



Woodbridge Primary School

Behaviour Policy

Approved by Governors	January 2024
Last Reviewed	June 2023
Next review due	July 2024

Signed by:

A handwritten signature in black ink that reads "Nick Wellington". The signature is written in a cursive style with a large, stylized 'W'.

Mr Nick Wellington

Chair of Governors

Signed by:

Melissa Geater

Mrs Melissa Geater

Interim Headteacher

1. Opening Statement

Woodbridge Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and supports excellence. Every member of the school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that behaviour is a skill which is taught and our behaviour policy guides staff to teach self-discipline and reflection with the belief that a partnership model is the most effective method to overcome barriers which may prevent positive behaviour.

2. Aims

This policy aims to:

- Create a culture of exceptionally good behaviour for learning, as part of the community and for life.
- Promote a community which values kindness, care, empathy for others and inclusion.
- Ensure that excellent behaviour is the minimum expectation for all.
- Help learners to take control of their behaviour and be responsible for the consequences of it.

3. Purpose of the policy

- Recognise behaviour expectations
- Provide a consistent approach to behaviour management by outlining our system of rewards and sanctions and associated approaches to escalation.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Set out possible interventions and support mechanisms for individual learners in order to overcome any barriers to positive behaviour.

4. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Suspension and permanent exclusion from maintained 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
- The United Nations Convention on the Rights of the Child

5. Whole school approach

We believe that all within the school community have the right to be safe, trusted and respected. This spans many areas and attitudes within the classroom, in the playground, within the school and in all areas beyond these boundaries, and includes children and adults alike. All aspects of the policy will be applied fairly and equally to all members of our community with an understanding for pupils with SEND and how the policy is communicated and supported.

By safety we include:

- 1. Physical safety – which includes Health and Safety Practices
- 2. Emotional safety - which includes Online Safety, Anti Bullying, Safeguarding and Child Protection.

The above applies to all aspects of the school community including all groups identified by the Equality Act 2010; to include but not exclusive to the Protected Characteristics.

This is addressed through our whole school ethos and there are many ways in which the school fosters the children's understanding of the world in which they live. The school's approach to learning is based around the principles of our 7Cs, or learning behaviours, of Curiosity, Commitment, Consideration, Craftsmanship, Confidence, Creativity and Communication, which underpin our curriculum. All staff have a shared responsibility to support all learners to have the highest standard of behaviour and will challenge any behaviours which do not meet the high standards expected at Woodbridge Primary School.

The whole school operates 3 fundamental behaviour expectations;

- Kindness and Respect
- Calmly and Quietly
- Listen, Respond and Persevere

These are displayed around the school and in classrooms as well as being referred to in assemblies and in class at the start of each half term. Each class also writes their own Class Charter based on these behaviours and in an age appropriate form. Adults working in the school community provide a role model for the children and, as a school, we use PSHE, RSE and Circle Time sessions to enhance children's understanding of their rights and responsibilities and how they can develop healthy relationships and make a positive impact on the society around them.

6. Rewards & sanctions

Rewards

Children across the school learn that their contributions are valued and important and their actions are celebrated. Good standards of work and behaviour will be rewarded in the following ways:

- Praise: This can take the form of individual, class and whole school and can be either verbal or written.

- Points system: Children gather points for their behaviours, including attitude to learning. These points are then exchanged for a 'Smiley Face' at particular intervals;
 - Every 100 points in F2 and Year 1
 - Every 150 points from Year 2 onwards
- These points will be collected on the school's chosen platform - Class Dojo
- It is expected that at the collection of each 'Smiley Face' families will be informed:
 - 1st Smiley Face using Class Dojo
 - 2nd A notification directly from the class teacher
 - 3rd A written letter of commendation from the Headteacher
- Nursery collect stickers as a form of positive reinforcement and acknowledgement
- 'Star of the Week': A member of each class will be recognised for the endeavours over the course of the previous week which will directly correspond to one of the 7 Cs. This will be recognised in a whole school assembly, put on display in school and shared on the weekly newsletter for families.
- End of Year recognition in the form of 'shields' where pupils across the school receive nominations from staff and are celebrated in assembly with an invited audience.

Sanctions

The school sometimes has to use sanctions to reinforce the school expectations, and to ensure a safe and positive learning environment for all. We employ each sanction appropriately to each individual situation and child. A sanction is seen as "wiping the slate clean". We make distinctions between minor and serious misdemeanours and we differentiate between a child and the actions of a child. We respect the pupil's voice and children are always given the opportunity to explain their version of events/reasons behind their actions. Ultimately, we expect children to acknowledge inappropriate behaviour and respond appropriately.

The school may use one or more of the following sanctions in response to unacceptable behaviour and it is expected that these would escalate through the process if required and takes into account an individual's need and level of understanding;

- A reminder of behaviour expectations from a member of staff
- Verbal warning from the class teacher which may be supported by a visual aid depending on the age and understanding of the individual
- Removal from the group for a period of time but the aim should be to reintegrate the individual to the group after a period of reflection
- Should there be no change to the behaviour; escalate to a Senior Leader (phase leader for example)
- Parental conversation

It is important to recognise that behaviour is a form of communication and that behaviours over time can show a pattern of communication. The school uses CPOMs to track and monitor behaviour of individuals and as trends across the school. It is not expected that all acts of behaviour will be recorded by staff however if there has been a deliberate physical or verbal incident by a pupil, this will be recorded. The record will show the incident and the associated actions.

Measures in more serious circumstances;

It is accepted that on occasion the steps of this escalation procedure may need to be escalated more quickly e.g. for examples of physical or verbal assault on a peer or against an adult. It will also be anticipated that should there be a build up of unacceptable low level disruption over a period of time and strategies employed by the classroom teacher and phase leader in the first instance have had little to no impact over a period of time then the Headteacher/Deputy Headteacher will be notified.

If the monitoring of an individual's behaviour shows a pattern of concern then the following strategies could be applied:

- Individual behaviour plans
- Behaviour Trackers
- Additional pastoral support
- Seek advice from external agencies such as Mental Health Support Team and the Specialist Education Services which can include: the Cognition & Learning, Communication & Interaction, Sensory & Physical, Social, Emotional and Mental Health, Whole School Inclusion Services and the Education Access team
- Internal exclusion with a senior member of staff
- External suspension and parents asked to attend a meeting with the Headteacher as part of the reintegration process.
- Use of reasonable force procedures

7. Bullying

The WPS School Council has defined bullying:

"Bullying is repetitively being mean to the same person. It is constant verbal or physical abuse to someone. Bullying can make someone feel sad, lonely, dejected, miserable and when it has happened for a few weeks, people can feel depressed or stressed. If this happens to you, tell a teacher immediately." (Year 4 pupil)

"If you have bullied someone, stop it because it hurts people inside" (Year 4 pupil)

We will not tolerate bullying in any form, and consequences as set out in this policy will be used to challenge unacceptable behaviour between peers. Further information can be found in the school's Anti-bullying Policy.

8. Responsibilities

All members of the school community will support the expectations set out in this behaviour policy

The role of all staff is to:

- Model positive behaviour in line with the three behaviour expectations.
- Build positive relationships.
- Plan lessons which engage, challenge and meet the needs of all learners.
- Ensure that acceptable behaviour is the norm in our school, challenging any unacceptable behaviour.
- Support pupils to have a reflective attitude to their behaviour and the resulting consequences.
- Recognise when children may need additional support and strategies to help them manage their behaviour.

- Record behaviours using the school's reporting tool, CPOMs, which will be monitored by the SLT.

The role of senior staff is to:

- Model positive behaviour in line with the three behaviour expectations.
- Be a visible presence in their phase.
- Recognise and encourage positive behaviours and the efforts of learners and colleagues.
- Support colleagues within their phase to respond to challenging behaviour in line with the behaviour policy.
- Support colleagues with liaising with parents if required.

The role of the Headteacher is to:

- Model positive behaviour to all members of the school community.
- Review, monitor and implement the school's behaviour policy consistently ensuring the health, safety and well-being of all children and staff.
- Report to governors on its effectiveness as required.
- Set the standards of behaviour and support the staff in its achievement.
- The Headteacher (or Deputy in the absence of the Head) has the responsibility for issuing fixed term or permanent exclusions for serious acts of unacceptable behaviour.

The role of the governing body is to:

- Agree the general guidelines used within the school to determine the standards of discipline and behaviour.
- Work with the Headteacher on particular disciplinary issues.
- Review the behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness.
- Hold the Headteacher to account for its implementation.

The role of parents is to:

- Uphold the behaviour expectations as set out in this policy.
- Communicate with school at the earliest opportunity if they have concerns about current behaviour.
- Participate in partnership with the school to model positive behaviour and to ensure positive interactions with staff.
- Support their child as they refine social skills, behaviour choices and develop independence, maturity and responsibility.
- Support the school in any reasonable sanctions they may use to ensure the safety of their child or others in the vicinity.

Parents and carers can use a range of methods to report their concerns to the school.

- Email or telephone the school office to share information
- Make an appointment to see the class teacher to discuss concerns in the first instance
- Make an appointment to see the Key Stage Leader or Headteacher (for more serious concerns)

9. Positive handling

It is not illegal to touch a pupil, and there are many occasions when physical contact is both proper and necessary, e.g. when comforting a distressed child, when congratulating a pupil or ensuring the safety of a child such as checking a seatbelt is fastened on a coach. This will always be proportionate and age appropriate and as a school we operate an 'open door' policy to mitigate against allegation.

In some cases, a child's behaviour may escalate and staff may be required to use positive handling strategies to ensure the safety of a child or others. This will be used if all other strategies have been tried. The main reasons that a child may require positive handling will be if they are committing an offence, injuring themselves or others, or causing damage to property compromising the good order or discipline of the school.

Staff receive regular training and updates in de-escalation strategies and if positive relocation is required it is expected that two members of staff are present. All incidents of this nature will require recording on the school's CPOMs system with an account from both members of staff. And in addition staff are to use the SCC Incident Report Form available from the school office, for incidents that lead to physical injury or emotional damage as a result.

10. Property

Pupils are responsible for their own personal property. The school does not accept responsibility for pupil's possessions, this includes mobile devices.

There may be occasions where it is deemed necessary to confiscate an item of pupil property until the end of the school day. This would apply in the following cases:

- If the item was deemed as dangerous
- If the item was causing disruption or distraction
- If the item was of significant monetary value and needed to be kept in a secure place

There may also be occasion to search for a stolen or dangerous item in a coat or bag etc. This will be done in the presence of the child and another member of staff.

Older pupils who walk to and from school independently are permitted to bring a mobile phone with them but it is expected to be handed in to the school office at the beginning of the school day in order for it to be securely stored for the day. A pupil is expected to collect their device at the end of the school day. It is not expected that a pupil should access or use their mobile device during the school day.

11. Exclusions

Suspension and Exclusion

"Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education." (DFE; Suspension and Exclusion Guidance, September 2023). Woodbridge Primary School has high expectations of behaviour from all members of the school community and all staff are trained to interact with all pupils positively and create a positive school atmosphere. However we understand that on

occasion the Headteacher may need to issue a period of fixed term suspension or, issue a permanent exclusion.

Woodbridge Primary School takes a preventative approach to suspension and exclusion and this behaviour policy sets out our approach and additional support strategies to reduce the risk of suspension and exclusion.

When is a suspension or permanent exclusion issued?

Only the Headteacher or Deputy Headteacher, in liaison with the Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The length of the suspension is at the discretion of the Headteacher and will take into account the severity of the incident and if the behaviour is persistently repeated. A suspension does not have to be for a continuous period.

A decision to suspend or exclude a pupil will be taken only:

- **In response to serious or persistent breaches of the school's behaviour policy, and**
- **If allowing the pupil to remain in school would seriously harm the education or welfare of others.**

Examples could include and are not limited to:

Behaviour which poses a risk to the safety or welfare of themselves or others such as:

- An act of deliberate physical harm to peers, staff or property.
- Verbal assault to peers, staff or property
- Refusal to comply with instructions from adults

In the majority of cases the suspension would be as a result of a culmination of support strategies such as an Individual Behaviour Plan, an assessment of risk and additional Early Help strategies available to the individual school.

How long can a suspension last?

A fixed term suspension can vary in length on reflection of a number of factors such as:

- The severity of the incident
- The probability of the incident reoccurring
- Whether this is a build up of behaviours
- Whether this incident is a repeat of inappropriate behaviours

If a pupil is receiving support from off-site provision such as a Pupil Referral Unit (PRU) or alternative therapeutic provision as part of their education, These will not be included within the number of days of suspension as this provision has been put in place as a support mechanism for the pupil. As stated by DFE in September 2023 guidance; 'A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.' The off-site provision will be made aware if a suspension has been issued over a period which would include the child's attendance at their site e.g. if a suspension is issued on a Monday and the child would attend an alternative provision on Tuesday, the provision would be made aware as this may affect the child's behaviour whilst on site.

Why would a Permanent Exclusion be issued?

This situation is actively avoided wherever possible and it is expected that preventative steps would have been taken up to this point and may include, but not limited to;

- Individual Behaviour Plan
- Reasonable adjustments
- Outside agency support e.g. AANT, Educational Psychology Services, Specialist Education Services
- Parental engagement
- Possible part time timetable arrangements

However, if all support strategies available to the school and that are suitable to the pupil have been exhausted, there has been no improvement in behaviour and there continues to be repeated and serious breaches in the school's behaviour policy and/or the pupil remaining in school **would seriously harm the education or welfare of others**, a Permanent Exclusion could be issued. Further information about this process can be found in the Suspension and Exclusion Policy.

12. Equal opportunities

This policy conforms with the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. We recognise our legal duty to make reasonable adjustments for disabled children, or those with Special Educational Needs.

13. Extended services and extracurricular behavioural expectations

The same expectations of behaviour that are set out in the school's class charters and code of conduct will apply when children attend the following;

- The school's wraparound care provision 'Willow Garden'
- Extracurricular clubs
- Forest Schools
- School Trips (including residential trips)

In the unlikely event of a behavioural incident taking place in one of these settings, then the child will be issued with a verbal warning to help them correct their behaviour choice. Should the child fail to respond to this warning then they will be given a 'timeout' from the activity for a set period of time. Should the child continue to behave in an inappropriate or dangerous manner, the child will be sent to a member of SLT, for Willow Garden/Extra Curricular Clubs, and if their behaviour doesn't improve they may not be able to attend the club going forward. No refunds will be issued in this event. Should a child continue to behave in an inappropriate or dangerous manner after a verbal warning and timeout on a trip, then it may be necessary for the child to return to school and, if so, the child's parents/carers will be contacted. For a child on a residential trip, parents and carers will be contacted and will need to collect their child at the earliest opportunity to support the school in maintaining a safe environment.

14. Links with other policies/documents

This behaviour policy is linked to the following policies and school documents;

- Child Protection & Safeguarding Policy and Procedures
- Anti-Bullying policy
- Online safety policy
- PSHE policy
- Suspension and Exclusion policy