



Weare Academy
C of E First School

All Can Achieve

Behaviour Policy

Be Ready • Be Respectful • Be Safe



Approved by Local Partnership Board:	
Headteacher:	Chelsey Dover
Date Adopted:	September 2026
Review Date:	September 2027
Policy Lead:	Headteacher
Related Policies:	Safeguarding, Anti-Bullying, SEND, Attendance, Exclusions, Child Protection

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1. Statement of Intent

At Weare Academy, we believe every child has the right to learn in a safe, calm, inclusive and nurturing environment where they feel valued, respected and able to flourish.

Positive behaviour is fundamental to creating a successful school community. We believe behaviour is not simply something children either have or do not have—it is a skill that is explicitly taught, modelled and developed throughout their time at school. Just as we teach children to read, write and solve mathematical problems, we also teach them how to build positive relationships, regulate their emotions, make responsible choices and contribute positively to their community.

Our approach combines high expectations with warmth, consistency and compassion. We recognise that children will make mistakes as they learn and grow. When this happens, our priority is to help them understand the impact of their behaviour, repair relationships where necessary and develop the skills to make better choices in the future.

Everything we do is underpinned by our Christian vision, school values and our three Golden Rules:

★ **Be Ready**

★ **Be Respectful**

★ **Be Safe**

These simple expectations provide a common language for children, staff and families and are consistently reinforced throughout every aspect of school life.

2. An Evidence-Informed Approach

At Weare Academy, we are committed to ensuring our practice is informed by the best available educational research, alongside our professional experience and understanding of the children in our care.

This policy has been developed in line with the [Wessex Learning Trust's Relationship Policy](#), the Department for Education's *Behaviour in Schools* guidance and draws upon the Education Endowment Foundation's (EEF) *Improving Behaviour in Schools* Guidance Report.

Research consistently demonstrates that children are most successful when schools:

- explicitly teach expected behaviours;
- establish predictable routines;
- build positive relationships;
- maintain consistently high expectations;
- recognise positive behaviour frequently;
- respond calmly and proportionately when behaviour falls below expectations;
- help children reflect on their actions through restorative conversations;
- use behaviour information to identify patterns and provide early support.

These principles form the foundation of our Behaviour Curriculum and are embedded throughout school life.

Rather than relying on punitive approaches or public behaviour systems, we seek to create a culture where positive behaviour is taught, recognised and reinforced every day. When mistakes occur, children are supported to understand what happened, repair any harm caused and learn how to make better choices in the future.

Our approach ensures that every child experiences fairness, consistency and belonging while maintaining high expectations for behaviour across the school.

Key Principles of Our Approach

1. **Behaviour is taught, not assumed.**
2. **Relationships are at the heart of behaviour.**
3. **Consistency creates security.**
4. **Positive behaviour is recognised more frequently than inappropriate behaviour.**
5. **Restorative conversations help children learn from mistakes.**
6. **Consequences are logical, proportionate and designed to support future success.**

3. Aims of the Policy

At Weare Academy, we believe that positive behaviour creates the conditions for every child to thrive both academically and personally. Our Behaviour Curriculum is designed to support pupils in developing the knowledge, skills and attitudes necessary to become confident, responsible and respectful members of our school community.

This policy aims to:

- create a calm, safe and purposeful learning environment;
- ensure every child feels valued, included and respected;
- explicitly teach positive behaviour alongside the academic curriculum;
- develop pupils' self-regulation and emotional literacy;
- promote positive relationships between pupils, staff and families;
- ensure behaviour expectations are applied consistently by all adults;
- celebrate and reinforce positive behaviour;
- support children to learn from mistakes;
- restore relationships when difficulties arise;
- ensure behaviour information is accurately recorded and monitored;
- promote excellent attendance, engagement and learning.

Through these aims, we seek to create a school culture in which all pupils can achieve their potential, develop positive character traits and experience a strong sense of belonging.

4. Our Three Golden Rules

At Weare Academy, our Behaviour Curriculum is built around three simple expectations that support positive behaviour, successful learning and strong relationships.

These Golden Rules provide a shared language for pupils, staff and families and are consistently taught, modelled and reinforced throughout school life.

Our Golden Rules

★ Be Ready ★ Be Respectful ★ Be Safe

These expectations apply at all times and in all situations, including:

- classrooms;
- corridors;
- playgrounds;
- lunchtimes;
- educational visits;
- after-school clubs;
- school transport;
- whenever pupils represent Weare Academy within the wider community.

★ Be Ready

Children are expected to:

- arrive ready to learn;
- follow instructions the first time;
- listen attentively;
- have the equipment they need;
- persevere when learning becomes challenging;
- always try their very best.

Being ready means demonstrating a positive attitude towards learning, participating fully in school life and showing determination when faced with challenges.

★ Be Respectful

Children are expected to:

- speak kindly;
- show good manners;
- respect everyone's differences;
- care for school property;
- work cooperatively;
- demonstrate honesty and integrity.

Being respectful means treating others as we would wish to be treated ourselves and contributing positively to a kind, inclusive and supportive school community.

★ Be Safe

Children are expected to:

- move safely around school;
- use equipment correctly;
- make choices that keep everyone safe;
- tell an adult if they are worried;
- look after themselves and others.

Being safe means taking responsibility for our actions and helping to create an environment where everyone feels secure, protected and able to learn.

Embedding the Golden Rules

The Golden Rules form the foundation of our Behaviour Curriculum and are woven throughout every aspect of school life. Staff explicitly teach, model and reinforce these expectations through classroom routines, assemblies, collective worship, PSHE lessons, playtimes, educational visits and everyday interactions.

Adults consistently refer to these expectations throughout the day so that children understand exactly what successful behaviour looks like, why it matters and how it helps everyone to learn and flourish.

At Weare Academy, we believe that when children are Ready, Respectful and Safe, they are able to achieve their full potential and contribute positively to our school community.

5. Roles and Responsibilities

Creating and maintaining a positive culture of behaviour is the responsibility of everyone within the Weare Academy community. Consistency, collaboration and shared expectations are essential in ensuring that all pupils experience a safe, respectful and purposeful learning environment.

Local Partners

The Local Partnership Board is responsible for:

- monitoring the effectiveness of this policy;
- ensuring statutory duties are met;
- supporting school leaders in maintaining high standards of behaviour;
- reviewing behaviour information, patterns and trends;
- providing appropriate challenge and support to school leaders;
- ensuring that behaviour practices promote the wellbeing, safety and success of all pupils.

Governors will receive regular updates regarding behaviour, attendance and safeguarding trends and will monitor the impact of the school's Behaviour Curriculum on pupil outcomes.

The Headteacher

The Headteacher is responsible for the strategic leadership and implementation of this policy and will:

- lead the implementation of the Behaviour Policy across the school;
- ensure behaviour expectations are applied consistently;
- provide appropriate training, guidance and support for staff;
- monitor behaviour and conduct across the school;
- ensure behaviour information is accurately recorded and analysed through Bromcom;
- work in partnership with parents, carers and external agencies where appropriate;
- support staff in responding to challenging behaviour;
- ensure appropriate interventions are in place for pupils requiring additional support;
- report behaviour trends and developments to governors.

The Headteacher will promote a positive whole-school culture in which high expectations, positive relationships and consistent practice are embedded throughout school life.

All Staff

Every adult at Weare Academy is a teacher of behaviour and has a responsibility to promote, model and reinforce positive behaviour.

Staff will:

- build positive and respectful relationships with pupils;
- explicitly teach the Behaviour Curriculum;
- consistently reinforce the Golden Rules;
- model respectful, professional and inclusive behaviour;
- use calm, consistent and predictable language;
- establish and maintain effective classroom routines;
- recognise and reinforce positive behaviour frequently;
- respond fairly, consistently and proportionately to inappropriate behaviour;
- apply consequences in line with this policy;
- use restorative conversations to support reflection and repair relationships;
- record behaviour incidents on Bromcom in accordance with this policy;
- communicate with parents and carers where appropriate;
- seek support when behaviour concerns require additional intervention.

Consistency across all adults is essential to the success of this policy. Pupils should experience the same expectations, language and approaches regardless of which adult is supporting them.

Pupils

All pupils have a responsibility to contribute positively to the life of the school community.

Pupils are expected to:

- follow the Golden Rules;
- treat others with kindness, courtesy and respect;
- take responsibility for their actions and choices;
- engage positively with learning;
- contribute to a safe and inclusive environment;
- repair relationships when mistakes are made;
- respond appropriately to support, guidance and feedback from adults;
- contribute positively to school life.

Pupils are encouraged to understand that their actions can have an impact on others and that everyone plays an important role in maintaining a positive learning environment.

Parents and Carers

We recognise that strong partnerships between home and school are essential in promoting positive behaviour and supporting children to succeed.

Parents and carers are asked to:

- support the school's behaviour expectations and Golden Rules;
- work positively and collaboratively with school staff;
- attend meetings where appropriate;
- encourage children to take responsibility for their actions;
- communicate respectfully with all members of the school community;
- inform the school of any circumstances that may affect their child's wellbeing or behaviour;
- support agreed strategies and interventions where additional support is required.

Together, we aim to provide children with consistent messages, expectations and support that help them to flourish both academically and personally.

6. Our Behaviour Curriculum

At Weare Academy, we believe that behaviour is taught in the same way as reading, writing and mathematics. Positive behaviour does not happen by chance; it develops through explicit teaching, careful modelling and regular practice. Positive behaviour and self-regulation are explicitly taught through our Personal Development curriculum, Collective Worship and classroom practice.

Children are explicitly taught what positive behaviour looks like through clear expectations, consistent routines and positive relationships. Our Behaviour Curriculum ensures that expectations are understood by every child and applied consistently throughout the school.

The purpose of our Behaviour Curriculum is to provide children with the knowledge, understanding and skills they need to:

- regulate their emotions;
- develop self-discipline;
- build positive relationships;
- become responsible citizens;
- contribute positively to their community;
- succeed in learning.

Teaching Positive Behaviour

Behaviour is taught through:

- explicit teaching of the Golden Rules;

- classroom routines;
- modelling by adults;
- collective worship;
- PSHE lessons;
- transition routines;
- restorative conversations;

Staff revisit expectations regularly, particularly:

- at the beginning of each academic year;
- following school holidays;
- after changes to routines;
- during key transition periods;
- when behaviour indicates that further teaching is required.

Just as academic knowledge is revisited and practised, behaviour expectations are regularly reviewed to ensure that pupils continue to develop positive habits and behaviours.

Teaching Routines

Predictable routines help pupils feel secure, reduce anxiety and support successful learning. Children are explicitly taught routines including:

- entering classrooms;
- lining up;
- listening and responding appropriately;
- contributing to discussions;
- independent working;
- collaborative and group work;
- using resources responsibly;
- moving around the school;
- lunchtime routines;
- playground expectations;
- tidying learning environments;
- transitioning between activities.

Adults model these routines consistently until they become embedded habits. Where routines break down or pupils require additional support, staff will re-teach expectations and provide opportunities for practice rather than assuming that children already know what is expected.

Developing Self-Regulation

One of the key aims of our Behaviour Curriculum is to develop children who are increasingly able to regulate their own behaviour, emotions and choices.

We recognise that self-regulation is not an innate skill but one that develops over time through teaching, guidance, practice and positive relationships. By helping children understand their emotions and responses, we enable them to make responsible decisions, overcome challenges and become confident, independent learners.

Adults support pupils to:

- recognise and name their emotions;
- understand how feelings can influence behaviour;
- develop strategies for self-regulation;
- solve problems positively and constructively;
- reflect on the choices they make;
- repair relationships when difficulties arise;
- develop resilience and perseverance;
- become increasingly independent in managing their behaviour.

Supporting self-regulation is a shared responsibility across the school and is embedded within our daily interactions, PSHE curriculum, restorative practice and wider pastoral provision. By explicitly teaching these skills, we help children build the emotional literacy, confidence and resilience required to flourish both in school and beyond.

7. Recognition and Rewards

At Weare Academy, we believe that positive behaviour should be recognised more frequently than inappropriate behaviour. Consistent recognition helps children understand what successful behaviour looks like, reinforces positive habits and contributes to a culture where every child feels valued. We celebrate and acknowledge children who consistently demonstrate our Golden Rules and school values.

Recognition may include:

- verbal praise;
- certificates;
- Dojo points
- Bronze/Silver/Gold Star Badges
- celebration assemblies;
- Headteacher recognition;
- phone calls home;
- positive messages to parents and carers;
- additional responsibilities;
- displaying excellent work;
- opportunities to share success with others.

Recognition is always linked to specific behaviours so that children understand exactly what they have done well and are encouraged to repeat those positive choices.

Leaders will monitor positive recognition across the school to ensure it is used consistently and equitably across classes and different groups of pupils.

Class Dojo & Star Badges

Class Dojo is primarily a positive recognition system designed to celebrate children who consistently demonstrate our Golden Rules and school values.

Staff should aim to award positive points frequently and consistently. In most circumstances, children who do not meet expectations will simply not earn an additional point at that time.

Where appropriate, and where it forms part of a logical consequence, staff may use the removal of a previously

awarded point. This should always be proportionate, used sparingly, carried out discreetly and never in a way that causes embarrassment. Staff should consider the individual needs of pupils, particularly those with SEND or those who may be adversely affected by repeated loss of points.

The removal of Dojo points will always:

- be clearly explained to the child;
- be linked directly to the behaviour demonstrated;
- be accompanied by a restorative conversation;
- provide an opportunity for the child to reflect and learn from the situation;
- be followed by opportunities for the child to rebuild success through future positive choices.

The purpose of removing Dojo points is not to punish but to help children understand that choices have consequences while maintaining a strong focus on personal growth and future success.

Star Badges are earned through accumulated Class Dojo points. They intended to recognise children who consistently demonstrate our Golden Rules over time. They are designed to celebrate sustained positive behaviour rather than isolated acts and provide recognition for children who make positive choices every day.

8. Responding to Behaviour

At Weare Academy, we believe that behaviour should be taught rather than simply managed. When behaviour falls below our expectations, our aim is always to help children understand the impact of their choices, repair relationships where appropriate and return successfully to learning.

All adults respond calmly, consistently and respectfully, ensuring that children are treated with dignity whilst maintaining high expectations. Our approach is founded upon the belief that mistakes are opportunities to learn. When children experience difficulties, we seek to support them in understanding what went wrong, how their actions affected others and what they can do differently in the future.

Staff will always seek to:

- refer to the Golden Rules;
- use the least intrusive intervention appropriate to the behaviour;
- remain calm and professional;
- provide opportunities for children to make positive choices;
- apply logical and proportionate consequences;
- use restorative conversations once children are calm;
- return pupils to learning as quickly as possible.

Where appropriate, adults will prioritise de-escalation, positive reinforcement and restorative approaches before applying more significant consequences.

Consequences will always be:

- fair;
- proportionate;
- consistently applied;
- linked to the behaviour;
- designed to support learning and responsibility.

Children should always understand:

- which expectation has not been met;
- why the behaviour is a concern;
- what they can do differently next time;
- how they can repair any harm caused.

A Graduated Response

To ensure consistency across the school, Weare Academy operates a graduated five-level response to behaviour.

This framework provides staff with a clear, predictable and proportionate approach for responding to behaviour, whilst ensuring that children continue to receive the support they need to succeed.

The graduated response enables adults to:

- respond consistently across the school;
- maintain high expectations;
- support pupils to reflect on their choices;
- identify patterns of behaviour early;
- provide targeted intervention where required;
- ensure that behaviour incidents are recorded appropriately;
- strengthen communication with parents and carers.

The levels are designed to support children in returning successfully to learning and maintaining positive relationships with others.

The five levels are:

- **Level 1 – Reminder:** Low-level behaviours addressed through reminders, re-teaching and positive reinforcement.
- **Level 2 – Warning and Reflection:** A clear warning and opportunity to make positive choices following repeated low-level behaviour.
- **Level 3 – Consequence and Restoration:** Logical consequences, restorative conversations and behaviour recording where behaviour is more significant or persistent.
- **Level 4 – Senior Leader Support:** Additional support and intervention from members of the Senior Leadership Team.
- **Level 5 – Serious Behaviour:** Immediate senior leadership involvement due to behaviour presenting a significant risk to safety, wellbeing or learning.

Further details regarding each level are outlined in the following section of this policy.

Behaviour Response Framework

To ensure consistency across the school, Weare Academy uses a graduated five-level response to behaviour. The table below outlines the types of behaviour, expected staff responses and recording requirements at each stage.

Level	Examples of Behaviour	Suggested Staff Response may include:	Recording & Communication
Level 1 – Reminder	• Calling out • Minor disruption • Not following routines • Off-task behaviour • Rough play that could result in harm • Lack of respect for staff and peers	• Give a clear verbal warning using 1:1 behaviour script or a non-verbal reminder where appropriate • Refer the child to the relevant Golden Rule • Re-teach the expected behaviour • Praise positive behaviour as soon as it is demonstrated	Bromcom: Not normally required Parents: Not normally informed
Level 2 – Warning and Reflection	• Repeated Level 1 behaviour • Continued disruption • Not following instructions • Interrupting learning • Poor choices despite reminders	• Calm 1:1 discussion with the child • Explain which Golden Rule has not been followed • Give the child a moment to reflect or reset outside of the classroom • Re-teach the expected behaviour • Offer a fresh start • Move the child to a different area of the classroom to support regulation • Class Dojo points may be removed where appropriate	Bromcom: Not normally required though may be recorded if behaviour is persistent or patterns are emerging Parents: Not normally informed unless behaviour becomes persistent
Level 3 – Consequence and Restoration	• Repeated Level 2 behaviour • Persistent disruption • Deliberate unkindness • Inappropriate language • Unsafe behaviour • Refusal to follow instructions	The class teacher may respond by: • Taking steps to support regulation if needed • A restorative conversation once calm • A ‘Logical Consequence’ <i>e.g. If learning time lost to behaviour, child will be asked to complete missed learning during break or another agreed time</i> • If at playtime, a child may be asked to sit out for a short period to reflect & calm before a restorative conversation takes place (class teacher must be informed)	Bromcom: All incidents recorded as soon as reasonably possible, ideally before the end of the school day Parents: Informed in line with this policy
Level 4 – Senior Leader Support	• Repeated Level 3 behaviour • Persistent disruption despite previous interventions • Physical aggression • Repeated use of inappropriate language • Damage to property • Serious disrespect towards others • Repeated unsafe behaviour • Heat of the moment fights	Request support from a member of the Senior Leadership Team who may: • Support emotional regulation • Temporarily remove the child from the situation if required • Have a discussion with the child to explain which Golden Rule has not been followed and the consequences of this • Facilitate a restorative meeting • Meet with parents or carers • Agree additional consequences where appropriate (e.g. loss of playtime/ loss of privileges/ removal from class etc.) • Consider a Behaviour Support Plan (if	Bromcom: All incidents recorded as soon as possible Parents: Always informed on the same day

	• Behaviour significantly affecting the learning or safety of others	persistent) • Complete or review a risk assessment	
Level 5 – Serious Behaviour	• Unprovoked physical assault on another pupil • Physical abuse of staff • Bullying (once established following investigation) • Racist, discriminatory or prejudicial incidents • Deliberate damage to property • Leaving the school site without permission • Behaviour placing others at significant risk	Request support from the Headteacher who may: • Prioritise the safety of all pupils and staff • Investigate the incident thoroughly • Contact parents immediately • Record the incident on Bromcom • Consider suspension (internal or external) where appropriate, in line with statutory guidance • Involve external agencies where necessary • Plan appropriate reintegration and ongoing support	Bromcom: Immediate recording required Parents: Contacted immediately

Key Principles

The purpose of all behaviour responses is to support children to learn from their choices, restore relationships and return successfully to learning.

All behaviour responses will be:

- fair and proportionate;
- rooted in the Golden Rules;
- focused on learning rather than punishment;
- accompanied by restorative conversations where appropriate;
- applied consistently by all staff.

Where behaviour concerns become frequent or significant, additional support, intervention and partnership with parents will be considered to ensure every child is able to succeed.

9. Restorative Practice

At Weare Academy, restorative practice is central to our Behaviour Curriculum and underpins the way we respond to behaviour incidents.

We believe that when children make mistakes, the most effective response is not simply to impose a consequence but to help them understand the impact of their actions, repair any harm caused and develop the skills needed to make better choices in the future.

Restorative practice supports children to:

- take responsibility for their actions;
- understand the impact of their behaviour on others;
- develop empathy and emotional awareness;
- repair relationships;

- rebuild trust;
- learn from mistakes;
- successfully return to learning.

Restorative conversations take place once children are calm, emotionally regulated and ready to engage positively in discussion.

Restorative Questions

Staff may use questions such as:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- How do you think they felt?
- What could you do differently next time?
- How can we put things right?

These conversations are conducted in a supportive and non-judgemental manner, enabling children to reflect honestly and identify positive ways forward.

Key Principle

Restorative conversations complement, rather than replace, appropriate consequences.

Where appropriate, children will still be expected to complete logical consequences, repair harm caused, restore lost learning time or take responsibility for their actions.

The purpose of restorative practice is to ensure that every behaviour incident becomes an opportunity for learning, growth and positive change.

10. Recording Behaviour

Accurate behaviour recording is essential in helping the school identify patterns, provide early intervention and ensure consistency in the application of this policy. Behaviour information enables staff and leaders to monitor trends, evaluate the effectiveness of support strategies and ensure that pupils receive the appropriate level of intervention when required.

Recording Expectations

Both positive recognition and behaviour incidents are recorded and analysed through Bromcom to monitor patterns, celebrate success and identify where additional support may be required.

All **Level 3, Level 4 and Level 5 behaviour incidents** must be recorded on **Bromcom** by the member of staff dealing with the incident. Persistent **Level 2 incidents** should also be recorded where behaviour is becoming a concern or a pattern is emerging. Behaviour incidents should be recorded **as soon as reasonably possible**, ideally before the end of the school day.

Behaviour Records Should Include

Behaviour records should contain:

- a factual description of what happened;
- the behaviour displayed;
- actions taken by staff;
- restorative conversations completed;
- consequences applied;
- communication with parents or carers;
- any follow-up actions required.

All records should be:

- factual;
- objective;
- professional;
- free from personal opinion or judgement.

Monitoring Behaviour Information

Senior Leaders review behaviour records regularly in order to:

- identify emerging patterns;
- monitor vulnerable groups;
- identify pupils requiring additional support;
- evaluate the effectiveness of interventions;
- ensure consistency across the school;
- inform future planning and staff development.

Behaviour data forms an important part of the school's wider approach to safeguarding, inclusion and pupil wellbeing.

11. Working in Partnership with Parents

At Weare Academy, we believe that strong partnerships between home and school are essential in promoting positive behaviour and supporting children to achieve success. When parents, carers and school staff work together, children benefit from consistent messages, clear expectations and a shared commitment to their wellbeing and development.

Communication with Parents and Carers

Parents and carers will be informed of significant behaviour incidents in accordance with this policy. Wherever possible, communication will take place on the same day as the incident.

Communication may include:

- conversations at the end of the school day;
- telephone calls;

- Bromcom messages;
- meetings with class teachers;
- meetings with senior leaders;
- review meetings linked to Behaviour Support Plans.

The level and method of communication will be proportionate to the nature and seriousness of the incident.

Sharing Positive Behaviour

Communication with families is not limited to concerns about behaviour. We believe it is equally important to celebrate and share success.

Positive behaviour may be communicated through:

- Class Dojo;
- celebration assemblies;
- certificates and awards;
- positive telephone calls home;
- positive messages to parents and carers;
- Headteacher recognition.

By celebrating success and maintaining open communication, we strengthen the partnership between home and school and support children in developing positive behaviour habits.

12. Supporting Individual Needs

At Weare Academy, we recognise that behaviour can sometimes be a form of communication. When behaviour causes concern, staff will seek to understand the underlying reasons behind the behaviour rather than focusing solely on the behaviour itself.

We recognise that a range of factors may influence behaviour, including:

- special educational needs and disabilities (SEND);
- emotional wellbeing;
- communication difficulties;
- sensory needs;
- social circumstances;
- trauma or adverse experiences;
- medical needs.

Our aim is to identify barriers to success and provide appropriate support so that all pupils can access learning and thrive within the school environment.

Support Strategies

Where behaviour indicates an unmet need, support may include:

- reasonable adjustments;
- Behaviour Support Plans;
- pastoral support;

- emotional regulation strategies;
- sensory strategies;
- support from the SENDCo;
- referrals to external agencies;
- partnership working with families.

Support is tailored to the individual needs of the child and regularly reviewed to ensure it remains effective.

SEND and Additional Needs

Reasonable adjustments will always be considered for pupils with SEND or additional needs whilst maintaining high expectations for behaviour. Adjustments may include adaptations to routines, communication approaches, environmental factors or support strategies.

The purpose of these adjustments is to enable pupils to understand and meet expectations successfully whilst ensuring fairness and inclusion.

Safeguarding

Safeguarding concerns will always take priority.

Where behaviour raises concerns about a pupil's safety or wellbeing, appropriate safeguarding procedures will be followed in accordance with the school's safeguarding policies.

13. Bullying

Weare Academy is committed to providing a school environment where all members of the community feel safe, valued, respected and included. Bullying of any kind is unacceptable and will not be tolerated.

Definition of Bullying

Bullying is behaviour that is:

- deliberate;
- repeated over time; and
- intended to hurt another person physically or emotionally.

Bullying is the repeated and deliberate use of words or actions to hurt, frighten, humiliate or harm another person, where there is an imbalance of power between those involved. This means that the person experiencing the behaviour feels unable to easily stop it or defend themselves because of factors such as confidence, age, ability, influence, status or the number of people involved.

Bullying is different from a one-off disagreement, argument or friendship difficulty. These situations can still be upsetting and will be supported by the school, but they would not normally be classified as bullying unless there is evidence of targeted, repeated behaviour or a significant imbalance of power.

Forms of Bullying

Bullying may take many forms, including:

Type of Bullying	Examples
Physical	Hitting, kicking, pushing, damaging belongings
Verbal	Name-calling, insults, threats, offensive language
Emotional	Exclusion, intimidation, spreading rumours, friendship manipulation
Online (Cyberbullying)	Inappropriate messages, social media misuse, sharing harmful content
Discriminatory or Prejudice-Related	Bullying related to race, religion, disability, gender, sexuality, family circumstances or other protected characteristics

Responding to Bullying

All concerns relating to bullying will be:

- taken seriously;
- investigated promptly;
- recorded appropriately;
- managed consistently and sensitively.

Where bullying is identified, the school will:

- support the child experiencing bullying;
- ensure their safety and wellbeing;
- work with the child displaying bullying behaviour to understand and change their behaviour;
- communicate with parents and carers;
- apply appropriate consequences;
- use restorative approaches where appropriate and safe to do so;
- continue to monitor relationships and outcomes.

The school will work proactively to educate pupils about respectful relationships, diversity, empathy and inclusion through its curriculum, assemblies and wider pastoral provision.

Everyone at Weare Academy has the right to feel safe, respected and valued. We are committed to creating a culture where bullying is challenged, relationships are nurtured and every child is able to flourish.

14. Searching, Screening, Confiscation and Reasonable Force

At Weare Academy, the safety and wellbeing of pupils and staff is of paramount importance. In order to maintain a safe learning environment, school staff have statutory powers to search for, screen and confiscate prohibited items where appropriate and in accordance with current Department for Education guidance.

Any search, screening or confiscation will be carried out lawfully, proportionately and with due regard for pupils' dignity, welfare and safeguarding needs.

Searching and Confiscation

Where appropriate, authorised members of staff may search pupils or their possessions for prohibited items in accordance with statutory guidance. Prohibited items may include those identified within current legislation and Department for Education guidance.

Any items confiscated by school staff will be dealt with appropriately and, where necessary, parents or carers will be informed. The school will always seek to balance the need to maintain safety with the rights and wellbeing of pupils.

Use of Reasonable Force

The use of reasonable force is a serious measure and will only be used when absolutely necessary.

Reasonable force may be used only where necessary to:

- prevent injury to a pupil or another person;
- prevent serious damage to property;
- prevent the commission of a criminal offence;
- maintain good order and discipline.

Staff will always seek to de-escalate situations and use preventative strategies before considering the use of reasonable force.

Principles Governing the Use of Reasonable Force

Any use of reasonable force will:

- only ever be used as a last resort;
- always be proportionate to the circumstances;
- be reasonable, necessary and lawful;
- never be used as a form of punishment;
- always be recorded on Bromcom;
- always be reported to parents or carers as soon as possible.

Where appropriate, incidents involving the use of reasonable force will be reviewed to identify any additional support, intervention or risk assessment that may be required.

Our aim is always to prevent situations from escalating through positive relationships, effective behaviour support and early intervention.

15. Suspensions and Permanent Exclusions

At Weare Academy, suspension and permanent exclusion are used only as a last resort and where all other appropriate strategies and interventions have been considered or exhausted.

Every effort is made to support pupils in maintaining successful engagement with school and to address behaviour concerns through early intervention, pastoral support and partnership working with parents and external agencies.

Decision-Making

Any decision regarding suspension or permanent exclusion will be made by the Headteacher in accordance with current statutory guidance.

When considering such a decision, the Headteacher will take into account:

- the seriousness of the incident;
- previous behaviour and conduct;
- SEND considerations;
- safeguarding considerations;
- proportionality;
- the impact on the safety and wellbeing of others;
- previous support, intervention and reasonable adjustments provided.

Each case will be considered individually and fairly, taking into account all relevant information and circumstances.

Reintegration Following Suspension

Where a suspension has taken place, the school will work closely with the child and their family to ensure a successful return to school.

Support may include:

- reintegration meetings;
- restorative conversations;
- Behaviour Support Plans;
- pastoral support;
- reasonable adjustments;
- referrals to specialist services where appropriate.

The purpose of reintegration is to help pupils rebuild positive relationships, re-engage with learning and experience success within the school community.

Our aim is always to support children to learn from difficulties, restore relationships and move forward positively.

16. Monitoring, Evaluation and Review

At Weare Academy, we are committed to continually evaluating the effectiveness of our Behaviour Curriculum and Behaviour Policy to ensure it remains fair, effective and responsive to the needs of our school community.

The Headteacher and Senior Leadership Team regularly monitor behaviour across the school through:

- Bromcom behaviour records;
- attendance information;
- safeguarding records;
- pupil voice;
- staff feedback;
- parent feedback;
- Local Partner monitoring.

Analysis of Behaviour Information

Behaviour information is reviewed and analysed regularly in order to:

- identify trends and patterns;
- evaluate the effectiveness of interventions;
- provide early support for pupils who may require additional help;
- monitor vulnerable groups;
- ensure consistency across the school;
- inform staff training and development;
- continually improve the school's Behaviour Curriculum.

Information gathered through monitoring helps ensure that behaviour expectations, support systems and interventions remain effective and evidence-informed.

Review of the Policy

This policy will be reviewed annually by Local Partners and senior leaders or sooner if:

- changes to legislation occur;
- updated Department for Education guidance is issued;
- local circumstances indicate that amendments are required;
- monitoring identifies areas for development.

Local Partners will receive regular updates regarding behaviour trends and the impact of behaviour strategies across the school.

Conclusion

At Weare Academy, we believe that positive behaviour is fundamental to creating a school where every child feels safe, valued and able to succeed.

Through clear expectations, explicit teaching, positive recognition, restorative practice and strong partnerships with families, we aim to develop children who are confident, responsible and respectful members of the community.

By working together as pupils, staff, parents, carers and Local Partner, we strive to create a calm, respectful and inclusive school where every child is supported to:

 **Be Ready**

 **Be Respectful**

 **Be Safe**

enabling them to flourish academically, socially and personally, both now and in the future.

Appendix A – Behaviour Response Framework

Universal Expectation

All pupils are expected to demonstrate our three Golden Rules.

Be Ready	Be Respectful	Be Safe
Ready to learn	Kind words and actions	Safe choices
Follow instructions	Respect people and property	Safe movement
Try their best	Good manners	Safe use of equipment

Behaviour Response Levels

Level	Examples of Behaviour	Suggested Staff Response may include:	Recording & Communication
Level 1 – Reminder	• Calling out • Minor disruption • Not following routines • Off-task behaviour • Rough play that could result in harm • Lack of respect for staff and peers	• Give a clear verbal warning using 1:1 behaviour script or a non-verbal reminder where appropriate • Refer the child to the relevant Golden Rule • Re-teach the expected behaviour • Praise positive behaviour as soon as it is demonstrated	Bromcom: Not normally required Parents: Not normally informed

Level 2 – Warning and Reflection	• Repeated Level 1 behaviour • Continued disruption • Not following instructions • Interrupting learning • Poor choices despite reminders	• Calm 1:1 discussion with the child • Explain which Golden Rule has not been followed • Give the child a moment to reflect or reset outside of the classroom • Re-teach the expected behaviour • Offer a fresh start • Move the child to a different area of the classroom to support regulation • Class Dojo points may be removed where appropriate	Bromcom: Not normally required though may be recorded if behaviour is persistent or patterns are emerging Parents: Not normally informed unless behaviour becomes persistent
Level 3 – Consequence and Restoration	• Repeated Level 2 behaviour • Persistent disruption • Deliberate unkindness • Inappropriate language • Unsafe behaviour • Refusal to follow instructions	The class teacher may respond by: • Taking steps to support regulation if needed • A restorative conversation once calm • A 'Logical Consequence' <i>e.g. If learning time lost to behaviour, child will be asked to complete missed learning during break or another agreed time</i> • If at playtime, a child may be asked to sit out for a short period to reflect & calm before a restorative conversation takes place (class teacher must be informed)	Bromcom: All incidents recorded as soon as reasonably possible, ideally before the end of the school day Parents: Informed in line with this policy
Level 4 – Senior Leader Support	• Repeated Level 3 behaviour • Persistent disruption despite previous interventions • Physical aggression • Repeated use of inappropriate language • Damage to property • Serious disrespect towards others • Repeated unsafe behaviour • Heat of the moment fights • Behaviour significantly affecting the learning or safety of others	Request support from a member of the Senior Leadership Team who may: • Support emotional regulation • Temporarily remove the child from the situation if required • Have a discussion with the child to explain which Golden Rule has not been followed and the consequences of this • Facilitate a restorative meeting • Meet with parents or carers • Agree additional consequences where appropriate (e.g. loss of playtime/ loss of privileges/ removal from class etc.) • Consider a Behaviour Support Plan (if persistent) • Complete or review a risk assessment	Bromcom: All incidents recorded as soon as possible Parents: Always informed on the same day
Level 5 – Serious Behaviour	• Unprovoked physical assault on another pupil • Physical abuse of staff • Bullying (once established following investigation) • Racist, discriminatory or	Request support from the Headteacher who may: • Prioritise the safety of all pupils and staff • Investigate the incident thoroughly • Contact parents immediately • Record the incident on Bromcom	Bromcom: Immediate recording required Parents: Contacted immediately

	prejudicial incidents • Deliberate damage to property • Leaving the school site without permission • Behaviour placing others at significant risk	• Consider suspension (internal or external) where appropriate, in line with statutory guidance • Involve external agencies where necessary • Plan appropriate reintegration and ongoing support	
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Appendix B – Bromcom Recording Expectations

Recording Principles

Behaviour records should always be:

- factual;
- objective;
- timely;
- professional.

Recording Checklist

Staff should record:

- Date and time;
- Location;
- Staff involved;
- Pupils involved;
- Behaviour observed;
- Trigger (if known);
- Action taken;
- Consequence applied;
- Restorative action completed;
- Parent communication

Professional Recording Expectations

Avoid

X Personal opinions

X Emotional language

X Labels such as "*naughty*"

Use Factual Descriptions

Good Example

"James repeatedly left his seat despite three reminders and shouted across the classroom."

Poor Example

"James was very naughty today." - Behaviour records should describe observable behaviour rather than assumptions, labels or personal judgements.

Appendix C – Parent Communication Expectations

Parents and carers are important partners in promoting positive behaviour.

Communication Expectations by Level

Behaviour Level	Parent Communication
Level 1	Communication not normally required.
Level 2	Communication not normally required. If behaviour is persistent, this may include a conversation at collection, telephone call or Bromcom message.
Level 3	Parents informed on the same day wherever possible.
Level 4	Parents contacted by the class teacher or Senior Leader. Meeting arranged if required.
Level 5	Immediate telephone contact. Formal meeting arranged.

All Communication Should Be:

- factual;
- respectful;
- solution-focused;
- centred on supporting the child.

Appendix D – Examples of Logical Consequences

Logical consequences should always relate directly to the behaviour displayed. Examples include but are not limited to:

Behaviour	Possible Logical Consequence
Deliberately making a mess	Help tidy the area
Damaging equipment	Help repair, clean or replace where appropriate
Hurting someone's feelings	Restorative conversation and apology
Missing learning through disruption	Complete learning during an agreed time
Unsafe use of equipment	Temporary removal of equipment until expectations are re-taught
Refusing to complete work	Finish work during an agreed time
Misusing school resources	Temporary loss of access while expectations are re-taught
Deliberately hurting another child	Restorative conversation, reflection time and actions to repair the relationship
Leaving equipment out	Return and organise resources correctly
Damage to classroom displays	Help repair or restore the display
Throwing equipment	Temporary removal of equipment until safe use is demonstrated
Not following lining-up expectations	Practise lining up correctly with an adult
Littering	Dispose of rubbish correctly and help tidy the area
Misusing technology	Temporary loss of device access until expectations are re-taught
Inappropriate language	Restorative conversation and practising respectful alternatives
Deliberately excluding others	Restorative discussion and supported inclusion of others
Dishonesty	Restorative conversation and opportunity to rebuild trust
Graffiti or vandalism	Help clean, repair or restore the affected area
Ignoring adult instructions	Reflection time and opportunity to demonstrate the expected behaviour
Unsafe behaviour on the playground	Temporary restriction from the activity until expectations are understood
Unkind behaviour towards peers	Restorative conversation and action to repair the relationship

Wasting learning time	Complete missed learning during an agreed time
Misuse of toilets	Re-teach expectations and supervised use if required
Refusing to join learning	Supported re-engagement and completion of learning at an agreed time

Logical Consequences Should:

- maintain dignity;
- relate directly to the behaviour;
- teach responsibility;
- repair harm;
- support future success.

Logical Consequences Should Never:

- humiliate;
- shame;
- publicly embarrass a child.

Appendix E – Positive Recognition

At Weare Academy, we believe positive behaviour should be recognised more frequently than inappropriate behaviour.

Examples of Positive Recognition

Children may be recognised through:

- Verbal praise;
- Specific feedback;
- Class Dojo points;
- Sharing work with another adult;
- Celebration assemblies;
- Certificates;
- Positive phone calls home;
- Positive Class Dojo messages;
- Headteacher recognition;
- Headteacher postcards home;
- Additional responsibilities.

Recognition Linked to the Golden Rules

Be Ready

Recognising effort, engagement, perseverance and readiness to learn.

Be Respectful

Recognising kindness, teamwork, honesty and positive relationships.

Recognising responsible choices and care for others.

Positive recognition helps children understand that positive behaviour is noticed, valued and celebrated every day.

Appendix F – Consistent Adult Language and Behaviour Scripts

Why Consistent Language Matters

Children thrive when expectations are predictable and consistent. The language adults use has a significant impact on how children respond to guidance and support.

At Weare Academy, we use calm, respectful and consistent language to:

- support positive behaviour;
- reduce confrontation;
- preserve dignity;
- strengthen relationships;
- help children return successfully to learning.

Adults avoid arguing, raising their voice unnecessarily or engaging in lengthy discussions during moments of heightened emotion.

Everyday Positive Language

Rather than simply saying:

"Well done."

Adults use specific recognition such as:

- "Thank you for being **Ready** to learn."
- "I can see you're being **Respectful** by listening carefully."
- "Thank you for making a safe choice."
- "You've shown real resilience there."
- "I noticed how kindly you helped your friend."
- "That's exactly what being respectful looks like."
- "Thank you for making the right choice."
- "You've really improved since my reminder."

Specific praise helps children understand exactly which behaviour is being recognised.

Giving a Reminder

Keep reminders brief, calm and positive.

Examples

- "Remember our Golden Rule: **Be Ready**."
- "Show me what being respectful looks like."
- "Let's try that again."
- "I know you can make a better choice."
- "Thank you for listening."
- "Show me you're ready."

Avoid lengthy explanations or repeated instructions.

Giving a Warning

Where behaviour continues:

- "I've reminded you once. I'm now giving you the opportunity to make a better choice."
- "You need to decide what happens next."
- "I'm going to give you some thinking time."
- "When you're ready to make a positive choice, we'll move on."
- "The choice is yours."

Allow take-up time before returning to the child.

When Behaviour Continues

If a consequence becomes necessary:

- "You have chosen not to follow our Golden Rules."
- "The consequence today is..."
- "We'll talk about this once you're calm."
- "I know you can do better next time."
- "Tomorrow is a fresh start."

Avoid engaging in debate about the consequence.

During a Restorative Conversation

Only once the child is calm and ready to engage.

Begin With Curiosity

- "Tell me what happened."
- "Help me understand."

- "What were you thinking at the time?"
- "What have you thought about since?"
- "Who has been affected?"
- "How do you think they felt?"
- "What could you do differently next time?"
- "How can we put things right?"

End Positively

- "Thank you for talking honestly."
- "I'm pleased we've sorted this out."
- "Let's make today a fresh start."
- "I know you'll make a better choice next time."

When Speaking to Parents

Whenever possible, begin positively.

Example

"I wanted to let you know about an incident that happened today. I'd also like to explain how we've supported your child and how we can work together moving forward."

Focus on:

- facts;
- support;
- next steps.

Avoid judgemental language.

De-escalation Language

Instead of:

X "Calm down."

Try:

✓ "I'm here to help."

✓ "Take your time."

✓ "Let's move somewhere quieter."

✓ "I'll wait until you're ready."

✓ "We're going to work through this together."

✓ "You're safe."

✓ "Let's solve this together."

Language to Avoid

Adults should avoid:

- shouting;
- sarcasm;
- public criticism;
- labels such as "*naughty*", "*lazy*" or "*bad*";
- arguing with children;
- empty threats;
- confrontational questioning.

Instead of:

X "You're being rude."

Say:

✓ "That language wasn't respectful."

Instead of:

X "You're naughty."

Say:

✓ "That wasn't a safe choice."

Instead of:

X "Why did you do that?"

Say:

✓ "Help me understand what happened."

Ending Every Interaction Positively

Every behaviour conversation should end with hope, encouragement and a clear pathway forward.

Examples include:

- "Thank you for putting things right."
- "I'm proud of how you've turned this around."
- "Tomorrow is a new day."
- "I know you'll make a better choice next time."
- "Let's have a great rest of the day."

- "I'm looking forward to seeing you succeed."



WEARE ACADEMY

Behaviour Policy

PARENT INFORMATION SUMMARY

Be Ready • Be Respectful • Be Safe

This summary provides the key information parents and carers need to know about how behaviour is taught, recognised and supported at Weare Academy.

OUR APPROACH TO BEHAVIOUR

At Weare Academy, we believe that **behaviour is taught, not assumed**. Just as children learn reading, writing and mathematics, they also learn how to:



- build positive relationships
- regulate their emotions
- make responsible choices
- show respect for others
- contribute positively to school life.

OUR APPROACH COMBINES:

- ★ High expectations
- ★ Positive relationships
- ★ Consistency
- ★ Recognition of success
- ★ Restorative practice
- ★ Fair and proportionate consequences

WE AIM TO CREATE A SCHOOL WHERE EVERY CHILD FEELS:



Safe



Valued



Respected



Included



Ready to learn

OUR THREE GOLDEN RULES

Everything we do is built around three simple expectations:



BE READY

- Arrive ready to learn
- Listen carefully
- Follow instructions
- Try their best
- Persevere when learning is challenging



BE RESPECTFUL

- Speak kindly
- Use good manners
- Respect others
- Care for property
- Work cooperatively
- Value differences



BE SAFE

- Make safe choices
- Move safely around school
- Use equipment appropriately
- Look after themselves and others
- Tell an adult if they are worried

THESE EXPECTATIONS APPLY EVERYWHERE:



In
classrooms



During playtimes
and lunchtimes



On educational
visits



At after-school
clubs



Whenever pupils
represent
Weare Academy



At Weare Academy, we believe that when children are

Ready, Respectful and Safe,
they are able to achieve their full potential and
contribute positively to our school community.

HOW WE TEACH POSITIVE BEHAVIOUR

Positive behaviour is taught through:



Clear
routines



Classroom
expectations



Assemblies &
Collective Worship



PSHE
lessons



Modelling by
adults



Restorative
conversations



Daily practice
& reinforcement

We regularly revisit expectations to help children build positive habits and develop self-regulation.

HOW WE RECOGNISE POSITIVE BEHAVIOUR

At Weare Academy, positive behaviour is recognised more frequently than inappropriate behaviour.



Class Dojo
points



Verbal
praise



Certificates



Bronze, Silver
& Gold Star
Badges



Celebration
assemblies



Headteacher
awards



Positive
messages
home



Phone calls
home



Additional
responsibilities

Recognition is always linked to our Golden Rules so children understand exactly what they have done well.

CLASS DOJO



Class Dojo is our whole-school recognition system. Children receive Dojo points for demonstrating:

- Kindness
- Resilience
- Responsibility
- Perseverance
- Effort
- Teamwork
- Respect
- Independence

Where behaviour reaches a **Level 2 incident**, Dojo points may be removed as part of a logical consequence.

This is always:

- ★ explained to the child
- ★ linked to the behaviour
- ★ followed by a restorative conversation
- ★ accompanied by opportunities to rebuild success



HOW WE RESPOND TO BEHAVIOUR

We believe mistakes are opportunities to learn. When behaviour falls below expectations, staff respond calmly and consistently, helping children understand:

- what happened
- which Golden Rule was not followed
- who was affected
- how they can make better choices next time

OUR FIVE LEVELS OF RESPONSE

			PARENTS INFORMED
1 REMINDER	• Calling out • Off-task behaviour • Minor disruption • Forgetting routines	• Reminder • Re-teach expectations • Positive reinforcement	No
2 WARNING & REFLECTION	• Repeated low-level behaviour • Continued disruption • Not following instructions	• Reflection discussion • Opportunity to improve • Possible removal of Dojo points	If appropriate
3 CONSEQUENCE & RESTORATION	• Persistent disruption • Inappropriate language • Deliberate unkindness • Refusal to follow instructions	• Logical consequence • Restorative conversation • Recorded on Bromcom	Yes
4 SENIOR LEADER SUPPORT	• Physical aggression • Serious disruption • Damage to property	• SLT involvement • Parent contact • Possible Behaviour Support Plan	Same day
5 SERIOUS BEHAVIOUR	• Serious assault • Bullying • Racist incidents • Leaving site • Behaviour placing others at risk	• Immediate SLT involvement • Investigation • Possible suspension	Immediately



WORKING WITH PARENTS

Parents can support by:

- ✓ Reinforcing the Golden Rules
- ✓ Encouraging responsibility
- ✓ Communicating openly
- ✓ Attending meetings
- ✓ Supporting strategies

We share concerns and successes through Class Dojo, assemblies, certificates, messages and calls home.



OUR KEY MESSAGE

We want every child to thrive in a calm, safe and inclusive environment.

By working together, we help children learn from mistakes, celebrate success and develop the skills they need to become responsible, respectful and confident young people.