



Woods Loke Primary School Behaviour Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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](#)

This policy should be read in conjunction with our school's published Anti-Bullying Strategy



3. Our School Approach to Behaviour

This section sets out our school's approach to ensuring high standards of behaviour in and around the school. This ensures that our approach is consistent in all contexts and with all staff.

At Woods Loke Primary School we encourage all pupils to follow the Woods Loke Learners Cycle.

Woods Loke Learners:

- Are ready to learn
- Work in different ways
- Never give up
- Reflect on their learning
- Respect others and property
- Follow instructions.

We aim to achieve this through positive interactions with pupils, including when it is necessary to apply sanctions to maintain high standards of behaviour.

As part of our induction process, all staff and volunteers joining the school are made aware of this policy and it is applied consistently in all contexts of the school. The Head teacher and senior leadership team will monitor the effectiveness of the policy, supported by the School Governors.

The Head teacher is Mr J. Crawley

The Deputy Head teacher is Mr O. Sparks.

The SENCO is Mrs A. Norman

The Behaviour Lead is Mrs J. Paisley

Expectations

The Woods Loke Learners Cycle sets out the expectations we have of everybody in our school. Posters showing these learning behaviours, expectations and rules are displayed in all classrooms and in other key areas around the school, so that all staff might refer to them when there is a need to remind children of expectations. In addition, teachers work with their classes at the start of each academic year to discuss in detail how these are applied in practice. The expectations are for all pupils to follow instructions and show respect for each other and the school environment.

Recognising Positive Behaviour

Often the most effective reward for work well done, or a positive approach to something, is a verbal comment from an important adult. As a school, we seek opportunities to praise and thank pupils for their positive actions, including how pupils might meet or exceed the Woods Loke Learners Expectations. In addition, class teachers may opt to use a variety of strategies such as marbles in the jar, stickers, certificates or other awards to reward positive behaviour and good quality work.

These strategies complement our whole-school approaches which is age appropriate and may include:

- Gold cards in KS2 and Reaching the Rainbow in EYFS and KS1.
- Learners of the Week, for each class, which is rewarded in a weekly celebration assembly. These pupils also have their photo displayed in the hall and their name appears on the weekly letter to parents.
- Special Head teacher awards which reward exceptional work, effort or behaviour by an individual letter home to the parents.

It is an important part of the role of the school to provide guidance and management to ensure that high standards of behaviour are consistently maintained. The guidance below indicates the usual sequence through which staff will progress in the case of continued issues with unacceptable behaviour. However, it is important to note that all staff can choose to skip earlier stages where they consider the conduct is sufficient to warrant a more serious consequence.

Stage 1- Informal Warning

In the first instance, for low-level misbehaviour, pupils will be issued with a verbal warning. This will explicitly state that it is a warning so that children are aware of the potential for progression to stage 2.

Stage 2 – First Formal Warning

Where poor behaviour continues, or in more serious cases, a formal warning may be appropriate. In this case, the first formal warning will be indicated as a yellow card in KS2. In EYFS and KS1 a first formal warning will be indicated by moving the pupil from the sunshine to the thinking cloud.

Stage 3 – Second Formal Warning including Playtime Sanction

If the first formal warning does not lead to an improvement in behaviour, then staff can issue a second formal warning which also includes a time sanction. In KS2 this will be indicated as a red card and in EYFS and KS1 this will involve moving the pupil onto the rainy cloud. *At this stage, pupils will be sent to the Key Stage Manager to discuss why they have been given a red card or reached the rain cloud. The Key Stage Manager will record this on a purple form which is sent to the behaviour lead and the pupil will miss part of their next break or lunchtime. If the incident happens during the afternoon, it will be necessary for the pupil to miss some of their break the following day. Class teachers will contact parents, on the day, to notify them that their child has reached Stage 3 of the consequences.

Stage 4 - Removal from Class

In some cases, it may be necessary to remove a pupil from the classroom and his/her peers for part of a school session to ensure that a clear message is given about expectations, both to the pupil involved and to others in the class. This could be because the pupil has already reached stage 3 or that they are frequently getting to stage 3. In these cases, a risk assessment could be made with

reasonable adjustments to support the pupil. Pupils will be sent to work in the room of a Key Stage Manager, senior leader, behaviour lead or SENCO's room for a suitable period. They will complete work set by the class teacher. This will also be reported to the Headteacher. The Key Stage manager will contact parents to notify them if they have reached Stage 4. The intention will be for the pupil to return to lessons at the earliest opportunity. These incidents are recorded on a **purple** behaviour form. For further incidents pupils will be sent to the Pastoral / Behaviour Lead's office, SEN lead's office or if these are not available Head teacher's office or Deputy Head teacher's office.

Stage 5 – Head teacher Involvement

Where earlier stages of the process have been ineffective in improving behaviour, pupils will be taken to the headteacher. At this stage, appropriate sanctions may include removal from class for an extended period, internal exclusion, or in some cases a fixed-term or permanent exclusion may be required. In cases of intentional physical harm, or refusal to follow instructions given by a member of staff, sanctions will move immediately to stage 5. Where a pupil reaches stage 4 or 5 of this process, a record will be kept by the headteacher of such incidents. In most cases, it will also be appropriate for parents to be informed of the circumstances of the incident. This can be done in discussion with the class teacher at collection at the end of the day, or by telephone call or in writing if necessary. In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide additional support to manage and improve behaviour (Equalities act 2020 – making reasonable adjustments). This may include additional steps or interventions to prevent incidents of misbehaviour. However, as a school we are clear that we do not have lower expectations of any pupils, regardless of circumstance. When a pupil has a fixed term exclusion from school a reintegration meeting will be required with the Headteacher prior to the pupil returning to school. At this meeting, planned support will be discussed to help the pupil and also clear guidelines and consequences will be reinforced with the pupil and their family. These incidents are also recorded on a **purple** behaviour form. This will be followed by Mrs Paisley supporting the child with a behaviour support plan in agreement with and supported by the parent.

Lunch-time Consequences

At lunch-time the pupils will receive the following consequences for not following the rules:

1. Verbal reminder of the rules
2. Time out – 5 minutes
3. Sent inside with a consequence slip

Any pupil who is sent inside at lunchtime will need to sit outside the Head teacher's office or to the library meeting room. Their Key Stage Manager will see them before the end of lunchtime and agree if a further consequence is needed. Serious incidents will be reported straight to the Headteacher who will decide on the level of consequence.

Use of Reasonable Force

Key staff are regularly kept up to date with Safeguarding and School Safe training. This includes theory training on how to prevent incidents from escalating. Key staff are also trained and updated in Physical Restraint. Where necessary, reasonable force may be used to control or restrain pupils. Physical contact may also be appropriate or necessary in other circumstances. For example, for a demonstration in PE lessons, to administer First Aid, or, to accompany a young child safely in the line. The school organises regular training to ensure that the DFE guidance on Reasonable Force is followed. Physical restraint would only be used as an absolute last resort where there was a danger to the pupil or to another adult or pupil and to prevent greater harm. (Behaviour and discipline in schools 2020) In any such cases, this restraint would be recorded and explained in our Restraint Book. Parents would also be notified in such an extreme circumstance.

Searching and Confiscation

Following the DFE guidance on Searching and Confiscation, the school would only search a pupil's possessions if it was believed that there was a risk of a dangerous object such as a weapon or drugs. In those circumstances the DFE guidance would be followed. Unsuitable or dangerous objects may be collected in and stored safely until the end of the day by the class teacher. In these cases, objects such as toys would be handed back at the end of the day. If it was a dangerous object, the school would contact the parent and ask them to come and collect it in person. Letters are sent out requesting that certain toys or objects are not brought into school. The staff would encourage parents to ensure these requests are supported and that any unsuitable objects are left at home.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

Incidents Outside of School

The school takes seriously its responsibility to set high expectations of pupil behaviour, including outside of school. Where pupils are known to have behaved in a manner contrary to the school's expectations outside of school, the behaviour policy may be applied as if the incident were to have happened in school. In such cases, parents will be informed of the actions taken and the grounds for such actions. Where behaviour outside of school may indicate potential risk of neglectful care or parenting, it may be appropriate for the incident to be recorded as a safeguarding concern using the appropriate channels.

Headteacher Discretion

When an incident has reached a higher stage, the Head teacher will make the final decision on the appropriate course of action based on both the incident being considered and known prior incidents. Where appropriate, this will be in consultation with the Behaviour Lead and Senior Management Team.

Internal Exclusion

Where a child is at risk of exclusion, it may be appropriate for an internal exclusion to be used in the first instance. This is intended to make clear to the pupil the need for a significant change in behaviour. In such cases, the pupil will work in the Pastoral / Behaviour Lead's office, SEN lead's office or if these are not available Head teacher's office or Deputy Head teacher's office completing work set by the class teacher as appropriate. Where an internal exclusion is used to manage behaviour, parents will be informed. In addition, there will be a discussion with parents about the pupil's reintegration into their class, and to ensure that all parties are clear about the risks of further misbehaviour which might lead to fixed-term or permanent exclusion. This may be done by telephone or a meeting.

Fixed-Term Exclusion

Fixed-term exclusions are permitted by law as a tool for maintaining good discipline. Where appropriate, any decision to exclude a pupil for a fixed period will be taken in consultation with the Headteacher, Behaviour Lead and relevant members of the Senior Management Team. In all circumstances the school will have regard to the guidance set out in the latest government guidance. A letter will be issued to the parents to explain the reason for the exclusion from school and also work will be provided for the pupil to complete at home. Fixed term exclusions will increase in length for persistent unacceptable behaviour. The length of individual fixed term exclusions is at the discretion of the Headteacher and will depend on the severity of the incident and any previous behaviour.

Permanent Exclusion

In exceptional circumstances, it may be appropriate to permanently exclude a child from Woods Loke Primary School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school, or in cases of serious or persistent breaches of this policy. As with fixed-term exclusions, decisions will be taken in consultation with the Headteacher, Behaviour Lead, Senior Management Team and Governing Body in line with the government guidance.

Visits and Residential

Teachers write a detailed risk assessment as part of any trip or residential away from the school. Special consideration is given to pupils who demonstrate challenging behaviour and appropriate steps and support are put in place. Emergency support is planned from the Headteacher, or senior leader, to attend any trip or collect a pupil who has failed to follow the rules. Any pupil who acts in a manner that could be dangerous to themselves or others may also be collected from a trip early. All school and parent contact details are taken on any trip, so that families can also be informed straight away.

Individual Risk Assessments

Individual pupil risk assessments will be put into place where a child is acting in a potentially dangerous manner to themselves or others. Possible triggers and risks will be identified and support measures put into place to minimise the risk. If a child should leave the school premises, without permission, the school would contact the police in the first instance. Parents would then be immediately contacted too.

Pupils with identified SEND will also have an appropriate risk assessment and support plan relating to their individual behaviour needs.

October 2022

Signed:

Review date October 2023

