Woodcroft Primary School

Behaviour Policy

September 2026

Date policy last reviewed: September 2026

Signed by:

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Statement of intent

Woodcroft Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

These key values are represented for pupils through the **Woodcroft Code**.

Everyone should behave so that they feel:

- **Safe**
- **Respected**
- **Able to Learn and Play**

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Home School Agreement
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Suspensions and Exclusion Policy
- Policy for Use of Reasonable Force
- School Complaints Procedure Policy

- Use of Pupil Mobile Devices
- Staff Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Child-on-child Abuse Policy
- Searching, Screening and Confiscation Policy

2. Roles and responsibilities

The Governing Body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the Governing Body, and having any regard to guidance provided by the Governing Body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year and ensuring that this policy is published on the school website.
- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the Governing Body, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

    SENCO.

    Headteacher & Deputy Headteacher

    Senior Leadership Team (SLT)
- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.

Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose of effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport

- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

(Appendix 1 – Managing Behaviour Flowchart**)**

Issuing a verbal reprimand and reminder of the expected behaviour

6.1 Instances of poor behaviour are taken seriously and dealt with immediately. All members of staff can use 123 Magic (stop behaviour system). 1 2 3 Magic is a behaviour management program (see **Guidelines for 123 Magic at Woodcroft**) that has been adopted as a whole school strategy.

Basis of approach

There are three steps to effective discipline.

Step 1 – Controlling unwanted behaviour: To get pupils to **STOP** doing what you don't want them to do.

Step 2 – Encouraging good behaviour: To get pupils to START doing what you want them to do.

Step 3 – Strengthening your relationship: Reinforce the bond between you and your pupils.

6.2 Where de-escalation strategies are not effective, the Learning Mentor and SLT can be called upon for support or to remove a pupil. It is desirable for pupils to be in lessons. Pupils will only be returned to class when the Learning Mentor or SLT is confident that they are ready to resume and the class teacher is ready to receive the pupil back. Class work can be set for the pupil to complete outside the classroom supervised by the Learning Mentor or SLT.

6.3 A record of all serious behaviour incidents are made on Arbor - Behaviour Log (School Management System) to help identify behaviour issues and share the information with staff, parents and outside agencies.

6.4 After an initial incident of negative behaviour, the following sanctions can be implemented depending on the nature of the incident:

- The pupil is sent to the Learning Mentor, a member of SLT or the headteacher.
- The receiving member of staff investigates the incident and decides whether or not it constitutes serious unacceptable behaviour.
- If the receiving member of staff deems the behaviour to be challenging, they will record the incident in the Arbor - Behaviour Log, as well as on the pupil's Success Chart if they have one.
- The pupil will be moved to the Learning Mentor who will determine the length of the period spent with her as well as any detention time.
- A Blue or Green Card or a Green Book letter (serious behavioural incident) may be given. If a Green Book letter is given the pupil's parents will be invited into school to discuss the incident. If appropriate a Success Chart will be agreed at this meeting.
- Victims of any challenging behaviour will receive a written apology or a verbal apology if appropriate, plus anyone affected by the incident. The Learning Mentor may offer additional support to a victim.

6.5 Following a second incident of serious unacceptable behaviour, the following sanctions are implemented:

- A Green Book letter (serious behavioural incident) will be given. The pupil's parents will be invited into school to discuss the incident. The Success Chart will be reviewed at this meeting.
- Victims of any challenging behaviour will receive a written apology or a verbal apology if appropriate, plus anyone affected by the incident. The Learning Mentor may offer additional support.
- Sanctions during break and lunchtimes may be set, as long as they don't impinge on the curriculum.
- Removal from activities at break and lunchtime may be appropriate.
- Pupils will not be able to represent the school while on a Success Chart, (see Appendix 2 Sanction of Non-Attendance at Clubs)

6.6 Following a third or fourth incident of challenging behaviour, the following sanctions are implemented:

- The Learning Mentor, Deputy Head and SENCO will consider if a Behaviour Support Plan should be put in place.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

Stage 1: Universal support – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.

Stage 2: Selected support – the support and interventions delivered using the school's resources, led by the SENCO.

Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.

Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a Behavioural Support Plan will be created to outline the necessary provisions in place.

The headteacher will consider whether the pupil should be excluded (for a fixed term) in line with the school's **Exclusion Policy** and determine the length of the exclusion.

6.7 Following a fifth incident of challenging behaviour, the following sanctions are implemented:

- The headteacher will send a Green Book letter to the parents, requesting a meeting.
- The headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- The pupil will have a Behavioural Support Plan in place.
- Parents will be made aware, in writing, that a further incident could result in a fixed term or permanent exclusion.

Detentions

1. The school will use detention as a sanction, during break and lunch times.
2. Parental consent is not required for detentions and, therefore, the school is able to issue detentions as a sanction without first notifying the parents of the pupil.
3. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. The Learning Mentor & SLT will usually supervise detentions.

4. If the detention is during lunchtime, pupils will be allocated time to eat, drink and use the toilet.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

Internal Exclusions

1. The school may decide to move pupil/s to a separate room away from other pupils for a limited period.
2. The school will only move pupil/s where absolutely necessary, and where the process outlined section 6.1.& 6.2 of this policy has been followed and has failed to resolve the behaviour issue.
3. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time.
4. The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.
5. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget

- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour Success Charts
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Follow the link below This is the 'Woodcroft Way' An Exemplary Behaviour Curriculum for Nursery to Year 6

The Woodcroft Way - An Exemplary Behaviour Curriculum

Positive teacher-pupil relationships

Follow the link below for guidance, 'Effective Routines and Explicit Teaching Habits – Expanding World Behaviour Curriculum'

https://docs.google.com/presentation/d/1GBLeeGCOVHvsZEUbBYYlgUtsI7Wl1vyONj5t8dK6Ln0/edit?slide=id.g3a08117d86a_0_3#slide=id.g3a08117d86a_0_3

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow

teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Follow the link below for guidance, 'Effective Routines and Explicit Teaching Habits – Expanding World Behaviour Curriculum'

https://docs.google.com/presentation/d/1GBLeeGCOVHvsZEUbBYYlgUtsI7Wl1vyONj5t8dK6Ln0/edit?slide=id.g3a08117d86a_0_3#slide=id.g3a08117d86a_0_3

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the school’s Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil’s parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. Parents will be informed on the same day if their child has been removed from the classroom.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete. The headteacher and other appropriate teachers will consider whether any assessment of underlying factors of disruptive behaviour is needed, and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will use detention as a sanction, during break and lunch times.

Parental consent is not required for detentions and, therefore, the school is able to issue detentions as a sanction without first notifying the parents of the pupil.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. The Learning Mentor & SLT will usually supervise detentions.

If the detention is during lunchtime, pupils will be allocated time to eat, drink and use the toilet.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Code of Conduct and Code of Conduct when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Code of Conduct and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

The headteacher and other authorised members of staff (Team Teach Trained - positive handling) are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Stolen items

Any articles that have been used, or could be used, to commit an offence or harm

Any physical intervention used will be conducted in line with the **Policy for Use of Reasonable Force.**

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules - linked to the Woodcroft Code
- Routines and Norms of Behaviour
- Praise
- Rewards

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Woodcroft Code of Conduct, (Safe, Respect and Able to Learn and Play) which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.

- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

- Teachers establish classroom rules at the beginning of the academic year which define what is acceptable behaviour and consequences if rules are not adhered to.
- Teachers ensure that classroom rules are always clear, comprehensive and enforceable.
- Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.
- Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
- Rules are placed on the classroom wall to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.
- Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.
- At the beginning of the school year, once the classroom rules have been devised, pupils review Home School Agreement (Home Link Book) which they are required to read and sign – for younger pupils, parents will read this with them and sign on their behalf.
- All rules outlined in the Home School Agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

The classroom environment

[Include details of your school’s approach to managing the classroom environment. A model section has been included below.]

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

1. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
    - **Immediate** – immediately rewarded following good behaviour.
    - **Consistent** – consistently rewarded to maintain the behaviour.
    - **Achievable** – keeping rewards achievable to maintain attention and motivation.
    - **Fair** – making sure all pupils are fairly rewarded
2. The school uses three different categories of rewards – these are:
    - **Social** – praise and recognition, e.g. a positive phone call or email home.
    - **Physical** – material rewards, e.g. tokens, stickers or certificates, (see Appendix 6 – Opportunities to Celebrate Achievement)
    - **Activity** – activity-based rewards, e.g. extra play, 'Golden Time', etc.
3. Teachers may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:
    - Tokens and stickers
    - Raffle tickets
    - Certificates
    - 'Golden Time'/Free time
    - Positions of responsibility
    - Class celebrations
    - Lucky dips
    - Phone calls and emails home
    - Extra breaktime

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

1. Pupils at the school must agree to represent the school in a positive manner.
2. The guidance laid out in the Woodcroft Code and the Home School Agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
3. Staff may discipline pupils for misbehaviour off the school premises when the pupil is:
    - Wearing a school uniform.
    - Travelling to or from school.
    - Taking part in any school-related activity.
    - Could negatively affect the reputation of the school.
    - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
    - Could disrupt the orderly running of the school.
4. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's **Anti-Bullying Policy**.
4. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.
4. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the **Complaints Policy**.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

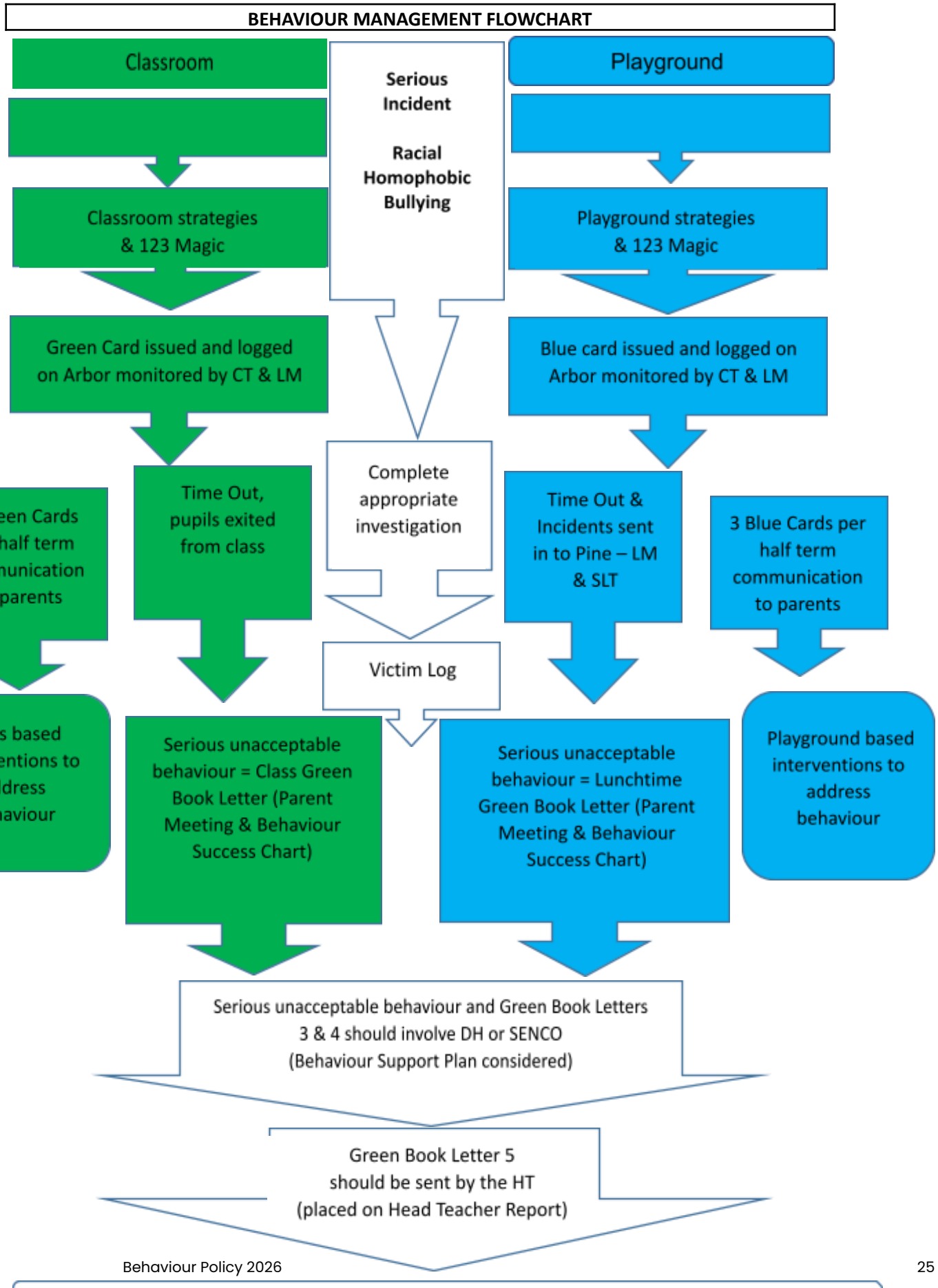
15. Monitoring and review

This policy will be reviewed on an annual basis; changes will be communicated to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2027

Appendix 1 Managing Behaviour Flowchart



Appendix 2 Sanction of Non-attendance at clubs

Following an unacceptable behaviour incident, resulting in a Green Book letter, pupils will be suspended from voluntary after school clubs for an agreed number of sessions. Reintroduction to extracurricular activities will be conditional to successful achievement of their behaviour targets:

- Green Book letter issued
- Meeting with parent
- Behaviour Targets established inc. participation at club linked to targets through agreed time specific criteria
- Club coordinator informed
- 24hrs notice given prior to removal from club – unless the incident was sufficiently serious that parents attended school that day
- If the Class Teacher feels that it is inappropriate/unsafe for a pupil to attend a club due to behaviour issues then the class teacher should contact/or arrange for contact to be made with parents. This should lead to a meeting after school the same day
- While on a Success Chart pupils cannot represent the school in external events or activities
- If pupil fails to achieve targets the report continues following a review with parents – the above procedures repeats if appropriate

Notes

Intervention strategies cannot be used as sanctions i.e. those in which a pupil is listed in an intervention planning form.

Paramount is what is in the child's best interest. This decision should be made in collaboration with the class teacher and staff member running the club.

Appendix 3 Success Chart

Name
Success Chart

My Targets

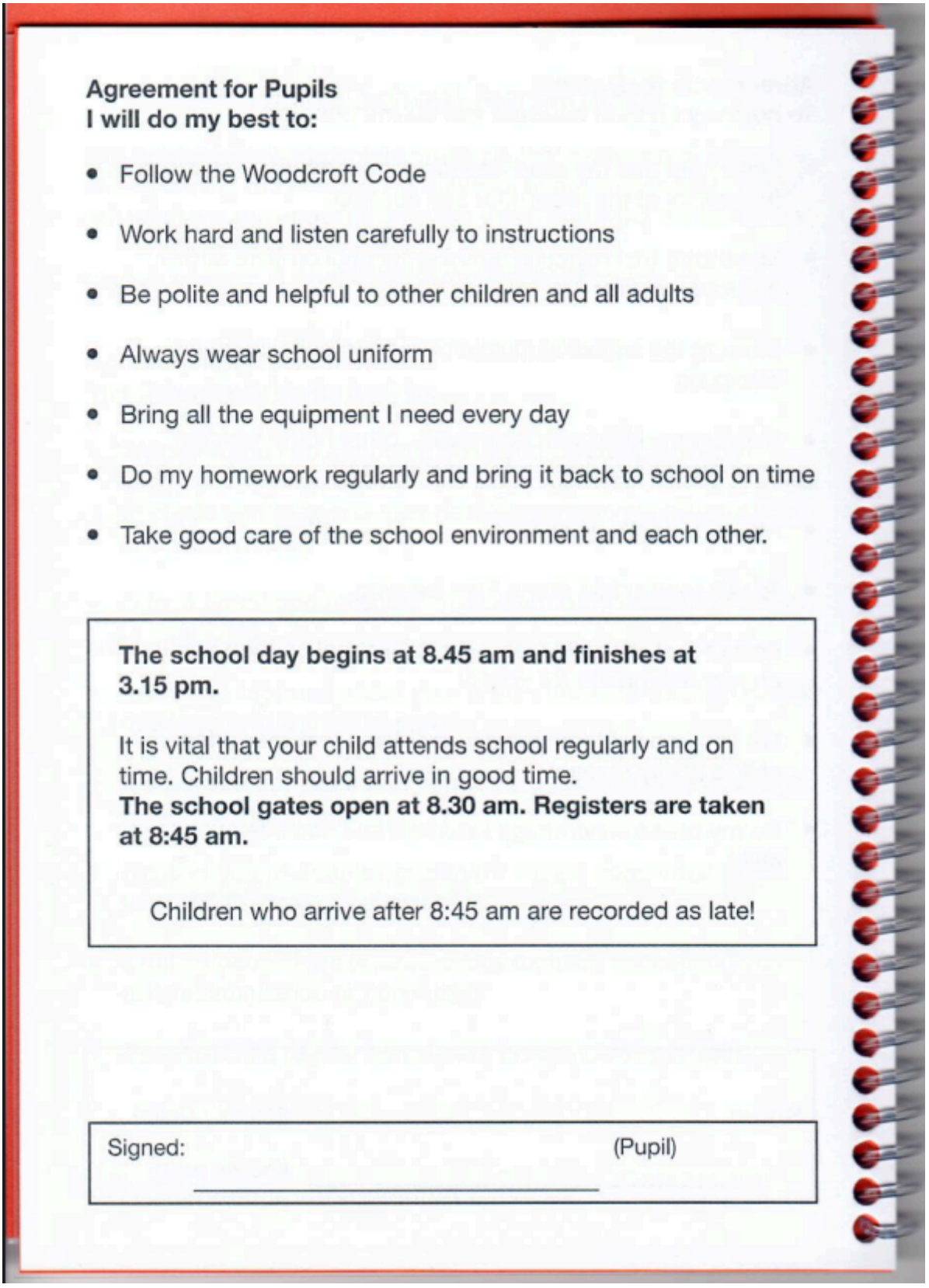
1. To keep my hands and feet to myself.
2. To ignore people who are trying to upset me.
3. To ask an adult for support when I need it.
4. To follow instructions from all adults.

Green - achieved!
Yellow - 1 reminder
Red - 2 reminders



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LESSON 1	○○○○	○○○○	○○○○	○○○○	○○○○
Transition Time					
BREAK	○○○○	○○○○	○○○○	○○○○	○○○○
Transition Time	○○○○	○○○○	○○○○	○○○○	○○○○
LESSON 2	○○○○	○○○○	○○○○	○○○○	○○○○
Transition Time	○○○○	○○○○	○○○○	○○○○	○○○○
LESSON 3	○○○○	○○○○	○○○○	○○○○	○○○○
Transition Time					
LUNCH	○○○○	○○○○	○○○○	○○○○	○○○○
Transition Time					
ASSEMBLY	○○○○	○○○○	○○○○	○○○○	○○○○
Transition Time					
LESSON 4	○○○○	○○○○	○○○○	○○○○	○○○○
Transition Time					

Appendix 4 Home School Agreement (Home Link Book)



Agreement for Pupils
I will do my best to:

- Follow the Woodcroft Code
- Work hard and listen carefully to instructions
- Be polite and helpful to other children and all adults
- Always wear school uniform
- Bring all the equipment I need every day
- Do my homework regularly and bring it back to school on time
- Take good care of the school environment and each other.

The school day begins at 8.45 am and finishes at 3.15 pm.

It is vital that your child attends school regularly and on time. Children should arrive in good time.
The school gates open at 8.30 am. Registers are taken at 8:45 am.

Children who arrive after 8:45 am are recorded as late!

Signed: (Pupil)

_____

Appendix 5 Norm Behaviours

Developing the Classroom Behaviour Culture

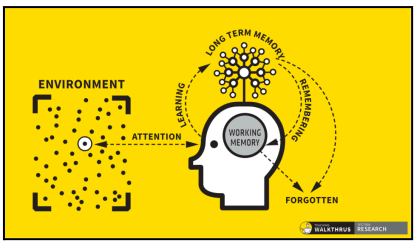


Class culture can be defined as 'the beliefs and values' held in the classroom. In effect, what matters and what doesn't, what is valued and what is ignored. These values are demonstrated by a set of social norms. These are everyday tangible behaviours (some desirable and some not so).

Norms are NOT the same as rules on your wall! They are the accepted behaviours that truly reflect your expectations. It is easy to create unintended 'negative' norms. e.g. do you 100% enforce your expectation for talking during lessons?

The know - teach - maintain model

We need to think of behaviour management as a **curriculum for brilliant conduct.** Good behaviour needs to be taught and not told. It needs to be demonstrated as well as stated. To do this we follow the know - teach - maintain model.



16. **Know** the define the exact norms you want to build into your culture
17. **Teach** the norms and demonstrate; don't just not tell them
18. **Maintain** norms should be constantly and consistently modelled by everyone inc. staff

Every day, normative messages need to be repeated, and upheld for it to be sincere. They have to be lived. That means lots and lots of real life physical things pupils are expected to do automatically.

There must be a response when a norm is broken - never let things slide! When you ask for something to be carried out - FOLLOW THROUGH - only then does the norm become real.

Consistency

Your responses must be highly consistent OR you normalise inconsistency. Pupils must feel the teacher believes in the norms and believes in the child. They must understand that norms are for their benefit - like being part of a class club. Norms are valuable for everyone.

Norms can often be communicated as classroom routines; simple 'tangible' behaviours that are the bricks of your class culture.

Norms must be broadly consistent across the school. They must be known, agreed and upheld by EVERYONE. Everyone must challenge behaviours that do not meet our norms. It is also imperative that adults model the norm behaviour.

123 Magic

At Woodcroft we use 123 Magic in the first instance if a child has broken a norm.

Arbor

If a pupil's repeated negative conduct breaks a norm it is recorded on Arbor and escalated to SLT

Do you THINK you have HIGH expectations?

- Can you verbalise your standards as norms?
- Do you watch other staff- how do your standards compare with others in the school?
- Are you challenging everything that crosses your boundaries?
- Do you reflect on the impact of your own adult behaviour?

Appendix 6 Opportunities to Celebrate Achievement

Achievement Assembly

- Class teachers have personalised class based strategies to celebrate achievement and progress within their class and across the year group.
- Personal Points are awarded in KS1 & KS2, for achievement, behaviour, effort and other forms of positive behaviour.
- Bronze, Silver, Gold, Platinum, Ruby, Diamond certificates are awarded depending on the number of Personal Points achieved; 30, 75, 150, 250, 500 and 1000 respectively.This system is a whole school approach from Y1- Y6.
- In KS2 Achievement Nominations are awarded by class teachers and teaching assistants, to individuals and groups within an Achievement Assembly.
- Achievement Assemblies are held to celebrate Personal Points certificates and achievements in and out of school
- Foundation Stage award certificates and stickers.
- Yellow cards are awarded by MTS's at lunchtime and those staff on duty at break times.

Appendix 7 Behavioural Management Observations Review Form

Name of pupil:		**Year group:**	
Name of key worker:		**Date:**	

Do there appear to be any patterns triggering the pupil's behaviour?
Are our existing management systems effective?
What achievable targets could we implement for the pupil to work towards?
What are the pupil's strengths?
What effective strategies could we implement to help the pupil achieve their targets?

Additional comments