

WRANGLE PRIMARY ACADEMY



UNIVERSITY OF
LINCOLN

Behaviour policy

Approved by: Governors

Date:

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Behaviour Policy 2025

School Vision

At Wrangle Primary Academy, we hold the children at the heart of all that we do. We believe that high expectations in combination with an understanding, dignified approach should be at the centre of our approach to behaviour.

Wrangle is unique and we view every person in our school as individual. We believe in teaching children resilience and to take a growth mindset approach to their learning. Parents and pupils know that they can discuss any problems with staff. Children are treated fairly and consistently, with an underlying ethos of nurture, kindness and mutual respect for all.

The purpose of this policy is to give a clear code of conduct for all that attend Wrangle Primary Academy – adults and pupils. It is not a static document, but is intended to be dynamic and adaptive to Academy life, taking a flexible approach when required according to the individual needs of the learner. The Academy expects every member of the Academy community – parents, children and staff – to behave in a kind and considerate way towards one another. We believe that consistency is key.

Aims

- To create a welcoming and safe learning environment in which everyone can be successful;
- To develop a consistent, academy-wide approach, which is clear to all;
- To create a nurturing, positive environment in which all can develop independence, self-discipline and responsibility towards themselves and others;
- To ensure that pupils with behavioural needs are treated with dignity and respect and their needs accounted for;
- To ensure that parents and families are involved in reviews of their child's behaviour (whether positive or otherwise);
- To communicate our expectations of behaviour clearly;
- To establish a coherent, consistent and fair approach to a reward system that acknowledges and celebrates good behaviour.

Core Values

At Wrangle Primary School we keep in mind the values of DREAMS:

Determination

**Respect
Equality
Aspiration
Motivation to
Succeed.**

Underlying these core values is the belief that everyone has the right to feel safe at school and staff are, accordingly, committed to protecting every child from harm. We feel that everyone is of equal value regardless of disability, ethnicity, culture, gender or sexual identity. It is everyone's responsibility to ensure that the school is a happy place where everyone can succeed. As part of this, class teachers will take an adaptive and appropriate response according to the individual needs in their classroom, encouraging positive behaviour choices, whilst taking into account of difficulties faced by individual pupils.

As adults we should aim to:

- create a positive climate with realistic expectations devised with and shared by the children;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of more negative behaviour. It follows that lessons should have clear intentions, be understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that the pupil's efforts are valued and that progress matters; it should be designed to scaffold children's educational

development and confidence. Our PSHE and RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Classroom Management

Classroom management and teaching methods have an important influence on pupil's behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued.

Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in cooperation with others. Praise should be used to encourage positive behaviour as well as good work. Criticism should not be a part of classroom ethos because it can easily cause resentment

Rules and Procedures

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. Each class will follow the academy's code of conduct and the promotion of DREAMS will be displayed in each classroom.

Rules and procedures should:

- be kept to a necessary minimum;
- formulated with the children;
- be positively stated, telling the pupils what to do rather than what not to do.
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced by all adults in the school;
- promote the idea that every member of the school has responsibilities towards the whole

Promoting Positive Behaviour

Our emphasis is for rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements; this is as true for adults as for pupils. Rates of praise for behaviour should be as high as for work.

Alongside praise, at Wrangle Primary Academy, we have the GEWP (Great Elite Wrangle Pounds) system which is recorded on Class Dojo. Children can earn GEWPs for positive behaviour – from carrying out good work to being polite or kind to others. Children can save their GEWPs to earn rewards and positive experiences, including but not limited to.

- Extra non-uniform day
- A special lunch table
- Biscuit and drink with a member of staff
- Extra play
- Sitting on a special chair or with a friend of their choosing.

Further rewards children can achieve are:

- DREAMS awards in school assemblies, leading to a hot chocolate with the Headteacher or member of senior staff.
- A phone call home

Regulation support

In some instances, the use of regulation tools could re-engage and re-focus pupils before the need for sanctions. A detailed overview can be found in the Lincolnshire Regulation Toolkit

(<https://www.family-action.org.uk/content/uploads/2022/04/Toolkit-for-Regulation-Primary-1.pdf>) . These measures aim to regulate the children so

that further sanctions are avoided. These could include:

- Distraction
- Movement (self-cuddle, marching, tucking chairs under, yoga)
- Breathing exercises (star breathing)
- Grounding exercises (5 things you can see, 4 things you can hear...)
- Providing responsibility (collecting resources)

Regulation activities should be incorporated into the daily routine therefore will become common practice. Should a child begin to become disruptive or dysregulated they be able to use these strategies to re-engage. By using this as a whole class approach no child will be singled out. Staff should recognise the signs that dysregulation is beginning to happen and implement the above strategies.

Sanctions

Although rewards and regulation tool activities are central to the encouragement of good behaviour, realistically there is a need for proportionate and appropriate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the academy community.

At Wrangle Primary Academy, we follow the 'Good to be Green' programme. Usually, children are on green. When poor choices are made, children will be given a warning initially. If the behaviour continues, the child will be moved to a yellow card and a further warning given. If the behaviour continues the child will be given a red card and they receive a sanction.

The use of consequences should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major issues.
- It should be the behaviour rather than the person that is punished, this is reflected through the language used when addressing the issue.
- Some pupils will need Individual Behaviour Support Plans or PSP (Pastoral Support Plan) and the support of the parents/carers.

Most instances of negative behaviour are relatively minor and can be adequately dealt with through minor sanctions, i.e. time out, loss of break time, name on the board. It is important that the sanction is not out of proportion to the issue. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional specialist help and advice from the Educational Psychologist or another appropriate agency or arena may be necessary; this possibility should be discussed with the Principal.

Levels of sanction:

Level 1: Expression of disapproval through to withdrawal of privileges such as loss; of playtimes. (Responsibility teacher/ support staff).

Level 2: Referral to Another classroom for 10 minutes (parental contact from Class Teacher)

Level 3: Referral to Pastoral member of staff (Mrs Holmes) (parental contact)

Level 4: PSP process initiated. Through this process of additional agencies will be sought. This is a strategy in order to avoid fixed term exclusions. In the case that a fixed term suspension has been issued to a child outside of a PSP the process would begin on reintegration. This is a process which works alongside parents/ carers.

Level 5: Through the PSP intervention placements or managed moves can be sought with the agreement of parents/ carers.

Level 6: Fixed term suspensions following the Lincolnshire Ladder.

Level 7: Permanent exclusions.

Operation of Sanctions

All staff will apply sanctions towards inappropriate behaviour in a consistent and measured way (in agreement through staff INSET).

1. Low level disruptive behaviour (Stage 1 behaviour) will be dealt with accordingly by a member of staff, through appropriate classroom management techniques; this may include verbal reminders and time out offered. In most cases the regulation strategies and classroom management should overcome this level. Persistent inappropriate behaviour at Stage 1 / Stage 2 may result in a loss of a play time, this can be conducted within the classroom under the supervision of the teacher who will decide the length playtime lost (Level 1/2 of sanctions). The pastoral team may also be used to support this for the duration of 5/10 minutes. Loss of part of play times in the classroom aims to promote the reflection of inappropriate behaviour with a solution-focused method of avoiding further conflict. There is an expectation that an apology will be offered to those affected by the incident.

2. Where unacceptable behaviour persists (Stage 2 or an escalation to Stage 3) despite the response of appropriate classroom management practice: the pupil will be referred immediately to a different classroom for 'Reflection Time.' Once Reflection Time has been completed satisfactorily, the aim is to return the pupil back to class ready to access the remainder of the lesson. In extreme circumstances, it may be considered appropriate for the pupil to be placed within supported withdrawal; this will only be possible if the Pastoral staff is available and if the behaviour warrants this and will impact
3. Stage 3 offences, in which serious and deliberate levels of aggressive behaviour are conducted, will necessitate an immediate referral to the pupil's parents/carers. The procedure for such behaviour may result in a period of internal seclusion (supported withdrawal) or exclusion/suspension (5 days maximum) with 1:1 support. Inclusion will be negotiated between staff involved in the incident and the Principal. Where possible, parents/carers will be fully informed of their child's inclusion before it is applied. Through the procedure the aim is to provide an inclusive environment within the school, so that the pupil receives his/her full entitlement of education. At this stage, the school and parents may need to negotiate the potential of a referral
4. Where the pupil does not respond to the support of the school/family/other agency, and Stage 3 behaviour persists, it may be decided that a period of fixed term/permanent exclusion/suspension will be arranged, but this is a last resort measure and undertaken in consultation with the Principal. Through the implementation of this school behaviour policy, there is an expectation that all pupil's needs will be met by the whole school team.

Risk Assessments

For some pupils Risk Assessments could be required (Appendix four). These are designed by the Class Teacher or Principal. A Risk Assessment is created if; a pupil who is seen to be a risk to themselves, to others or to property. The risk assessment will outline potential risks and how staff need to support the pupils to eliminate these. Risk Assessments will be shared with staff members who come into regular contact with the pupil and other staff members will be

aware of the named staff members. Risk Assessments are shared with parents and carers and any other additional agencies working with the pupil.

Communication and Parental/carer Partnership We give high priority to clear communication within the academy and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in the academy are aware of those concerns, and of the steps which are being taken in response. The key professionals in this process of communication will be shared between pastoral staff member and class teacher. Early warning of concerns should be communicated to the Principal, so that strategies can be discussed and agreed before more formal steps are required

Pastoral Support Plan Process

Where a pupil's behaviour is causing concern and is persistently affecting their and others access to learning and may risk exclusion the decision to enter into a PSP (Pastoral Support Plan) will be discussed as a team (SLT, Pastoral team member and Principal) This is a level 4 sanction. This will then be discussed with parents/carers as engagement is required in order for this to impact.

The Pastoral Support Plan works within the Lincolnshire Ladder for behaviour. This process opens up the opportunity to work closely alongside the Pupil Reintegration Team (PRT). Through the ladder other agencies could be sought after including the Behaviour Outreach Support Service (BOSS). Through the ladder there is the possibility to explore alternative provision should the earlier stages of the ladder not be successful, this is on a short term basis with the intention for the pupil to reintegrate more successfully back into school.

A PSP does not prevent Fixed Term Exclusions from being issued but attempts to identify the root cause of the behaviour and planning how to overcome these and help to avoid further exclusions from happening. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with challenging issues of unacceptable behaviour. The academy will communicate policy and expectations to parents/carers. Where behaviour is causing concern, parents will be informed at an early stage and given an

opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Training

All staff are regularly trained in Safeguarding in order to identify signs that a child is vulnerable or being abused. They are also trained to identify children that may have SEMH or mental health needs and all staff receive regular training in a variety of aspects of SEND and behaviour management techniques – such as regulation support.

Key staff receive regular training in positive handling techniques – although this is only ever used as a last resort and parents will be informed if this occurs.

The Power to Discipline Beyond the Academy Gate

Disciplining beyond the academy gate relates to the academy response to all non-criminal negative behaviour and/or bullying which occurs anywhere off the premises and which is witnessed by a member of staff or reported to the academy. The Governing Body must be satisfied that any measure proposed by the Principal is lawful.

Searching and Confiscation

The Principal and any member of staff authorised by the Principal have statutory right to search any pupils and their possessions where it is considered that they might have any/all of the following items: knives or weapons; alcohol; illegal drugs; stolen property. Academy staff can seize any such item as a result of the search and parents will be informed.

Complaints

Where it is felt that behaviour has not been addressed in an appropriate way – or where there are concerns about behaviour, parents/carers are advised to refer to the school complaints policy. All concerns will be treated with the utmost respect, taken seriously and dealt with swiftly. Comprehensive records of all behaviours are kept using our CPOMS system and will be used to inform any decision around a complaint.

Further Documentation

All staff are familiar with the following:

- SEND and Accessibility policies;
- Anti - Bullying Policy
- Keeping Children Safe in Education
- Behaviour in Schools
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- SEND Code of Practice (SENDCoP)
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Mental Health and Behaviour in Schools
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)
- Suspensions and Exclusions Policy
- Physical Intervention Policy

Appendix 1

A Behaviour Checklist for Teachers

All teachers are reminded to follow the following behaviour checklist (to ensure that a consistent approach to behaviour management is followed at all times):

- To know the names of any adults in the classroom
- To meet and greet pupils when they come into the classroom
- Display the rules in the class and ensure that the pupils and staff know what they are
- Use good to be green to follow through with rewards and sanctions
- Have a visual timetable on the wall
- Follow the academy behaviour and well-being policy
- Refer to the behaviour scripts shared in behaviour management training

Teaching-

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear routines for transitions and stopping the class
- Teach children the class routines
- Parents –provide them with feedback about their child's behaviour – let them know about the good days as well as the more difficult ones

Appendix 2
Risk Assessment

Name of Pupil	Year Group	DOE	DOB
What are the behavioural patterns that present health and safety Hazards?			
What risks do they pose and to whom?		Estimate Risk level H/M/L	
What measures have been taken to reduce the risks?		Risk level achieved H/M/L	
What further action is needed to reduce the risk ?		Remaining Risk H/M/L	
What activities cannot be reasonably safely managed ?			
<ul style="list-style-type: none"> - Out of school visits - Swimming - Residential - PTFA events - Taking part in activities ran by an outside provider, inside school 			
Name of assessor		Senior Leader name	
Job title		Signature	
Date		Date	
		Review date	

Agreed:

Signed

Date

Appendix 3

Microscripts to support conversations with pupils and de-escalate behaviour

Microscripts can be helpful when addressing certain behaviours without making the situation worse or entering into an argument with the child. Although, in order for these to work, clear classroom / group boundaries and expectations need to be in place. Adults also need to build an emotional currency with the children. Microscripts are to be used apart of a whole approach in order to be successful.

7 Assertive sentences

- You need to.....(speak to me at the side of the room)
- I need to see you(following the agreed routine)
- I expect....(to see your things tidied in the next 2 minutes)
- I know you will(help Kyra clean the pen off her face)
- Thank you for(letting go of her hair, lets walk and talk)
- I have heard what you have said, now you must...(collect your things calmly and move to the corridor)
- We will ... (have a better day tomorrow)

7 useful scripts

- You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...if you choose not to do the work then this will happen...I will leave you to make the decision
- Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time
- I don't like your behaviour, your behaviour is disruptive damaging and dangerous . I don't like your behaviour but I believe that you can be a success
- I am not leaving as I care about what happens.... I know you can turn this around
- What do you think the poor choices were that caught my attention?