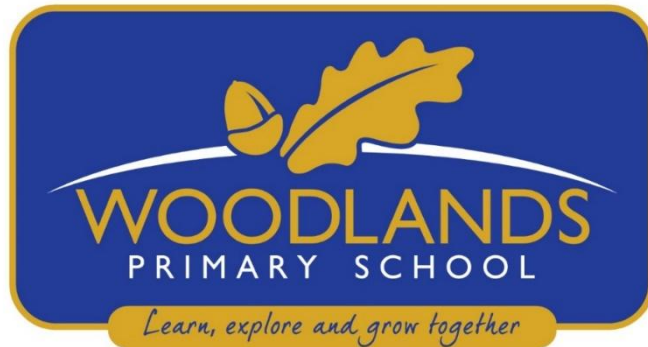


# Woodlands Primary School

## Behaviour Policy



Written by	Vicki Lonie
Ratified by Governors	November 2025
Date for Review	November 2028
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	No

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality

## Woodlands Primary School Behaviour Policy

*'You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.'* (Paul Dix, Pivotal Education)

### 1. Policy Statement

Woodlands Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners. It is based on the Department for Education's guidance: Behaviour in Schools (Sept 2022) and is evidence-informed using guidance and research from a range of sources including the Education Endowment Foundation.

### 2. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is the expectation for all

### 3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions and clear boundaries

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice and summarised in our Behaviour Blueprint in Appendix A:



Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

## Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education and Inspection Act 2006

Equality Act 2010 Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2016

Behaviour in Schools: Advice for Headteachers and School Staff 2022

## 4. Expectations

We expect every child to:

- ☺ Take responsibility for their own behaviour
- ☺ Follow the school behaviour expectations at all times.
- ☺ Reflect on their actions and recognise they are part of a community.

We expect every adult to:

- ☺ **Meet and greet** at the door.
- ☺ Refer to '**Ready, Respectful, Safe**'
- ☺ **Model** positive behaviours and build relationships.
- ☺ **Plan** lessons that engage, challenge and meet the needs of all learners.
- ☺ Use a **visible recognition** mechanism throughout every day (See page 3).
- ☺ Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions. (See page 4/5)
- ☺ **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- ☺ **Never ignore** or walk past learners who are behaving badly.

Teaching Staff will uphold the Teachers' Standards (See Appendix B for detail).

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Teachers are responsible for wellbeing and behaviour but if additional support is required, they should seek support from their year group leader.

## Phase Leaders

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Phase Leaders will:

[Behaviour Policy](#)

- Be a visible presence in the year groups they hold responsibility, in order to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go over and above expectations
- Encourage use of Positive Postcards and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that the 'buck stops here' in most cases

Senior Leaders:

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and Phase Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

Governors will:

- Review policies with Senior Leaders
- Support and critically challenge senior leaders with analysis of behaviour data
- Support on permanent exclusion panels

Parents will:

- Uphold the school values
- Support the school behaviour policy to support and improve pupil behaviour
- Refrain from making public comments about pupil or staff relating to any behaviour incident, and instead seek out a member of school staff to discuss this with privately.

## 5. Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Woodlands, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Learning and Effort	House Points	For effort and successes in their learning. 1 House Point – good effort / achievement 2 House Points– outstanding effort / achievement Teachers to determine the system for recording house points in the classroom. These will be collected weekly by year 6 monitors and celebrated in Friday’s Celebration Assembly.
Learning Attitudes	Endeavour Award	These awards will celebrate efforts / achievements in learning. They should focus on the learning power descriptors set out on the certificates. Teachers will write the certificate and bring it to the assembly on Friday and read it aloud. To be written in the second person to address their achievements. Teachers can give more than one certificate each week.
Learning and Achievement	Weekly Celebration Assembly	Friday at 2.45pm for EYFS/KS1 and KS2. Teachers will read Endeavour Awards to the children and explain the learning / achievement, etc. House point weekly totals will be celebrated. Any other recognitions will be celebrated, including sporting achievements.
Values and Behaviours	Recognition Board	In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils’ behaviour.
Values and Behaviours	Out of this World Points	These are awarded for whole class routines by adults other than those responsible for the class. When a class collects 20 ‘Out of this World’ points, they receive an own clothes day as a reward to celebrate. Class teacher must notify parents of this through parentmail, adding notification to SLT.
Values and Behaviours	Positive Postcard	These will focus on pupils going ‘over and above’ in terms of the school’s values and their behaviours over the course of the week. They will be taken home by the child at the end of the day. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise ‘over and above’ behaviour.
Values and Behaviours	Woodlands Ambassadors	These termly awards, in the form of a letter home, will recognise pupils who consistently demonstrate the school’s core values: respect, responsibility, resilience, care, creativity and community. These will be handed out in the last celebration assembly of each term (6 a year).
Learning, Attitudes, Values and Behaviours	Positive Phone Calls Home	Any member of staff is encouraged to call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

## 6. Managing Behaviour

Engagement with learning is always our primary aim at Woodlands Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Woodlands praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in-between steps.

Whilst we understand the importance for all staff to consistently follow our behaviour steps for dealing with poor behaviour, listed below, we also share the key message that assertiveness is a central part of our behaviour management at Woodlands.

‘Assertiveness is not simply standing your ground, just saying ‘no’ and repeating your demand (the broken record technique). Just as learners have choices, so you [teachers] have the opportunity to choose your behaviour. You may have options as to how to respond to inappropriate behaviour all of which can be assertive actions’. Paul Dix

When responding to inappropriate behaviour, adults can choose to record it and address it at a later more appropriate time, ignore it, confront it or walk away and consider their response.

Assertiveness is knowing that an adult can control their own behaviour and make considered choices in response to learners. **We do not want adults to be afraid of saying no and saying it with impact when it is appropriate.** We need to be mindful not to overuse this as it can soon lose power and negatively impact on the atmosphere in the classroom. An adult can risk being ignored if their repertoire of verbal responses is too predictable.

At Woodlands we have a Behaviour Curriculum which encompasses all elements of how we explicitly teach and support behaviour in school. This includes and is reflected within this policy; taking into account our PSHE curriculum, assembly offer and how our behavioural standards reflect our school values. It also considers what successful behaviour looks like in our school and how we share this with key stakeholders, how we use routines and habits to reinforce and teach expected behaviours and how we adjust the standards and routines for pupils with additional needs.

The Zones of Regulation are a research-based intervention used at Woodlands to promote positive behaviour. In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. This tool supports children to better understand their own emotions and strategies that children can draw upon to support their own emotional regulation in each coloured area of the zones. When used effectively, children can better regulate and control their responses to overwhelming emotions, in turn maximising learning and emotional development and leaving children feeling empowered and in control of their emotions. The Zones of Regulation are particularly useful for children with SEND and SEMH needs.

#### Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at Woodlands deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct (Also see Appendix C):

Steps	Actions
Redirection	Gentle encouragement, a ‘nudge’ in the right direction. Non-verbal cues, acknowledgement.
Reminder	A reminder of our three simple rules: Ready, Respectful, Safe (delivered privately). The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.  Use the script: <ul style="list-style-type: none"> <li>• ‘Name’, I have noticed that you are... (<i>having trouble getting started, wandering around etc.</i>) right now.</li> <li>• At Woodlands, we... (<i>refer to the 3 school rules – ready, respectful and safe</i>)</li> </ul>

	When you ... (don't complete learning) that's not showing ... ready and I need you to ... (complete x, y, z) Thanks. Walk away and give take up time.																		
Caution (may include an imposition)	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>I have already explained that I need to see (label x, y, z) If I don't see this change you will need to see me for 2 (or up to 5) minutes imposition during break/lunch.</p>																		
Time Out	<p>Time out might be a short time away from the classroom with another Class/Teaching Assistant/nurture room/calm space</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.</p>																		
Consequences	<p>Consequences must be reasonable and proportionate.</p> <p>Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done.</p> <p>Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.</p> <p>It should be the behaviour rather than the person that is sanctioned. Group consequences should be avoided.</p> <table border="1"> <thead> <tr> <th>Undesirable Behaviours</th> <th>Consequence</th> </tr> </thead> <tbody> <tr> <td>Breaking of our 'Relentless Routines'</td> <td>Send back, repeat correctly or practise in break time</td> </tr> <tr> <td>Continued low-level disruption</td> <td>Follow stages of our behaviour management strategy and if they continue then a 5 – 10 minute imposition with class teacher will be given</td> </tr> <tr> <td>Refusal to complete learning</td> <td>Complete work at break or lunch time with class teacher or take work home (teacher to follow up)</td> </tr> <tr> <td>Unkind words towards peers</td> <td>5 – 10 minute imposition with class teacher</td> </tr> <tr> <td>Rudeness to staff</td> <td>5 – 10 minute imposition with class teacher</td> </tr> <tr> <td>Play fighting</td> <td>5 – 10 minutes standing away from play/with and adult and reminder</td> </tr> <tr> <td>Low-level physical unkindness on playground</td> <td>10 minutes standing away from play/with an adult and restorative conversation</td> </tr> <tr> <td>Taunting and deliberately antagonising</td> <td>Refer to Year Group Lead to monitor possible bullying and discuss with the Senior Leadership Team (SLT) if required</td> </tr> </tbody> </table>	Undesirable Behaviours	Consequence	Breaking of our 'Relentless Routines'	Send back, repeat correctly or practise in break time	Continued low-level disruption	Follow stages of our behaviour management strategy and if they continue then a 5 – 10 minute imposition with class teacher will be given	Refusal to complete learning	Complete work at break or lunch time with class teacher or take work home (teacher to follow up)	Unkind words towards peers	5 – 10 minute imposition with class teacher	Rudeness to staff	5 – 10 minute imposition with class teacher	Play fighting	5 – 10 minutes standing away from play/with and adult and reminder	Low-level physical unkindness on playground	10 minutes standing away from play/with an adult and restorative conversation	Taunting and deliberately antagonising	Refer to Year Group Lead to monitor possible bullying and discuss with the Senior Leadership Team (SLT) if required
Undesirable Behaviours	Consequence																		
Breaking of our 'Relentless Routines'	Send back, repeat correctly or practise in break time																		
Continued low-level disruption	Follow stages of our behaviour management strategy and if they continue then a 5 – 10 minute imposition with class teacher will be given																		
Refusal to complete learning	Complete work at break or lunch time with class teacher or take work home (teacher to follow up)																		
Unkind words towards peers	5 – 10 minute imposition with class teacher																		
Rudeness to staff	5 – 10 minute imposition with class teacher																		
Play fighting	5 – 10 minutes standing away from play/with and adult and reminder																		
Low-level physical unkindness on playground	10 minutes standing away from play/with an adult and restorative conversation																		
Taunting and deliberately antagonising	Refer to Year Group Lead to monitor possible bullying and discuss with the Senior Leadership Team (SLT) if required																		

	<p>The following will result in a detention:</p> <ul style="list-style-type: none"> <li>• Repeated/persistent disruptive behaviour</li> <li>• Swearing <b>at</b> another person</li> <li>• Stealing (including taking another pupil's bike/scooter without permission)</li> <li>• Harming or threatening staff</li> <li>• Hurting other pupils with intent to harm</li> <li>• Intentionally damaging property</li> <li>• Racist/homophobic (or discriminatory) comments with intent to offend</li> </ul> <p>(This includes online behaviours)</p> <p>Detentions are given at lunchtime for 30 minutes, led by a member of SLT. Pupils will use the time to engage in restorative work and reflect on their action, if necessary, they may also complete learning.</p> <p>Where these behaviours are extreme or persistent, we may decide to give a child an internal suspension.</p>
Repair	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting</p> <p>Restorative Practice:</p> <p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> <li>• <b>What happened?</b></li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• <b>Who has been affected?</b></li> <li>• <b>How have they been affected?</b></li> <li>• <b>What should we do to put things right?</b></li> <li>• <b>How can we do things differently in the future?</b></li> </ul> <p><b>(Key questions in bold)</b></p>
Follow-up	<p>If a child has two incidents in a week requiring reflection time out in another class or two or more impositions, the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. The Phase Leader or member of the SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive need to reflect using impositions and detentions will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.</p>

#### Serious Incidents:

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred *immediately* to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying)
- Racist, sexist or homophobic comments.

- Physically striking adults.
- Child on child abuse – see section 4.1 of the Child Protection and Safeguarding policy. Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE 2023 (in particular, parts two and five). Woodlands Primary School adopts a zero-tolerance approach to child-on-child abuse.

## 7. Restorative Practice

Woodlands Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Woodlands Behaviour Blueprint) and on the back of staff lanyards. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix D – Restorative Practice approach at Woodlands Primary School)

## 8. Recording:

All members of staff are trained to use our secure online recording system, Child Protection On-line Management system (CPOMs) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent low-level disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

All staff receive regular training on positive behaviour management and this is ongoing at each stage. In Induction, all staff members are required to watch the 'supporting behaviour' videos on the school website and read the policy. Staff can access support to improve practice which may come about through SLT monitoring or through teachers or teaching assistants requesting this themselves.

## 9. Suspensions:

Legislation and Guidance: In applying this policy, Woodlands Primary School will adhere to current legislation, including the Equality Act 2010. Schools are obliged to have regard to the Department for Education guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

At Woodlands Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate. An internal suspension may be put in place following a serious incident or an accumulation of incidents and the child will be subject to an internal suspension for a specified period of time. Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers.

An external suspension for a fixed period may be used by the Headteacher if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, or if the incident was considered very serious, e.g. hurting an adult. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher or member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, they will be welcomed and treated without any resentment when they return.

#### 10. Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. (See Exclusion Regulations at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion).)

The governors of Woodlands Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

All exclusions will be carried out in accordance with the August 2024 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement.

#### 11. Language:

At Woodlands Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system. They prefer to use terms such as dysregulated and distressed, where appropriate.

## 12. Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

## 13. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. This means we offer support at a whole class or universal level, (PSHE curriculum, assembly coverage) at a group level, (more targeted such as social skills or self-esteem focus groups) and individual, (such as Drawing and Talking, or specific anxiety-based work). Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them. In line with the DfE Guidance 'Promoting and supporting mental health and wellbeing in schools and colleges July 2025', we have a whole school approach to supporting the mental health and social and emotional needs of every child at Woodlands.

Some children may experience more marked difficulties with behaviour, which may be related to SEMH needs, specific SEND needs, early childhood experiences or family circumstances; for these children we create individualised support plans with parents. These are called Consistent Management Plans. They link in with other school-wide strategies such as zones of regulation and the incredible 5 point scale. They are a pupil-centred document and focus on what the adult and child can do at each stage to support de-escalation. The Consistent Management Plan is linked to a risk assessment which may include use of a specific script to support a child and where necessary it may include use of positive handling that is reasonable, proportionate and appropriate. We may use a 'graded behaviour summary sheet,' (appendix E) which allows school staff to provide clear and accurate daily updates to parents on the behaviour exhibited by a child throughout the day.

Where children are experiencing more marked difficulties with behaviour, the Inclusion Manager or Assistant Head teacher will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Time to Talk. Outside agencies support such as Local Authority Specialist Teaching and Learning Services and Primary Focus SEMH outreach may be used for further support. The pupils' needs will be considered when deciding on appropriate consequences, however they will not be exempt from detentions, suspensions and permanent exclusion if it is deemed appropriate, despite on-going support for the pupil.

#### 14. Transition

Children are supported with regular opportunities to revisit the expectations within the behaviour policy when they move year groups or key stages. This is covered through in class focus lessons and assemblies. Children with SEND may be offered additional support to further their understanding and feel confident with routines, praise and sanctions. Children who enter Woodlands mid-year or have experienced a period of absence will also be offered the opportunity to be inducted into the behaviour system.

#### 15. Related Policies/Guidance:

##### Bullying

Woodlands Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

##### Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation) January 2018 DfE, found at [www.gov.uk/government/publications/searching-screening-and-confiscation](http://www.gov.uk/government/publications/searching-screening-and-confiscation). See Appendix G.

##### Power to Use Reasonable Force

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's Use of Reasonable Force policy). See also Managing allegations of staff policy.

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'*

Paul Dix

#### Appendix A – Woodland Primary School Behaviour Blueprint



## The Woodlands Way

This is how we do it here.....

At Woodlands Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do.

### Visible Adult Consistencies

1. Meet and greet
2. First attention to best conduct
3. Calm and caring

### Rules

- Ready  
Respectful  
Safe

### 'Over and Above'

1. Values
2. Attitudes
3. Effort
4. Initiative

### Relentless Routines

Wonderful Walking

Legendary Lining-Up

Heroic Hands-Up

Terrific Transitions

### Behaviour Management Steps

1. **Redirection** (Non-verbal cues)
2. **Reminder** (3 rules privately)
3. **Caution** (Outlining behaviour and consequences)
4. **Time Out** (Cool off elsewhere)
5. **Repair** (Restorative conversation)

### Reminder

"Name, I have noticed you are...  
At Woodlands we ... (Ready, Respectful, Safe)  
When you... (label behaviour), that's not showing (Ready, Respectful, Safe) and I need you to... (label behaviour)"  
Give take up time

### Caution

"I have already explained that I need to see (label x, y, z).  
If I don't see this change, you will need to see me for a 2 (or up to 5) minute imposition during break/lunch."

### Restorative Conversation

- What happened?  
What were you thinking at the time?  
What have you thought since?  
How did this make people feel?  
Who has been affected?  
How have they been affected?  
What should we do to put things right?

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8 Fulfil wider professional responsibilities

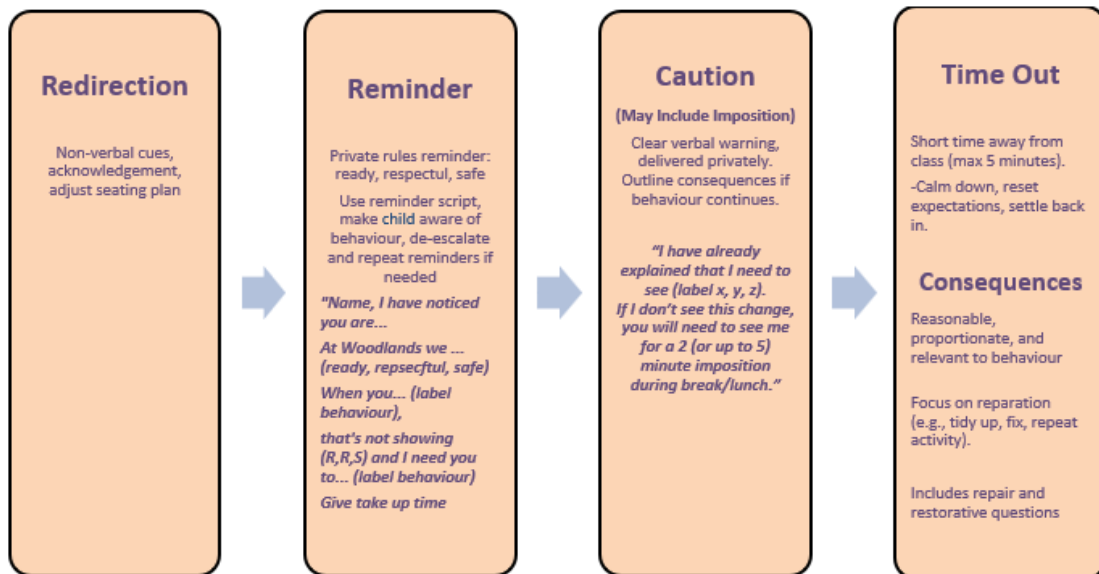
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Appendix C: Steps to Manage and Modify Behaviour:



## Appendix D – Restorative Practice at Woodland Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

- Restorative Questions 1:  
To respond to challenging behaviour:
  - What happened?
  - What were you thinking about at the time?
  - What have your thoughts been since?
  - Who has been affected by what you did?
  - In what way have they been affected?
  - What do you think you need to do to make things right?
  - How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

Appendix E – Graded behaviour summary sheet

<b>Graded behaviour summary sheet</b>			
<b>Pupil Name:</b>			<b>Date:</b>
<b>Class:</b>			<b>Time of incident:</b>
LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
Doing the right thing	Name calling	Blatant defiance for a sustained period of time	Level 2 issues that cannot be changed –
Putting things away	Low level disruption e.g tapping, humming, tipping chair, wandering, pacing, head on the desk.	Task refusal	Persistent disobedience
Being kind		Rudeness / Insolence	Dangerous behaviour
Using kind words	Task avoidance	Persistent disruption	Vandalism
Having kind hands and feet	Inappropriate behaviour	Leaving group without permission	Swearing at someone
Playing fairly	Misusing equipment	Swearing (undirected)	Racial, sexual or hurtful language
To follow adult instructions	In the wrong place	Deliberate provocation	Cruelty / bullying
To complete adult led tasks.	Running around communal spaces without permission	Aggression	Physical aggression to peers
To ask an adult to have time out.	Shouting in a communal space	Exiting school building	Physical aggression to staff
	Trying to enter a classroom		Use of item as weapon
			Climbing over the fence/gate or going out of the staffroom door and onto the drive.
<b>Action</b> House points, positive postcards, recognition board Acknowledgement by a member of SLT  Reward chart / task reward structure	<b>Action</b> <ul style="list-style-type: none"> <li>• Time out with an adult</li> <li>• Verbal warning (to complete the task at breaktime).</li> <li>• Imposition with class teacher or TA</li> </ul>	<b>Action</b> <ul style="list-style-type: none"> <li>• Time out with SLT for 5, 10, 15 &amp; 30 minutes - including lunchtime detention</li> <li>• Restorative task</li> </ul>	<b>Action</b> <ul style="list-style-type: none"> <li>• Lunchtime detention</li> <li>• Possible internal or external suspension</li> <li>• Restorative task</li> </ul>
Staff member compiling: (print and sign)			CPOMS log recorded ? Yes No

## Appendix F - A model of positivity – A summary of key behaviours for adults

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make positive phone calls home at least one every week.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

### Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.
- They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

## Appendix G - Searching and Confiscation of Items

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Heads, staff and governing bodies. Only the Head Teacher or a member of school staff authorised by the Head Teacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search will, where possible, be the same sex as the pupil being searched. The exception to this rule, where a search can be carried out on a pupil of the opposite sex and / or without a witness, will only occur where the Head Teacher or member of the leadership team reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity and health and safety. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations when leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### Searches without Consent

The following items are banned in school and pupils may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes or other nicotine based products
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used:

o to commit an offence

o to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical resistance by a pupil to a search for these items can itself be subject to behavioural consequences. Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in their possession. Only staff members authorised by the Head Teacher may carry out searches without consent. School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

#### Searches with Consent

The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

#### Extent of Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

#### Confiscation of articles

School staff have the power to confiscate property from pupils under their general right to discipline contained in S91 of the Education and Inspections Act 2006.

#### Disposal or retention of articles confiscated from pupils

Woodlands Primary School will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for heads, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Document History	
Date	Summary of changes
Nov 2020	New policy introduced based on the Paul Dix approach
Feb 2022	Only changes – additions to consequences section and time change for assemblies.
July 2023	Added reference to DfE guidance and added additional information in consequences and about pupils with SEMH/ASC needs.
Jan 2024	Added sections on consistent management plans, zones of regulation, graded behaviour summary sheets, additional detail on searching and confiscation in appendix, and section on use of assertiveness.
Sept 2025	Added sections on rewards, updated flow chart 'steps to manage behaviour'