

*'Live life in all its' fullness'*



**WOODSIDE C.E.(VC) PRIMARY SCHOOL**

# **Behaviour Policy**

**School expectations and guidance for staff, parents and  
governors on behaviour**

**2025-2026**

Date Ratified:	November 2025
Date Due for Review:	September 2026
Signed Head Teacher:	
Signed Chair of LAB (where appropriate):	

**Love Respect Hope Forgiveness Challenging Injustice**

## 1. The Policy

At Woodside Primary School we aim to encourage and shape the children into well rounded, responsible members of society with a lifelong enthusiasm for learning. We believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian Values. We are guided by our Christian vision **'Together in God's love we inspire and grow through living life in all its fullness'** (John 10:10). In our Christian community relationships are based on our school values of **love, respect, hope, forgiveness and challenging injustice**. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part in our behaviour policy.

Our school is an inclusive school that works hard to meet the needs of all our children. We aim to be a school where children feel safe to be confident learners. At times children need help and support to manage and articulate their emotions, which is at the heart of our behaviour policy. Children who find it most difficult to conform to expected behavior need to be treated with respect and made to feel valued. Effective teaching and learning are dependent upon positive relationships between staff and pupils as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules and setting high expectations. Staff will always challenge unacceptable behaviour and language.

The success of our policy is not tested by the absence of problems but by the way in which we deal with them. This policy is inclusive for all children in our school; however, it may need to be adapted to support children with particular needs, which may result in an individual behaviour plan. All staff receive relevant training to enable them to be trauma aware. This includes attachment training, childhood trauma and safeguarding training. If a child is showing distressed behaviour or relationship seeking behaviour then an individualised behaviour support plan may be put into place. All stakeholders will be involved in this.

## 2. Our Aims

The aim of the policy is that it will:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave

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

### At Woodside Primary School we will:

- Provide a calm and purposeful working environment where children can develop socially, emotionally, spiritually, physically and academically.
- Encourage and support children to be the best they can be.
- Encourage increasing independence and self-discipline.
- Draw attention to positive and good behaviour (rewarding and celebrating children who display these attributes).
- Encourage children to achieve for the growth of themselves.

## 3. Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## 4. Definitions of misbehaviour

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting
- Physical behaviour
- Online harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour.

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional
- Physical
- Being unfriendly, excluding, tormenting
- Hitting, kicking, pushing, taking another's belongings, any use of violence

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*Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.*

## 5. Responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

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- Discuss any behavioural concerns with the class teacher promptly

### 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class make it possible for all pupils to learn
- Move quietly around the school
- Follow the school rules and live by our school values
- Treat the school buildings and school property with respect Wear the correct uniform at all times
- Accept sanctions when given
- Engage in restorative conversations

## 6. Promoting positive behaviour

At Woodside we focus on developing positive relationships and celebrating positive behaviour, encouraging all to meet our high expectations.

All adults in school will:

- Develop strong and positive relationships with children.
- Provide a warm welcome to children in school.
- Model expected behaviours by their attitudes and conduct.
- Encourage and celebrate children's achievements within school.
- Ensure clear and consistent routines are in place around school.
- Treat each child as an individual
- Apply the behaviour policy with equality and equity, adapting it in response to individual needs
- Work in partnership with the pastoral team to support behaviour.

Children will:

- Be responsible for their own actions
- Conduct themselves in a manner which keeps themselves and others safe.
- Show empathy for others.
- Be fair
- Reflect on their actions to change behaviour where necessary

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- Be taught about equality and equity, as a 'Rights Respecting School' so that they can recognise where the behaviour policy will need adapting to individual needs

### Parents Will:

- Demonstrate a positive attitude at home about school, teachers and the importance of education.
- Keep open communication with a child's teacher about concerns arising.
- Monitor homework to make sure it is completed on time.
- Refrain from debating/discussing school issues on social media.
- Encourage children to follow school rules and live out values, to promote the equality of the behaviour policy and treat all children with equity

### The Governing Body will:

- Support with the implementation of the behaviour policy.
- Provide support to the headteacher regarding disciplinary issues and exclusions.
- Review and monitor the effectiveness of the policy.
- promote the equality of the behaviour policy and treat all children with equity

## 7. Positive Behaviour Management System

Management of behaviour in classrooms should be based upon high expectations, positive reinforcement and support. Our three school rules are:

1. Ready
2. Respectful
3. Safe

These school rules are underpinned by our school values:

1. Respect
2. Hope
3. Forgiveness
4. Love
5. Challenging Injustice

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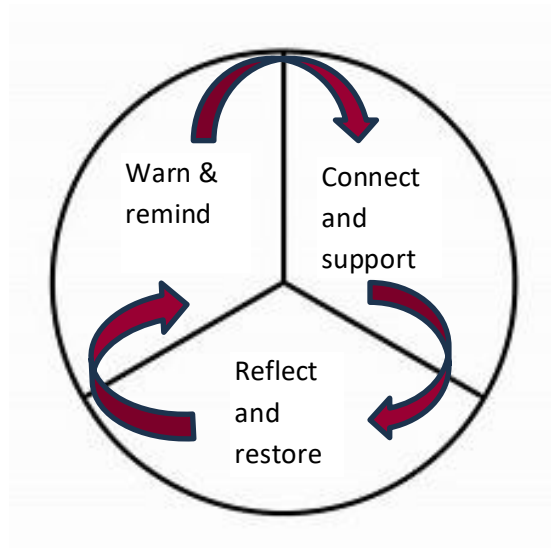
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### Whole School Reward Systems:

- Genuine praise and recognition- with individual and class rewards
- Recognition boards in all classes and wrap around provision. Children recognised for following the 3Rs- Ready, Respectful and Safe.
- Weekly hot chocolate with the Headteacher
- Half termly awards with the Headteacher chosen by the children through pupil voice
- Praise Post Cards
- Headteacher awards (celebrated every Friday)
- House points, rewarding individual and team success
- Star Pupil (given to one member of the class per half term)
- School ribbons to reward exceptional behaviour each half term

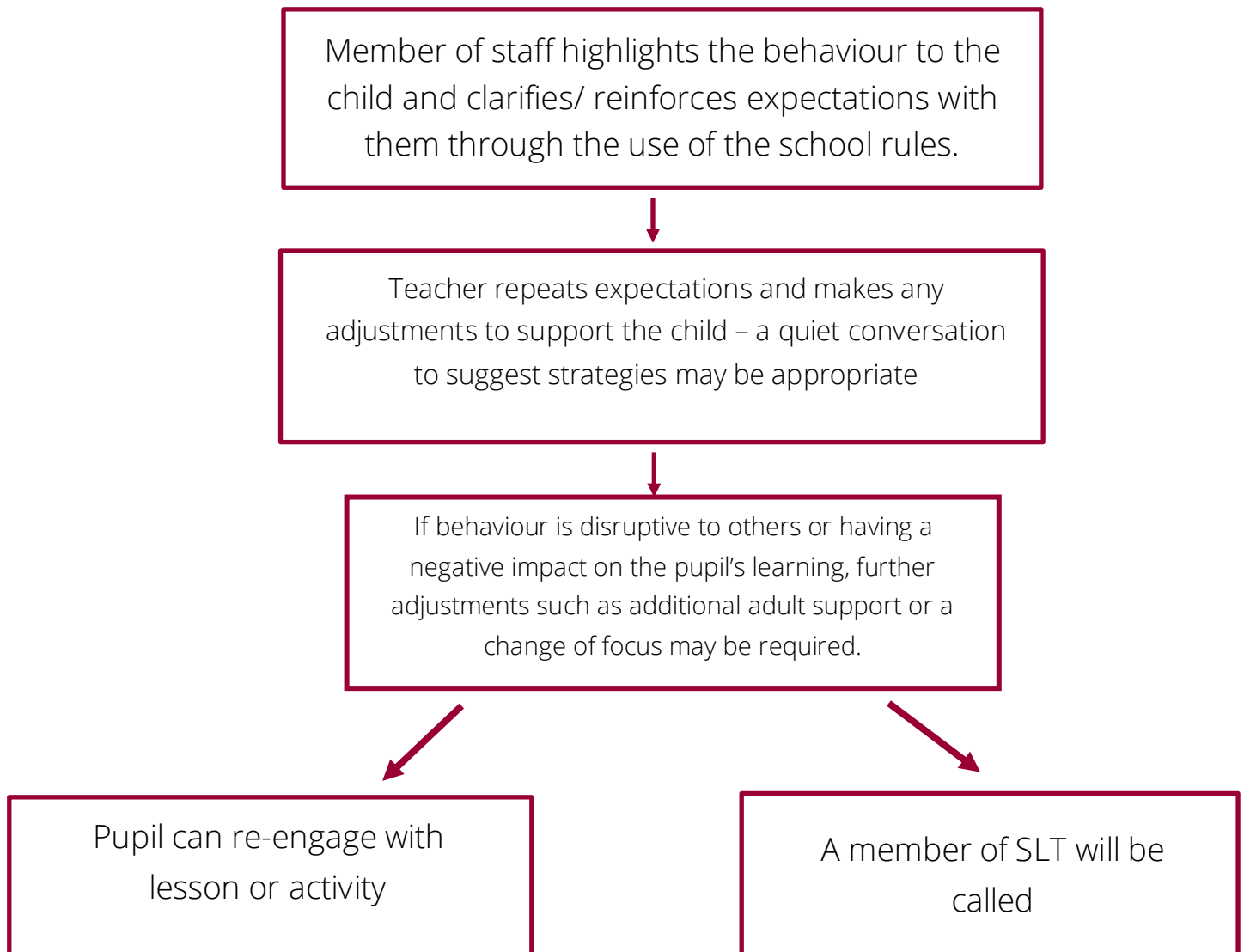
All Staff should ensure a good routine and expectations for their classroom and for when their children are around the school. These expectations are reinforced through collective worship and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

## 8. Consequences and actions



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Where a pupil's behaviour falls outside of these expectations, staff respond in the following way:



### Consequences include:

- A restorative conversation to restore and reflect
- Completing work at breaktime - in class and supervised by a class teacher.
- Pupil to work out of class- supervised by SLT

### Concerns with a child's behaviour

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on the child's record on Arbor. Where the teacher feels additional support or action is required to support a child, they should refer to the Inclusion team, where further assessment and individual plans can be put in place.

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### Class report

The decision for a pupil to move onto a class report will be in discussion with member of SLT who will arrange for a meeting with parent(s) and class teacher. The class report will be used to monitor behaviour in each lesson over a week. This goes home each day and will be reviewed at the end of a two-week period. After this period, if further support is needed, an individual behaviour plan will be agreed.

### Individual behaviour support plans

If a child has particular needs and the class teacher in conjunction with the SENDCO thinks it is appropriate an individualised behaviour system will be created and reviewed regularly.

### Serious incident/ serious class disruption:

In the event of a serious incident or serious class disruption, a red card will be sent to the office and a member of SLT will respond with immediate support.

In the event of danger or significant impact on other children, the class will be removed while the individual pupil remains supervised.

### Discriminatory language

Comments made on the grounds of race, gender, sexuality or religion will be challenged by staff, recorded and reported to parents. Further teaching with pupils based on British and school values will always follow, to develop pupils understanding and celebrate diversity. Records will be kept on C POMS.

## 9. Restorative Practices

Where relationships need to be repaired and rebuilt, the school will use Restorative Practices (RP) to develop community and to manage conflict and tensions.

It is a process that puts repairing harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behavior to focusing on building, nurturing and repairing relationships.

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We know that a whole school approach can contribute to:

1. Happier and safer schools
2. Mutually respectful relationships
3. More effective teaching and learning
4. Reduced suspensions
5. Raised attendance
6. Addressing bullying behaviour
7. Raising morale and self esteem
8. Promoting a culture of inclusion and belonging
9. Increasing emotional literacy

As part of the RP process, children and staff will be involved in meetings and circle time that include:

The five RP questions

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who else has been affected by what you did?
5. What do you think needs to happen to make things right?

Restorative Practice is NOT just about the questions. It is about a process that is seen as fair: allows free expression of emotions and significantly is about offering high levels of support, whilst challenging inappropriate behavior through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

**At the heart of the above is that each day is a fresh start.**

## 10. EYFS- Nursery- Roots and Shoots and Reception

Our school-based nursery, *Roots and Shoots*, and our reception class- *Acorns* follows the principles and expectations outlined in this Behaviour Policy, adapted appropriately for the developmental stage of our youngest learners. We recognise that children in the Early Years are at the beginning of their learning journey and are developing their understanding of emotions, social interactions, and self-regulation.

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In line with the Early Years Foundation Stage (EYFS) framework, behaviour expectations in the nursery are developmentally appropriate and focus on:

- Building secure, trusting relationships with adults.
- Supporting children to express their feelings and needs appropriately.
- Encouraging positive interactions with peers through modelling and guided play.
- Using consistent routines and visual supports to promote understanding and predictability.
- Implementing positive reinforcement and praise to encourage desired behaviours.

Where children require additional support, individualised strategies will be developed in collaboration with parents and the Early Years team, with input from the SENDCo and other professionals as needed.

### 11. Specialist Resource Provision (SRP) Communication and Interaction (ASD)

Our SRP supports children with Education, Health and Care Plans (EHCPs) for Autism Spectrum Disorder (ASD) and Communication and Interaction needs. All children in the SRP are included under the overarching Behaviour Policy; however, we recognise that their high-level additional needs may mean that their behaviour sometimes falls outside the standard expectations.

**In such cases:**

- Behaviour will be understood through the lens of neurodiversity and individual need.
- Personalised behaviour support plans and risk assessments will be in place for each child, developed collaboratively with families, the SRP team, the SENDCo, and external professionals.
- Staff working in the SRP are trained in autism-specific strategies, trauma-informed practice, and positive behaviour support.
- Responses to behaviour will prioritise understanding the function of the behaviour, supporting regulation, and promoting communication.

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- Where necessary, adaptations to the Behaviour Policy will be made to ensure equity and inclusion, while maintaining the safety and wellbeing of all pupils and staff.

The SRP is an integral part of our inclusive school community, and we are committed to ensuring that all children, including those with complex needs, are supported to thrive and succeed.

## 12. Opal Play and the Right to Play

At Woodside Primary School, we are committed to ensuring that every child has access to high-quality play every day. As an OPAL (Outdoor Play and Learning) school, we recognise that play is a fundamental right of every child, as outlined in Article 31 of the United Nations Convention on the Rights of the Child (UNCRC): *"Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child."*

Our approach to play is underpinned by the following principles:

- Play is essential for children's physical, emotional, social, and cognitive development.
- All children have the right to play, regardless of their behaviour or ability.
- Playtimes are a vital part of the school day and are not to be withdrawn as a sanction for behaviour.
- We believe that positive behaviour is best supported through meaningful relationships, restorative approaches, and inclusive play opportunities.

In practice, this means:

- Children will not miss playtimes as a consequence for behaviour, except in exceptional circumstances where safety is a concern and alternative provision is required.
- Staff will work with children to reflect on behaviour and support them to re-engage positively with play.
- The OPAL approach is embedded across the school and supported by all staff, ensuring consistency and equity in access to play.
- The play environment is inclusive, enabling all children, including those with SEND, to participate fully.

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We believe that through play, children learn to manage risk, resolve conflict, build friendships, and develop resilience — all of which contribute to a positive school culture and improved behaviour.

### 133. After School Clubs

Any child displaying anti-social behaviour whilst under the provision of an external provider will be referred to a member of staff on site and will be dealt with according to the policy.

### 11. Woodpeckers- Wraparound Provision

This school policy is followed when children attend Woodpeckers. There is a recognition board on display in Woodpeckers and a child from the recognition board is chosen each week for the weekly and half termly reward with the Headteacher. This is to ensure consistency across school.

### 12. Inclusion and Equality

We are committed to ensuring that all children, irrespective of ability, gender, ethnicity, religion, social background, language or disability are treated with equality and equity in all aspects of the Positive behaviour and Anti-Bullying policy. We are proud to be a Rights Respecting School.

### 13. Role of Headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

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- The Headteacher supports the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour including allegations of sexual harassment.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children when needed as a last resort, who repeatedly disobey their teacher's academic instructions or where allowing them to remain in school would seriously harm the education or welfare of the child or others in school

For repeated, or very serious acts of anti-social behaviour, or where the child in question would seriously harm his/her education or welfare or that of others in the school the headteacher may permanently exclude a child.

## 14. Suspensions and Exclusions

- Only the Headteacher (or acting headteacher) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.
- If the headteacher suspends a pupil, she/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.
- The headteacher informs BDMAT and the chair of the local governing committee about any permanent exclusion, and about fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.

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- if the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## 15. Physical Intervention

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents on C POMS

### Responsibilities of staff dealing with physically disruptive children:

In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a child to a place of safety, also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

### Positive handling procedures:

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary. In the event of a situation deteriorating to the extent that physical intervention is required, the member of staff involved initially should normally seek the assistance of another member of staff. Only staff who have received 'Team Teach' training will be involved with physical handling. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during

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the duration of the incident. **Staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during pregnancy.** Staff members should also take care when using physical intervention to ensure that their hands are free of any implements which may cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, where possible.

### Recording of incidents when physical intervention has been used:

After an incident which has necessitated the use of physical intervention, a record must be made as soon as practicable. For this purpose, the staff member involved will need to log the physical intervention on C POMs- electronic safeguarding management system and alert the Headteacher. **Contact with the child's parents should be made to inform them before they leave the premises.**

## 16. Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## 17. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 18. Safeguarding

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

### 19. Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### 20. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management also forms part of continuing professional development. We work closely with Beacon Behaviour for Schools and as part of our school improvement priorities staff receive regularly training through Beacon's Behaviour 360 online training tool and from Beacon staff.

### 21. Monitoring

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

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

## 22. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy 24 and KCSIE 24
- Anti-bullying policy
- Online safety policy
- RSE policy

*This policy has been written with Christian Values at its heart and valuing each of God's children. As a school we are determined to be a place where individuals grow and thrive.*

Approved by Chair of LAB..... date.....

Headteacher..... date.....

Review Date: September 2026