p>	
Stage 5	A pupil may be sent to the Principal or senior teacher, who may decide to internally exclude a pupil (See Appendix 1). This means the pupil will be asked to spend part or a school day away from their peers which will allow them time to reflect on their behaviour and regulate. They will be given work by their teacher to complete during this time. Parents will be informed of the internal exclusion and invited in for a restorative conversation. (See appendices).	
Stage 6	<p>The Principal may decide to apply a fixed term suspension where a pupil is excluded from school for a specified period. Work is set for the child to complete while they are away from school. The school will follow academy and DFE guidance when applying a fixed term exclusion.</p> <p>Fixed term suspensions are exceptional and generally relates to extreme behaviour. The Principal reserves the right to suspend a pupil where the health, safety, welfare or education of others is threatened by their actions.</p>	

Where inappropriate behaviour arises during playtime or lunchtime, members of teaching staff on duty will follow the stages as set out above. At stage 4, pupils will be directed to take 'time out' on the playground.

Recording of incidents resulting in the application of a sanction

Stages 1 and 2	These incidents are not recorded.
Stage 4	This will be recorded on CPOMs (our safeguarding reporting system) - Behaviour (if persistent) and will briefly summarise the behaviour and the resulting sanction and actions. The class teacher will inform parents where it is felt necessary to do so.
Stage 5 & 6	The Principal (or in her absence, the Senior Teacher) will telephone parents. The incident will be recorded on CPOMs and a meeting with parents will be arranged to discuss shared strategies.

Resolution and Restorative Practice:

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. Restorative resolutions - such as writing a personal apology to the class, having a one-to-one restorative conversation with those affected, replacing or repairing broken equipment require the pupil to actively engage with the impact of their actions and take meaningful steps to make amends. These actions go beyond simply facing consequences; they help the pupil develop empathy and accountability. This approach deters repeat behaviour without relying on punitive measures and provides a sense of closure for everyone involved. Those who were negatively affected feel heard and reassured, while the pupil responsible is supported in understanding the consequences of their actions and in reintegrating positively into the classroom community.

Fixed-term suspensions and permanent exclusions

Only the Principal has the power to exclude a pupil from school. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Principal informs the LA (Local Authority) and the Academy Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Academy Committee itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The Academy Committee will create a committee which is made up of between three and five members to consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Bullying

When bullying occurs, this is dealt with under the direction given in the school's Anti-bullying Policy.

Reports relating to bullying incidents will be recorded on CPOMs.

Safe Handling

On rare occasions it may be necessary to remove a pupil physically from danger or to protect themselves or others. We use minimum of force and follow the guidelines laid down by the DFE (Department for Education). This will usually be done by trained staff. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force.
- Using Social and Emotional strategies to teach pupils how to manage conflict and strong feelings.
- De-escalating incidents if they do arise using a range of de-escalation strategies.
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- Risk assessments and positive handling plans for individual pupils will be put in place when required.
- Significant incidents in which a member of staff uses force on a pupil must be recorded in the red Physical Restraint Book. The incident must be reported to the parents as soon as possible after the incident (unless doing so would be likely to result in significant harm to the pupil). This is a statutory requirement. This incident will also be recorded on CPOMs, with red Physical Restraint Book document attached.
- Schools are asked to send a summary report the school's use of RPI (Restrictive Physical Intervention) at the start of each term in respect of incidents or RPI during the preceding term to pupilbehaviour@wiltshire.gov.uk. No nil returns are required.

Safeguarding Children

We take our role as an agency of referral seriously and follow the LA's guidelines in this regard. Details are contained within the School's Safeguarding Policy.

Sexism and Sexual Harassment

At Great Bedwyn C.E Primary School, we always start with a culture of respect.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse; **sexual harassment** such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Parents/carers will be informed as appropriate
- Behaviour will need to be reported on CPOMs as a safeguarding incident

We will let children know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

As well as focusing on what's inappropriate, we help pupils to understand what good and healthy sexual behaviour means.

Our PSHRE (Physical, Social, Health and Relationship Education) curriculum will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationship

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and particular needs of the pupil must always guide any sanctions or support. Further details are given in the School's SEN (Special Educational Needs) Policy.

Morning and lunchtime play

At the end of playtime:

At first bell, children should stand still wherever they are. At the second bell, children should walk to the line in silence, putting equipment back in the box on their way. Then, all children stand in silence in lines. When all children are silent, teachers can start filing children silently into school.

Keep left as you walk down the corridor. Walk in silence down the corridor.

Children should ask to enter school to go to the toilet when outside at playtime.

Collective Act of Worship

Children should walk into assembly in silence with shirts tucked in.

Parents

Uniform

We believe that wearing a school uniform contributes to a feeling of belonging and high standards of self-respect. School uniform should be clean, presentable and adhere to the standard dress code stated by the Principal.

Food

At Great Bedwyn C.E Primary School we understand that in many children there is a significant correlation between food and good behaviour and concentration. We are making every effort to ensure that school meals are healthy and balanced and ask parents to consider the types of food made available to children both before and during the school day, including healthy, waste free snacks. Fruit is readily available for pupils in KS1.

Respecting the authority of staff

Where the need for sanctions arise, parents are required to work in partnership with teachers and also to recognise that the school has the power to exercise discipline beyond the school gates. (Education and Inspections Act 2009 Section 89).

Social Media

Great Bedwyn C.E Primary School understands the benefits of using social media; however, if misused, children and the school can be negatively affected. The school will not tolerate any of the following:

- Sending abusive messages to pupils, parents, or teachers
- Sending abusive messages about pupils, parents, and teachers
- Posting defamatory 'statuses' about other parents, pupils, teachers, or the school
- Using social media to complain or post any grievances about the school's values and methods.

This Policy should be read in conjunction with the following School policies:

- Anti-Bullying Policy
- Complaints Policy
- Safeguarding Policy
- Equality Policy
- Suspensions & Exclusions Policy

Appendix 1

Poor behaviour leading to a stage 4 response:

- Being rude and defiant towards adults and children
- Shouting and verbal and or physical aggression / fighting
- Spitting
- Swearing
- Racism, sexism and any form of discrimination
- Deliberately damaging school property, equipment, displays or other children's work

The statutory guidance from the DFE. (March 2012) states that:

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside school
- The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property

Internal exclusions

Removal from classrooms:

In immediate response to serious or persistent breaches of this policy, the school may internally exclude a child. Pupils will be placed in internal exclusion – this will be proportionate to the age of the child. They will continue to receive education that is meaningful under the supervision of a member of staff, but it may differ from the mainstream curriculum.

At the Principal's discretion, a pupil will return to their planned lessons and their consequence will be completed. If a pupil repeatedly disrupts or does not follow staff instructions, they will be removed from internal exclusion and will be at risk of an escalated consequence which may include a suspension. Internal exclusion can also be used for a pupil to work whilst an incident is investigated. The school will communicate with families on the same day if their child has been internally excluded. Parental consent is not required.

Appendix 2

Restorative conversations scripts

<p><u>Responding to those who have been harmed...</u></p> <ol style="list-style-type: none">1. What happened?2. What were your thoughts?3. How has this affected you?4. What has been the hardest thing?5. What do you think needs to happen now?	<p><u>Responding to those with challenging behaviour (KS2)</u></p> <ol style="list-style-type: none">1. Can you tell me what happened? <i>(Neutral third person)</i>2. How were you feeling at the time? <i>(Not here to judge or lay blame)</i>3. Who has been affected by this? <i>(Avoid asking why)</i>4. How do you think they feel now? <i>(Chance to consider empathy)</i>5. How are you feeling now?6. How could you help people feel safer? <i>(Chance to feel listened to)</i>7. What do you think should happen next?
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Restorative conversation visual scripts:

[restorative-justice-discussion-cards \(2\).pdf](#)

Conflict resolution in easy steps

- Approach Calmly
- State to the children that you can see there is a problem
- Ask each child what they think the problem is
- Restate the problem back to the children
- Ask children how they are going to solve the problem
- Listen to children's ideas.
- Check with everyone if it's a solution they are happy with