Wessex Gardens

Primary and Nursery School

Behaviour Policy

2026 - 2027

At Wessex Gardens, we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care, and we expect all staff, governors, placements and volunteers to share this firm commitment.

Growing Together

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

Approved by the Governing Body	**8th December 2026**
Review due by:	**November 2027**

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Everyone is welcome and valued. Pupils are motivated and supported to reach their full potential as we continue to aspire to excellence.

At Wessex Gardens, we believe that every child has the right to feel safe, feel that they belong, be treated with dignity and respect, and learn without disruption.

We recognise that behaviour, relationships, wellbeing, learning and belonging are closely connected. Children are more likely to engage positively with school when they feel known, valued, accepted and an important part of their class and school community.

We want every child at Wessex Gardens to be able to say:

- I am safe here.
- I belong here.
- There are adults who know and care about me.
- I am valued and respected.
- I have a voice and I am listened to.
- I am an important member of my class and school.
- I can make mistakes, repair them and have a fresh start.
- I can succeed here.

Our behaviour culture therefore seeks not simply to manage behaviour, but to create a school community in which children develop belonging, connection, self-regulation and responsibility.

Our approach combines: Belonging + Relationships + Trauma-Informed Practice + Zones of Regulation + 1-2-3 Magic + Clear Boundaries and Consequences + Restorative Practice.

Understanding the reason for behaviour does not mean accepting behaviour which is unsafe, disruptive or harmful. We combine warm relationships with firm boundaries and high expectations.

1. Belonging, Relationships and Behaviour

At Wessex Gardens, we believe that belonging is a foundation for positive behaviour, wellbeing and learning. A sense of belonging develops when children experience positive relationships and feel accepted, included and valued by the people around them.

- Adults actively promote belonging by knowing children as individuals; greeting and welcoming pupils; showing genuine interest in them; noticing when a child may be struggling; listening to children's views; celebrating effort, progress and contribution; ensuring children are included in classroom and playground life; providing meaningful responsibilities and leadership opportunities; promoting positive relationships; challenging exclusion, bullying and discrimination; helping children reconnect following difficulties; and communicating that making a mistake does not remove a child's membership of our community.

When behaviour goes wrong, our response seeks to achieve both accountability and belonging. The message to a child is: “What you did was not acceptable, but you remain a valued member of our school community. We will help you put it right and make a better choice next time.”

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2. Trauma-Informed and Relational Practice

Our approach to behaviour is trauma-informed, relational and inclusive. We recognise that behaviour can be a form of communication and that trauma, loss, family difficulties, adverse childhood experiences (ACEs), attachment needs, SEND and other significant life events can affect a child's ability to regulate emotions and behaviour. Trauma and adversity can also affect a child's sense of safety, trust and belonging.

- Rather than asking only "What has this child done?", adults also consider "What might be happening for this child?", "What might this behaviour be communicating?" and "What does this child need in order to feel safe, belong, regulate and succeed?"
- Children experiencing significant stress may respond through fight, flight, freeze or other stress responses. Adults therefore remain calm, predictable and emotionally regulated.
- Being trauma-informed does not mean lowering expectations, accepting unsafe behaviour or removing consequences. Consequences are delivered calmly, proportionately and without humiliation, taking account of age, development, SEND, circumstances and understanding.

Our aim is for every child to experience adults who are calm, consistent, predictable and caring, and a school in which they know: I am safe. I belong. I am valued. I can succeed.

3. Aims

Through this policy, Wessex Gardens aims to:

- Provide a safe, caring, stimulating and happy environment where effective learning can take place.
- Establish high expectations for behaviour throughout the school.
- Ensure every pupil develops a strong sense of belonging.
- Develop kind, confident, resilient and independent learners.
- Develop self-discipline and self-regulation.
- Teach children to understand the consequences of their choices and take responsibility for behaviour.
- Promote respect, honesty, fairness and consideration for others.
- Protect every child's right to learn without disruption.
- Recognise and celebrate positive behaviour and attitudes to learning.
- Ensure adults respond calmly, fairly and consistently.
- Provide additional support and reasonable adjustments where needed.
- Work positively with parents and carers.
- Use restorative approaches to repair relationships.
- Ensure safeguarding remains at the heart of behaviour decisions.

4. Our Five Golden Rules

The Five Golden Rules provide a simple and consistent framework for behaviour throughout school.

- We keep ourselves and others safe.
- We are kind and fair to everyone.
- We are honest and truthful.
- We always try our best.
- We look after our environment

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5. Regulate – Relate – Reason

When a child becomes highly distressed or dysregulated, attempting to reason immediately is unlikely to be effective.

- Regulate – help the child return to a safe and calmer emotional state by reducing language, giving appropriate space, reducing the audience and using agreed regulation strategies.
- Relate – once the child begins to regulate, reconnect through a calm, safe and predictable adult presence.
- Reason – when calm enough to think and listen, discuss what happened, which Golden Rule was broken, who was affected, what could have been done differently and how to repair the situation.

6. Emotion Coaching

Where appropriate, staff use emotion coaching to help children understand and manage strong emotions.

- Notice and empathise – recognise the child's emotional state.
- Label and validate – help the child identify the emotion.
- Set boundaries – acknowledge the emotion while making clear that inappropriate behaviour is not acceptable.
- Problem solve – once calm, help the child consider a better response.

7. Zones of Regulation

Wessex Gardens uses the Zones of Regulation to help children recognise, understand and regulate their emotions.

- Blue Zone – lower energy states such as tired, sad, bored or unwell.
- Green Zone – calm, focused, content and ready to learn.
- Yellow Zone – heightened states such as worried, frustrated, excited, anxious, silly or restless.
- Red Zone – very strong states such as anger, terror, extreme frustration or feeling out of control.
- There is no 'bad' Zone. The aim is to help children recognise their emotional state and use appropriate strategies.

8. The Role of Adults

Consistency in adult behaviour is essential.

- Model calm and respectful behaviour and build positive relationships.
- Help every child feel that they belong.
- Establish predictable routines and high expectations.
- Explicitly teach expected behaviour and recognise positive behaviour.
- Give clear, concise instructions and address low-level disruption promptly.
- Use 1-2-3 Magic consistently and avoid unnecessary confrontation.
- Remain calm when children are dysregulated and use de-escalation strategies.
- Make reasonable adjustments and follow individual plans.
- Record significant incidents appropriately and seek support when needed.
- Avoid shouting except to prevent harm, sarcasm, ridicule, humiliation, public arguments, lengthy lectures, threatening language and consequences delivered in anger.

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We correct the behaviour, not the child.

9. Positive Behaviour and Recognition

Positive recognition is an essential part of our behaviour culture. Praise should be specific and linked to behaviour, effort or learning.

- Verbal praise; Class Dojos linked to school values; House points; Star of the Week; Merit certificates; celebration assemblies; sharing excellent work; visits to the Headteacher or senior leader; positive communication with parents; whole-class rewards; Fabulous Friday; leadership responsibilities and ambassador roles.

Rewards recognise effort, behaviour, improvement and achievement.

10. 1-2-3 Magic

Wessex Gardens uses 1-2-3 Magic as its principal response to low-level disruptive behaviour. The principle is No Talk – No Emotion.

- Adults avoid repeatedly explaining, arguing, debating, bargaining, lecturing or becoming visibly angry.
- Behaviours that may be counted include calling out, talking over others, unnecessary movement, distracting others, silly noises, fiddling, repeated turning around, minor refusal, low-level disrespect and other minor disruption.

11. How 1-2-3 Magic Works

The child is given an opportunity to recognise and independently correct their behaviour.

- **Count 1** – calmly say: “That's 1.” No lecture or discussion. Allow the pupil to correct the behaviour.
- **Count 2** – if it continues, calmly say: “That's 2.” Again, allow the pupil to stop.
- If the behaviour stops after 1 or 2, stop counting. Do not continue towards 3 for behaviour that has stopped.
- **Count 3** – if it continues, say: “That's 3.” The child will then spend 20 minutes at lunchtime in the Reflection Room. This is a calm space away from the playground where children reflect on their behaviour. The room is staffed by members of the school team.

The purpose is to stop disruption, protect learning, allow regulation and provide a fresh start. It is not intended to humiliate the child.

12. The Fresh Start Principle

Children must be given genuine opportunities to correct their behaviour.

- If behaviour stops after Count 1 or Count 2, the counting stops.
- Following a Count 3 consequence, the child is welcomed back into learning.
- For a new incident, counting begins again at 1.
- Each new session and day provides an opportunity for a fresh start.
- Repeated patterns are still monitored and addressed through additional support.

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Our message remains: “You belong here. Your behaviour needs to change, and we will help you make that change.”

13. Behaviour That Is Not Counted

Some behaviour is too serious for 1-2-3 Magic. Staff should not count to three where a child is hurting someone, creating an immediate danger or committing a serious breach.

- Serious physical aggression or fighting; dangerous behaviour; serious threats or intimidation; serious verbal abuse; discriminatory or racist behaviour; homophobic, biphobic or transphobic abuse; sexual harassment or violence; significant child-on-child abuse; dangerous deliberate damage; weapons or prohibited items; or behaviour presenting an immediate safeguarding risk.

These behaviours require an immediate response and senior leader involvement.

14. Graduated Response to Behaviour

Level	Examples	Possible Response
Level 1 – Low-level	Calling out, distracting others, unnecessary movement, fiddling, minor disrespect, low-level refusal.	1-2-3 Magic, brief time-out, reminder of Golden Rule, restorative correction.
Level 2 – Persistent	Repeated Level 1 behaviour, persistent defiance/disrespect, deliberate damage, stealing, repeated swearing, repeatedly leaving class.	Partner-class reflection, modification/loss of some social time where appropriate, parent contact, Phase Leader involvement, behaviour targets/report.
Level 3 – Serious	Threatening/intimidating behaviour, discriminatory language, sexualised language, serious verbal abuse, significant repeated behaviour.	Immediate removal, SLT involvement, parent meeting, internal suspension/detention where appropriate, behaviour/regulation plan.
Level 4 – Very Serious	Serious intentional violence, significant aggression, dangerous behaviour or serious repeated breaches.	Headteacher involvement, parent meeting, internal suspension and/or consideration of suspension.
Level 5 – Exceptional	Extremely serious incident or persistent serious breaches significantly affecting the education or welfare of others.	Suspension and, in exceptional circumstances and as a last resort, consideration of permanent exclusion.

Consequences are not simply a tariff. The school considers seriousness, intent, impact, frequency, age, developmental understanding, SEND, previous interventions, safeguarding information and individual circumstances.

15. Restorative Practice

Following significant incidents, children are supported to repair relationships and understand the impact of their behaviour once regulated.

- What happened?

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- What were you thinking or feeling?
- Who has been affected and how?
- What could you have done differently?
- What needs to happen to put things right?
- What will you do next time?

The purpose is to develop responsibility, empathy, reflection, repair, reintegration and changed behaviour. Restoration also reinforces belonging.

16. SEND and Reasonable Adjustments

Wessex Gardens recognises its responsibilities under the Equality Act 2010 and SEND legislation. We maintain high expectations for all children, while recognising that fair does not always mean everyone receiving exactly the same response.

- Reasonable adjustments may include visual prompts, simplified instructions, additional processing time, sensory or movement breaks, a safe space, trusted adult, adapted transitions, emotion coaching, regulation strategies, individual targets, a behaviour/regulation plan, mentoring, risk assessment or external agency support.

The purpose of an adjustment is to enable a pupil to successfully meet expectations, not to remove expectations altogether.

17. Early Years – Nursery and Reception

Behaviour management in the Early Years reflects children's developmental stage, with a strong emphasis on belonging, secure relationships, co-regulation, modelling, predictable routines, language, emotions, sharing, turn-taking and repair.

- 1-2-3 Magic may be used in an age and developmentally appropriate way rather than mechanically.
- Responses may include reminder/modelling, simple warning or choice, brief time away from an activity, co-regulation, parent discussion, Phase Leader/SENDCo support and an individual plan.

18. Playground and Lunchtime Behaviour

The Five Golden Rules apply during playtime and lunchtime. Staff actively recognise kindness, inclusion, sharing, cooperation, safe play and respectful problem-solving.

- Low-level behaviour may be addressed using 1-2-3 Magic.
- At Count 3, a pupil may have a brief period away from the activity or agreed reflection time.
- Repeated or more serious behaviour may result in removal from the playground for the remainder of the break.
- Serious incidents such as fighting, racism, discriminatory abuse, dangerous behaviour or serious aggression are referred immediately to a senior member of staff.
- Significant incidents are recorded on CPOMS.

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19. Removal From the Classroom

Removal from the classroom is a serious response and should not become a routine behaviour-management strategy.

- It may be appropriate to restore order and calm, protect pupils or staff, provide space for regulation or allow other children to continue learning.
- Children must not be sent to sit unsupervised in corridors.
- Removal should be purposeful, supervised and for no longer than necessary.
- Where possible, the pupil is supported to successfully reintegrate into their class.

20. Internal Suspension

In more serious circumstances, the Headteacher or delegated senior leader may authorise an internal suspension.

- The pupil remains on site, works in a supervised location, receives appropriate learning and pastoral/regulation support, and undertakes reflection/restorative work where appropriate.
- Parents/carers will be informed.

21. Suspension and Permanent Exclusion

Wessex Gardens aims to include rather than exclude. Suspension may nevertheless be necessary following a serious breach or persistent breaches where other interventions have not resulted in sufficient improvement.

- Decisions are made by the Headteacher in accordance with statutory guidance.
- Following suspension, a reintegration meeting will normally consider what happened, learning, expectations, additional support, reasonable adjustments, targets, risk management and successful reintegration.
- Permanent exclusion is a last resort and will only be considered in accordance with statutory requirements.

The reintegration message is: “You are returning as a valued member of our school community. We are going to help you succeed.”

22. Child-on-Child Abuse, Discrimination and Safeguarding

All staff have a responsibility to keep children safe. The school takes bullying, cyberbullying, child-on-child abuse, sexual harassment and violence, racism, discriminatory language, homophobic/biphobic/transphobic abuse, threats, intimidation and harmful online behaviour seriously.

- These incidents are investigated and addressed promptly.
- Behaviour consequences do not replace safeguarding action.
- Where there is a safeguarding concern, staff follow the Child Protection and Safeguarding Policy.

23. De-escalation

Where behaviour escalates, adults seek to reduce rather than intensify the situation.

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- Remain calm; use a low and steady voice; reduce language; give simple instructions; provide appropriate personal space; reduce the audience; avoid unnecessary confrontation; acknowledge feelings; offer limited realistic choices; allow regulation time; change the adult where appropriate; use a trusted adult or agreed safe space; follow Regulate → Relate → Reason.

Adults should seek additional support before a situation becomes unsafe wherever possible.

24. Use of Reasonable Force

There may be exceptional circumstances where reasonable force is required to prevent a pupil hurting themselves or another person, causing serious disorder or seriously damaging property.

- Reasonable force must be necessary and proportionate, use the minimum force for the minimum time, never be used as punishment, and seek to maintain dignity and safety.
- Physical intervention incidents will be recorded and parents/carers informed in accordance with school procedures.

25. Searching, Screening and Confiscation

The Headteacher and authorised staff may search pupils and confiscate prohibited items in accordance with statutory guidance.

- Any search will take account of age, SEND, dignity, safeguarding, vulnerability and individual circumstances.
- Prohibited items will be dealt with in accordance with statutory guidance and safeguarding procedures.

26. Behaviour Outside School and Online

The school may respond to behaviour outside school, including online behaviour, where it affects the orderly running of the school, poses a threat, affects school relationships, constitutes bullying/child-on-child abuse or could adversely affect the school's reputation.

- This includes messaging services, social media, online games, group chats and other digital platforms.
- Safeguarding and anti-bullying procedures will be followed where appropriate.

27. Working With Parents and Carers

Positive relationships between home and school are important in supporting children's behaviour.

- Parents and carers are encouraged to support the Five Golden Rules, reinforce respectful behaviour, work constructively with staff, attend meetings, share relevant information and support agreed plans.
- The school communicates with parents where behaviour is persistent or serious, an individual plan is required, there are safeguarding concerns, a significant consequence is applied, or positive communication may support improvement.

28. Roles and Responsibilities

The whole school community contributes to a positive behaviour culture.

- Governing Body – approve and review the policy, monitor effectiveness and hold leaders to account.

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- Headteacher – establish and communicate the culture, ensure consistent implementation, support staff, monitor behaviour and make decisions on serious consequences, suspension and exclusion.
- Senior Leaders and Phase Leaders – be visible, model the approach, support staff, respond to escalated behaviour, work with families, monitor patterns and coordinate support.
- All staff – follow the policy, model positive behaviour, promote belonging, use the Golden Rules and 1-2-3 Magic consistently, use trauma-informed, relational and restorative approaches, make reasonable adjustments and record/report incidents.

29. Recording and Monitoring Behaviour

Significant incidents and repeated patterns of behaviour will be recorded on CPOMS.

- Leaders monitor repeated incidents, pupils needing support, patterns by location/time, bullying, discrimination, child-on-child abuse, safeguarding concerns, repeated removal from learning, suspensions and disproportionate impact on groups.

Monitoring is used to identify need, provide support and improve provision, not simply to record sanctions.

Appendix 1 – 1-2-3 Magic: Staff Quick Guide

- "That's 1." Stay calm. No lecture. Give the child the opportunity to correct their behaviour.
- "That's 2." If the behaviour continues, count again. Avoid argument or discussion.
- If the behaviour stops: STOP COUNTING. Continue with learning.
- If the behaviour continues: "That's 3." Apply the agreed brief consequence calmly.
- Afterwards: Reset → Regulate → Repair if needed → Return to Learning.
- Remember: No Talk – No Emotion – No Argument.
- Adults remain: Calm – Consistent – Predictable – Caring.

Appendix 2 – Wessex Gardens Behaviour Principles

BELONGING

I am part of this community. Every child should feel known, valued, included and important.

SAFETY

I am safe here. Every child has the right to physical and emotional safety.

RELATIONSHIPS

There are adults who know and care about me. Secure relationships support regulation, behaviour and learning.

HIGH EXPECTATIONS

I am capable of making positive choices. We expect pupils to behave well and protect everyone's right to learn.

TRAUMA-INFORMED PRACTICE

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Adults try to understand what may be happening for me. We are curious about behaviour while maintaining clear boundaries.

REGULATION

I can learn to understand and manage my emotions. Adults co-regulate when necessary and teach increasing independence.

1-2-3 MAGIC

I have an opportunity to correct my behaviour. Low-level behaviour is addressed quickly, calmly and without confrontation.

CONSEQUENCES

My choices have consequences. Unsafe and inappropriate behaviour is addressed proportionately.

REASONABLE ADJUSTMENTS

I receive the support I need to succeed. Some pupils require different support to meet high expectations.

RESTORATION

I can put things right. When things go wrong, we repair harm and rebuild relationships.

FRESH STARTS

My mistakes do not define me. Children are given genuine opportunities to learn, reconnect and succeed.

I am safe. I belong. I am valued. I can succeed.

We connect. We regulate. We set clear boundaries. We repair. We move forward.

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