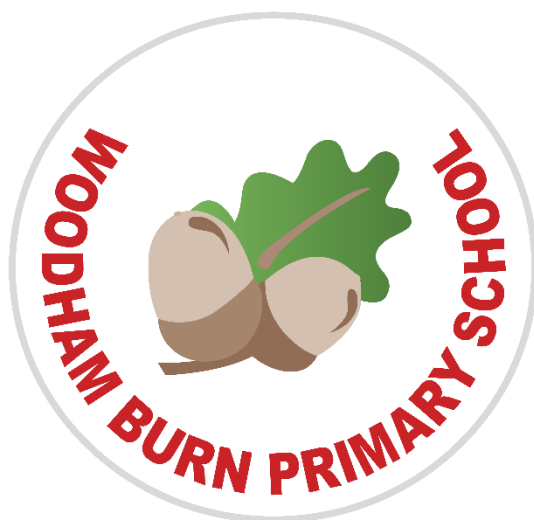


Woodham Burn Community Primary School



Behaviour Policy and Guidelines

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Policy prepared by	Fiona Anderson
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We understand that behaviour is a byproduct of current feelings, emotion and understanding of the world around us. With this in mind, our educational approach is underpinned by the following school values:

Caring
Independence
Teamwork
Learning
Respect
Equality

Because the child is at the heart of everything we do, we tasked the School Council to find the views of pupils in school and the values they want reflected in school.

At Woodham Burn Primary School, we believe that children learn best when they feel safe and when they feel valued as members of our whole school community.

Our systems of positive behaviour management are built around our school values and are encouraged by all members of staff. It is implemented by all staff by using a restorative approach. We adopt the mindset that school is 'a safe place to make mistakes.

We believe that children need praise and encouragement to succeed, and we acknowledge and reward behaviour that reflects sensible choices and allows learning to take place. We reward appropriate behaviour, which supports our belief that everyone is entitled to care, courtesy, and consideration.

We challenge individuals who, by making poor behaviour choices, inhibit the well-being and learning of themselves and others. We encourage children to reflect on the impact of their actions.

We believe that everyone is accountable for the consequences of their choices. We know that children are part of the wider community and trust that parents and carers will support our behaviour policy. We acknowledge the importance of their support and believe that we should all work together to ensure Woodham Burn Primary School is a safe and caring learning environment for everyone.

To achieve our aims we recognise that adults play a vital role in modelling behaviours that provide a positive image to pupils.

Routines Matter

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have clear routines and expectations at the centre of our behaviour approach – setting the tone from the second that the children and families arrive at school. These are around:

- Consistent arrival routines
- Line up and movement around school
- Consistent whole school reward and recognition
- Consistent adult language and approach to behaviour
- Routines within the classroom

At Woodham Burn Primary school we aim to;

- Provide a happy, safe, and positive learning environment.
- Help all children reach their full potential.
- Encourage children to accept responsibility for their own behaviour:
- Ensure our rules are applied consistently, fairly and reviewed regularly.
- Establish consistent procedures so that conflict can be resolved quickly in a positive non-violent manner.
- Enable our staff to teach and work in a purposeful and non-disruptive environment.

All members of the school community are responsible for behaviour. All staff must address incidents that do not support our school values. This could be by simply addressing a child and suggesting ways that they can improve a situation or an in-depth restorative conversation.

We aim to teach our children how to be considerate and self-disciplined individuals. We expect our children to behave appropriately:

- Work hard and to the best of their ability
- Move around school in an orderly fashion (walk around school, line up sensibly)
- Respect equipment (tidy classroom, hanging up bags and coats)
- Talk to each other in a polite and courteous manner
- Be respectful of one another
- Accept responsibility for their own behaviour
- Allow others to work to work to the best of their ability
- Listen to each other's point of view

Rewarding good behaviour

All children who make good choices and choose to behave well are praised appropriately. Praise may be delivered in multiple ways:

Recognition Board

At Woodham Burn, children are recognised for following the school rules and displaying the school virtues. Each week, there is an agreed theme, based on the school values. When all children (who do not have bespoke behaviour plan) have been recognised for that week, there is a class reward. E.g., 10 minutes break, extra story time

Dojo Points

Dojo points will be used to celebrate positive actions by the children in class. They will receive a dojo for demonstrating our school values. Once children get 50 dojos they will get a certificate. Once they achieve 300 dojos they will get a rainbow badge.

Star of the week

Each week, the teacher picks a child from their class who has shown the agreed school value. Their positive behaviours are celebrated when they receive a certificate awarded by a member of SLT in the whole-school assembly.

In addition to the formal recognition above; adults are also used to use some of the additional strategies outlined below:

- Verbal praise.
- Class Dojo awards and notes home (linked to values)
- Being sent to other members of staff for rewards and praise.
- Head teacher's Awards.
- Worked shared with the wider community (Twitter/newsletter)

Strategies and stages

In primary school, children are not only learning to read, write and count – they are also learning to behave. Children will require their behaviour choices to be checked or addressed, at times.

Before this conversation happens, it is vital that the adult stops and considers:

- How would I speak to this child if their parent/carer were on my shoulder?
- It is my professional responsibility to stay calm; I need to be mindful of my tone, body language and intonation.
- How can I make my point concisely? I need to keep further disruptions to learning to a minimum.

At Woodham Burn Primary School, we have a clear, stepped approach to addressing a child who is not doing as we expect. Children learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We use positive reinforcement of good behaviour whenever possible. When things go wrong,

children will be strongly encouraged to participate in a restorative method of putting them right; however, when children make the wrong choices and misbehave, the following systems are used.

Staff will:

- Use facial expressions, make eye contact.
- Walk past a child and place a hand gently on their shoulder.
- Ignore attention seeking and praise those who are doing the right thing.
- Draw attention to the poor behaviour, tell the child to make better choices and state what these might be
- Give them an appropriate amount of time to put it right.
- State that there will be a consequence if the wrong choice continues to be made.

If a child from Years 1 through 6 fails to follow the school values and attitudes the following flow of consequences will be used.

Stages	Examples of possible behaviours	Steps
Stage 1 – Warning	Interrupting/calling out Classroom disruption running inside the building ignoring instructions pushing in the line misuse of school property Unkind language Unfinished work	Quiet reminder Changing of seats Quick chat with teacher at break time Record on the behaviour monitoring chart
Stage 2 – Second Warning	Persistent behaviour within stage 1 Rudeness Inappropriate remarks to others Minor challenge to authority Damaging school/pupil's property Leaving the classroom without permission Rough play/play fighting Swearing Deliberate provocation of others	Consider dojo to parents Loss of some time with class teacher to reflect Time with an adult on the yard (if break/lunch time) Record on the behaviour monitoring chart
Stage 3 – Reflection	Persistent behaviour within stage 2 Rudeness Inappropriate remarks to others Minor challenge to authority Damaging school/pupil's property Leaving the classroom without permission Rough play/play fighting Swearing Deliberate provocation of others	Time in partner's room Record on the behaviour monitoring chart EYFS – Work within another EYFS space. Conversation with parent / carer
Stage 4 – Missed time	Persistent Stage 3 behaviour Bullying Fighting Intentional violence Refusal of an adult's instructions Highly offensive remarks to staff	Record on the behaviour monitoring chart Miss break/lunch time Consider referrals Consider behaviour chart EYFS – five minutes in a timeout chair CPOMS on discussion Conversation with parent / carer
Stage 5 – Discussion with Senior Leader	Persistent stage 4 Persistent verbal abuse Physical abuse of any adult Leaving the school grounds without permission Threatening weapon Deliberate sexual act	Parent to be informed by SLT Recorded on CPOMS Loss of extended time Internal isolation Fixed term suspension Exclusion Educational intervention

In some cases, children will require alternative approaches towards behaviour. These should be discussed with school leaders and consideration for a behaviour plan to be put in place.

At times, children can present with behaviours that pose a risk to themselves, others or to property. In these situations, trained staff would physically intervene using positive handling techniques. The hope is to always deescalate a situation, but this can at times, not be sufficient to keep young people safe. School ensures to follow the DFE guidance 'Use of Reasonable Force.'

Children at risk of significant behaviours around harming others or themselves will have a de-escalation plan put in place.

Children who show consistent behavioral challenges will have a de-escalation plan produced and this will be shared with staff at the next staff meeting so all staff are aware of how best to support a child, and the child will receive a consistent approach to their behaviour being managed.

EYFS

Children within EYFS will use the EYFS behaviour flow chart as we recognise that children within this stage are developing their skills. Children will be supported to follow the school's behaviour curriculum.

Repeat or Serious Behaviours

If a child displays a behaviour that has serious consequences for others, such as a physical or verbal attack, racism, or homophobia, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours, but also from home. As such, if a child carries out a serious behaviour incident, the staff member dealing with the incident can choose to escalate the sanction to stage 4 or 5 as appropriate. This would also require a conversation with parents / carers. This may take place at collection, or via phone call.

Extreme Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them, or poses a serious risk to the child, others, or the harmonious running of the school. Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will discuss what happened, and we will follow the restore and repair meeting approach. Behaviours may include:

- Violence (i.e., physical contact made with the intention to harm)
- Repeat or extreme defiance/ rudeness to any adult
- Persistent taunting, teasing, and bullying
- Stealing
- Repeated spitting
- Repeated swearing

All such incidents will be recorded on CPOMS.

Tracking Behaviour

Each week, each class has a new sheet to track behaviours from stage 1 onwards. This is a quick way to review low-level issues and trends for cohorts and children. If a child is given a 'Time Out' – this is recorded and the brief reason noted on the back. If it is recorded on CPOMS, it does not need recording twice. Members of the Behaviour Team review the Behaviour Sheets weekly to identify things such as trends, CPD needs or individual children's behaviours which are beginning to cause a concern.

Suspension

When a child is suspended for any length of time, they cannot be positively influenced by school; as such, it is not an approach taken lightly by the school and is only used as a last resort. Importantly, however, a school must have procedures in place, by law, should the need or situation arise. Our procedures are detailed within our Trust Exclusion Policy which is found here: <https://www.lingfieldeducationtrust.com/trust-policies>

Physical Intervention

Use of physical intervention is defined by the DFE guidance 'Use of reasonable force in schools' 2013. Below is an extract from the guidance which outlines the conditions where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

We would only physically intervene once all other alternatives have been explored. We also have robust measures in place to record and review incidents of physical intervention.

Behaviour in Our Community

Children who attend Woodham Burn Primary School are its ambassadors beyond the school day. As such, we address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school-organised or a school-related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school whilst on the school grounds. Incidents outside school would be investigated fully and normal sanctions would be applied

Parents and Carers

Parents and carers play a vital role in the management of pupil behaviour and have the right to know that their child is doing well or needs support. They are informed of good behaviour through our reward system, as well as the through the relationships that staff build with our families – catching parents/carers on the yard, calling home and sending dojo messages/badges are all appropriate ways to spread good news. Equally, if their child is behaving inappropriately at school, they will be informed, as outlined in the 'strategies and stages' section. In cases of challenging behaviour, parents/carers will be invited to meet with staff. At this meeting, a school positive behaviour plan is completed.

Induction Matters

Any new member of staff joining the school receives a copy of this policy, and any relevant training.

Review Matters

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents/carers and children have the opportunity to review the success of the school's approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here: <https://www.lingfieldeducationtrust.com/trust-policies>

Appendices

1	Consistent School Routines
2	Dojo rewards
3	De-escalation techniques
4	Restorative Approach
5	Behaviour Stages
6	Behaviour Sheet (tracking)

Appendix 1: Consistent School Routines

Arrival

- Children will always be greeted by an adult in the morning – usually on the doors into school, as well as on entry to their classroom
- Staff will always remember that they are there to welcome the children, speaking directly to every child – welcoming them to the day. Children may choose to say hello, high five, hug or smile at the adult – but the adult must make every effort to interact with every child, setting the tone for the day
- Children will always know what to do when they enter the classroom: once their coat is hung up, children should have an activity to settle down to before the day starts
- Adults in the room should use this time to 'check in' with children – particularly those who may be most vulnerable

Respectful Walking

The way that children move around the building and 'carry themselves' says so much about the expectations of the school. Get this right, learning will transcend long beyond school and into adult life.

- **Shoulders back**
- **Head held high – I am proud to be me!**
- **Hands out of pockets**
- **We do not slide and lean along walls, or touch things as we walk past – we have self-control**
- **We smile and greet people in our path**
- **We hold doors open**

Our Lining Up Code

The children are taught how to line up smartly, sensibly and in a straight line. In EY and KS1, wherever possible, there will be an adult at the front and an adult at the back, stopping at key points to reinforce:

- **'Line-up' order**
- **Walk to the end of the line – no running or pushing in**
- **Leave a person space**
- **Keep my hands and feet to myself**
- **Keep quiet and still**
- **Listen to instructions**

Appendix 2: Dojo rewards

This is to be displayed in each classroom.



Appendix 3: Toolbox to support de-escalation techniques

Fresh Face	Move back out of immediate range and let other staff/pupils become the focus
Reassurance	'I'll always try to be here if you need me' 'Although that was wrong, we can help you put things right again'
Success Reminder	'Remember that excellent number work you did for me this morning...?'
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
Distraction	Talk about something different (i.e., next weekend) to the child, or to another person. Bring in something personal such as, 'When I was talking to your...on the phone...' 'Did you watch the football last night?' 'Would you like a drink of water?'
Contingent Touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc. works wonders. Any specialised touch or stroke needs to be formalised in the pupil's plan and signed by parent/carer.
Reflective Listening	Focus on 'feeling' words... <ul style="list-style-type: none"> o Note general content of message o Observe body language o Ask yourself, 'If I were having that experience right now, what would I be feeling?' o Reflect meanings. 'You feel....because...'
Humour	'Did you hear the one about...?' 'Knock knock...'
Planned Ignoring	If it is not upsetting anyone else... Give a child 'quiet time' with no interaction, other than reflection
Withdrawal Offered	'Why don't you go and finish that work in the library...?'
Antiseptic Bounce	Ask the child to deliver a message with 'AB' written at the top – this gives the child time out
Emphasise concern for welfare	'Are you alright? ... Show me that hurt finger...Ooh that must hurt a lot... Did you have a nice tea last night?'
Help Script	'Name, I can see you're upset/angry...I'm here to help. Come with me. You talk, I'll listen.'

Appendix 4: Restorative Approach

When children argue, fight, or fall out with each other, or misbehave for a member of staff, they are promoted to reflect on what has happened and what might need to happen next using the following script:

Restorative Questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been effected? And how?
- What needs to happen now?
- What do you need to do now?

Using restorative justice can remove the need for further sanctions to be used, and it should always be tried before any subsequent consequences are imposed.

Appendix 5: Behaviour stages

This is to be displayed in each classroom.

Behaviour Stages





Class Behaviour Tracking Sheet

Class: _____
 Week beginning: _____

Name	/ am \ pm Touch Base						C CPOMS																													
							Monday				Tuesday				Wednesday				Thursday				Friday													
1	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
2	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
3	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
4	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
5	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
6	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
7	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
8	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
9	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
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11	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
12	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
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14	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
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28	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
29	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C
30	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C	1	2	3	4	TB	C