



Wrenbury Primary School Behaviour Policy

At Wrenbury Primary School, we are guided by the belief that **We All Matter**. Every child is an important part of our school community, and we are committed to fostering an environment where everyone feels safe, respected, and valued. We believe that by supporting each child's social and emotional development, we can help them grow into compassionate, responsible individuals who make positive choices. We want to teach children that everyone has the right to feel safe and the right to be treated with kindness.

Our School Ethos and Values:

We All Matter: Every individual's feelings, actions, and choices are important, and we ensure that every child is treated with respect and kindness.

Our School Rules:

1. **Safe:** We ensure everyone has the right to feel safe at all times, physically and emotionally.
2. **Ready:** We come to school ready to learn, try our best, and take responsibility for our actions.
3. **Kind:** We treat others with respect, empathy, and care, understanding that our words and actions can affect others.

Recognising Positive Behaviour:

At Wrenbury Primary School, we understand that positive behaviour is just as important as addressing negative behaviour. We actively celebrate and reward the following behaviours:

- **Acting in a safe manner** around the school building and grounds.
- **Applying our 'ACHIEVE' learning behaviours.**
- **Demonstrating kindness** towards peers, staff and the community we live in.

Recognition of positive behaviour may include:

- Verbal praise from staff
- Class recognition boards
- Personalised 'ACHIEVE' displays
- Team Points
- Stickers
- Weekly 'We all Matter' awards
- Celebrating success with other teachers and classes and in school assemblies

Restorative Approach to Behaviour:

At Wrenbury Primary School, we use a restorative approach to behaviour management. Rather than focusing solely on punishment, we prioritize helping children reflect on their behaviour, understand its impact on others, and learn how to make better choices moving forward. Our aim is not just to address the behaviour but also to help children restore relationships and build a stronger, more respectful school community.

Reflecting on Behaviour:

When a child's behaviour falls short of our school expectations, they will be given three warnings. Each warning is an opportunity for the child to adjust their behaviour with the support of the teacher. If the behaviour continues after the third warning, the child will complete **Reflect Time** with an adult outside of learning time and when the child is calm and ready.

During **Reflect Time**, children are supported to:

1. **Identify and acknowledge their behaviour and how they are feeling.** Identify what has gone wrong and how they feel, using 'The Colour Monster' to support this.

2. **Understand what went wrong** – Identify the choices that led to the behaviour.
3. **Recognise the impact of their actions** – Think about how their actions affected others and the wider school community.
4. **Plan for better choices in the future** – With guidance from the adult, discuss what positive actions they could take in similar situations going forward through the use of a ‘toolbox’ of strategies.
5. **Repair relationships** – Select appropriate strategies to repair relationships that have been impacted by the behaviour.

Restoring What Went Wrong:

In line with our restorative approach, when a child’s behaviour affects another pupil, they will be asked to restore the situation. This may involve:

- **Apologising to the affected child** – Taking responsibility for their actions and showing empathy.
- **Making amends** – Finding ways to make things right, whether through a kind gesture, helping to resolve the issue, or showing positive behaviours moving forward.

By encouraging children to take ownership of their actions, we help them develop a deeper understanding of how their choices affect others.

Addressing Persistent or Severe Behaviour:

We understand that some children may struggle more than others with managing their behaviour. If a child’s behaviour continues to be a concern after **Reflect Time**, the following steps may be taken:

1. **Parental Involvement:** The child’s parents or carers will be contacted to discuss ongoing concerns and to work together on strategies to support the child’s behaviour.
2. **Support Plans:** For children who require additional support, a tailored **Support Plan** will be developed. This may involve small-group sessions with staff, additional social-emotional learning support, or involvement from external professionals (e.g., educational psychologists).
3. **Progress Monitoring:** Regular reviews of the child’s progress will be conducted to assess the effectiveness of the interventions and adjust them if needed.

Support for Children with Specific Needs:

We recognise that children may have individual needs that impact their behaviour and as such may have a SEND plan or EHCP to support their needs. This may include the following...

- **Personalised Support:** Where necessary, individual support plans will be developed to help children navigate their behaviour and provide tailored interventions.
- **External Support:** For children with more complex needs, we may work with outside agencies, such as counsellors, educational psychologists, or local behaviour specialists, to provide additional guidance and support.

We aim to ensure that all children receive the appropriate support to thrive in our school community.

Consequences and Accountability:

We believe in teaching consequences rather than using punitive measures. Children will learn that every action has a consequence, whether positive or negative. Some examples include:

- **Unkindness on the playground:** A child may be temporarily removed from the playground to reflect on their behaviour and ensure that all children can feel safe.
- **Consistent Disruptions:** If a child continually disrupts learning, they may be given "reset time" to regain composure to allow them to be ready to learn before returning to the classroom.



These consequences are intended to help children learn from their actions and guide them toward making better choices in the future.

Non-Negotiable Behaviours:

Everyone has the right to feel safe and to ensure this there are some behaviours that will not be tolerated. These have been decided in collaboration with our school pupils:

- **Physical violence or aggression** (including intimidating behaviour)
- **Bullying** (The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological.)
- **Verbal abuse** (including swearing)
- **Spitting**
- **Deliberate damage to school property or property of anyone in our school community.**

If these behaviours occur, the child will be temporarily removed from the situation and asked to reflect on their actions with an adult. In severe cases, parents will be contacted to ensure that we are working together to help the child understand why these behaviours are unacceptable. If behaviour persists, a **Support Plan** may be developed in collaboration with parents.

Communication with Parents:

We believe that a strong partnership with parents is essential for supporting children's behaviour and development. We also understand that mistakes are part of learning and are part of a child's learning journey. Because of this, we recognise that it may not be appropriate to report every incident to parents. When necessary, parents will be informed about incidents of behaviour, and we will work together to create strategies for positive change. Regular communication ensures that we are all on the same page and can help guide children to make the best possible choices.

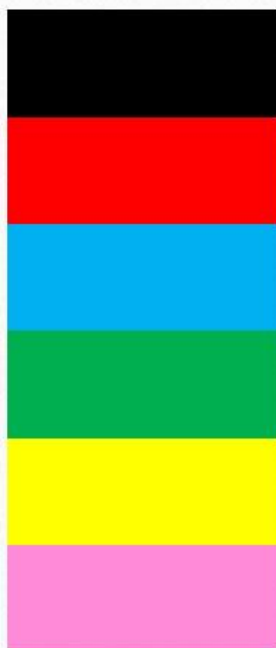
Finally...

At Wrenbury Primary School, we are committed to creating a nurturing, safe, and respectful environment where all children feel valued and supported. By using a restorative approach, recognising positive behaviour, and teaching children the importance of making thoughtful, kind choices, we aim to build a community where everyone can thrive and recognise that **'We All Matter'**.

This policy should be read in conjunction with our Anti-Bullying Policy, Safeguarding and Child Protection Policy, Special Educational Needs and Disability Policy and our Health and Safety Policy. It is reviewed annually.



The Colour Monster



Worried, unsettled, and wobbly.

Angry, hot, mad, raged, fuming, annoyed and unsafe

Sad, cold, tired, numb, small and alone

Safe, relaxed, calm, focused, settled and ready



Happy, smiling, fizzy, excited, and sparky


Safe, kind and warm









Examples of tools used during 'Reflect Time'

Me









I was feeling


Repair


I made . . .




Teacher



Class









Child






Adult

feel . . .









Repair








Repair Cards




Make a sorry letter




Tidy up mess




Repair broken items




Repair Displays




Talk about the problem




Invite them to play




Give a kind comment



Finish the work



Shake hands, say sorry



Look at my toolbox strategies

My toolbox




My toolbox of strategies



another space



ball squash



calm box



music



blanket



ACHIEVE – learning behaviours at Wrenbury:

ACHIEVE- Learning to Learn							
	A Ask for help	C Concentrate	H Help each other	I Improve	E Engage	V Value	E Explore
	I can ask questions.	I can listen.	I can help others.	I know my next steps.	I am focused when I am learning.	I take time to make my work the best it can be.	I can connect my learning.
Level 1	I recognise when I need help can go to an adult when I need help.	I can pay attention to an adult 5 minutes. (I can follow basic instructions)	When a friend asks for help, I seek out adult support.	When something goes wrong, I can tell an adult how I feel.	I can explain what I am learning.	I take care of my classroom and the activities in it.	I can talk about experiences out of school.
Level 2	I can put my hand up to ask an adult for help.	I can ignore most distractions and concentrate on an adult/ task for 5-7 minutes.	I notice when a friend needs support, and I can find a way to help them such as telling the teacher or finding a resource.	When I get something wrong, I can manage my feelings.	I can make connections in my learning during lessons.	I can use DUMTUM in my books.	I share my learning at home, telling the people I live with about it.
Level 3	I can ask a friend for help when I need it.	When I am listening, my mind is thinking about what the teacher is saying.	I can find an appropriate resource and support my friends to use it when they need help.	I am able to say what I need to do to improve and can suggest some ways I can do this.	I listen with interest and ask questions to further my learning. I am able to ignore any distractions and stay focused on my learning.	I can show a range of work that shows that I have taken care in its creation.	I ask the teacher to provide me with resources to help me further my own learning.
Level 4	I can ask the teacher questions that further my learning.	I can concentrate on what an adult is saying for more than 10 minutes, ignoring distractions while thinking about what is being said.	I am able to support my friends by using modelling, explanation and questioning to guide them.	I am focused when working on my next steps and am able to use the right tools to help me make progress.	I am enthusiastic in my lessons. I listen, ask questions and think about what I am taught.	I try my best to make every piece of work I do be the best it can be.	I find out more about what I am learning in my own time and share this with school.

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