

Wood End Primary School



Behaviour Policy

Committee with oversight of this policy	Curriculum & Standards
Policy last reviewed	October 2026
Policy due for review	October 2027

This policy complies with all statutory requirements set out by the Department for Education and reflects current guidance including 'Behaviour in Schools' (2024), 'KCSIE' (2024), and the 'SEND Code of Practice' (2015).

Aims

At Wood End Primary School, we aim to:

- Foster a positive, respectful, and safe environment conducive to learning and emotional development.
- Implement consistent behaviour management strategies emphasizing positive reinforcement and restorative practices.
- Uphold our three core rules: *Ready, Respectful, Safe*, supported by our vision, values, and Learning Friends.

Relevant Legislation, Statutory Requirements, and Guidance

- **Behaviour in Schools: Advice for Headteachers and School Staff**, Department for Education (DfE), February 2024
- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England**, DfE, 2023
- **Searching, Screening and Confiscation at School**, DfE, 2022
- **Ofsted School Inspection Handbook**, latest update
- **Keeping Children Safe in Education**, DfE, 2024
- **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years**, DfE, 2015
- **Equality Act 2010**
- **Education and Inspections Act 2006**, Section 89
- **Improving Behaviour in Schools**, EEF, 2019

Definitions

- **Behaviour**: Anything that individuals say or do.
- **Valued Behaviour**: Actions that provide positive experiences, create helpful feelings, and align with the school's values.
- **Detrimental Behaviour**: Actions that create negative experiences, lead to unhelpful feelings, and oppose the school's values.
- **Dangerous Behaviour**: Detrimental behaviour that may imminently result in injury, property damage, or criminal conduct.
- **Discrimination**: Behaviour that disadvantages individuals or groups based on protected characteristics.
- **Protected Characteristics**: Age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage or civil partnership, pregnancy and maternity.

- **Bullying:** Repetitive, intentional harm where there is an imbalance of power.
- **Abuse:** Maltreatment of a child through action or inaction, causing harm.

Staff Training and Development

Staff receive ongoing training to:

- Understand and implement Therapeutic Thinking principles.
- Model and teach valued behaviours.
- Apply consistent behaviour management strategies.
- Engage in restorative practices.

Roles and Responsibilities

- **Staff:** Maintain high expectations, model positive behaviours, apply consistent strategies, and communicate with parents.
- **Pupils:** Follow the core rules, respect others, and make helpful choices.
- **Parents:** Support the school's rules, encourage positive behaviour, and communicate concerns effectively.

Valued Behaviour

Valued behaviour aligns with our school's vision and values:

- **Believe:** Confidence in our abilities to achieve our dreams.
- **Respect:** Valuing diverse talents, needs, and beliefs.
- **Learn:** Engaging in a safe and happy environment.
- **Develop:** Fostering a lifelong love of learning.
- **Build:** Creating a community of belonging and high expectations.
- **Appreciate:** Caring for our world.

These values are embodied by our Learning Friends:

- **Felix Fox:** Reminds us to *Dream*.
- **Baldev Bee:** Encourages us to *Believe*.
- **Rafiki Rabbit:** Inspires us to *Achieve*.
- **Heidi Hedgehog:** Teaches us to *Be Kind*.
- **Oma Owl:** Guides us to *Build Community*.

Behaviour Curriculum – Intent

Our behaviour curriculum aims to:

- Teach and model valued behaviours.
- Reinforce positive behaviours through recognition and rewards.
- Address unhelpful behaviours with restorative practices.

Behaviour Curriculum – Implementation

We implement our behaviour curriculum by:

- Teaching and modeling appropriate behaviour.
- Using incentives like Trackit Points, Praise Postcards, and Headteacher Awards.
- Maintaining clear and consistent expectations across classrooms and play areas.

Recognising and Celebrating Valued Behaviour

Positive behaviour is promoted through:

- **Trackit Points:** Awarded for demonstrating school values.
- **Praise Postcards:** Sent home to acknowledge positive behaviour.
- **Headteacher Awards:** Recognising exceptional demonstrations of school values.

School Routines and Norms

We establish routines that:

- Reinforce our core rules: *Ready, Respectful, Safe*.
- Encourage consistency across all school areas.
- Support pupils in understanding expectations.

Behaviour Curriculum – Impacts

We assess the impact of our behaviour curriculum by:

- Monitoring behaviour incidents.
- Gathering feedback from staff, pupils, and parents.
- Reviewing the effectiveness of interventions.

Detrimental Behaviour

Detrimental behaviour is redirected and supported through our Step-by-Step Behaviour Response Pathway.

1. Low-Level Misbehaviour

Examples: talking out of turn, distracting others, not listening, running indoors.

- **Action:** Verbal/visual reminder and opportunity to correct.
- **If behaviour improves:** Return to learning – no further action.
- **If behaviour persists:** Pupil may be given a short **time-out of no more than 5 minutes** (in class/playground) to reflect before re-joining.
- **Recording:** Not normally recorded on CPOMS unless persistent/repeated.
- **Parents:** Not routinely informed.

2. Red Stage 1 (Misbehaviour / First Significant Incident)

Examples: continued disruption despite reminders, unkind language, play fighting, answering back, damaging property, stealing.

- **Action:**
 - An adult supports the pupil to complete a **Think Sheet**.
 - An adult leads a restorative conversation with the pupil.
- **Recording:** The adult records the incident on **CPOMS** by end of day.
- **Parents:** The class teacher informs parents (and parents of any victim, if relevant).

3. Red Stage 2 (Repeated or Escalating Misbehaviour)

Examples: more than 4 Red Stage 1 incidents in a half-term, intimidating behaviour, persistent refusal.

- **Action:**
 - Pupil completes a **Behaviour Issues Identification Sheet**.
 - Class teacher meets parents to discuss concerns, using the sheet.
 - Pupil placed on a **Class Behaviour Monitoring Chart** (minimum 1 week).
- **Recording:** Class teacher informs Deputy Head when chart is initiated/ended; upload Behaviour Issues Sheet and Monitoring Chart to **CPOMS**.
- **Parents:** Meeting led by class teacher, with follow-up calls/updates at end of monitoring period.

4. Red Stage 3 (Serious Misbehaviour)

Examples: serious or repeated bullying, child-on-child abuse, fighting, serious damage, possession of prohibited items.

- **Action:**
 - Deputy/Headteacher issues **Headteacher Behaviour Report**.
 - Daily or twice-daily check-ins with HT/DHT.
 - Parent meeting arranged by HT/DHT to discuss behaviour.
- **Recording:** **CPOMS** entry by HT/DHT with scanned Behaviour Report and Think Sheets.
- **Parents:** Parents involved immediately; reviewed weekly.

5. Dangerous / Rapid Intervention Behaviour

Examples: physical assault, serious threat, extreme disruption, risk to self/others/property.

- **Action:**
 - Immediate safety ensured (possible evacuation of classroom). SLT called for rapid assistance.
 - Incident fully investigated using **Triangulation Sheet**.
 - Possible sanctions: internal suspension, fixed-term suspension, permanent exclusion (HT decision).
- **Recording:** All incidents recorded on **CPOMS** with triangulation forms and evidence.
- **Parents:** Telephone call home same day; follow-up meeting arranged. Parents of the child affected are also informed and record added to their CPOMS file.

6. Analysis of Patterns

- CPOMS data is monitored **weekly by DHT** to track frequency, location, pupil groups.
- Emerging patterns trigger:
 - review of interventions,
 - referral to SENCO/External Agencies,
 - possible individual support plan.

Exclusions

Exclusions will always be considered in line with the statutory guidance:

‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ (DfE, 2023).

Only the Headteacher (or the Deputy Headteacher acting in their absence) has the authority to issue exclusions.

Governors’ Responsibilities:

The governing board has a duty to review all permanent exclusions and suspensions that would result in a pupil missing more than 15 school days in a term. They must consider whether the Headteacher has followed the law and guidance correctly, and whether reinstatement should be offered.

Parental Rights:

Parents and carers have the right to:

- Be informed without delay of the reason for the exclusion and its length.
- Submit written representations to the governing board.
- Request a meeting with the governing board for exclusions exceeding 5 days in a term.
- Appeal a permanent exclusion to an independent review panel (IRP), with the opportunity to request the presence of a SEN expert.

Further information on exclusions, parental rights, and review processes can be found in our separate **Exclusions Policy**, which is aligned with DfE guidance and regularly reviewed to ensure compliance.

Links to Other Policies

This policy links to:

- **Anti-Bullying Policy**
- **Safeguarding and Child Protection Policy**
- **SEND Policy**
- **Equality and Diversity Policy**
- **Exclusions Policy**

Appendix 1

Core Rules and Learning Friends at Wood End

At Wood End Primary School, our behaviour policy is underpinned by three simple, clear, and consistently applied rules: *Ready, Respectful, Safe*. These rules guide our expectations and interactions across all areas of school life.

Each rule is brought to life through our Learning Friends, who help children understand, internalise, and reflect on what valued behaviour looks and feels like. These characters are central to how we teach behaviour and emotional regulation through a Therapeutic Thinking lens.

Ready

- **Linked Learning Friend:** Baldev Bee
- **Examples of being Ready:**
 - Arriving on time and prepared to learn
 - Listening carefully and following instructions
 - Giving our best effort, even when things feel tricky
 - Baldev Bee reminds us to believe in ourselves and keep trying

Respectful

- **Linked Learning Friend:** Heidi Hedgehog
- **Examples of being Respectful:**
 - Using kind words and actions
 - Listening to others' ideas and taking turns
 - Caring for property and our environment
 - Heidi Hedgehog shows us how to be kind to everyone, even when it's hard

Safe

- **Linked Learning Friend:** Oma Owl
- **Examples of being Safe:**
 - Walking calmly in school
 - Keeping hands and feet to ourselves
 - Speaking up if we or someone else feels unsafe
 - Oma Owl helps us make safe and wise choices

Appendix 2

Think Sheet

Name: _____ Date: _____ Adult supporting: _____

What happened? (Draw or write what you did)

Which school rule did you forget? ☐ Ready ☐ Respectful ☐ Safe

How did your behaviour affect others?

What could you do differently next time?

My commitment: Next time I will...

Child's signature: _____

Adult's signature: _____

Appendix 3

Behaviour Issues Identification Sheet

Pupil name: _____ Class: _____ Date: _____

Completed with: _____

Reflection: What behaviours are causing problems? When does this usually happen? How do you feel before/during/after?

Pupil View: What helps you stay calm? What do adults do that helps/makes it harder?

Next Steps: Together, we agreed up to 3 behaviour targets:

1. _____
2. _____
3. _____

Pupil signature: _____

Teacher signature: _____

Parent signature: _____

Class Behaviour Monitoring Chart

Pupil name: _____ Class: _____ Week beginning: _____

Targets being monitored: 1. _____
2. _____
3. _____

Day	Session 1	Session 2	Playtime	Session 3	Session 4	Lunchtime	Session 6	Session 7
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Teacher sign-off: _____ Parent sign-off: _____

Appendix 5

Headteacher Behaviour Report

Pupil name: _____ Class: _____ Date issued: _____

Reason for report: _____

Targets being monitored:

1. _____

2. _____

3. _____

Daily check-in with HT/DHT:

Day	Morning signature	Afternoon signature

Weekly review outcome: ☐ Targets met ☐ Some progress ☐ No progress

Next steps: _____

HT/DHT signature: _____ Parent signature: _____

Appendix 6

Behaviour Incident Triangulation Sheet

Pupil(s) involved: _____

Staff involved: _____

Date/Time: _____ Location: _____

Accounts of what happened:

Pupil 1:
Pupil 2:
Witness (child/adult):

Adult investigation notes:

Actions taken / Consequences applied:

Uploaded to CPOMS by: _____ Date: _____