



Woodridge Primary School

Behaviour Policy

Dated: Sept 2025

Review Due: Sept 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

WOODRIDGE SCHOOL **BEHAVIOUR POLICY**



Rationale

At Woodridge Primary School we expect a high standard of behaviour to help to make school a pleasant and safe place for everyone and help to create an ordered environment in which purposeful education can take place. Staff and Governors are committed to maintaining such an environment at Woodridge.

Children need help to develop not only the independence, listening skills and effective communication skills, which enable them to achieve academically, but also the ability to form social relationships and act thoughtfully and responsibly in their everyday lives. The development of such skills and qualities is emphasised in all parts of the school. All staff, both teaching and non-teaching, work to provide a caring atmosphere in which all members of the school community are treated with kindness and respect. We aim to provide good examples for the pupils.

Our school's expectations, together with a small number of rules, are made clear and discussed termly so that pupils appreciate their relevance and importance. Each class also works out its own code of conduct. Kindness, co-operation and other aspects of good behaviour, including our school values, are commended as often as possible so that children receive encouragement and praise. Good behaviour is presented to pupils as a desirable and attainable goal, whilst clear steps are taken to deal with misbehaviour.

Parents are seen as valued members of the school community. Their support and involvement are seen as integral to the achievement of high standards of behaviour within the school. Parents have a vital role in fostering good behaviour and can reinforce the school's efforts at home. A copy of this policy is available on the school website. Parents may request a copy of this policy.

Our commitment to equal opportunities underpins this policy as it does in all areas of school life.

Our School Values

At Woodridge we believe in a Values Based Education. Our values have been chosen by parents, staff and governors and are listed below. A different value is celebrated every month, in a two year cycle.

OUR CORE VALUES

Respect, Responsibility, Honesty & Kindness

OUR OTHER VALUES

Friendship	Empathy
Co-operation	Compassion
Trust	Humility
Understanding	Perseverance
Love	Hope
Thoughtfulness	Resilience
Courage	Courtesy
Unity	Peace
Tolerance	Freedom

Our School Community

These things help to make our school a pleasant and safe place for us all. They help us to make the most of our lessons.

People in our school

- We look after and help each other.
- We respect each other.
- We are polite to everyone.
- We listen to each other.
- We value everyone's language, culture and religion.
- We do not tolerate unkindness, bullying or fighting.
- We respect others' property.

Our School

- We care about our school building and grounds and all they contain.
- We keep them clean and tidy.
- We look after school equipment and resources.

Our Safety

- We listen to all the adults in charge of us for the safety of everyone.
- We walk calmly, quietly and safely around the school.
- We use equipment carefully.

Our Work

- We always try to do our best.
- We show good behaviour for learning.

Behaviour Management Principles in Practice

All staff clarify rights, responsibilities and rules with children in the classroom, playground and other areas.

- Consequences*
- *are discussed with the children*
 - *are clear and hierarchical*
 - *are timely and prompt*
 - *are used consistently and fairly*

Consequences should be reasonable and maintain respect. They should take into account the inappropriate behaviour and should help children to learn something positive.

Adults endeavour to manage children in a calm and assertive way, avoiding confrontation or sarcasm.

Wherever possible, we try to use positive corrective practice when dealing with inappropriate behaviour. We refer back to our expectations and rules and remind children of their responsibilities and appropriate ways to behave.

GUIDELINES : REINFORCING GOOD BEHAVIOUR

Most pupils exhibit good behaviour, work well and relate well to other children and their contribution to the school community is regularly recognised through incentives and rewards.

Incentives and Rewards

Incentives are valued as an important way to build or reinforce children's self esteem. These include:

Verbal recognition for positive behaviour eg. politeness, respect, kindness, care of belongings.

Stickers are awarded for noteworthy work or deeds. They may be given by any member of staff, including Mealtime Supervisors who may observe kindness and cooperation etc at lunchtimes.

Housepoints are awarded for good behaviour, good manners, effort in learning, following the WPS Values and at other times to reward positive behaviours. Children are in one of the following four houses, with siblings in the same house: Mandela, Dahl, Frank and Edison.

Certificates for achievements in behaviour or work are given to two children per class in our weekly Achievement Assembly and published in the weekly School Newsletter. Good work may be shown or pupils may tell us about achievements out of school, too. Team and individual events are reported and participants congratulated for positive commitment and cooperation.

A classroom reward system in each class. This is displayed prominently and consistently applied. Fresh ideas are introduced regularly to apply to individual or group behaviour achievement. Each teacher monitors the incentives which children receive and tries to achieve a " Base line" for each child. (See Appendices)

Some children are rewarded by being given **special responsibilities**.

A minority of pupils may need **individually-tailored incentive systems** which record or reward small achievements.

CIRCLE TIME is part of Personal, Social and Health Education (PSHE). The class sit in a circle and explore issues that affect their everyday life in school e.g. friendship, bullying etc. through informal discussion and games. Circle Time is used to help children promote positive attitudes and behaviour and to support self-esteem. All children have the opportunity to participate and express their views, such as a **messages letter box** to receive notes from children. (see Anti-Bullying Policy).

NOMINATED ADULT

In September each child chooses a nominated adult from the staff to talk to if they have any worries or concerns.

THE SCHOOL COUNCIL

Pupils are encouraged to take an interest in, and contribute to, the smooth running of the school. They are helped to understand their responsibilities towards each other. Each class from Y1 upwards elects a boy and a girl as class representatives. At regular meetings children and staff raise matters of concern and make suggestions for developments. Minutes are kept and reps report back to their classmates. The representatives bring ideas from their classmates to share at the meeting. Staff report regularly to the School Council on issues that are initiated as a result of pupils' suggestions. Teachers encourage this work at classroom level by timetabling discussion in a Class Council, between the fortnightly School Council meetings.

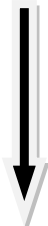
GUIDELINES : DEALING WITH MISBEHAVIOUR


The majority of children behave well and we maintain a calm and purposeful learning environment. When children behave inappropriately, staff intervene and refer to class and school rules to check the misbehaviour. A graduated response is made, related to the severity of the behaviour. This is outlined in the chart overleaf. This chart is also included in our Anti-Bullying Policy as Appendix 3.

(NB. Class teachers' warning systems lead to the use of appropriate short term sanctions to deal with low-level misbehaviour.)

Concerns about behaviour or any aspect of children's welfare

Staff alert colleagues to concerns by using the Message Books, as well as direct communication. Any concerns logged in the book or any other concerns are discussed at weekly Key Stage meetings. There are separate Message Books for Infants and Juniors, kept in the staffroom.

Code	Example of child's behaviour	Possible strategies, rewards or sanctions	Staff responsible
	<p>Respects own and others' rights</p> <p>Is cooperative and controlled</p> 	<ul style="list-style-type: none"> • Positive reinforcement • Specific and named praise • Stickers • Team points • Showing work/behaviour to HT/DHT/buddy class • Certificates/sharing work in assembly • In-class rewards • Class Dojo points • Texting parents/emailing parents • Telling parents after school • Extra responsibilities • Newsletter item 	<ul style="list-style-type: none"> • All staff
1.	<p>Generally respects others rights but occasionally has difficulties keeping rules Eg calling out</p> <p>Minor disruptions such as rudeness and annoying others.</p>	<ul style="list-style-type: none"> • 123 magic (working effectively) • The disapproving 'look' • A brief rule reminder • Time Out on the thinking chair in the classroom • Praising desirable behaviour and minimising the undesirable • Adjusting seating position temporarily • Supporting children with play support/role modelling • Send on 'distracting' task 	<ul style="list-style-type: none"> • All staff • All staff • The lead adult • All staff • The lead adult • All staff
2.	<p>Interferes with others' rights in a minor way. Eg disturbs work, interferes with other's playground games, put downs</p> <p>Regularly has minor problems such as a poor attitude to learning and working, rude and unresponsive in class. e.g. answering back</p>	<p>In the playground:</p> <ul style="list-style-type: none"> • Note in Message Book • Stay by adult at playtime. • Time Out at the bottom of the steps in the infant playground • Time Out by tree seat next to the gazebo • Stand by Y6 fire exit or sit at picnic tables when on field • Raise issue at team meeting 	<ul style="list-style-type: none"> • All staff

	<p>Interferes with others' rights in a minor way. Eg disturbs work, interferes with other's playground games, put downs</p> <p>Regularly has minor problems such as a poor attitude to learning and working, rude and unresponsive in class. e.g. answering back</p> 	<p>In the classroom:</p> <ul style="list-style-type: none"> • 123 magic Time Out • Move the child to a different area of the classroom • Speak to child separately • Speak to parents (and SLT if appropriate) • Note in Message Book • Circle time with whole class • Individual plan/sticker chart • Sent to another classroom • Raise issue at team meeting • Miss part of playtime • Reflective conversation about issue (include Values) <p>In other places e.g. dinner hall/assembly:</p> <ul style="list-style-type: none"> • Move children to the end of the line in assembly. • Move children at dinner time. • Stay and speak to HT/DHT after assembly and they decide on the consequence. • Note in Message Book • Raise at team meeting <p>CODE 2 INCIDENTS MAY REQUIRE AN INCIDENT FORM TO BE COMPLETED BY THE END OF THE DAY WHEREVER POSSIBLE</p>	<ul style="list-style-type: none"> • All staff • All staff • Lead adult • All staff • Teacher • Key adults • Teacher • All staff • MTS • HT/DHT • All staff • All staff
<p>3.</p>	<p>Serious infringement of rules eg hurts someone, deliberate rudeness to staff</p> <p>Seriously infringes other rights eg verbal or physical intimidation, vandalism, defiance, disruption, bullying, swearing, biting, using racist or discriminatory language etc</p> <p>Continued deterioration in behaviour, despite staff efforts to help.</p>	<ul style="list-style-type: none"> • Removing the child from the situation/ use the red triangle if alone • SLT speak to the child or class or assembly for serious incidents • Sent to SLT/HT/DHT • HT/DHT to speak to meet or write letter to parents • Incident form completed • Restorative justice - e.g. write a letter of apology/clean up/pay for damage • Loss of playtime/s • Internal exclusion – Thinking Time with HT/DHT • Referral to SENCo • Individual behaviour plan • TAC meeting for all adults involved with child • Support from HIST team <p>CODE 2 INCIDENTS WILL REQUIRE AN INCIDENT FORM TO BE COMPLETED ASAP AND BY THE END OF THE DAY</p>	<ul style="list-style-type: none"> • All staff • SLT • SLT • HT/DHT • All staff • All staff • Lead adult • HT/DHT • SENCo • SENCo • SENCo • SENCo

<p>4.</p>	<p>Serious violation of others' rights including adults eg physical harm, swearing at a member of staff, being physically violent to another person, serious deliberate vandalism, bringing weapons to school, harmful sexual behaviour.</p> <p>Shows no sign of wanting to change</p> <p>Dangerous, uncooperative and 'uncontrollable' behaviour</p>	<p>As above in Code 3 but also:</p> <ul style="list-style-type: none"> • Removal of the child and the adult from the situation. Red triangle if alone. • Incident Report must be completed <u>immediately</u> • If a member of staff is hurt. HT to be informed and Incident Report completed immediately. • Internal exclusion – work set to be done in isolation • Meeting with the parents • External fixed-term exclusion – work set to be done at home for a set period • HIST Team consulted • Discussion with LBB Exclusion Team • Permanent exclusion • Supervision for staff member or child 	<ul style="list-style-type: none"> • LT/SLT and Team Teach trained staff if appropriate • HT/DHT • HT/DHT • HT/DHT • HT/DHT • HT • HT/DHT
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TIMELINE

Incidents needing action should be dealt with within a half day of the incident:

- **Morning incidents dealt with by end of first playtime or lunchtime**
- **Afternoon incidents dealt with by pm playtime for KS1 or by end of first playtime the next day**

Special Education Needs

Where behavioural difficulties continue, the class teacher and SENCo may develop a Behaviour Improvement Plan to support the child. This will be reviewed with parents.

Where there are significant concerns about a child's behaviour, the Head Teacher or SENCo may meet with parents to consider a referral to outside agencies. These services may offer advice and support or help to determine possible factors such as learning difficulties, difficulties with communication or social, emotional or mental health issues.

All stages will be recorded and parents kept informed.

GUIDANCE FOR PARENTS

If you have concerns about your child you should in the first instance make an appointment to see her/his class teacher. If further advice or consultation is required you may then wish to seek an appointment with the SENCo or Head Teacher.

Signed(Chair of Governors)

Sept 2025

