



Woodthorpe Primary School

Behaviour policy and statement of behaviour principles

| | | |
|---------------------|----------------|---------------|
| Approved by: | Governing Body | Date: 13/3/24 |
| Last reviewed on: | 13/3/24 | |
| Next review due by: | Spring 2025 | |

Contents

| | |
|--|----|
| 1. Aims | 3 |
| 2. Legislation and statutory requirements | 3 |
| 3. Definitions | 3 |
| 4. Bullying | 4 |
| 5. Roles and responsibilities | 5 |
| 6. Pupil code of conduct | 6 |
| 7. Rewards and sanctions | 6 |
| 8. Behaviour management | 9 |
| 9. Pupil transition | 12 |
| 10. Training | 12 |
| 11. Monitoring arrangements | 12 |
| 12. Links with other policies | 12 |
| Appendix 1: written statement of behaviour principles | 13 |
| Appendix 2: letters to parents about pupil behaviour - templates | 17 |

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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](#)
- [Keeping Children Safe in Education](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons (e.g. shouting out, interrupting, talking over adults/other children)
- Non-completion of classwork and work avoidance
- Non-completion of homework(KS2)
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Inappropriate sexual behaviour
- Vandalism
- Theft
- Violence towards person / object
- Deliberately taunting other pupils with known behavioural issues
- Racist, sexist, homophobic or discriminatory language or behaviour

4. Bullying

4.1 What is 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 (but is not limited to):

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly or exclusionary, tormenting. Demanding money, material goods or favours by means of threat. |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobia/biphobia • Transphobia • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| 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 |

4.2 Signs and Symptoms

A student may indicate by signs or behaviour that he or she is being bullied these include if the pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school e.g. toilets
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

4.3 Procedures

- Incidents of bullying should be reported to a teacher or SLT and recorded where appropriate
- In certain cases parents will be informed and asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the bully/bullies change their behaviour

4.4 Outcomes

- The school behaviour policy will be applied
- Involvement of external agencies where applicable
- Monitoring by appropriate adult(s)
- Formal recording
- Liaison with parent/carers

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School 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

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

5.4 Parents

Parents 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

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Whole school rewards

- Mentions in good work assemblies
- Pupils being moved to bronze, silver and eventually gold
- House points / class dojos
- Year 6 only – pupils with consistent good behaviour are rewarded with the title of ambassadors

Class rewards at the discretion of the class teacher include:

- Stickers
- Prizes

- Table points
- Jobs of responsibility
- Extra playtime minutes

The school will use the class behaviour chart in response to unacceptable behaviour. Behaviour that is considered as unacceptable (red) will be communicated with parents at the end of the school day, either by telephone or via the template letter (Appendix 3)

Strategies may also be tailored to a child's needs. For example, where reasonable adjustment is needed in relation to special educational need.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

Whenever dealing with poor behaviour we always separate the behaviour from the child.

De-escalation strategies will be used whenever it becomes apparent that a child is having difficulty behaving.

The school's behaviour system revolves around a visible traffic light system within each class (Appendix 2). Each child starts the day on green. If throughout the day they do something that warrants a sanction, they are asked to move their name to yellow or red. Children can accumulate more than one 'red' in one day.

| Number of times on Red | Action | Responsibility |
|------------------------|---|---|
| 1 – 6 | Class Teacher contacts parent to discuss what had happened and seek any information that might be appropriate from parents. | Class Teacher |
| 3 - 6 | From the third red within a half term, the class teacher will inform parents that a behavior chart will be completed each week until behavior is back at the expected standard. | Class Teacher |
| 4 | SLT / Pastoral team contact parents to discuss what support can be given. The SLT / pastoral team also meet with the child frequently to discuss behaviour. | Class Teacher SENCo SLT / Pastoral team |
| 5 | A member of the SLT & SENCo contacts parents to discuss behavior and possible support. | SENCo SLT |
| 6+ | Behaviour is monitored closely by the Head of School and the consideration of external support given. | Head of School |
| Exclusion | Fixed-term exclusions will be considered if no improvement is seen. | Head of School |

The use of suspensions and permanent exclusions:

'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement DfE September 2023'

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.
- A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the

8.1 Classroom management

Going for Gold system

A classroom system is used whereby each child begins the day on green. All pupils have the opportunity to make positive choices about their behaviour and influence outcomes throughout the day.

Pupils who are regularly following the rules are noticed and recognised in the following positive ways:

- Verbal praise
- Stickers when moved to bronze and silver on the behaviour chart
- House points / Dojo
- Certificates in good work assemblies
- Jobs of responsibility
- A gold star pin for consistent outstanding behaviour, 'Gold Award Children'.
- Photo displayed in school to recognise and acknowledge outstanding behaviour, 'Gold Award Children'.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

Every class displays and uses the same behaviour system with a consistent approach from the very youngest children to the oldest in school. The behaviour chart is visual in each classroom and its use is monitored by the children and adults to ensure it is fair and consistent.

Clear routines are put in place at the start of the year by the teacher and are embedded quickly with the children. Positive approach to behaviour management through the use of walkthrus and positive framing and strong relationships are formed early to gain mutual respect from staff and pupils.

Seating plans and table arrangements are carefully considered by the teacher in order to get the best out of the children. Visual timetables are used in every class to enable children to have a clear understanding of the schedule for the day and the expectations throughout.

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. We make every effort to ensure that consequences are applied calmly, firmly and consistently. Children are moved from the positive (displayed) behaviour chart to yellow and orange if they display any of the behaviours identified and agreed by the children which is displayed in each classroom (this part of the behaviour system is on the teachers desk so not to be displayed to all within the classroom).

Children are able to move back up the behaviour chart from these colours, if they choose to change their behaviour. However, if a children's name is moved to red, their picture / name remains on the teacher's desk for the day and parents are contacted and asked to fill in a form. Children can accumulate more than one 'red' in a day.

8.2 Physical restraint

In some circumstances, staff 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 and reported to parents

8.3 Confiscation

Any prohibited items 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](#).

8.4 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

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.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the local governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the local governing body annually

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- [Child Protection and Safeguarding Policy](#)

Appendix 1: 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 circumstances.

This written statement of behaviour principles is reviewed and approved by local governing body annually.

Appendix 2: Class Behaviour Charts highlighting positive and negative consequences.

| | |
|-----------------------------------|---|
| Gold Outstanding! | Going 'above and beyond' expectations Being a role model Showing exemplary behaviour every day Being an excellent member of the class Consistent silver behaviour (at least 10 silvers) |
| Silver Amazing! | Constantly challenging yourself Demonstrate a growth mindset by not giving up Showing other children what 'amazing' looks like Consistent bronze behaviour |
| Bronze A great day! | Being kind and considerate to others Working especially hard Contributing in all lessons Always doing what is asked Consistent green behaviour |
| Green A good day! | Trying hard in every lesson Listens well Follows school rules Being safe and calm in class and around school Working hard Wearing the correct uniform Being ready for the day |

| | |
|---------------|---|
| Yellow | Distracting behaviour (poking, noises, fiddling with equipment, etc) Pushing in lines Talking over adult / other children Phones in school (not following the agreed policy) Leaving class without permission (drifting) Time wasting / work avoidance Name calling Running in the corridors following a warning |
|---------------|---|

Orange

Talking repeatedly in lessons following a warning

Talking in assembly following a warning

Children in classroom when they should not be

Laughing/smirking/tutting/rolling eyes when staff are speaking/warning

Doing something when asked not to

Swearing – reported by a child when an adult is reasonably sure it happened.

Interrupting teaching by calling out following a warning.

Red

Repeated yellow / orange behaviour

Leaving class in temper/disobeying teacher

Refusal to follow reasonable instruction by adult

Swearing (overheard by an adult)

Deliberate insolence (ignoring direct instructions from teacher)

Homophobic comments

Racial comments

Fighting

Repeated insults/antagonising – potentially bullying

Violence towards person or object

Lying about an incident

Inappropriate material in school (rude songs on phone, banned items)

Stealing

Rudeness to adults

Threatening actions

Behaviours that would warrant exclusion:

- Persistent offences - numerous red days without any sign of improvement.
- Serious incidents
- Swearing at adult
- Physical violence towards an adult
- Serious violence towards a child
- Continuous bullying
- Leaving class in temper/disobeying teacher
- Throwing furniture
- Persistent refusal to comply
- Inappropriate sexual behaviour
- Directed racism
- Homophobic comments at a pupil or member of staff

Appendix 3: letters to parents about pupil behaviour - templates

| | | | | | |
|---|---|---|-----------------|---|---|
| Name: | | | Date: | | |
| Your child has moved their name to red on the school behaviour tracker today for the following reasons: | | | | | |
| | | | | | |
| Parent comments: | | | | | |
| | | | | | |
| Signed Parent: | | | Signed Teacher: | | |
| Your child has had the following number of red behaviour notifications | | | | | |
| *teachers please circle to indicate | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Please return this slip back to school as soon as possible, thank you. | | | | | |