

Wood End Primary School



Behaviour Policy

Committee with oversight of this policy	Behaviour, safeguarding and Well-Being
Review Date	November 2024
Review Date	November 2025

Behaviour Policy for Wood End Primary School

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Vision and Values

The vision and values we hold at Wood End Primary School are to:

- **Believe** in our own abilities so we can **achieve** our **dreams**.
- Respect and value the diverse talents, needs and beliefs of everyone.
- Learn together in a safe and happy environment.
- Develop a lifelong love of learning.
- Build a community of belonging, high expectations and team spirit.
- Appreciate the world we live in and help to take care of it.

Our vision and values are communicated and supported through our learning Friends:

- FELIX FOX reminds us to Dream
- BALDEV BEE reminds us to Believe
- RAFIKI RABBIT reminds us to Achieve
- HEIDI HEDGEHOG reminds us to Be Kind
- OMA OWL reminds us to Build Community

Policy Statement

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make. At Wood End Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are therapeutic in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through our three simplified core rules.

Our 3 core school rules are underpinned by our vision, values and Learning Friends:

- **Ready**
- **Respectful**
- **Safe**

These are referred to and used regularly by all adults working in school.

Aims of the policy

The specific purpose of this policy is to:

- achieve a happy, safe and conducive learning environment for all whereby good relationships and mutual respect are hallmarks of the school
- build a environment that maximises the best opportunities for all to learn and thrive
- contribute to the wider community through teaching behaviours that benefit society
- contribute positively to achieving the well-being and self esteem for all
- provide a caring and nurturing environment where the differing and changing needs of all are understood and met.
- provide a fair and consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, including bullying

- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions

Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice](#) (2014).

In addition, this policy is based on: Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Relationships Education Policy
- Restraint Policy

Rationale

The school acknowledges the key recommendations in the guidance '[Improving Behaviour in Schools](#)' a report by the Education Endowment Fund, a research based study, designed to support schools to make better-informed decisions about their behaviour strategies. Our approach to behaviour management reflects the recommendations through a three part approach:

- **Proactive strategies:** those that can be deployed at classroom level to reduce the chance of misbehaviour occurring: a school-wide focus on these strategies reduces efforts expended reacting to poor behaviour.
- **Reactive strategies:** for supporting pupils to improve their behaviour when they have misbehaved or have a chronic issue with their behaviour in school.
- **Implementation:** approaching behaviour management strategically and consistently is likely to be more important than the choice of approach itself, and the impact of any good strategy can be enhanced by getting this right. Once senior leaders have considered the rationale for putting a new behaviour strategy or approach to work, they spend time and care embedding it across the entire school.

Proactive Strategies

We aim to know and understand our pupils and their influences

Good relationships matter. Research suggests that teachers knowing their pupils well can have a positive impact on classroom behaviour. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. Effective communication

is essential and teachers should engage proactively with parents to support individual pupils. We aim to foster good relationships by:

- showing interest in pupil as individuals, asking them questions about themselves, their interests and life outside school
- communicating positively and proactively with parents
- listening carefully to the information we receive
- setting boundaries for behaviour in keeping with the school behaviour policy and implementing them consistently
- treating pupils fairly and equitably, showing empathy, and an understanding that behaviour is a form of communication of unmet needs
- not shouting at pupils or using threatening, dismissive or sarcastic language
- avoiding over-familiarisation with pupils, referring to them by name and not 'pally' or affectionate terms

Reactive Strategies

We aim to use targeted approaches to meet the needs of individuals

As we know, universal systems are unlikely to meet the needs of all pupils. Some pupils will need more intensive support with behaviour and a personalised approach that complements our behaviour policy without lowering expectations. This may include:

- targeted interventions implemented by trained teachers and therapists
- teachers reflecting on their general classroom management techniques
- Individual behaviour plans adapted to the needs of the individuals
- Advice and training for staff

A range of strategies will be drawn upon when tailoring individual plans such as:

- social and emotional learning skills
- parental engagement,
- self-regulation activity
- physical activity and movement break
- support to improve social skills,
- interventions to reduce specific types of unwanted behaviour
- Individual behaviour targets

SEND and behaviour

While pupils with behavioural issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with special educational needs and disabilities will not necessarily need additional support with their behaviour. If a pupil who has behavioural issues also has a special educational need, the SENCo and Behavioural Lead will work together with external agencies in order to devise the most suitable approach to support.

Implementation

Fundamental principles

Our values-based ethos underpins our expectations for behaviour. We make it easy to behave and hard not to by:

- having unconditional positive regard for all pupils;

- the use of our core values to underpin our choices, actions and on how we reflect on negative choices;
- a focus on choice: we refer to choices which are positive (which lead to positive consequences) and choices which are negative (which lead to negative consequences).

Encouraging good behaviour and high self-esteem

We encourage good behaviour by:

- teaching and role modelling the behaviour we want to see at every opportunity;
- establishing well-defined routines in the classroom;
- being calm, fair, firm, clear, consistent, positive and understanding;
- Incentivising helpful behaviour as it occurs, disincentivising unhelpful behaviour
- teaching children to use our core values and related values when making choices about how to act and behave;
- encouraging pupils to be responsible for their own behaviour;
- letting parents know about their children's helpful as well as unhelpful choices;
- explaining reasons for any sanctions;
- encouraging pupils to be proud of themselves and their school.

Unhelpful behaviour

This should always be challenged, no matter how small.

Low level disruptive behaviour is defined as disruption that impedes learning and the general atmosphere in the school conducive to learning and working eg in lessons, in corridors between lessons, at break and lunchtimes, on trips and after school clubs and where appropriate before and beyond the school day. It may include but is not limited to:

- unwanted talking during lessons,
- pen tapping, turning round,
- not listening,
- not working productively,
- not sharing,
- snatching,
- running indoors,
- calling out,
- being noisy in corridors,
- moving around the classroom inappropriately,
- calling out,
- playing with resources,
- poor table manners
- leaving the seat whilst eating
- running indoors
- playing unfairly or leaving others out

Misbehaviour includes but is not limited to:

- persistent low level disruptive behaviour
- being unkind or rude to others (children and adults)
- answering back,

- refusal to follow instructions,
- name calling, play fighting,
- poor attitude,
- failure to follow the school pupil [responsibilities](#)
- failure to follow the school's values,
- purposely excluding others,
- rudeness or aggression,
- making unkind/ derogatory remarks

Serious misbehaviour includes but is not limited to:

- persistent misbehaviour
- any form of bullying (refer to Anti-Bullying policy)
- vandalism or damage to school property or any items on the school premises
- theft
- fighting
- physical assault on a pupil or adult (e.g. hitting, punching, kicking, pinching, pushing, pulling, slapping, spitting, tripping, inappropriate touching, throwing objects etc)
- threatening/intimidating language or verbal abuse towards a pupil or adult
- use of inappropriate language (e.g. swear words, expletives, sexual / violent / threatening / intimidating words) in a written, pictorial or verbal form or through the use of gestures/body language.
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items or items deemed dangerous or disruptive by the school:

Consistency

While classroom-level strategies have a big impact on pupil behaviour, consistency and coherence are paramount at a whole-school level. School leaders can support their teachers and middle leaders to achieve better consistency between the classrooms in their school, and any new strategies should aim towards this. This includes:

- staff training: school leaders will ensure that training for all staff is necessary for a consistently applied policy to take effect
- effective use of consequences: the school will monitor regularly the use of consequences and assess their effectiveness
- data monitoring: school leaders will implement effective data monitoring in order to measure the effectiveness of the policy and set goals for improvement
- staff and student surveys: leaders will seek the views of staff and pupils in gaining clear understanding of the effectiveness of the policy
- maintaining standards: school leaders are committed to maintaining standards and will continuously review policy effectiveness (see below)

Working with parents

The school recognises that positive relationships with parents are a fundamental part of the process in effective behaviour management. We aim to maintain the confidence of parents through timely and effective communication. Wherever possible, parents should be consulted and engaged in the behaviour management of individual pupils. The school's communication policy provides a clear framework for effective communication with parents.

Staff training

The school recognises the importance of training all staff in order to implement effective behaviour management strategies and allocates resources in order to support staff accordingly.

- Early career teachers often cite classroom management as an area of challenge and ECT programmes always include elements of focussed training in this aspect of teaching.
- Experienced teachers sometimes face challenges that they have not encountered before and require support and training to develop their skills.
- Lunchtime supervisors can encounter different challenges to those faced in the classroom and appropriate training is fundamental for effective supervision at lunchtime.
- Sometimes behaviour can escalate quite quickly and staff may need to use highly skilled de-escalations strategies and possibly physical restraint which requires specialist training.
- Ongoing training in categorising and recording incidents is given in order to achieve a consistent approach to rewards and consequences

Record keeping

Staff are expected to record incidents of behaviour on CPOMs, the cloud based software for safeguarding and behaviour management, as set out in the guidance in appendix . We believe that the more data we have the better. It helps school leaders to identify trends and patterns so that they can identify key issues for development based on actual data rather than less reliable 'perceptions' of what may or may not be happening in the school.

Monitoring

We will monitor the effectiveness of the policy in a number of ways:

- Regular and systematic analysis of CPOMS data including types, frequency and location of behaviour incidents and if incidents involve specific groups
- Pupil and staff questionnaires and surveys
- Lesson and lunchtime observations
- Parental complaints
- Pupil outcomes and attendance

Rights and responsibilities

Every adult and child of our school has rights and responsibilities: All members of the school community have the right to:

- feel secure and safe
- feel happy and be treated with kindness and understanding
- be treated fairly and consistently
- be listened to (at an appropriate time)
- be treated with respect and politeness.
- be treated with empathy

All members of the school community have the responsibility to:

- ensure the consistent implementation of this policy:
- ensure the health, safety and well-being of all staff and pupils in the school.

Pupils

It is the responsibility of pupils to make helpful choices at all times with all adults and pupils in school, in line with our 3 core school rules and our Learning Friends.

Parents

Through our home school agreement, we ask parents to:

- be aware that the school has rules and to support them.
- support the school's decision when applying consequences;
- contact the class teacher with any concerns about behaviour;
- Support the teaching of core values within our pupils.

Deputy Head teacher and Head teacher

It is the responsibility of the Deputy and Head teacher to:

- provide a framework for consistent behaviour monitoring in school;
- monitor and report to governors on the effectiveness of this policy;
- maintain a record of incidents of poor behaviour.
- issue fixed-term and/or permanent exclusions to individual pupils where needed in line with local authority guidance (HT or DHT in his absence)

Teachers and teaching assistants

It is the responsibility of teachers & teaching assistants to have high expectations of pupils in terms of the choices they make, their behaviour and relationships. Teachers & teaching assistants must consistently apply our whole school systems of behaviour management:

- praising children – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our values and learning behaviours
- implementing whole school systems consistently in line with policy
- treating pupils fairly and with respect and understanding, listening to children and promoting a language of choice;
- managing pupil's behaviour effectively and apply this policy with their own class and other children around the school
- adapt approach to behaviour to recognise the needs of some children with particular behavioural or emotional needs;
- being a positive role model by actively demonstrating our values, particularly the school's core values of respect, empathy, resilience and reflection;
- keeping records associated with our behaviour management in line with school policy
- seeking help and support from senior colleagues, having followed our policy consistently;
- liaising with external agencies to support and guide the behaviour and emotional needs of pupils, producing written reports as required.
- liaising and reporting to parents information about a child's behaviour, emotional needs and/or well-being at school.

Lunchtime Play Leaders

Lunchtimes are an extension of the school day. Pupils are expected to behave appropriately at all times during the school day. Lunchtime Play Leaders should:

- have the same expectations of good behaviour as in the classroom
- encourage respectful and polite table manners when eating
- proactively encourage good behaviour in a calm and respectful manner

- ensure they follow school policy on lunchtime rewards and sanctions
- the Senior Play Leader takes responsibility for investigating and recording pupil's behaviours that require sanctions and keeping teachers informed

All other staff, leaders of specialist clubs and visiting teachers, administrative staff

- All adults involved with pupils hold them in high regard and treat them positively and with high expectations.
- They follow the same code of conduct and can reward children in the same way as all other adults in school.

Governors

The governing body has the responsibility of agreeing the behaviour principles within this policy, and of reviewing their effectiveness.

When things go wrong

Restorative justice

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The basic principles of the restorative approach are based on the understanding and acceptance that conflict is a part of life, and that in a conflict, there is an underlying damage to both parties involved that needs to be addressed to resolve the issue and prevent any further incidents of the same nature. In an educational setting, this means that instead of simply being punished as a result of "bad behaviour", a child is asked to take responsibility for their actions, understand what they have done wrong and accept that their actions can be harmful to others.

The basic principles are that restorative justice:

- builds relationships
- strives to be respectful to all
- provides opportunity for all to be heard and take part in decision making
- involves all relevant stakeholders
- addresses harm, needs and causes of harm/conflict
- encourages all to take responsibility

Bullying

The school acknowledges that bullying exists in all schools and is committed to working relentlessly to tackle bullying in all its forms. Bullying is treated as a serious misbehaviour. The school's anti-bullying policy explains the approach we take to bullying including racist, sexist and homophobic incidents.

Confiscation or safekeeping

Any prohibited items or items which are harmful or detrimental to school discipline (see list below) and found in pupils' possession will be confiscated. Class teachers and SLT will always be notified by the adult confiscating the item. Confiscated items must be placed in an envelope, clearly labelled with the pupil's name, class and list of items confiscated on the front and stored in the office. Parents will be notified by the school office, and asked to collect the items at the end of the school day.

Searching and screening pupils

This is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). (July 2022)

Prohibited Items (DfE July 2022)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- any article specified in regulations: The Schools (Specification and Disposal of Articles) Regulations 2012
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images.

Other items which the headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment:

- any materials designed to incite racist, sexist, homophobic, or extremist views or ideology.
- any item banned by the school rules which has been identified in the rules as an item which may be searched for including:
 - prescription medication
 - lighters, matches,
 - flammable substances,
 - toy weapons,
 - vapes and e-cigarettes
 - Mobile phones being used on the school premises during school hours

(The above list is not exhaustive and may include other items which staff may deem to be inappropriate) eg

Physical restraint

We use a no-hands approach at school; staff use visual and verbal cues to encourage pupils.

There may be times where vulnerable or younger pupils require additional support; staff may ask pupils to hold their hand, to support them. e.g. supporting pupils walking up and down the stairs. Staff must never grab pupils, by their hand or arm.

Physical restraint is defined as, 'the positive application of force with the intention of overpowering the child'. The proper use of restraint requires skill, judgement and knowledge of non-harmful methods of control.

All members of staff have a legal power to use reasonable force. However the use of force is only used as a last resort. We strive at Wood End Primary School to create a calm and orderly environment and a supportive school climate that lessens the risk and threat of violence of any kind.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent, any force used

should always be the minimum needed for the minimum amount of time to achieve the desired result.

In some circumstances, staff may use reasonable force to restrain a pupil if:

- It prevents the pupil from hurting themselves or others
- It prevents the pupil from damaging property
- It prevents the pupil from committing an offence
- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chance of achieving the desired result by other means are low
- The risk associated with not using force outweighs those of using force.

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 on the [school's report form](#)

Physical restraint or the use of force can not be used to prevent trivial misbehaviour. The judgement on whether to use force and what force to use should always depend on the circumstances of each case.

Selected staff members have received the appropriate training for physical restraint should a member of staff require assistance.

Exclusions

The school recognises that some children will not make good choices and this sometimes results in misbehaviour or deliberate breach of school rules and values. Any behaviour listed in 3.1 Misbehaviour or 3.2 Serious Misbehaviour may result in an exclusion. Refer to the school's Exclusion Procedures which follows the Ealing 2017 guidance.

Internal Exclusion: The head teacher (or delegated to another senior member of staff) can use a period of internal exclusion if deemed necessary. This is not recorded as an exclusion, but must be recorded on CPOMs.

Suspension: In response to a breach of school rules/values or persistent low-level misbehaviour, the head teacher may decide that a fixed term exclusion is appropriate.

Permanent exclusion: A decision to exclude a pupil permanently will 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 pupil or others in the school.

There may be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon
- Any other single offence of serious misbehaviour (see serious Misbehaviour)

Only the Headteacher, or a person acting with the Headteacher's authority, can exclude a pupil from school. The school's exclusion policy details the principles and procedures in this regard.

Policy Review

Continuous assessment of how this policy is working can ensure we adopt the most successful strategies. We assess the effectiveness of our approach against the outcomes we are aiming to achieve as well as note any unintended consequences and consider whether strategies that are put in place are effective. We ask the questions:

- Are all staff trained, including teaching assistants, administration staff, lunchtime staff, and everyone else who interacts with children?
- Is there a sense of shared responsibility among staff and pupils, or does this policy feel 'done to' the school community by leadership?
- Are those in the wider school community involved?
- What impact will we see in school if this strategy is successful?
- How do we plan to measure this?
- When do we expect to see an impact?
- Is it feasible for this approach to be left in place until then, or will changes be made that will blur the outcome?
- If so, when is the right time to implement changes?

The Deputy Head teacher (Pastoral - Safeguarding and Wellbeing) will be responsible for taking the lead on policy review, monitor impact of the policy and make recommendations to SLT and advise governors accordingly on recommended changes.

Appendices List

[Procedures for Behaviour Management In Schools](#)

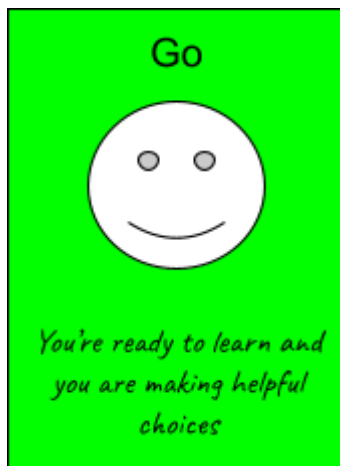
Resources

- [Strategies to motivate good behaviour](#)
- [Behaviour Issues Identification Sheet](#)
- [Class Behaviour Monitoring Chart](#)
- [Head Teacher Behaviour Report](#)
- [Behaviour Think Sheet KS1](#)
- [Behaviour Think Sheet KS2](#)
- [Behaviour Incident Triangulation Sheet](#)
- [Behaviour Policy at a glance](#)
- [Form for Recording and Incident Involving Physical Restraint](#)

Procedures for behaviour management in school

Trackit Lights System

Children are helped to manage their own behaviour by earning Trackit points. These are recorded on the Trackit Lights system and verbally shared with the pupils.



Green

The expectation is that children are 'ready to learn and make helpful choices' by following the school rule and reflecting the school values and Learning Friends. Pupils who are on green at the end of the session automatically gain 2 Trackit points. Additional points can be awarded for exceptional behaviour, attitude and effort.

Amber

If a pupil is struggling with following the 3 core rules, verbal reminders are given. Pupils are encouraged to improve their behaviour and can move back to green if their behaviour improves. If a pupil ends a session on amber, they receive 1 Trackit point.

Red

If behaviour deteriorates further, the pupil will be verbally told they have been moved to Red. This will be recorded as a Red behaviour on CPOMS. A child ending a session on red receives 0 Trackit points

Rewarding excellence

Believe Ambassador Certificate (weekly - pupil nominated)

One pupil from each class is awarded a **BELIEVE** Ambassador Certificate for demonstrating the school 'value of the week'. They are nominated by members of their class, who have noticed them demonstrating these values in school. They are presented in the Friday Assembly by a pupil in the nominating class.

Praise Postcards (weekly - teacher nominated)

Teachers award pupils by sending home praise postcards for anything they deem to be positive behaviour or work related. Teachers can nominate one or two children a week, complete praise postcards and hand over to a parent at the end of the day (Year 6 can be posted via the office).

Headteacher's Award for Excellence (termly - behaviour points accrued)

Pupils accrue behaviour points over the term. The 3 pupils with the highest number of points in each class receive the Headteacher's Award for Excellence in the form of a certificate awarded at the last assembly of the term.

Class Awards

Marbles in a jar (on filling the jar)

Teachers may reward the whole class with a special award at the end of the half term/term when the class fills the jar of marbles. This can be used at the teacher's discretion and children can choose a **30 min** class reward such as extra play, cartoon time, computer time, art, mindfulness colouring, art etc.

House points

Every pupil from reception to Year 6 belongs to 1 of 4 school house teams, named after our local parks. Siblings are placed in the same house. They are:



At the end of each **week**, behaviour points are converted into house points and the totals are calculated for each class. The house in each class with the highest number of points gains 4, 3, 2 and 1 token respectively. These are collected as coloured tokens in the whole school collection point (KS2 Hall)

At the end of each **term**, the house point totals are announced at the end of term assembly.

At the end of the **year**, the house team that has the most points over the year is awarded with the House Cup.

Recording Behaviour

Teachers record all positive behaviour on Trackit Points. These are used to calculate house points.

Red Behaviour

All instances of Red behaviour (Stage 1 and Stage 2) must be recorded on CPOMs by the class teacher. Stage 3 should be recorded by a member of the Headship team. Red behaviour should be recorded on CPOMS as soon as possible but no later than the end of the day. This is to:

- Enable effective communication with SLT
- To allow the Inclusion team to receive timely information so it can be monitored effectively
- Enable the class teachers to keep on top of incidents as they occur
- Ensure the accuracy of recording (if left until later things can be forgotten or mis-remembered)

and must include:

- Time and date and place
- a brief account of the incident

- pupils and staff involved - always use initials (clarify role in brackets)
- any investigation including pupil statements (triangulation sheets must be used for red stage 3)
- the sanctions applied
- the outcome of conversation with parents
- where relevant, scans of photographs of damage, banned items, notes considered to be examples of bullying etc.
- scan of related Think Sheets, behaviour plans, monitoring records etc.

The Deputy Head teacher (Pastoral - Safeguarding and Wellbeing) will monitor all CPOMS behaviour records. This will enable the headship team to support staff and pupils through coaching and supportive conversations.

Activity Passports - Graduation Ceremony

Children are encouraged to take part in extracurricular activities (both in and out of school) and record them in their activity passports (formerly Children's University). Points are gained for every period of 30 mins accrued over the year. At the end of the year there is a graduation ceremony attended by children and parents and certificates of achievement are awarded on a bronze, silver, gold and platinum level. This is followed by a light buffet and a photograph of children is taken in their gowns. There is a cost to participate in this scheme.

Response to unhelpful behaviour

Low level unhelpful behaviour For example : distracting others, not listening, not working, not sharing, running indoors, calling out, noisy in corridors, calling out, playing with resources, poor table manners, leaving the seat whilst still eating, running indoors, being unkind or rude to others, answering back, not following instructions, name calling, play fighting, bad language In the case of the first incident of low level unhelpful behaviour, the supervising adult gives a verbal or visual reminder.	
Behaviour	Response
Amber Continuing low level disruptive behaviour after verbal reminder	Classroom 1. A pupil can make the choice to positively change their behaviour to return to green Playground/dining hall 1. Pupil given time out ¹ by supervising adult 2. Opportunity to join back in
Red Stage 1 continued low level disruptive behaviour despite being put on Amber. racist, sexist, homophobic language purposely hurting others, fighting, damaging property or encouraging others to Stealing Think Sheet Parents informed	Classroom 1. pupil completes a think sheet. 2. pupil ends session on red and receives no behaviour points for that session. 3. the teacher records the incident on CPOMS 4. the teacher informs the parents and the parents of any victim(s) if necessary Playground/dining hall <ul style="list-style-type: none"> • Time out for 5 mins • Play Leader informs the class teacher who ensures the pupil moves to red and follows the class red protocol <i>NB The pupil returns to green for the next session. It is important that pupils know each session is a fresh start.</i>
Red Stage 2 Repeated red incidents (more than 4 over a half term) Intimidating others Behaviour Issues Identification sheet Class Behaviour Monitoring Parents involved	<ol style="list-style-type: none"> 1. Pupil completes the Behaviour Issues Identification Sheet 2. Class teacher arranges to meet parent(s) to discuss concerns about the child's behaviour. The meeting is conducted using the sheet completed by the child 3. During the meeting, the class teacher completes the Class Behaviour Monitoring Chart for an initial 1-week period. This can be extended at class teacher's discretion if a longer period is considered necessary to support and change negative behaviours. 4. The class teacher reviews the Behaviour Monitoring Chart daily and at the end of the week, the class teacher contacts parents and praises or explains the next step. 5. This can then be escalated up with the child visiting the Assistant Head teacher, if negative behaviour is more severe and prolonged. 6. A pupil can also be placed on Class Behaviour Monitoring Chart if they are consistently showing low-level disruptive behaviour and need personalised targets to focus on and reduce these behaviours. These should still be shared with parents/ carers in a meeting focussed on reasons behind behaviour 7. The class teacher should inform the DHT that a child has been put on a classroom monitoring chart and again when they have been removed from it. This should also be recorded on CPOMS.
Red Stage 3 Serious misbehaviour that does not respond to Class Behaviour Monitoring Continued bullying behaviour, peer-on peer abuse, serious fighting, possession of prohibited items, willful serious damage to property or misbehaviour deemed very serious Headteacher Behaviour Monitoring Parents involved	<ol style="list-style-type: none"> 1. The Deputy Head teacher or Head teacher issues a Head Teacher Behaviour Report 2. The deputy or head teacher arranges to meet parent(s) to discuss concerns about the child's behaviour. The meeting is conducted using the Behaviour Issues Identification Sheet 3. Any child on a Head Teacher Behaviour Report reports daily or twice daily (morning and afternoon) to the Head Teacher or Deputy Head Teacher. 4. The Head Teacher or Deputy Head Teacher monitors and evaluates the impact of the Head Teacher Behaviour Report at the end of a week and may meet with parents to review.

¹ Stand out of play in the line of sight - agreed spot

Serious misbehaviour that does not respond to Headteacher Behaviour Report or requiring rapid intervention

Serious misbehaviour that results in physical danger to any adult or child or puts the pupil, others or property at risk of immediate harm requires rapid assistance. The supervising adult must first ensure that all pupils are safe and may evacuate the classroom, necessary. A spare adult if possible or if not, two sensible/reliable pupils are sent to request help from the DHT or HT. The Internal telephone system can also be used.

Investigating serious misbehaviour

The supervising adult / class teacher initially investigates the issue, noting responses from the victim and perpetrator, recording pupil's responses on a Triangulation Sheet.

If the issues are unclear further investigation may be needed, e.g. checking for accuracy, including triangulating with pupil or adult witnesses.

Completed think sheets and triangulation sheets should be uploaded onto CPOMs along with the recording of the incident

If deemed necessary sanctions may include:

- A** - internal exclusion from class (half-day periods)
- B** - Internal exclusion from breaks (morning and lunch for number of days)
- C** - Fixed-Term exclusion from school (recommendation to Head)
- D** - Permanent exclusion from school (recommendation to Head)

A and **B** require the Assistant Head teacher to:

- telephone parents, explain the issue, sanctions
- log behaviour on CPOMs and scan in triangulation forms
- contact the victim's parents by telephone, explaining the issue, actions and consequences.
- log a pastoral note on the victim's CPOMS record with outcomes of phone call with parents and details of any programme of support for the victim.
- drafts a Behaviour Report and, if appropriate, a Support Plan.
- Follow up on the progress of any planned support.

C and **D** can only be instigated by the Head (or deputy in their absence) and a full investigation must be carried out before a decision is made. If pupils pose a risk to self, others or property (including continued disruption) whilst this process is carried out, they will be removed from class and supervised by an appropriate member of staff. If there is no immediate risk to self, others or property and the pupil is calm, they may stay in lessons until a decision is reached. Full details of the exclusion procedure can be found in the Exclusions Policy

Early Years

Children in Nursery and Reception are reminded of the school values and rules at all times, discussion is used to encourage helpful choices and positive behaviour. All sanctions should be adjusted in terms of length to be age appropriate and children should be supported to complete think sheets. The EYFS phase leader takes responsibility for overseeing the appropriateness of sanctions on a case by case basis.

Monitoring and reviewing behaviour

All behaviour incidents are monitored monthly by the Deputy Head teacher (Pastoral - Safeguarding and Wellbeing). The following are highlighted:

- repeated poor behaviour
- patterns in reporting e.g. a class or year group which might indicate a training need for a member of staff

The DHT along with AHT or SENCO (as appropriate) will consider behaviour records and any class behaviour charts, next steps could include:

- adjust targets and extend the Class Behaviour Monitoring Chart for a further week
- speak to class teachers to adjust support for behaviour (see support for SEND pupils)
- Provide any needed support or training for class teacher
- refer for mentoring/counselling if children require emotional support.
- escalate intervention and issue a Head Teacher Behaviour Report
- With the SENCO seek further advice, support and intervention from other agencies.

Resources

Strategies to motivate helpful behaviour

Teachers can:	Do this by:
Develop helpful relationships	<ul style="list-style-type: none"> ● Be punctual ● Greet pupils at the door ● Value every child in the class equally ● Show interest, make time ● Catch them making good choices ● Pupils can show other staff members good work ● Making children feel welcome (saying good morning, checking on them throughout the day etc.) ● Give time to talk through problems and investigate incidents ● Use the 5:1 praise ratio
Involve pupils in helping each other	<ul style="list-style-type: none"> ● Encourage listening skills ● Talk partners ● Peer assessment ● Conflict resolution - not laughing at others' answers
Show respect and expect respect to be shown	<ul style="list-style-type: none"> ● Using and modelling the core value of respect ● Being polite ● Insisting on good manners ● Value their efforts ● Listen, be fair and be seen to be fair ● Be consistent and do what you say (follow through)
Act in a calm manner and use positive language	<ul style="list-style-type: none"> ● Model empathy and respect ● Take pupils away from stressful situations ● Anticipate and prevent problems ● Greet every pupil (when they come in, taking the register and saying goodbye) ● Use positive instructions ● Use descriptive and genuine praise ● Use individual, quiet, close talk when a pupil needs redirecting and never shame in front of the class ● Avoid using a raised voice ● Compliment pupils
We reward pupils for	Positive classroom and playground behaviours pupils can demonstrate:
The way they treat others	<ul style="list-style-type: none"> ● Wait for another to stop speaking before they do ● Take turns and wait patiently for their turn ● Sharing ● Keeping hands and feet to themselves ● Look after their own and others belongings ● Being polite ● Being honest

	<ul style="list-style-type: none"> ● Treating other people kindly and with respect ● Being aware of their feelings by using the value of empathy
Academic achievements	<ul style="list-style-type: none"> ● Staying on task and persevering ● Showing resilience ● Making clear progress from start points
Pupil behaviours	<ul style="list-style-type: none"> ● Entering the classroom in a calm and orderly way ● Settling straight away ● Managing feelings e.g. anger by using calming down strategies ● Respecting and looking after our school equipment, playground and buildings ● Following the school/classroom/playground rules ● Listening to and following instructions ● Using appropriate levels of sound and language when speaking to others ● Using and demonstrating the core school values

Preventative Measures

Classroom layout and organisation:

- organised for easy movement without pupils bumping into each other;
- a designated reflective thinking zone resourced appropriately – sand timer, reflection
- calming resources available eg mindfulness colouring
- clear sight lines for pupils and adults;
- well thought out seating plans – displayed and changed on a regular basis;
- clearly labelled and accessible resources.

Display:

- [Procedures for behaviour management in school](#) poster (A3 laminated) to be displayed clearly so all pupils and adults can see what rewards look like and what behaviour should be sanctioned;
- class rules discussed explicitly with pupils, clearly displayed and taught.
- school values display;
- Value Stars collection system clearly displayed and looked after by the class;
- easy to find and labelled worry box.

Communication:

- use of non-verbal cues and signals- shared explicitly with pupils and clearly displayed. Clear stop and gaining attention signals;
- use silence, as a clear signal that you are ready to move on;
- decide how you are going to get the attention of you class, communicate this to them
- and stick to it. Do not use multiple methods, share this with cover teachers.

Behaviour Issues Identification Sheet

1. Pupil completes the sheet independently or with adult support
2. Teacher and pupil discuss responses. Teacher clarifies answers.
3. Teacher, parents and pupil discuss. Identify and prioritise key issues
4. Teacher drafts up to 3 associated targets and records on Class Behaviour Chart

Child's name:		Class:	Date:
Teacher:			
In the classroom			
Lesson are:	Okay	Too hard	Boring
In class:	I stay in my seat	I walk around	I distract others
	I listen	I call out	I fidget with things
Using resources	I have equipment I need	I take things from other people	I throw or flick things
School property	I look after things	I sometimes break things	I take things that aren't mine
School is	A happy place for me	Okay	An unhappy place for me
Getting on with other children			
When I am with other children:	I call them names and swear at them	They call me names or swear at me	I join in name calling with others
If I chose to behave unhepfully:	I'm the one who starts it	I copy or follow others	I laugh when others are 'naughty'
Think about the words you use	I say unkind words	Others say unkind words to me	I don't get involved in unkind words
Think about the things you do:	I hurt or threaten other children when I'm angry	Others hurt or threaten me	I walk away when things get cross
Working with adults			
When other adults help me:	I prefer working in class	I prefer working out of class	I don't like getting extra help
I follow instructions from adults :	All the time	Most of the time	I ignore adults
Adults :	Listen carefully to me	Listen to me sometimes	Never listen to me
I am treated:	Fairly by all adults	Fairly by some adults	Unfairly by adults
I accept consequences for my poor choices :	Straight away	With some arguing and complaining	With lots of arguing and complaining

Class Behaviour Monitoring chart

Class Teacher Behaviour Report

Name:	Class:	Starts:	Ends:
My Targets:			
1.			
2.			
3.			

My Achievements. Morning or Lunch breaks are LOST until at least 1 😊 and no 😞 Report to Class Teacher

	Lesson 1	Lesson 2	DHT/HT	Break	Lesson 3	DHT/HT	Lunch	Lesson 4	Lesson 5	HT/DHT	Achievements
Monday											Fully - Excellent 😊
Tuesday											Partially - OK 😊
Wednesday											Not enough 😞
Thursday											Earned break/lunch ✓
Friday											Lost break/lunch ✗

Head Teacher Behaviour Report

Name:	Class:	Starts:	Ends:
My Targets:			
1.			
2.			
3.			

My Achievements. Morning or Lunch breaks are LOST until at least 1 😊 and no 😞 Report to Mr Stainbank, Mrs Smith or Mr Hickman

HT/DHT report to parents at the end of week. **Date & Initials:** HT/DHT update Inclusion Team and Class Teacher. **Date & Initials**

	Lesson 1	Lesson 2	DHT/HT	Break	Lesson 3	DHT/HT	Lunch	Lesson 4	Lesson 5	HT/DHT	Achievements
Monday											Fully - Excellent 😊
Tuesday											Partially - OK 😐
Wednesday											Not enough 😞
Thursday											Earned break/lunch ✓
Friday											Lost break/lunch ✗

Behaviour Think Sheet KS1

Years 1 & 2 Behaviour Think Sheet

Child's Name:

Class:

Date:

Draw or write what you did?

Next time I will ...

How I feel now ...

sad



happy



angry



How will I feel if I do this?

sad



happy



angry



Behaviour Think Sheet KS2

Name:	Class:	Date:
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Why have you missed your lunch/break time
Use the boxes below to write and or draw what happened

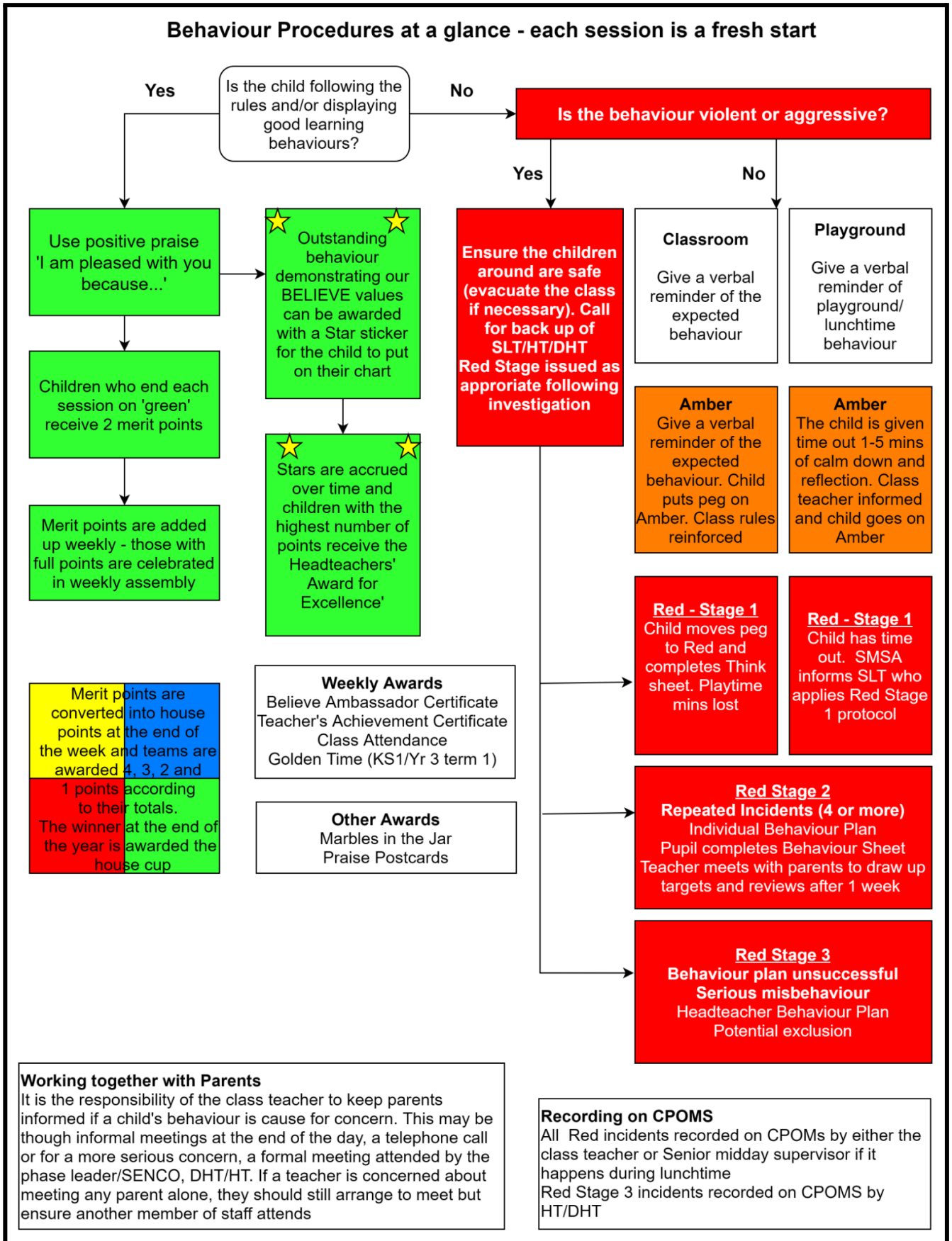
Underline which of our school learning behaviours you have not shown: (Think of our learning friends) Build Good Relationships, Build Resilience, Be Ambitious, Think Creatively, Be Reflective, Be a Leader, Make Connections
What could you have done to stop it happening?
What will you do differently from now on?

Behaviour Incident Triangulation Sheet

To be completed by investigating adult and scanned onto CPOMs

Pupils involved:		
Staff involved:		
Page <input type="checkbox"/> of <input type="checkbox"/>	Investigated by:	Date and time:
Views of pupils involved, witnesses (adults and children) should be recorded below. Complete as many sheets as required and insert number above		
Person 1 (name):		
Account		
Person 2 (name):		
Account		
Outcomes		

Behaviour Procedures - at a glance



FORM FOR RECORDING AN INCIDENT INVOLVING PHYSICAL RESTRAINT

This form should be completed following an incident involving Physical Restraint and kept by the school for future reference.

Wood End Primary School USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD
Details of pupil on whom force was used by a member of staff (name, class)
Names of staff involved (directly or as witnesses - w)
Details of other pupils involved (directly or as witnesses) including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by the staff involved, including any attempt to de-escalate & warnings given that force may be used
Reason for using force and description of force used
Any injury suffered by staff or pupils and any first aid and/or medical attention required

Follow – up, including post incident support and any disciplinary action against pupils

Any information about the incident shared with staff not involved in it & external agencies

When and how those with parental responsibilities were informed about the incident and any views expressed.

Has any complaint been lodged? (should not be recorded here)

Report compiled by:

Name/ Role:

Signature

Date:

Report countersigned by:

Name/ Role:

Signature

Date: