

Woodlands Primary School



Behaviour Policy

Woodlands Primary School fully recognises its responsibilities for promoting positive behaviour and inclusion.

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1 Introduction

Woodlands Primary School is committed to an inclusive education for our learners that secures the widest access to learning and achievement in a safe and supportive environment.

We believe that every learner and member of staff has the right to feel safe, valued and a sense of belonging. We understand that when learners feel that they belong, they are more likely to thrive academically, socially and emotionally.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

1.1 Woodlands Primary School Vision Statement

Vision and Values:

At Woodlands Primary School, our collective vision is to provide every child with the fullest education and life chances they deserve, and to guide our children towards their best possible future. Together, we will continually strive to remove any barriers to success and fear of failure. We will celebrate achievement, progress and effective learning behaviours at every opportunity. We will provide a culture of aspiration and acceptance with children moving onto their next venture with the knowledge, skills and values to set them on the path to achieve their dreams. We will enable our pupils to drive their own futures to realise greater success and to actively shape our diverse community for the better, all working in tandem for the common good.

Our vision and values underpin how we behave towards each other and are central to school life. Through supporting and promoting the attitudes, aptitudes and values necessary for individual children to contribute positively to their own personal development, so the character and health of the whole school culture is impacted positively.

All of our pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

- Kindness
- Respect
- Community
- Aspiration
- Resilience

1.2 Rationale

Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Its correct direction is equally crucial, and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly.

(Tom Bennett, DfE, 2017)

We believe that consistency is the key to success with high expectations for all stakeholders. Consistency starts with consistent adult behaviours. Rules, rewards and sanctions must be consistently followed, and adhered to, if they are to make an impact on pupils.

Paul Dix refers to the much repeated Haim Ginott quotation about the conduct of the individual teacher: *"I have come to a frightening conclusion. I am the decisive element in the classroom"*. He asserts that the adults need to model the behaviour they want to see and that behaviour management is a team sport. *"To get the behaviour you want there can be no gaps between the adults on what matters."* (*When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*, 2017)

2 Aims

This policy is designed to actively promote positive behaviour and to visibly teach our pupils to invest in its many benefits, rather than to solely deter anti-social, disruptive and unhelpful behaviour.

Our pupils are taught explicitly what positive behaviour looks like, and at a deeper level, what it sounds like and feels like.

All of our pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

We aim to *"reprimand in private"* (RIP) and *"praise in public"* (PIP). (Dix)

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our School Vision and Values to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

Woodlands Primary School is a safe environment where all can teach and learn in a happy and calm atmosphere. All pupils and staff (including volunteers) show respect and consideration for others. The school property and the property of those within the school is looked after. Everyone in the school takes responsibility for making our school a happy place in which to work.



3 Purpose

The purpose of this policy is to guide teachers, pupils, parents and other stakeholders on our restorative and relationship- focussed approach to behaviour management. This will allow the pupils at Woodlands to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

It exemplifies our common purpose of helping everyone learn in a nurturing, empathetic and respectful environment.

4 Consistency of Approach

In implementing this Positive Relationships and Behaviour policy, we acknowledge the need for consistency:

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent expectations referencing promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of disrespectful learners.
- Consistent models of emotional control: emotional restraint that is modelled and not just taught; teachers as role models for learning.
- Consistently reinforced rituals and routines for behaviour.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” (Paul Dix)

All staff will:

1. Meet and greet children at key transition points.
2. Refer regularly to being “Ready, Respectful, Responsible”- the behaviours they expect to see and link to our School Values.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use verbal praise and non-verbal praise to recognise pupils who are adhering to the school rules of ready, respectful and responsible
6. Be calm and “give take up time” when going through the behaviour system.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are not adhering to school rules.
9. Develop positive relationships with parents, involving them in their child’s positive and negative choices.

Visible consistency helps everyone to feel physically and emotionally safe.

5 Practical Steps in Managing and Modifying Negative Behaviour

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does.” (Paul Dix)

Engaging with learning is always the primary aim.

For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always praise the behaviour they want to see.

All learners must be given “take up time” in between steps – allowing pupils the time and space to reset their behaviour.

Learners are held responsible for their behaviour.

Staff, in the vast majority of situations, will deal with behaviour without delegating.

5.1 Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time:

I noticed you chose to.... (noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice is there something I can do to help you?

Thank you for listening

Then if necessary:

This is the _____time I have spoken to you.

Think carefully about your next step.

I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation

5.2 Pupils with SEMH concerns/behavioural difficulties

For some pupils, the sanctions stages detailed below may not be appropriate.

Further upset and emotional harm could be caused.

We appreciate that some pupils will require a more sensitive, differentiated or trauma-informed approach, which should be outlined on their individual support plans.

Regulate (Brainstem)	Relate (Feeling Brain)	Reason (Thinking Brain)
Co-regulator gives time, space & safety Repetitive & rhythmic activity (rocking, throwing & catching, drumming, dancing, reading, swinging) Use large muscles (wall push ups, plank, walking, hockey & puck, obstacle course yoga ball) Environmental support –what does the space offer the child?	Repair& restore connection (I'm here, I care, it's ok to be mad, when you're ready) US vs Problem (we will get through this) Do together Solve problem, not punish	Reflect and learn Remember and articulate Rehearse for next time Solve a problem Learn a new skill –teach explicitly Rehearse

Department for Education (DfE) advice on:

Suspension and Permanent Exclusion from schools

- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Restrictive interventions, including use of reasonable force, in schools
- Supporting learners with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice
- The Equality Act
- Working Together to Safeguard Learners
- Keeping Children Safe in Education

The aim of this policy is to ensure:

- All our learners are safe and protected from harm
- All our learners experience and learn prosocial behaviours
- All adults in the school community are aware of our agreed approach to be consistently applied.

The policy provides an agreed framework for teaching and modelling prosocial behaviour, used by staff and made clear to children, parents and all partner schools or professionals with whom we work. Pro-social behaviour as that which demonstrates;

- A good level of self-awareness
- Empathy for other people of all sorts, abilities and ethnicity
- A good level of personal motivation
- An ability to manage one's feelings positively and
- Good social skills.

All staff are:

- familiar with this behaviour policy and have an opportunity to contribute to its review.
- involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate.

6 Scope

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding policy
- Staff Behaviour Policy
- Health and Safety
- SEND policy
- Mobile Phone Policy

This policy applies to all staff in our school.

For the purposes of this policy:

Staff refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.

A volunteer is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses).

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Learner refers to all learners on roll at our school.

7 Leadership

‘The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves’. Elton Report 1989

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- Curriculum that supports the development of personal social skills, emotional intelligence and positive mental health.
- Training for staff about teaching strategies and approaches that build learner competence to manage their own behaviour.
- Policies that complement the key positive behaviour management approaches.

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

- It is also the responsibility of the head teacher to ensure:
- the health, safety and welfare of all learners in the school.
- records are kept of all reported serious incidents of misbehaviour and the actions taken.

- staff are supported to implement the policy through training, monitoring and feedback.

8 Mandatory Procedures

8.1 The consistent approach to behaviour management

All staff understand the positive impact of certainty as much as consistency on learners at Woodlands Primary School. While learners benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both prosocial and ant-social behaviour.

Staff ensure:

- their interactions with learners about behaviour focus always on:
 - behaviours that are helpful for the learner more than those that are not
 - what is happening now and expected in the future more than about the past.
- prosocial behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point.
- escalating inappropriate behaviour is always managed calmly.
- anti-social behaviour is dealt with consistently and quietly, away from peers.

8.2 Rewards and sanctions

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour.

All staff who deal with learners directly:

- set clear expectations about learner behaviour (positively phrased) that are displayed clearly in each teaching and learning space.
- ensure rules, routines, learning habits and specific activities and rituals are mapped out for learners who need an individual response.
- encourage learners to recognise and explore their motivation to follow the behaviour expectations.

Staff promote good and improved behaviour by learners through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each learner.

While our primary focus is specific, targeted, verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages about learner progress to parents.

This includes:

- Displaying learning, in written or photographic form in school and on our website.

- Nominating pupils for the weekly Headteacher's Awards – normally one pupil in each class for excellent work and one pupil for exemplifying the value of the week.
- Effort and achievement team points which lead to team points celebration certificates that are given to students in Headteacher's Awards Assemblies.
- Celebration of success events/activities – postcards sent home and positive phone calls to parents.
- The award of CARROTs (Courtesy And Respect Reward Orange Tokens) to pupils for displaying good positive behaviour and exemplifying the school values.

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Learners have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate negative consequence or sanction is one that functions as a deterrent, encourages prosocial behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical negative consequences to deal with inappropriate behaviour including bullying by learners. In determining whether a consequence is 'logical' and 'reasonable', the following will be considered:

- the extent to which the consequence provides an opportunity for the learner to rectify harm
- the extent to which the learner has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was a proportionate in the circumstances;
- any special circumstances which are known to the person setting the consequence, including:
 - the learners age
 - any special educational needs or disability they may have.

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disengaged behaviour may constitute a safeguarding concern for either the instigator or learner subjected to that behaviour and record and report accordingly.

Negative consequences comprise:

- low-level sanctions used for minor or first incidents of inappropriate behaviour including verbal warnings or reminders of expectations
- medium-level sanctions for repeated low-level behaviour or more serious incidents including lunchtime reflection time, with appropriate notice or time-out in another classroom or designated area

- high-level sanctions for serious or persistent breaches of the behaviour policy including internal exclusion (removal from normal lessons within pupil's class to a different class), suspension or permanent exclusion.

8.3 Supporting pupils following a sanction

This should take the form of a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.

For most children, the following could be used as a catalyst for calm and reflective dialogue around their behaviour:

The success of rewards and sanctions and teaching and leadership approaches used is monitored and reviewed within :

- this policy's annual review
- staff performance reviews
- senior leadership team meetings monthly
- key stage team meetings and
- learners' Individual Support Plans (ISP) where applicable.

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg. Wiltshire Council SEND and pupil support services, police and social care to ensure the learner is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the learner's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no sanctions are given that are ever degrading or humiliating;
- all rewards and negative consequences are applied fairly

Restrictive physical intervention and/or seclusion should only be used when all other options for de-escalating a conflict situation have failed. To prevent or stop a learner from:

- causing injury to themselves or other
- committing a criminal offence

- damaging property
- causing disorder among learners at the school

Staff will try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the learner) will only be used as part of a behaviour support plan set up incorporating the views of the parents and the learner where possible. Learners are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all learners. All physical intervention is to be carried out in such a way as to safeguard the learner and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs or alcohol
- pornography
- fireworks or flares
- balaclava

Staff can search a learner for any banned item, or any item believed to be stolen if the learner agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the learner. However, the headteacher and staff authorised by them can search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a dangerous/ unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other learners talking about the item, or they might notice a learner behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that learner's expectation of privacy increases as they get older.

8.4 Teaching and the curriculum

Our learners access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing learner self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes learners' self-control and ability to self-regulate, and strategies for doing so. We aim to help learners to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

8.5 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages learners to be engaged.
- Invest time and energy in building positive relationships with learners. This may include:
 - Greeting learners in the morning/at the start of teaching sessions.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
 - Highlighting and promoting prosocial behaviour.
 - Concluding the day positively.
- Make reasonable adjustments to expectations and to consequences for anti-social behaviour for learners with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.

8.6 Learner support systems

We regularly review the support available to those individual learners identified as being at risk of disengagement. The support offered includes:

- Access to alternative/enhanced curriculum
- Planned 'Time Out'. Learners who exhibit impulsive behaviour can be offered a Time Out where they will leave the learning session for a short period of time and visit a designated supervised safe space onsite. This will happen as part of a plan agreed in advance by the SENCo/Behaviour lead.
- Identification and support of SEND. Any learner will have an Individual Support Plan if their progress in terms of their social, emotional or mental health (SEMH) development:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close (or widens) the attainment gap between the learner and their peers

We use the [Wiltshire SEMH Assessment tool](#) to support with this.

We will determine whether there are any underlying cognitive or communication difficulties that may be contributing to the learner's behaviour. Where a learner is identified as having SEMH-related difficulties, SEND support will be put in place.

Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for these learners whose behaviour may be the result of a learning difficulty, a disability or a medical condition.

Trauma informed practice – We understand that trauma can negatively impact learners' ability to feel safe or develop trusting relationships with staff and their peers in school and we ensure ISPs for any learners who have experienced trauma in their lives are informed by good practice guidelines to:

- avoid re-traumatisation and to
- address the barriers that learners affected by trauma can experience in school.

We use the [ATRCM tool](#) to support with this.

Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support learner's social and emotional development.

8.6.1 Enhanced provision

Enhanced provision refers to additional support provided for learners who may need more focused social, emotional and mental health (SEMH) intervention. This support ensures that every learner can succeed in a way that meets their individual needs. The model we follow is a full/part time model. This intervention is intended to be short term with the aim of all learners returning to their mainstream class on a full-time basis.

Enhanced provision is used in a way that is fair and supportive, helping learners develop positive SEMH and relationships. Progress is monitored and reviewed regularly by school leaders.

8.7 Liaison with parents

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

Parents as well as our learners are given an opportunity to contribute to the review of this policy.

8.8 Managing transitions to the next stage of their education/life

We recognise that how learners start and leave our school is a key indicator of

- success with us and
- success at their next school

Consequently, we work closely with parents to ensure we have the most up-to-date information about our learner's social emotional and mental health needs. We ensure learner's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for learners are shared on transition:

- by the setting/school previously attended by the learner.
- by the DSL/Pastoral lead in the next school when the learner leaves us.

For any learner dual-registered with another school or supported by an alternative provider commissioned by the school, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the learner. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

9 Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with learners are provided with continuous professional development in this area.

This includes training in:

- Positive behaviour management and restorative strategies
- SEN and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child-on-child abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of learners.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff

and learners.

10 Staff support

Due to the demanding nature of our work dealing with learners who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

11 Monitoring and review

Governors ensure that learner wellbeing is an agenda item on the for every full governing body meeting.

The head teacher ensures that learner welfare is an agenda item for every staff meeting.

This policy is reviewed biannually or earlier as required by changes to legislation or statutory guidance.

The nominated governor for safeguarding meets the head teacher every term (six times a year) to monitor the effectiveness of this policy.

12 Appendix A – School Rules

12.1 Classroom Rules

At the beginning of the academic year each teacher works with the children in their class to decide on the classroom rules. These rules will underpin the School Rules but will be adapted according to the age/needs of each particular year group. To ensure consistency the whole school has decided to use the Read Write Inc. Phonics Behaviour Signals:

- **Silent Stop Signal - When a teacher silently holds a hand in the air pupils should raise their hand in response and stop what they are doing and wait silently.**
- If the teacher holds up one finger – stand up quietly
- If the teacher holds up two fingers – prepare to move silently to where instructed
- If the teacher holds up three fingers – sit down silently ready to work (or line up in silence if the class is preparing to move out of the class for PE / lunch or any other reason.

1, 2, 3 . . . Allows the teacher to give quick instructions to move from one place to another quickly and quietly.

12.2 Playground Rules

- Children are not rough with each other – eg. no play fighting or wrestling games.
- Children are kind to others.
- Children are respectful to those who supervise them.
- Stand still on the first whistle and then wait in silence for their class to be called to line up.
- Place any litter in the recycling bin or rubbish bin.

12.3 Dining Hall Rules or Lunch in the Classroom Rules

- Children should walk quietly to the dining hall.
- All children sit down quietly after entering the hall and the quietest tables are asked to line up first.
- Children should queue up for their lunch quietly.
- Children should talk quietly to those who are sitting by them.
- Children should be polite to lunch time supervisors and other children – eg. putting their hand up to ask a question and not shouting out to get attention / remembering to say please and thank-you.
- Children should put their hands up to ask to leave the hall / classroom.
- Children should have good manners – we finish what we are eating before we speak.

12.4 Corridor and Toilet Rules

- Children should walk at all times.
- Toilets should not be used sensibly.

12.5 Assembly Rules

- Children should walk into the hall in silence.

12.6 Bullying

We are aware that bullying is a major concern for parents and schools. Staff are always looking for signs of bullying in order to take immediate action. Bullying can involve physical aggression, verbal name calling, ignoring and isolating, picking on and making fun of others. The anti-bullying message is reinforced through our Assembly and PSHEE Programme.

- Children are encouraged to tell a responsible adult if they are being bullied verbally or physically.
- Bullying is never ignored – immediate action is taken.
- Children who bully are encouraged to think about how their actions have hurt others.

We are always grateful if parents tell us of any bullying incidents within or outside school. Parents concerns will be dealt with immediately. For more details, please refer to the school Anti-Bullying Policy.

12.7 Rewards – Whole School

12.7.1 Headteacher's Awards Celebration Assembly – Friday morning (weekly)

Every week the children try to gain a Headteacher's Award. This award is linked to key areas / aspects of the school's curriculum and plays a key part in reinforcing our positive behaviour programme (topics include being kind to others, team work, determination etc and different curriculum subjects). Each class teacher will choose two children from their class and then explain why they deserve the award.

12.7.2 Headteacher

Children can be sent to the Headteacher to show their excellent work, to celebrate improved / excellent behaviour or for doing something special. Children who are continually working very hard / making a great improvement in their work are recognised by a special postcard sent home to their parents. Parents are encouraged to praise their child's exceptional efforts.

12.7.3 The CARROT system

CARROT stands for Courtesy and Respect Reward Orange Tokens.

We are very proud of the high standards of behaviour seen on a daily basis at Woodlands and visitors to the school regularly comment on this. In 2017 to reinforce this positive behaviour ,we launched the CARROT system.

CARROTS are given out to reward:

- ☺ Walking quietly around the school and particularly in the main corridor.
- ☺ Excellent behaviour and good manners in the hall at lunchtime.
- ☺ Being polite to adults and other children.
- ☺ Children who are particularly helpful and give up time to help with jobs.
- ☺ Making an excellent contribution in assembly.
- ☺ Excellent behaviour in assembly including entering and leaving the hall.
- ☺ Lining up quietly at break time and lunch time.
- ☺ When visitors comment on a child's excellent behaviour & attitude.
- ☺ Plus other suggestions!

The children post their tokens into the class token containers outside the school hall (similar to the Waitrose green token system). There are three competitions throughout the year (one for each old term).

12.7.4 Team Points

All children in Key Stage 1 and Key Stage 2 are put into a coloured team (blue, green, red and yellow). They will stay in this team throughout their time at Woodlands Primary School. Children are awarded team points. These can be awarded for good work, positive behaviour, being kind to others and any other special happening. Team points are recorded on charts in each classroom. At the end of each week the points are counted up for the school by the Year 6 monitors and the winning team are awarded something special in recognition eg. – the house with the most points will win an extra playtime with Mr Kitley on Friday afternoons.

Note – team points should not be taken away as a sanction.

Individual Awards	
Bronze Certificate	50 team points
Silver Certificate	150 team points
Gold Certificate	300 team points
Diamond Certificate	500 team points

12.8 Rewards – Class

Teachers use a variety of reward systems. These can range from non-verbal praise (eg. thumbs up) special stickers, stamps, raffle tickets, worker of the week, star of the day, violinist of the week, earning extra minutes of golden time.

12.9 Rewards – Lunchtime Supervisors

Lunchtime supervisors have a range of stickers they can use to recognise positive behaviour. Supervisors also ensure that class teachers are aware of children who have behaved very well or done something special at lunchtime. As part of the CARROT system MDSAs are able to nominate children who have made a particularly positive impact during the lunch hour.

12.10 Sanctions – After School Clubs

Members of staff give up their free time to run after school clubs. Pupils choose to attend after school activities and the school expects high standards of behaviour. Pupils who misbehave during activities may be banned from the club for a period of time. Any serious misbehaviour (violent conduct, swearing, endangering the health and safety of other pupils / adults) will result in an immediate 1 month ban from all extended schools activities.

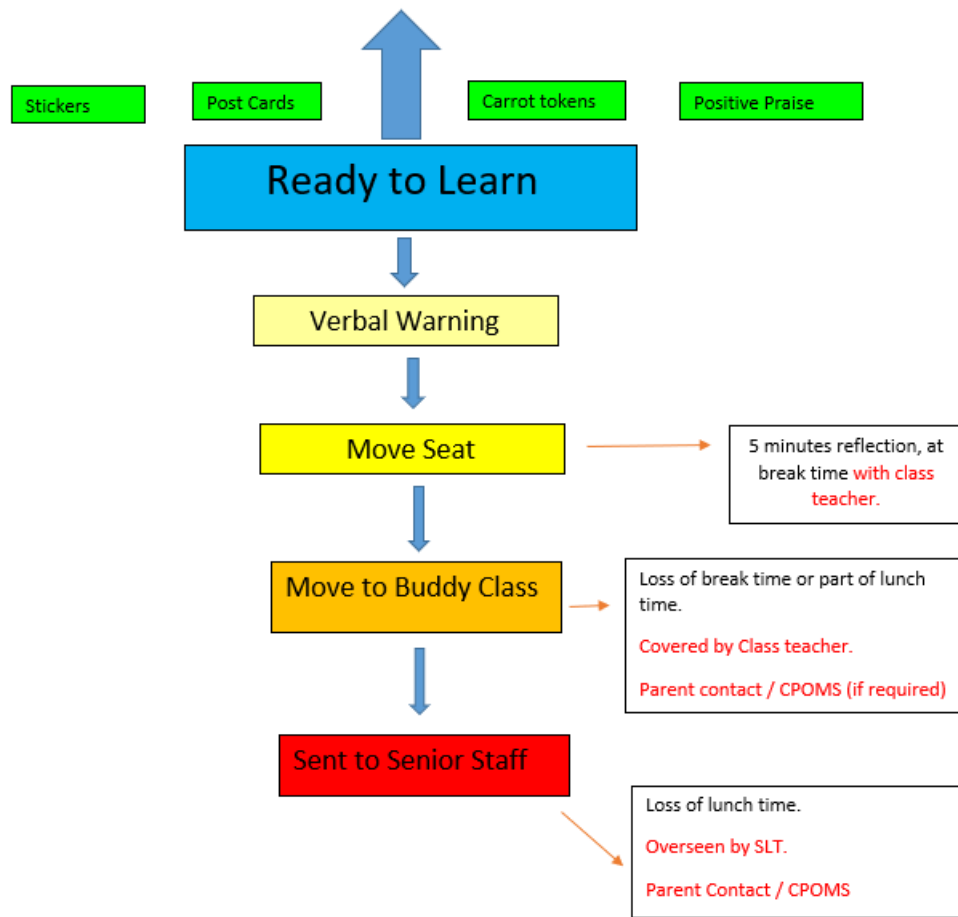
12.11 Rewards & Sanctions in Acorn Class (Reception)

Children are rewarded with positive verbal praise, stickers or smiley faces on their behaviour chart if they are on an IBP.

If a child breaks a School Rule or they are rude or hurtful to another person they go on the thinking chair for an appropriate number of minutes. If they repeat the inappropriate behaviour for a second time, repeat the thinking chair / time out. If it happens for a third time, they will then miss part of their playtime. Parents can be informed at any stage of these sanctions.

12.12 Woodlands Primary School Behaviour Flow Chart – Whole School

All classes will display the Woodlands Primary School Behaviour Flow Chart. Pupils who are working hard and following school rules during lessons will have the opportunity to gain team points and earn Bronze, Silver, Gold and Platinum Certificates. All school staff are encouraged to constantly praise positive behaviour. This ensures that pupils who are consistently behaving well are being rewarded and also serves as a positive reminder of the behaviour expectations for all pupils.



12.13 Sanctions – Whole School

If a pupil is regularly displaying challenging behaviour then an Individual Behaviour Action Plan is completed that will be followed consistently by all staff. This IBAP will be shared with parents and all relevant staff.

Sanctions Flow Chart – All KS1 & KS2 Classes will display this Positive Behaviour Rewards/Sanctions Flowchart (above)

Stage 1 – Y2 & KS2 – Non-verbal warning / Verbal warning

**** Ideally, this should be redirection in the form of gentle encouragement/guidance based on your relationship with that child.*

It could be a reminder of the rules, delivered privately wherever possible.

A quiet verbal caution making the pupil aware of their behaviour and clearly outlining the consequences if they continue.

Use the phrase, “Think carefully about your next step.”

Give the pupil a final opportunity to engage.

Offer a positive choice to do so and refer to previous examples of positive behaviour.

Fail to improve move to Stage 2

Stage 2 – Move seat within the classroom. 5 minute reflection at break time with the class teacher.

Stage 3 – Move to a buddy class. Loss of break time or part of lunch time. (Covered by the class teacher). The parent/guardian will be contacted and the behaviour incident will be recorded on CPOMs.

Fail to improve move to Stage 4

Stage 4 Δ Consider writing a Behaviour Action Plan 1 page profile

Y2 & KS2 – Sent to the Headteacher or a member of the SLT if the HT is unavailable. Loss of lunch time; overseen by HT or SLT member. The parent/guardian will be contacted and the behaviour incident will be recorded on CPOMs.

Fail to improve move to Stage 5. (If this is happening on a regular basis then complete a Behaviour/De-escalation Action Plan).

Stage 5

Consider an internal isolation for a am/pm session or for 1 day. Inform HT & SENCO and consider writing an Individual Behaviour Plan / My Support Plan after looking at the GRISS - at this stage /Discuss involvement of the Wiltshire Behaviour Support Service.

An internal exclusion involves a pupil spending a period of time completing their work in a different classroom. This would normally be for a half-day, whole-day or several days depending on the how serious the misbehaviour has been. For example serious bullying could result in an internal exclusion.

Stage 6 Consider fixed term exclusion

Stage 7 – For repeated serious misbehaviour (and no sign of improvement) – Consider Permanent Exclusion

Δ Note for serious misbehaviour it will be necessary to move straight to Stage 5 or even Stage 6/7.

Serious misbehaviour = physical violence (to another adult or pupil), swearing at an adult, refusing to do as told or displaying any behaviour that compromises the health and safety of other children / adults. Any serious misbehaviour in an after school club will lead to the individual being banned for a period of time.

12.13.1 Sanctions - The Use of Isolation

(1) We may remove disruptive pupils and place them in an area away from other pupils for a limited period, in what is often referred to as seclusion or isolation. This will normally involve being moved to another classroom for a fixed period of time. This is made clear in this behaviour policy. As with all other disciplinary sanctions, we always act reasonably in all the circumstances when using an internal isolation.

(2) Any use of isolation that prevents a child from leaving a room of their own free will only be considered to ensure the health and safety of the child and other pupils.

(3) We will always ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

(4) It is for the school to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there.

(5) When appropriate a pupil may spend a period of time in a different classroom to their peer group (internal isolation).

(6) We will always ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible.

(7) We will always allow pupils time to eat or use the toilet.

12.13.2 Sanctions – Behaviour/conduct of pupils beyond/outside the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

12.14 Behaviour Outside of School

The school takes reports of bullying or inappropriate behaviour outside of school seriously, particularly where this involves members of the school community or has an impact on a pupil's safety, wellbeing or ability to learn in school. Where concerns are reported, staff will listen carefully, gather relevant information and, where appropriate, speak with the pupils and parents/carers involved. The school may take action in response to behaviour outside the school premises where there is a clear link to school, including behaviour that could adversely affect another pupil, damage relationships within the school community or bring the school into disrepute. Any response will be proportionate to the circumstances and may include restorative work, pastoral support, appropriate sanctions and increased monitoring. Where there are safeguarding concerns, these will be managed in line with the school's safeguarding and child protection procedures and, where necessary, information may be shared with relevant external agencies.

13 Appendix B - Woodlands Primary School Governors' Written Statement of Behaviour Principles

13.1 Introduction

This Written Statement of Behaviour Principles has been produced in accordance with Section 88 of the Education and Inspections Act 2006. It provides a framework for the Headteacher to develop, implement and review the school's Behaviour Policy.

The Governing Body believes that every child has the right to learn in a safe, calm, inclusive and supportive environment where high expectations, mutual respect and positive relationships enable all pupils to flourish.

Our school values of Kindness, Aspiration, Respect, Community and Resilience underpin all aspects of behaviour and conduct across the school.

13.2 Principles

1. Every child has the right to feel safe

The Governing Body expects the school to provide a secure environment where pupils, staff and visitors are treated with dignity and respect. Bullying, discrimination, harassment, intimidation and violence will not be tolerated.

All members of the school community have a responsibility to contribute to a positive culture where everyone feels valued and included.

2. High expectations for behaviour

The Governing Body believes that excellent behaviour supports excellent learning. We expect all pupils to:

- Show kindness and respect towards others.
- Demonstrate good manners and consideration.
- Take responsibility for their actions.
- Follow school routines and expectations.
- Contribute positively to the school community.

Staff are expected to model these behaviours consistently.

3. Positive relationships

The Governing Body believes that positive relationships between pupils, staff and families are fundamental to successful behaviour management.

Behaviour should be taught, encouraged and recognised through praise, positive reinforcement and clear expectations. Staff should seek to understand the reasons behind behaviour and support pupils in developing self-regulation and resilience.

4. Consistency and fairness

Behaviour expectations should be applied consistently whilst recognising that every child is an individual.

The Behaviour Policy should allow staff to exercise professional judgement when considering individual circumstances, including:

- Age and maturity
- Additional needs
- Special Educational Needs and Disabilities (SEND)
- Medical needs
- Personal circumstances
- Any safeguarding concerns

Reasonable adjustments should always be made where appropriate.

5. Inclusion

The Governing Body expects behaviour systems to promote inclusion and equality.

Pupils should never be treated less favourably because of any protected characteristic under the Equality Act 2010.

The school should ensure behaviour strategies support all learners to achieve success.

6. Rewards and recognition

Positive behaviour should be recognised regularly through praise, encouragement and appropriate rewards.

The Governing Body believes that celebrating positive behaviour, effort, kindness and achievement helps build a culture where pupils are motivated to make good choices.

7. Consequences

Where behaviour falls below expected standards, consequences should be:

- Clear
- Fair
- Proportionate
- Consistent
- Educational

The purpose of consequences should be to support pupils in making better choices and repairing

relationships where appropriate.

8. Restorative approaches

Where appropriate, pupils should be supported to reflect upon their behaviour, understand its impact on others and restore relationships.

The Governing Body encourages restorative practices which promote accountability and learning.

9. Use of reasonable force

The Governing Body recognises that school staff have the legal power to use reasonable force in accordance with Section 93 of the Education and Inspections Act 2006.

Reasonable force should only ever be used:

- To prevent injury.
- To prevent serious damage to property.
- To maintain good order and discipline.
- As a last resort when absolutely necessary.

Any use of reasonable force should be reasonable, proportionate and recorded in accordance with the school's procedures.

10. Suspensions and permanent exclusion

Suspension and permanent exclusion should only be used where necessary and in line with statutory guidance.

The Governing Body expects the Headteacher to consider:

- The individual circumstances.
- Any underlying needs.
- Equality duties.
- Safeguarding responsibilities.
- Whether appropriate support has been provided.

Exclusion should remain a last resort.

11. Partnership with parents and carers

Parents and carers play a vital role in promoting positive behaviour.

The Governing Body expects the school to work closely with families, communicating clearly and constructively to support pupils in meeting behaviour expectations.

12. Staff support

The Governing Body believes that staff should receive appropriate training and guidance to implement the Behaviour Policy consistently and confidently.

Staff wellbeing should also be considered when responding to behaviour.

13. Monitoring and review

The Governing Body will regularly monitor behaviour data, including incidents, suspensions, attendance and pupil wellbeing, to ensure behaviour systems are effective, equitable and promote positive outcomes for all pupils.

This Written Statement of Behaviour Principles will be reviewed periodically to ensure it remains compliant with current legislation and continues to reflect the values and ethos of Woodlands Primary School.