

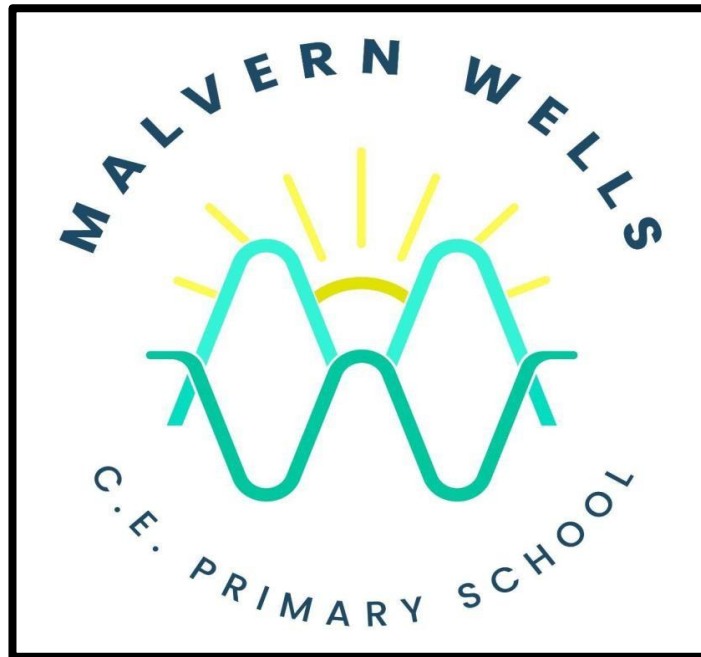
Malvern Wells CE Primary School

Behaviour and Relationships Policy

“Let Your Light Shine.”

We aspire for everyone at Malvern Wells CE Primary School to be the BRIGHTEST version of themselves, equipped with the knowledge that they are unconditionally loved by God, who sees their intrinsic value. Our children are encouraged to take risks, make mistakes and grow within the safety of forgiveness, ready for the plans and purposes God has for their future.

Let your light shine by letting His light shine through you.



Policy Author:	Alison Dainty
Date of Policy:	January 2026
Date approved by Governors:	
Next annual review date:	January 2027

School Values

COMMUNITY | COMMITMENT | COMPASSION | COURAGE

Malvern Wells CE Primary School is committed to nurturing every individual to reach their brightest potential within a safe, inclusive and nurturing community. We aim to create an environment where exemplary behaviour underpins productive learning and positive relationships.

We define our culture as:

“The way we do things around here – even when no one is looking.”

To support this culture, all pupils follow three simple rules:

Be kind - Be respectful - Be ready

Aims of the Policy

This policy aims to

- Create a culture where positive behaviour is explicitly taught, modelled and celebrated
- Ensure relationships are central to all behaviour practice
- Promote fairness, consistency and respect for all learners
- Avoid reinforcing poor behaviour by prioritising positive behaviour
- Build a school community rooted in Christian values of Community, Commitment, Compassion and Courage.

Principles

- All pupils are valued equally and have the right to learn in a safe and supportive environment.
- High standards of behaviour are the responsibility of the whole school community.
- Behaviour expectations are most effective when they are explicitly taught, practised, reinforced and consistently applied.
- Behaviour is recognised as a form of communication and may reflect unmet needs.
- Pupils are not defined by their behaviour; behaviour that causes harm is treated as an opportunity for learning and growth.

- Intrinsic rewards (belonging, achievement, positive relationships) are prioritised, while extrinsic rewards may be used appropriately.

Reasonable adjustments will always be made for pupils with SEND, SEMH, trauma-related needs or other additional needs, in line with the Equality Act 2010. Where appropriate, individual behaviour or support plans will supersede standard sanctions.

The Malvern Wells Way

Our approach is characterised by **consistent kindness combined with high expectations**. We prioritise relationship-building, repair, reasoning and teaching over punishment. This approach supports the development of resilience, self-esteem, empathy and responsibility.

What Adults Do Every Day

All staff will:

- Meet and greet pupils by name each day
- Model and explicitly teach behaviour expectations
- Build strong, trusting relationships with pupils
- Establish and maintain consistent routines
- Plan and deliver engaging, well-prepared lessons
- Remain calm and measured
- Follow this policy consistently
- Address behaviour promptly and fairly
- Make time for repair and reflection
- Celebrate positive behaviour
- Adapt approaches to meet individual needs

Roles and Responsibilities

Parents and Carers

Parents and carers are expected to:

- Support their child in following the behaviour policy
- Inform the school of any changes that may affect behaviour
- Raise concerns promptly with the class teacher
- Model respectful behaviour when on or around school premises

Pupils

Pupils are expected to:

- Behave in a calm, orderly and self-controlled manner
- Show respect to others and school property
- Allow others to learn without disruption
- Move safely and sensibly around school
- Wear the correct school uniform
- Accept sanctions when given
- Uphold the school's reputation, including outside school when in uniform

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally harms another individual or group, physically or emotionally. Malvern Wells CE Primary School does not tolerate bullying in any form.

All concerns or allegations of bullying are recorded on CPOMS and investigated promptly by senior leaders. Parents of all pupils involved will be informed, and appropriate support will be provided.

Further detail is available in the Anti-Bullying Policy.

Recognition and Rewards

Positive behaviour is recognised and celebrated through:

- Verbal praise and recognition
- House points - Classroom-based rewards
- Headteacher or teacher postcards
- Weekly celebration assemblies (Best Seat Award and Famous for Being Fab)

Sanctions: A Graduated Response

Our aim is always to support pupils to make positive choices. Most behaviour is addressed through reminders and positive reinforcement. Where further action is needed, the following graduated approach is used.

Step 1: Reminder

A calm reminder of the expected behaviour, allowing time for compliance.

Step 2: Warning

A clear explanation of the behaviour, its impact, and the consequence if it continues. Pupils are given a choice to correct their behaviour.

Step 3: Consequence (Orange)

If behaviour continues, a consequence is applied. This may include **up to 5 minutes of missed playtime**, or an alternative flexible adjustment as appropriate to the child's age, needs and circumstances. Pupils will always have access to a reasonable break.

Consequences are proportionate and supervised and will take account of SEND, SEMH or additional needs.

All orange incidents are recorded by the class teacher. Three orange incidents within a half-term will result in a parent meeting and the implementation of a Positive Plan, which will be logged on CPOMS.

Step 4: Repair

A restorative conversation will take place to support reflection, understanding and future positive behaviour.

Red Card Incidents

More serious incidents may result in an immediate red card, including: - Fighting or physical aggression - Bullying - Racist, sexist or homophobic language - Abusive or offensive language - Deliberate damage to property

All red card incidents are recorded on CPOMS, discussed with senior leaders and parents informed. Sanctions are applied proportionately, taking individual circumstances into account.

Additional Support

Where needed, additional support may include:

- Behaviour or support plan
- Thrive or pastoral interventions
- Regulation or safe spaces
- Adjusted timetables
- External agency involvement

Positive Handling

Positive handling is used only as a last resort, in line with the Positive Handling Policy, and only by trained staff unless immediate action is required to prevent harm.

Exclusions

Suspension or permanent exclusion will be used only as a last resort and in line with DfE statutory guidance. Parents will always be informed, and reintegration will be carefully planned.

Monitoring and Review

This policy is reviewed annually by governors and reflects statutory guidance, including: - Behaviour in Schools (DfE) - Keeping Children Safe in Education - Equality Act 2010 - Suspension and Permanent Exclusion Guidance

Approved by Governors: 21st January 2026