

Behaviour policy and statement of behaviour principles

Woodloes Primary School



Approved by: Andy Mitchell

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

At Woodloes Primary School we believe that children develop into responsible learners and members of the community through experiencing a school ethos which promotes the rights and dignity of each individual. We believe that encouragement and praise are vital in helping children to develop a positive self image and that each child must be valued as an individual and as part of a wider community. Our policy, which is based on experience and research, is therefore predicated around the expectation that all children and adults at Woodloes will show kindness and respect at all times and these high expectations will be linked to praise and reward. At Woodloes Primary School, we will use a 'no shouting' restorative approach which always promotes and encourages good behaviour throughout the whole school community. Equally, there will be an agreed system of procedures and sanctions in place as a response to behaviour choices that clearly fall short of our agreed high expectations.

Children's behaviour is a symptom of something they are trying to communicate, for example, learning, friendships, home circumstances. We need to support the child to deal with any difficulties in a different way.

The '**Behaviour in School**' grid (see appendix 1) applies to the vast majority of children. However, in some cases, a pupil may require a personalised Individual Behaviour Plan (IBP) (see individualised behaviour plans). Should the behaviour of SEND pupils meet threshold, this will also be taken into account.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an **imbalance of power**.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Our anti-bullying strategy includes:

- How pupils, parents and staff can report incidents of bullying. Staff can report these incidents on CPOMS
- How the school investigates allegations of bullying
- Sanction procedures, making reference to section 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff in preventing and handling bullying

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 2).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 2). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 – CPOMS add an incident)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents / Carers

Parents / carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school's implementation of the agreed behaviour policy

6. Pupil code of conduct (see Appendix 4 – jigsaw puzzle)

Pupils are expected to:

Show kindness and respect to all members of the school community

Treat the school buildings and school property with respect

Listen carefully and share their ideas taking into account the thoughts and feelings of their peers

Work hard, be positive and try their best

Be polite and always remember their manners

Be kind, caring and helpful and do not hurt others

Move quietly around the school

In class, behave appropriately to enable all pupils in the class to learn

Share, take turns and play by the rules

Be honest and truthful

Accept sanctions when given and make the necessary improvements

Behave positively at all times, in school and outside, reflecting a sense of pride in our school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise
- 'GEMS'-
 - G**rowth Mindset
 - E**ffort
 - M**anners
 - S**uccessfulA common currency across the whole day and whole school.
- Special badges to wear eg. Bronze, silver and gold stars
- Postcards home to Parents – postcards are sent home to any pupils who are displaying a positive attitude towards their behaviour and their learning. We catch the good first.
- Whole class positive behaviour ie Jewels eg. Assemblies, lining up etc, will be rewarded with a jewel. These can be awarded by any member of staff to any class. Teachers will agree a whole class target with their classes and decide upon a half termly reward eg. Games afternoon, DVD etc. however sweets should not be given.
- Individual class teachers will also have systems in place which encourage positive behaviour and good attitudes towards learning including incentive stickers and golden tickets.
- Achievement Assembly: This takes place each week. Children are nominated by the teachers for a certificate and parents are invited to the assembly to share in their children's success.

The school may use one or more of the following sanctions (see Behaviour Grid – appendix 1) in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Minor breaches of discipline are generally dealt with by the class teacher or member of support staff in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will have consequences.

Tiered sanctions allow the teachers and support staff to remind children of positive expectations and the opportunity for the children to take responsibility for the choices they make and move forward.

The Rainbow Room may be used in response to serious or persistent breaches of this policy. Pupils may be sent to the Rainbow Room during lessons if they are disruptive. This forms part of an internal exclusion, and they will be expected to complete the same work as they would in class. The Blue Room is also a space which may be used in response to serious breaches of this policy.

Parents will be involved at the earliest possible stage. Class teachers will make contact with parents if they are concerned about persistent low level behavioural issues. Children may then be placed on a daily or weekly behaviour chart/book to monitor the situation with the parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, defiant refusal and disruptive behaviour in class which impacts on learning and teaching. This type of behaviour is generally rare and it is the responsibility of the Headteacher, Deputy Head, Assistant Head or other members of the SMT / DSL team, who will deal with it appropriately, particularly if the problem keeps recurring. Other policies (see Section 12) will be applicable at this stage including the schools exclusion policy.

Consideration will be given as to whether a child misses a special event if there are concerns about safety.

See appendix 6 for sample letters to parents about their child's behaviour.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

7.3 Malicious allegations

If a pupil makes an allegation against a member of staff, this will be investigated carefully by a senior member of staff. If the allegation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of the staff member who is the subject of the allegation.

8. Behaviour management

- Consistent, proactive behaviour management is the heart of effective behaviour management.
- Establish routines for all daily tasks and needs.
- Orchestrate smooth transitions and continuity of momentum throughout the entire school day.
- Strike a balance between variety and challenge in the pupils' activities.
- As a classroom manager, be aware of all actions and activities in the classroom.
- Intervene early – plan to avoid behaviour escalation and be proactive to prevent escalation.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Be in the classroom on time for lessons, ready for lessons to begin promptly
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Invest in relationships and develop strategies for supporting every child
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Playtime and Lunchtime management

Teaching and Support Staff and Midday Supervisors are responsible for setting the tone and context for positive behaviour during playtime and lunchtime.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils at the start of lunchtime
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Intervening early to prevent escalation
 - Concluding the day / part of the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.3 Physical Restraint / Positive Handling

In some circumstances, trained members staff (see training log – appendix 5) may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded on CPOMS and reported to parents

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Children with SEND/SEMH (not all) have Pen Portraits written (see Appendix 7) to enable staff to meet all children's individual needs effectively.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Some members of staff are provided with training on managing behaviour, including proper use of restraint. These members of staff are trained in positive handling.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 5.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and full governing body every year. At each review, the policy will be approved by the head teacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Safeguarding policy

Anti-bullying policy

Equal opportunities Policy

SEN and Inclusion Policy

E-Safety Policy

PSHE and Protective Behaviours Policy

Appendix 1 – ‘Behaviour in School’ grid

STAGE 1 (S1) Minor	STAGE 2 (S2) Moderately serious	STAGE 3 (S3) Serious	STAGE 4 (S4) Very Serious
Talking at inappropriate times	Lack of respect for staff	Blatant rudeness to an adult	Deliberate aggression, e.g. intimidation
Interrupting	Questioning authority	Hitting or fighting between children, including retaliation	Physical abuse towards adults, e.g. spitting, violence
Shouting out	Answering back	Open defiance	Repeated open defiance
Bad manners	Refusing to comply with requests	1 st incident of bullying	Repeated bullying
Inappropriate gestures and language	Swearing/muttering under breath	Swearing directed at a child	Swearing directed at an adult
Teasing/winding up others	Temper outbursts	*1 st incident racial name-calling	Repeated racial name-calling
Name-calling	Derogatory comments, e.g. re. family members	Inappropriate use of sexual language Homophobic name-calling	Racial name-calling Repeated homophobic name-calling
Not putting equipment away	Not caring for equipment/school environment	Deliberate damage to property	Repeated damage to property
Running in school		Stealing of items.	Repeated stealing of items.
Pushing in line			*Leaving school premises without permission
All following sanctions will be appropriate to the age of the child.			
<p>Disapproval / redirect / tactical ignoring / rule reminder.</p> <p>I saw/heard you choose to ...</p> <p>Encourage to make good choices and reminder of previous good behaviour.</p> <p>You now have the choice to make the right choices.</p> <p>Thank you for listening.</p> <p>Consequence to be determined by class teacher.</p> <p>Provide time for reflection or restitution, such as note of apology.</p> <p>In the playground – ask the child to stand next to you for a given period of time (minutes = age).</p> <p>In the dining hall – move the child to a designated table where they can be supervised by a MDS.</p>	<p>This is a written warning (recorded on small whiteboard)</p> <p>Rule reminders / thinking / reflection time.</p> <p>I saw/heard you choose to ...</p> <p>Make good choices; if not, consequence – time out, if appropriate, with timer / miss 5 minutes of the next playtime.</p> <p>Think carefully about your next choice, you are in charge of your behaviour and can make good choices.</p> <p>Thank you for listening.</p> <p>If behaviour continues and is repeated:</p> <p>Behaviour repeated 1st time (in a half term) = yellow repair card</p> <p>Behaviour repeated 2nd time (in a half term) = orange repair card</p> <p>Behaviour repeated 3rd time (in a half term) = red repair card</p> <p>All repair cards are recorded on CPOMS and then speak to parents.</p>	<p>I saw / heard you choose to ...</p> <p>Teacher / TA investigate incident.</p> <p>You have chosen to lose time for this lesson. (Students name) do you remember when ... (model of previous good behaviour)? That is the standard of behaviour I expect from you. Think carefully about your next choice, I know that you can make good choices.</p> <p>Thank you for listening</p> <p>Child sent to senior member of staff with red repair card. This is recorded on CPOMS.</p> <p>In all cases, work to be completed somewhere outside the class eg parallel class</p> <p>Class teacher contacts home.</p>	<p>I saw / heard you choose to ...</p> <p>Teacher /TA investigate incident</p> <p>Child sent to Headteacher (Deputy Headteacher if head is not available).</p> <p>Repair card (straight to red) given and behaviour logged on CPOMS.</p> <p>Parents / carers contacted</p> <p>1st occurrence at Stage 4, 3rd behaviour letter is sent home.</p> <p>For a repeat at stage 4, possibility of reduced timetable / fixed term exclusion / permanent exclusion in line with statutory guidance.</p> <p>*Call the police</p>
<p>If repeated incidents over time, make contact with the parent/carer.</p> <p>MDS staff hand over to class teachers about any incidents via a lunchtime book.</p>	<p>Repeated level 2 behaviours result in repair cards being given, which are to be recorded on CPOMS. Behaviour Letter 1 is sent home upon red repair card being given.</p> <p>MDS staff hand over to class teachers about any incidents via a lunchtime book.</p>	<p>Repeated level 3 behaviours result in a discussion with the Assistant Headteacher or Deputy Headteacher. Behaviour letter 2 is sent home.</p> <p>*1st racial incident – letter home to victim parent and letter of apology written.</p>	<p>Behaviour letter 3 sent home for first time at stage 4.</p> <p>Repeated occurrence at Stage 4, Head teacher contacts home.</p>
Class teacher	Class teacher	Senior member of staff/ Deputy Head teacher involvement	Head teacher involvement (Deputy Headteacher if Head is not available)

Appendix 2 – Written Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

Appendix 3 – Example of a CPOMS behaviour incident entry

Pupil's name:		
Incident:		
Categories:	<u>Behaviour</u>	Yellow Repair Card Orange Repair Card Red Repair Card
		Physical restraint / Positive Handling used
	<u>Bullying</u>	
	<u>Racial incident</u>	
Linked student/s:		
Body Map		
Date and Time:		
Status:		
Assign to: (member of staff)		
Files:		
Alert Staff Members:		
Agency involved:		
Add to planner		
ADD INCIDENT		

Appendix 4 – Pupil Code of Conduct Jigsaw Puzzle



Appendix 5 – Staff Training Log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date
Positive Handling Training	March 2019	Team Dynamis		Matt Clark	March 2022
Positive Handling Training	March 2019	Team Dynamis		Andy Mitchell	March 2022
Positive Handling Training	March 2019	Team Dynamis		Sarah Evans	March 2022
Positive Handling Training	March 2019	Team Dynamis		Kim Lowe	March 2022
Positive Handling Training	March 2019	Team Dynamis		Lorraine Hood	March 2022
Positive Handling Training	March 2019	Team Dynamis		Tracey Fletcher	March 2022
Positive Handling Training	March 2019	Team Dynamis		Tina Lambert	March 2022

Appendix 6 – Letters to parents about pupil behaviour – templates



First behaviour letter

Dear Parent,

Recently, your child, _____, has made behaviour choices that fall short of our agreed expectations in school.

It is important that our pupils adhere to our code of conduct for everyone's benefit, and I would appreciate it if you could discuss and reinforce these expectations with your child.

We have a staged approach to managing incidents of poor behaviour outlined in our policy, however at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:



Second behaviour letter

Dear Parent,

Following my previous letter regarding _____ behaviour choices, there have been further incidents that continue to fall short of our agreed expectations.

I would appreciate it if you could arrange to meet me to discuss this further and to agree a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____



Third behaviour letter

Dear Parent,

Following our previous meeting where we discussed _____ behaviour choices, there have been further incidents that give cause for concern.

_____ would now benefit from a more structured approach to help improve his/her behaviour in school.

I would like to invite you to attend a meeting with a member of the senior leadership team, the special educational needs co-ordinator and myself, to discuss how we can best support your child to improve their behaviour and conduct in school.

Please contact the school office at your earliest convenience to arrange a meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Appendix 7 – Pen Portrait

<p>Insert Picture Here</p>
<p>Hello! My name is:</p> <p>I am in class:</p>
<p>The adults that know me best are:</p>

<p>Things I am good at:</p>
<p>Things I find difficult:</p>
<p>How to help me:</p>