



Behaviour Policy

Happy, Hardworking, Successful.

This review Date of Policy: July 2025.

Next Review Due: July 2026

Ratified by Full Governing Body

Signed Date

Chair of Governors

Review completed



Woodgate Primary School



WOODGATE PRIMARY SCHOOL BEHAVIOUR POLICY

Aims

- At Woodgate, we aim to help all children develop the skills of learning and living together in a well structured, caring environment.
- Each child will be encouraged to develop self-respect, self-discipline, consideration for others and an appreciation of right and wrong.
- All children and adults will share responsibility for the care of the building, grounds and resources of the school.
- It is central to the ethos of the school that all pupils are of equal importance and shall be treated fairly, irrespective of gender, physical ability, culture or ethnicity.
- We will have consistently high expectations of the children in terms of work and behaviour.
- We will aim to involve parents by building positive home/school relationships. Parents will always be welcome in school to discuss any issues related to their own children.
- The prime message for all is that: "All teachers have the right to teach and all pupils have the right to learn."

Principles

Our behaviour management policy is based on shared principles of restorative practice and values. This policy, when implemented consistently by all, will meet the needs of almost all pupils who will thrive under its system of positive reinforcement. The following principles have to be understood and accepted by all stakeholders of the school:

- Behaviour Management is the responsibility of all adults in school
- Adults in school will maintain high expectations of behaviour at all times
- Positive behaviour is best achieved when relationships of trust and empathy exist between the adults, children and parents in school
- Shouting is detrimental to children and not supportive of positive relationships and behaviour. Shouting breaches our school values. Therefore, adults in school will not shout unless it is to maintain safety and gain attention in an unsafe situation.
- Positive behaviour management is best achieved when a common language that reinforces positive behaviour is used by all
- The policy and procedures must be followed with fairness and consistency
- There should be a focus on positivity, recognition and reward for good behaviour
- Adults in school will seek to understand the roots/causes of negative behaviours
- Adults will make reasonable adjustments for children that need it, bringing into play their knowledge of trauma informed practice
- Adults will operate a restorative approach using restorative conversations to resolve conflict
- Criticism and consequence will be dealt with privately



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Our School Values are:

Respect

We treat everyone with kind words and actions and we look after our school and the things in it.

Honesty

We tell the truth in a kind way and we own up to our mistakes.

Responsibility

We take care of everyone in the Woodgate family, the community and the world we live in.

Co-operation, tolerance and inclusion

We work together and accept everyone for who they are because we are all special in different ways.

Aim High and Persevere

We try hard to do our best and we don't give up on people or tasks.

These school values underpin and support the Woodgate School Rules and our clear set of rewards and sanctions.

The School Rules (Displayed in classroom)

1. Keep hands, feet and other objects to yourself
2. Treat everyone with kindness and respect
3. Follow instructions straight away
4. Walk slowly and quietly around school
5. Do the best that you can in all lessons

The school rules are shared with all pupils and parents and are displayed in classrooms, around school and on the school website. Adults in school refer to the school rules regularly.

ALL PUPILS ARE EXPECTED TO KEEP THE SCHOOL RULES. Occasionally, pupils with specific needs will need additional support and monitoring to help them to adhere to the school rules.

The emphasis at Woodgate is on rewarding positive behaviour. Praise is used to target a specific behaviour, thus reinforcing what is appropriate.

Partnerships with Parents

Working together with parents is crucial in supporting children's behaviour. We will communicate concerns in a timely manner in accordance with the graduated response.

We will hold coffee mornings to share the school systems with parents and our policy will be available on the school website.

The Environment and the System

- Every child is greeted at least once on entry to school. This provides a sense of belonging and self-value.



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- MyHappyMind is used to support and strengthen the children's emotional health and well-being and helps them to recognise their own emotions and the physiological reactions within the brain and body.
- Staff in school will not shout unless it is to maintain safety or gain attention in an unsafe situation. It can be detrimental to the well-being of the children and breaches our school values.
- Each classroom has a visual timetable in a consistent format, colour and position. This provides a sense of routine, security and stability for all children, but especially those with specific needs.
- Each classroom has a "Good to be Green" behaviour board. All children start the day on a Green Card and their good behaviour is rewarded by them progressing to a Gold Card. Poor behaviour means that children receive a verbal warning alongside a 'Stop n Think' Card.
- All classrooms have a 'calm space' in them. This enables movement within the classroom to allow reflection time and correction of behaviour.
- Each classroom has a red hand – this can be used to gain immediate help and support.
- School has a lunchtime nurture group – The group is run by the SENTa and another TA. Children that are experiencing difficulties with socialising or relationships, or have specific needs that mean that lunchtimes are challenging, can be referred to the group.

Continuation of poor behaviour will result in a consequence from the adult involved. This will be recorded in the class behaviour log book.

Good To Be Green Certificates

At the end of each half term children with consistently good behaviour will be awarded a good to be green certificate. Children will not receive the certificate if:

They have received 3 level 2 entries

They have received 2 level 3 entries

They have 1 level 4 or 5 entry

This system positively recognises those children that consistently behave well. It also ensures fairness and equity.

Each half term the system is re-set.

Other processes are used to acknowledge and reward positive behaviours such as:

- Verbal praise
- Certificates/notes home – including behaviour certificates issued in Friday celebration assembly
- Public recognition in assembly
- CARROTS – Courtesy And Respect Reward Orange Tokens
- Pupils can visit the Head Teacher or Deputy Head Teacher to receive praise
- Awarding House Points
- VIPA – Very Impressive Pupil Award – book vending machine

Individual teachers may operate their own class reward systems in addition to the whole school systems. These may include sticker charts, table points, reward jar etc.

Managing and Supporting Pupil Behaviour.

There is a clear Graduated Response procedure in place. The majority of pupils never progress further than level 1. Other stages are generally needed for a small minority of pupils who have specific difficulties in managing their own behaviour and self-discipline.



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It is not possible to list all behaviours that a child might exhibit, however behaviours can be categorised into 'levels' of seriousness. The Behaviour Graduated Response chart (see below and appended to policy) provides examples of behaviours at each level along with who is responsible for managing the behaviour and possible sanctions to use. All staff should use this Graduated Response to ensure that children throughout school receive a fair and consistent approach and that a restorative approach is integrated into our behaviour management system.



Behaviour Graduated Response



	Level 1	Level 2	Level 3 Severe Clause	Level 4 Severe Clause	Level 5 Severe Clause
Behaviour Types	- Talking at the wrong time - Interrupting/calling out - Classroom disruption – throwing an object, passing notes, silly noises etc - Running inside the school building - Being in the wrong place at the wrong time - Ignoring instructions - Pushing in line - Misuse of school property/equipment - Unkind language - Unfinished/poor quality work - Eating sweets/chewing gum	- Repeated Level 1 behaviour - Rudeness - Inappropriate remark to other pupils - Minor challenge to authority - Damaging school's/pupil's property - Leaving class without permission - Spitting on floor (First incident) - Rough play/play fighting - Deliberate provocation of others (first incident) - Swearing (first incident, not personal) - Refusal to complete work	- Repeated Level 2 behaviour (x3 behaviour log entries) - Hurting a child deliberately - Continued or more serious challenge to authority - Threatening verbally - Stealing - Deliberate incompleteness of work - Highly offensive remarks to children - Spitting - Swearing (not personal) - Significant damage to school property	- Repeated Level 3 behaviour - Bullying - Fighting - Unprovoked physical attack - Hate incidents and comments involving: Race, Gender, Disability, Sexual Orientation, Religion - Intentional violence (leaving a mark) - Refusing an adult instruction - Highly offensive remarks to staff/pupil (including swearing) - Leaving class without permission (refusing to come back in)	- Repeated Level 4 behaviour - Repeated verbal abuse to a member of staff - Physical abuse to any member of staff/adult - Malicious physical assault on another pupil - Leaving school without permission - Threatening with weapon - Deliberate sexual behaviours
Refer to	- Behaviour in class is the responsibility of the adults in the classroom. (TS7) - Behaviour around the school is the responsibility of all adults. (TS7)	- Class teacher informs parents (teacher judgement) (TS7) - Entry into Behaviour Log	- Teacher informs parents (mandatory) (TS8) - Entry into Behaviour Log - Level 3 – Reflection Room - Severe Clause - Reflection Room	- Entry into Behaviour Log – passed to SLT - SLT informs parents - Level 4 – Reflection Room - Severe Clause - Reflection Room	- SLT informs parents - Entry into Behaviour Log
Possible Sanctions	- Quiet reminder - Non-verbal signals (e.g. Eye contact) - Stop and think card - Change of seating - Calm Space - Apology - Regularly repeated behaviour over a period of time, move to level 2 - Stay in class at break to complete work - WRAP provision for identified children. - Restorative conversation - Thinking Time (5-10mins) - class teacher managed.	- Stop and think card - Restorative conversation - Recorded into Behaviour Log by class staff - Loss of break/lunch time to complete missed work - Calm Space - Move to another room - Time out from playground - Thinking time (15mins) - class teacher managed. - WRAP provision for identified children.	- Restorative conversation - Calm Space - WRAP provision for identified children. - Recorded into Behaviour Log by class staff - Lunch time to complete missed work - Meeting with Parents after 3 Reflection Rooms (SLT) - SLT to monitor individual – HT report - Internal isolation - Suspension - Pupil Support Panel	- Restorative conversation - Recorded into Behaviour Log by class staff - Lunch time to complete missed work - Meeting with Parents (SLT) - Internal isolation - Suspension - SLT to monitor individual – HT report - Must be logged on MyConcern by class staff - Pupil Support Panel	- Restorative conversation - Recorded into Behaviour Log by class staff - Meeting with Parents (SLT) - Suspension - SLT to monitor individual – HT report - Must be logged on MyConcern by class staff - Pupil Support Panel

* SEND and SEMH needs may mean that some individuals need an adjusted approach/reasonable adjustment.

* This is not an exhaustive list, but most behaviours will fall into one of these categories. If unsure, seek guidance from a Senior Leader.

Head Teacher Report Record

When a pupil's behaviour gives cause for concern over a sustained period of time, the HT/DHT, in agreement with the class teacher and with agreement from the parent may decide to introduce the behaviour report record. This record is designed to help in monitoring and supporting pupil behaviour session by session. After each session the class teacher writes comments and the sheet is shown to a member of the leadership team to be discussed with the pupil and signed. If there have been negative behaviours then the sanction is immediate. Equally, positive behaviours are praised.

The needs of the pupil and the progress they make will determine how long the report is used for.



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Pupil Support Panel

The class teacher can request a Pupil Support Panel Meeting (PSP) to discuss concerns about a child, identify barriers to learning and request support from other staff within school.

The panel comprises of: Head Teacher, Deputy Head Teacher, Assistant Head Teacher (teaching and learning), Assistant Head Teacher (SEND and DSL), SENTA (ASD, Dyslexia specialism), WRAP TA (emotional well-being specialism). The class teacher and class TA are expected to join the meeting to share their concerns and discuss the strategies implemented so far. Together, the panel will devise a plan for moving forward with time limited actions and a review date.

Parents will be informed by a member of SLT before and after the PSP meeting takes place.

Bullying including Cyber Bullying

School operates a zero-tolerance approach to bullying behaviour. This includes verbal and physical bullying and cyberbullying involving social media. All reports of bullying will be thoroughly investigated. If it is found that bullying has occurred, this will be recorded on a bullying incident form and in all cases, parents of the victim and perpetrator will be informed and requested to support school in resolving the situation.

Where cyber bullying or bullying behaviour has taken place out of school hours we will do our best to support the situation and help pupils to resolve their conflict through a restorative approach.

The school has clear processes in place for reporting bullying incidents. All staff are aware of these procedures, training is revisited annually and written records are kept.

Racism

School operates a zero-tolerance approach to racism and racist behaviour. Racist behaviours will always be recorded as a Level 4 Severe Clause behaviour.

The school has clear processes in place for reporting racist incidents. All staff are aware of these procedures, training is revisited annually and written records are kept. Racist incidents are also recorded on MyConcern.

Sexually Inappropriate Behaviours

The school has clear processes in place for reporting inappropriate sexual behaviour incidents. All staff are aware of these procedures and training is revisited annually. All staff are vigilant for incidents of inappropriate sexual behaviour and understand that they could be signs of a safeguarding concern. Records are made both on Myconcern and on a report form. These reports are triaged by a DSL.

Lunchtime Supervisors

All pupils are expected to treat lunchtime supervisors with the same respect as any other adult in school. Lunchtime supervisors will supervise the same group of children throughout the year. This will allow for strong relationships to develop between the LTS and the children. Lunchtime supervisors know and implement the school rules and behaviour policy. They always pass on information to the class teacher if there have been concerns around behaviour during the lunchtime. If a child is too boisterous or physical during lunchtime they can be directed to take some time out, either in the 'Stop n Think' Box painted on the playground or walk with/stand next to the LTS for a maximum of 10 minutes to re-set. Lunchtime supervisors are encouraged to give out C.A.R.R.O.T.S. to reward respectful and courteous behaviour. If a lunchtime supervisor has given a consequence they will complete the class lunchtime log book. The log will include details of



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the incident and any action the LTS has already taken. This is handed to the class teacher who will decide whether a further consequence is appropriate and whether the incident needs to be transferred into the class book in the usual way.

Serious lunchtime incidents will be escalated to a member of SLT immediately. There is member of SLT on duty each lunchtime in the 'reflection room' and children can be sent/brought there by lunchtime supervisors.

Children who are displaying repeated low-level poor behaviour at lunchtime will be referred to SLT.

Responsibilities

- It is the responsibility of every adult in school to support and fully implement this agreed Behaviour Policy.
- All staff are expected to reward and sanction pupils appropriately, irrespective of whose class they are in. If they witness negative behaviour, or a school rule being broken, they must respond according to the Behaviour Policy.
- The Head Teacher and Deputy Head Teacher are ultimately responsible for supporting all adults and pupils in school and for ensuring that the agreed policy is adhered to by all pupils and staff.
- The Governors should understand and accept the policy and support the staff in its implementation.
- Parents are expected to support the school behaviour policy which is published in the school prospectus and on the school website. Information is also included in school newsletters. Parents are invited to comment on behaviour in school when completing annual questionnaires.
- The school will report on pupils' behaviour on each written report home (3 times a year).
- The school will host workshops, meetings or coffee mornings to share information about the school behaviour systems.



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Restorative Practice Conversation Script

Tell the story

- Are you feeling ok to have this conversation now?
- What happened?
- What were you thinking at the time?
- Can you tell me again so that I can see the picture in my head?
- How were you feeling at the time?

Explore the harm

- Who has been affected by what has happened?
- How have they been affected by what has happened?
- How are you feeling now about what you said/did?

Repair the harm

- Are you willing to solve the problem?
- What could you do to fix the problem?
- What else could you do?

Reach an agreement

- What do you need to do from now on?

Follow-up/monitoring

- When would be a good time to check in with you to see that you have fixed the problem with and you are doing what we agreed?
- How are you feeling now?

Note – The word why is never asked. This is because pupils find this the hardest to answer and the individual often does not know why.

Note – Not every question will need to be asked in every situation.

Note – This script can be used when working with an individual, a pair of children involved in conflict or a small group.