Wallop Primary School
Behaviour and Motivation Policy

Produced By:	K. Simons Headteacher
Approved for School: Headteacher: K Simons Date: 22.9.26	ksimons
Approved by Governing Body: Chair/Deputy Chair: P Bunche Date: 22.9.26	

Our Vision and Principles
At Wallop Primary School, we believe that positive behaviour grows from strong relationships, clear expectations, and consistent adult behaviour. Every child deserves to feel safe, respected, and valued. Behaviour is learned and taught in the same way as any other skill, and our role as adults is to model the standards we expect and teach children to make positive choices. We strive for an environment that is ready, respectful and safe to ensure every child succeeds in school and in their future

We commit to:
- Consistency – every adult using the same calm, predictable responses
- Relentless Routines – simple, clear, rehearsed routines that remove uncertainty
- Recognition – celebrating the best in every child, every day
- Restoration – focusing on repairing relationships, not escalating conflict
- Dignity for all – addressing behaviour privately, calmly, and respectfully

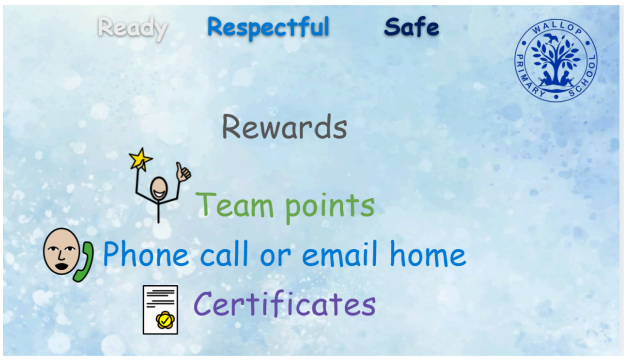
We keep rules simple, positive, and memorable:

- Be Respectful
- Be Ready
- Be Safe

These apply everywhere, at all times, to everyone.

Leadership Responsibilities
- All staff are responsible for consistent application and will be provided with training based on the research text “When the adults change” by Paul Dix. This is part of staff induction and ongoing training.
- Senior leaders will support staff, not undermine them, ensuring policy is lived daily
- Governors will monitor behaviour and ensure the policy reflects our vision and values

Creating a Positive Culture
We believe culture is built in the “small moments” every day: greeting at the door, noticing effort and resetting calmly. We celebrate positive choices through:



We avoid public confrontation and escalation. Responses are calm, consistent, and predictable.

Reparation/Restorative conversations include:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What needs to happen to put it right?
- What will you do differently next time

Supporting children with additional needs
We recognise that for a small proportion of children, additional support will be needed to ensure they feel safe and supported. We recognise that some children may need bespoke behaviour systems in order to keep themselves and others safe, and to teach them the skills of regulation. Where appropriate, we will provide personalised support plans; work with parents and external agencies; focus on small, achievable steps and celebrate progress.

The Most Serious Behaviours
At Wallop Primary School, exclusion is only considered as a last resort. While suspension may sometimes provide space for a child to fully regulate, our focus is always on understanding the reasons behind behaviour and adjusting provision to reduce the risk of repetition. The safety of pupils and staff remains our highest priority.

Behaviours that may lead to suspension or permanent exclusion:

- Persistent bullying or harassment (including online)

- Racial abuse
- Assault on pupils or staff
- Sexual assault or harassment
- Serious or repeated damage to property

Physical Intervention

Children are encouraged to use safe spaces to calm. Physical intervention is used only when necessary to keep pupils, staff, or property safe. It will only be used if it is felt to be necessary, reasonable and proportionate. After incidents, pupils and staff take part in restorative conversations to repair relationships.

Recording and Monitoring

- All serious behaviour incidents are logged within 24hours
- Parents are informed of any physical intervention the same day
- Racist, homophobic, or sexual incidents are recorded by law
- SLT and Governors regularly review serious incidents

Other relevant polices:

Child Protection
Safeguarding
Restrictive Physical Intervention
Safe Touch
Anti Bullying
Equal Opportunities
Teaching and Learning

This policy will be reviewed annually by the Head Teacher and Board of Governors.

Date of review: September 2026	**Date of implementation:** September 2026
Next review due: September 2027	**Reviewing Committee:** FGB