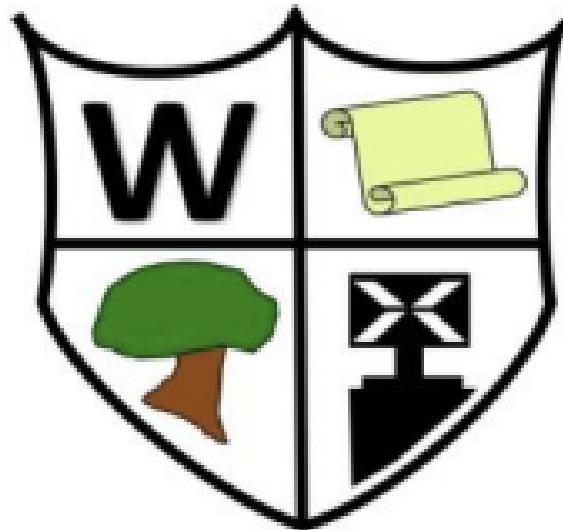


# Behaviour Policy



<b>October 2025</b>	
<b>Review</b>	<b>July 2027</b>
<b>Agreed by Gos</b>	<b>October 2025</b>

At Woolton Primary, we aim to provide an environment where all members of the school community feel safe and secure. The policy aims are: to ensure this is achieved and to improve the quality of pupil behaviour in our setting. In formulating this policy, we are following the recommendations from the EEF improving behaviour in schools report which outline four proactive and one reactive strategy:

- Teachers know and understand their pupils & influences
- teach learning behaviours alongside managing misbehaviour
- use classroom management strategies to support good classroom behaviour
- use simple approaches as part of your regular routine
- use targeted approaches to meet the needs of individuals in your school

This policy gives guidance on the strategies members of our staff are permitted to use to discipline pupils and sets out the expectations for all our stakeholders - governors, staff, pupils and parents/carers.

### Aims of our Positive Behaviour Policy

The aims of this policy are:

- To reinforce our school charter
- To encourage a calm, purposeful and happy atmosphere within school that is conducive to learning
- To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- To develop a consistent approach to behaviour throughout the school with parental cooperation and involvement. Staff-specific reward and sanction systems are **not permitted** as this undermines the consistent whole-school approach.
- To encourage our pupils to co-operate with one another and with the adults in school
- To ensure that everyone is clear about their role when managing a pupil's behaviour
- To make the children aware of unacceptable behaviour.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To ensure staff teach learning behaviours alongside managing misbehaviour

### This policy sets out measures (as part of our legal duty) to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

The Headteacher has regard to any guidance or notification provided by the Governing Body which includes the following:

- Screening and searching pupils
- The use of reasonable force
- Disciplining pupils beyond the school gate
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct.

### **Roles and Responsibilities**

Behaviour Management is the responsibility of **all** stakeholders at Woolton Primary. We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents/carers and pupils in achieving this aim.

All staff will ensure they follow all items on the 'Charlie Taylor [DfE Expert Advisor for Behaviour] Checklist' (Appendix 2)

### **The Responsibilities of the 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.
- The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher supervises records of all reported serious incidents of misbehaviour, which will be recorded on CPOMS  
*(CPOMS is a secure online system used in schools to record, monitor, and manage concerns about student safeguarding, wellbeing, and pastoral issues, ensuring that all relevant staff are informed and appropriate actions are taken promptly)*
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may exclude a child. Both these actions are only taken after the school Governors have been notified.
- Alongside the DSL, the Headteacher will share pertinent information regarding a child's experiences and possible experiences to be aware of.

### **The Role of the Behaviour Lead**

- To monitor and evaluate the success of the policy
- Implement changes

- Lead on training
- Purchase dojo/house point prizes
- Support class teacher with individual pupils not adhering to school behaviour policy
- Keep track of behaviour logs, patterns, and incidents within the phase to identify pupils or classes that may need extra support.
- Contact parents in conjunction with classroom teacher to ensure all relevant stakeholders are aware of individual behaviours and expectations moving forward

### **The role of the Phase Leader**

- Demonstrate and promote the school's behaviour expectations and values in daily interactions with pupils and staff.
- Offer guidance and practical strategies to colleagues dealing with challenging behaviour, including classroom management and de-escalation techniques.
- Share information with the Senior Leadership Team about behaviour trends, concerns, and successful strategies.
- Communicate with families about behaviour concerns and successes, promoting a positive partnership between home and school.
- Lead discussions or training sessions within the phase to share good practice and reinforce the school's approach to behaviour.

### **The Role of the Class Teacher**

*Wherever reference to 'class teacher' is made, this also applies to level 3 and 4 learning support assistants when taking responsibility for a class.*

- It is the responsibility of the class teacher to ensure that the School Charter is enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teacher will discuss the whole-school charter with their class at the start of the new academic year and consistently reinforce daily.
- These will be clearly displayed in every classroom and communal rooms across the school.
- The class teacher must hold high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability, with regular reminders throughout the day of the school School Charter and expected behaviours.
- The class teacher must treat each child fairly, with respect and understanding and enforce the School Charter consistently.
- Every time the class register is taken, the staff member must greet each child with 'good morning/good afternoon [child's name]' the children are asked 'What Zone are you in this morning?' the member of staff makes eye contact to acknowledge each individual and their response.
- All staff use their professional judgement throughout the day to 'check-in' with the children as to where they place themselves within the Zone of Regulation
- For all low-level incidents (Stage 1 and 2), **the class teacher must deal** with the incident him/herself, following the agreed consequence procedures (see Appendices 2 and 3).
- If the misbehaviour continues, escalates or the action is deemed to be beyond Stage

1 and 2, the class teacher must move to Stage 3 of the behaviour management plan where they will be supported by the Phase Leader.

- Whenever the class teacher has to use stage 2, they **must contact parent/carer face-to-face or by telephone** by the end of the same day. If a member of non-teaching staff (including lunchtime supervisors) has used Stage 2, this is also the responsibility of the child's class teacher to contact parent/carer. In the event a parent can not be reached the staff member will send an email from the [schooloffice@wooltonprimary.com](mailto:schooloffice@wooltonprimary.com) account.
- All Stage 2 incidents must be reported on CPOMS by the class teacher (except where the class learning support assistant has dealt with the behaviour).
- All Stage 2, 3 or 4 incidents must be followed up with a restorative conversation between the adult involved and the child.
- If a child's parents are consistently (more than three times in a week) being spoken to each day due to incidents of a Stage 2 nature of higher than the class teacher should organise a meeting with the child's parents/carers to discuss their behaviour and further steps that can be put in place to help the child.

### **The Role of Non-Teaching Staff**

- It is the responsibility of all non-teaching staff to always promote the School Charter with all pupils consistently.
- All staff use their professional judgement throughout the day to 'check-in' with the children as to where they place themselves within the Zone of Regulation.
- It is the responsibility of the lunchtime staff to deal with incidents meeting Stage 1 and 2 criteria and report them to the child's teacher – they should do this no later than the end of lunchtime and ensure they state clearly whether the incident remained at Stage 1 or progressed to Stage 2 (Stage 2 incidents must be recorded on CPOMS by the class teacher)
- For more serious incidents (Stage 3), lunchtime staff must inform the phase leader. These must be recorded on CPOMS by the phase leader.
- Staff that are not classroom based (e.g. administration staff, premises staff) should ensure that School Charter is being followed by the children as they move around school. Any incidents noted by these members of staff should be dealt with in line with Stage 1 and reported to the class teacher.
- Learning Support Assistants working in the classroom will support the teacher in matters of discipline. They will correct the behaviour of children where necessary and challenge children if appropriate, in line with Stage 1 and 2. These incidents will be reported to the class teacher if he/she is not already aware. These must be recorded on CPOMS by the learning support assistant.
- Learning Support Assistants working outside the classroom with a group of children will refer consistently to the School Charter. If a child does not respond positively to any correction of behaviour, they will be taken back to class. The class teacher will then act in accordance with this policy. These incidents must be recorded on CPOMS by the learning support assistant.

### **The Role of Pupils**

- To learn the School Charter
- To behave in line with the School Charter

### **Parents/Carers' Involvement**

- The school will work collaboratively with parents/carers, so that our children receive consistent messages about how to behave at home and at school.
- Parents/carers will support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- Parents/carers must be aware of the school's School Charter (this can be found on the school website).
- We explain and publish our behaviour policy and whole-school School Charter on the school website.
- We try to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have serious concerns about their child's welfare or behaviour.
- Parents/carers are able to access their child's Class Dojo account to view their child's rewards for good/positive behaviour. They can then celebrate this at home.
- If the school has to use reasonable consequences, parents/carers would be expected to support the actions of the school.
- If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher.
- If the concern remains, they should contact the phase leader or the behavior lead.
- If these discussions cannot resolve the problem, then the Headteacher should be informed.
- A formal grievance or appeal process can be implemented through the Governors.

### **The Role of the Governing Body**

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Governors may give advice to the Headteacher about particular disciplinary issues.
- The Headteacher must take this into account when making decisions about matters of behaviour.

## The Woolton School Charter



**Woolton Primary School**

# **Our School Charter**

To make our school a happy place for everyone to learn, work and play we have agreed to:

- Always respect everyone and celebrate their differences
- Always look after each other and try to be honest
- Show we care by resolving disagreements peacefully
- Always use our best manners and be helpful to everyone
- Always listen carefully to each other and try our very best in all we do
- Always move around the school quietly and safely
- Always take good care of our school property and belongings
- Show respect for ourselves and our school by wearing our uniform with pride

**Learning Together... Achieving Together!**

## The Teaching of Good Behaviour

We have a proactive approach, teaching learning behaviours (emotional, social and cognitive) and this is woven through all wider areas of our curriculum. We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times. Similarly, consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school.

## Verbal and Non-Verbal Cues

Verbal and Non-Verbal cues play an essential role in effective behaviour management, supporting clear communication and maintaining a positive learning environment.

With Verbal Cues staff are encouraged to use calm, clear, and consistent language to guide, redirect, and reinforce student behaviour. The school maintains a **strict no-shouting policy**, as raised voices can escalate situations and damage relationships. Instead, staff should use tone of voice deliberately—lowering volume to gain attention, varying intonation to signal importance, and maintaining a calm, respectful manner to de-escalate conflict. By modelling controlled and respectful verbal communication, staff promote a culture of mutual respect and ensure that expectations are delivered effectively without unnecessary confrontation. At Woolton Primary non-verbal cues are an essential part of the behaviour management tool-kit as they communicate authority, expectations, and support without escalating situations through unnecessary words.

Here's why they matter:

1. **Clarity without confrontation** – A simple look, pause, or gesture can redirect behaviour without drawing public attention or embarrassing the student.
2. **Consistency and authority** – Confident body language (e.g., upright posture, calm expression, steady eye contact) reinforces that the adult is in control and consistent in expectations.
3. **De-escalation** – Non-verbal strategies often prevent situations from escalating. Using a calm tone, relaxed movements, or physical proximity can settle disruptive behaviour more effectively than verbal reprimands.
4. **Subtle reinforcement** – Smiles, nods, or gestures can acknowledge good behaviour quickly and positively without interrupting the flow of teaching or activities.
5. **Cultural and emotional sensitivity** – Non-verbal cues can help convey empathy and understanding when words might feel too harsh or formal.
6. **Modeling behaviour** – Adults' non-verbal communication shows students how to regulate emotions, stay calm, and treat others respectfully.

In short, non-verbal cues allow behaviour to be managed quietly, respectfully, and efficiently while preserving relationships and minimizing disruption.

**At Woolton Primary Non-Verbal Cues may include:**

<b>Non-Verbal Cue</b>	<b>Explanation/USe</b>
<b>Eye Contact</b>	Direct but calm eye contact signals attention and authority, reminding students of expectations without interrupting teaching.
<b>Facial Expression</b>	Smiling reinforces positive behaviour; a serious look can signal disapproval or the need to refocus.
<b>Gestures</b>	Simple hand signals (e.g., raised hand for silence) provide clear instructions without speaking.
<b>Proximity</b>	Moving closer to a disruptive student often reduces misbehaviour by showing presence and awareness.
<b>Posture</b>	Standing upright and relaxed communicates confidence and control, while avoiding aggression.
<b>Tone of Voice</b>	Calm, steady tone helps de-escalate situations; lowering volume can encourage students to match your tone.
<b>Pause/Silence</b>	Pausing mid-sentence or staying silent draws attention and signals that behaviour needs correcting.
<b>Touch (where)</b>	Light, appropriate touch on the shoulder (in safe contexts)

<b>appropriate)</b>	can ground or reassure a student without drawing attention.
<b>Nods/Head Shakes</b>	Non-verbal affirmations or corrections guide students quickly without disrupting the lesson flow.

**Preventative Measures:** Staff must have clear preventative measures to ensure classrooms are positive learning environments where children feel safe and can thrive.

<b>Preventative measures:</b>		
Engaging lessons with challenge, interest and no shortage of content.	Fair and consistent classroom management.	Positive environment where good behaviour is rewarded.
Clear and consistent routines.	High expectations which are reinforced regularly.	Clear class rules which are referred to daily.
Proportionate and fair rewards and sanctions.	Well thought out classroom logistics (table plan, carpet plan, visual timetable, pictures of children who have roles).	Support others by respecting their roles. Example- don't undermine each other.

## **Rewards**

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect. We use a range of options and rewards to reinforce and praise good behaviour.

Primarily, we use the Class Dojo reward system to reward positive behaviour in school:

- Children can earn Dojo points by demonstrating positive behaviour and this being related to our school Core Values and School Charter.
- Dojo points can be traded in for treats and prizes. These are displayed in classrooms and prominent areas in school. Once Class Dojo points have been traded in, these will be deducted from the pupils' account for the value of the items 'purchased'.
- Parents/carers can access their child's Class Dojo account and receive updates by following a set of instructions which will be sent out to the parents/carers at the start of each academic year. It is the parents/carers responsibility to register for this service.
- Weekly Star of the Week Recognition, children will receive a medal and certificate. These are awarded in weekly assembly.
- Stickers as appropriate to the child's age.
- Half Termly Red Letters, these will be sent to parents and children are invited to the 'Red Letter Team Party' with a chosen guest.

**Dojo Points can be viewed via the App.**

**Examples of Dojo Prizes (List not exhaustive and subject to availability)**

Item	Dojo Cost
Novelty Stationary – Pencils, Rubbers etc	20
Woolton Mini Bug	50
Pin Badges	60
Various Fidgets	80
Woolton Torch Keyring	80
Tokens: Homework Pass, Bring a Teddy to School, Non-Uniform for a day, extra play, sit by a friend	100
A Book	250
Woolton Notebook	200
Top Trumps	200
Woolton Water Bottle	350
Squish Mallow	800
Felt Tips and Colouring Book	300
Size 4 Football	850
£10 Smyth Voucher	1000
Amazon Kindle Fire	2000

**Dojo Houses**

In addition to individual awards, Woolton Primary also operates a house system to foster a strong sense of community, belonging, and pride among students. Each child is allocated to a house, creating opportunities for teamwork, healthy competition, and shared responsibility across year groups. The house system encourages positive behaviour and achievement by awarding dojo points and recognition for effort, progress, and contribution. Our house system promotes leadership and collaboration, as older pupils act as role models and mentors for younger peers. Throughout the year pupils will take part in inter-house activities and collective goals, the system strengthens school identity and supports the development of well-rounded, respectful, and motivated learners.

## **Consequences**

At Woolton Primary we believe that children have a right to learn, free from disruption and interruption from others. Children have a responsibility to behave well in class and be good citizens. For behaviour to be managed effectively it is very important for teachers and parents/carers to work together.

Our teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks the School Charter or fails to follow a reasonable instruction, the teacher can issue a consequence to that pupil.

To be lawful, the consequence (including detentions) must satisfy the following three conditions:

- The decision to issue a consequence to a pupil must be made by a paid member of school staff
- The decision to issue consequences to the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Therefore, before applying consequences, consideration will be given to any underlying factors which may be affecting the child's behaviour. When dealing with any behaviour the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

When a child is deemed to have not followed the school's School Charter then consequences can be applied in line with the behaviour management plan as deemed appropriate, proportionate and fair. Children lose Dojo points for misbehaviour e.g. breaking the Woolton School Charter.

Children will lose one to **all of their** Dojo points for the following:

**1-3 Dojo Points** for Stage 1 and 2 incidents.

**5 Dojo Points** for Stage 3 incidents.

**Stages:**

**Stage 1:**

- The child will be given a verbal warning or non-verbal cue.
- If needed, a second verbal warning will be given, and a Class Dojo point will be removed.

**Stage 2:**

- If the behaviour persists, the child may be asked to sit elsewhere. A further Class Dojo point will be removed.
- If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 3.
- All behaviours that reach Stage 2 will be reported to parents/carers by the class teacher and must be recorded on CPOMS by the class teacher including their actions. The adult involved must also have a restorative conversation with the child.
- If a child's parents are consistently (more than three times a week) being spoken to each day due to incidents of a Stage 2 nature or above then the class teacher should organise a meeting with the child's parents/carers to discuss their behaviour and further steps that can be put in place to help the child.

**Stage 3:**

- If the behaviour is escalated to Stage 3, the child will be immediately removed from their classroom/dining hall/playground etc and escorted to the Behaviour Lead or in their absence the Headteacher.
- This must be recorded on CPOMS by the class teacher and actions recorded by Behaviour Lead, or in their absence, the Headteacher.
- Consequences will be chosen by the Behaviour Lead, or in their absence, the Headteacher (which may include a detention) and 5 Class Dojo points will be removed. The actions carried out at Stage 3 will be recorded on CPOMS by the Behaviour Lead, or in their absence, the Headteacher.
- The adult initially involved must also have a restorative conversation with the child.
- If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 4.
- Work may be repeated until it meets the required standard.
- Upon discussion with the classroom teacher and SENDCo (if required), the Behaviour Lead may choose to set up a personalised behaviour report or sticker chart for an individual or group of individuals who may be of benefit. This will be created after meeting with the parents/carers of any individuals involved and will be agreed by all relevant stakeholders that this is the correct course of action.
- Once placed on Behavioural Report Card, the parents/carers of any individual using this system will be given daily updates as to the progress of their child either face to face, or via telephone.

## **Stage 4-5:**

- The child will be immediately referred to the Head Teacher, or in her absence an Assistant Headteacher.
- Consequences will be discussed and agreed.
- The adult involved must also have a restorative conversation with the child.
- The child's parents/carers will be contacted and invited into school to discuss the incident and consequences which may include: a behaviour contract; involvement of the Pastoral Staff, SENDCos, Designated Safeguarding Lead and/or external agencies; internal exclusion; a fixed-term exclusion (decision of head teacher); or a permanent exclusion (decision of head teacher).
- A period of detention will be arranged and a letter detailing the child's behaviour and the consequences, issued to the parents/carers. The child will also miss their break and/or lunchtime.
- The child, parents/carers and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental/carer consent and would be followed consistently by all staff who teach the individual.
- All incidents will be recorded on CPOMS by the Head Teacher, or in her absence the Assistant Headteacher dealing with an incident. In the case it is felt an exclusion is required, this will be discussed with the head teacher who will, ultimately, make the decision, notifying governors.

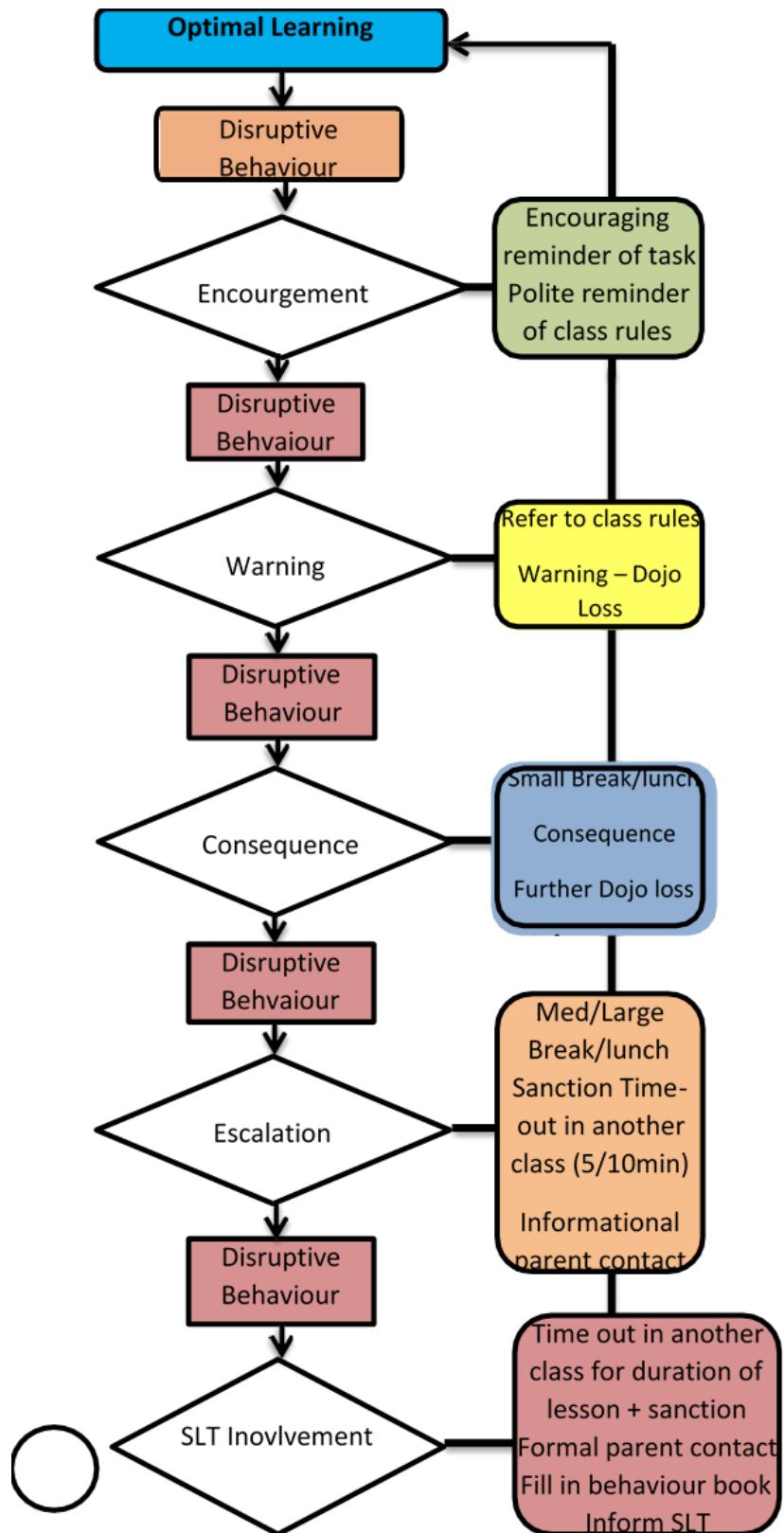
### **Examples (Non-Exhaustive):**

Stages	Action/Behvaiour	Consequence
1	Actions which do not follow the School Charter/Code of Conduct:  Distracting Others Overtalking Others Shouting Out Swinging on chairs	Encouragement and Reminders Verbal Warning Second Reminder Loss of 1-3 Dojos
2	Same Actions as Stage 1 but those that are continuing despite the consequences of stage 1 being applied (within the same day).	If the behaviour persists, the child may be asked to sit elsewhere in the classroom/ dining hall/playground bench. A further Class Dojo point will be removed. If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 3. All behaviours that reach Stage 2 will be reported to parents/carers by the class teacher and must be recorded on CPOMS by the class teacher including their actions. Restorative conversation must take place between the adult and the child involved. Where pupils are requested to stay in due to not completing work, during lesson time, this is supervised by the <b>staff member issuing the sanction</b>

3	<p>Same Actions as Stage 1 and 2 but those that are continuing despite the consequences of these stages being applied (within the same day)</p> <p><b>Automatic Stage 3:</b></p> <p>Answering back to staff</p> <p>Refusal to cooperate</p> <p>Use of inappropriate language</p> <p>Being disrespectful to others (including social media)</p> <p>Intentionally damaging property or the school environment</p> <p>Stealing</p> <p>Fighting</p>	<p>If the behaviour is escalated to Stage 3, the child will be immediately removed from their classroom/dining hall/playground etc and escorted to the Behaviour Lead, or in their absence the Assistant Head Teacher. This must be recorded on CPOMS by the class teacher and actions recorded by Behaviour Lead, or in their absence the Assistant Head Teacher.</p> <p>Consequences will be chosen by the Behaviour Lead, or in their absence the Assistant (which may include a detention) and 5 Class Dojo points will be removed. The actions carried out at Stage 3 will be recorded on CPOMS by the Behaviour Lead, or in their absence the Assistant and/or Deputy Head Teacher.</p> <p>The adult initially involved must also have a restorative conversation with the child.</p> <p>If the behaviour continues the same day, after these ANY have been enforced, the matter will be escalated to a Stage 4.</p> <p>Work may be repeated until it meets the required standard.</p> <p>The teacher, SENDCo, phase manager, Behaviour Lead, Assistant Head Teacher may set up a personalised sticker/stamp chart for the individual or groups of children who may benefit.</p>
4	<p>Same Actions as Stage 1, 2 and 3 but those that are continuing despite the consequences of the first three stages being applied</p> <p><b>Automatic Stage 4:</b></p> <p>Physical Assault</p> <p>physical or verbal threats</p> <p>intentional or derogatory racist or homophobic remarks</p> <p>leaving the school grounds without permission</p> <p>behaviour deemed by staff to be potential bullying</p> <p>If a pupil brings an item into school that could be used to harm pupils, adults or any members of our school community.</p>	<p>The child will be immediately referred to the Head Teacher, or in her absence the Assistant Headteacher.</p> <p>Consequences will be discussed and agreed.</p> <p>The adult involved must also have a restorative conversation with the child.</p> <p>The child's parents/carers will be contacted and invited into school to discuss the incident and consequences which may include: a behaviour contract; involvement of the Learning Mentor, SENDCos, Designated Safeguarding Lead and/or external agencies; internal exclusion; a fixed- term exclusion (decision of head teacher); or a permanent exclusion (decision of head teacher).</p> <p>A period of detention will be arranged and a letter detailing the child's behaviour and the consequences, issued to the parents/carers. The child will also miss their break and/or lunchtime.</p> <p>The child, parents/carers and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental consent and would be followed consistently by all staff who teach the individual.</p> <p>All incidents will be recorded on CPOMS by the Head Teacher, or in her absence the Deputy Head Teacher</p>

		dealing with the incident. In the case it is felt an exclusion is required, this will be discussed with the head teacher who will, ultimately, make the decision, notifying governors.
5	<p>Same Actions as Stage 1, 2, 3 and 4 but those that are continuing despite the consequences of the first three stages being applied</p> <p><b>Automatic Stage 5:</b>  <b>A repeated stage 4 offence after receiving a consequence.</b></p> <p>Physical Assault on staff or pupils  Any level of serious misconduct.</p> <p>If a pupil brings an item into school that could be used to harm pupils, adults or any members of our school community.</p>	Any form of serious misconduct will result in a Fixed Term Exclusion and possible Permanent Exclusion depending on severity of incident.

## Flow Chart for Class Disruption



### **Detentions (terminology not used with children)**

- Teachers are legally entitled to issue detention to pupils (aged under 18). We have made it clear, within this policy that we use detentions as a consequence for poor behaviour (in accordance with Section 90 of the Education and Inspections Act 2006).
- The Headteacher decides which members of staff can put pupils in detention. This will normally be a member of the Senior Leadership Team or phase leaders.
- Parental consent is not required for detentions but the school will inform the parents/carers.
- As with any disciplinary penalty, a member of staff will always act reasonably given all the circumstances, when imposing a detention.
- Staff will allow reasonable time for the pupil to eat, drink and use the toilet when serving their detention.
- We will not issue detentions outside of school hours.
- Where pupils are requested to stay in due to not completing work during lesson time, this is supervised by the staff member issuing the sanction.

### **The Use of Internal Exclusion**

- We may remove disruptive pupils and place them in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation. This is made clear in this behaviour policy. As with all other disciplinary consequences, we always act reasonably in all the circumstances when using such sanctions.
- Any use of internal exclusion that prevents a child from leaving a room of their own free will, should only be considered in exceptional circumstances.
- We will always ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.
- It is for the school to decide how long a pupil should be kept on internal exclusion.
- We will always ensure that pupils are kept in internal exclusion no longer than is necessary.
- We will always allow pupils time to eat or use the toilet.

### **Suspension and permanent exclusion**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in- school sanctions and interventions.

If a pupil is found to be persistently in breach of school rules and consistently demonstrating unacceptable behaviour then the Headteacher may deem it appropriate to issue a fixed Term Exclusion. In this instance, parents or guardians of the individual will be invited to school to formally meet with the Headteacher or Assistant Teacher in their absence. The individual will then serve a one day exclusion from school.

Examples of grounds for a Fixed Term Exclusion may include:

- If the Headteacher feels other pupils or members of the school community are in danger or under threat physically.
- Use of threatening language towards any pupils or members of the school community.
- Persistently ignoring adult instructions.
- Vandalism or aggression towards any school property.
- The persistent use derogatory language towards any of the protected characteristics including eg homophobic, racist, misogynistic language in school or first time cases that are in the extreme, where a pupil or member of the school community has been clearly targeted.
- Use of disrespectful language and/or actions towards staff, pupils or any members of the school community.
- Where a pupil is consistently in breach of school rules and our Behaviour Policy.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. If a pupil is given a Permanent Exclusion this will be because the Headteacher feels they are in significant breach of the school's behaviour policy and/or feels that pupils, adults and any members of our school community safety may be under threat.

Examples of grounds for a Permanent Exclusion may include but are not limited to the following:

- If a pupil brings an item into school that could be used to harm pupils, adults or any members of our school community. Examples of such items could be (but is not limited to) guns, knives, blades, pocket knives, swiss army knife, stanley knives or any items deemed able to cause harm to others.
- If a pupil brings or is caught in possession of any illegal substances onto the school premises. Examples of this would be drugs.
- If a pupil brings or is caught in possession of any inappropriate substances onto the school premises. Examples of this would be alcohol or potentially harmful substances like solvents.
- If a pupil is in continuous breach of school rules and failing to follow the behaviour policy and expectations of the school. At this point, the pupil in question would likely have received Fixed Term Exclusions prior, however, they have failed to improve their behaviour.

At **Woolton Primary School** we operate a zero-tolerance policy towards physical violence of any kind—whether directed at staff or fellow pupils. Such behaviour is entirely unacceptable, and any incident involving physical assault will lead to serious sanctions, including fixed-term exclusion, and in the most severe cases permanent exclusion. This is underpinned by the statutory guidance: School suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England (DfE, updated August 2024), and the Behaviour in Schools: Advice for headteachers and school staff framework. Under the Education Act 2002 (as amended by the Education Act 2011) and the School Discipline (Pupil Exclusions and Reviews) (England) Regulations, the Headteacher has the power to exclude a

pupil for fixed or permanent periods when a pupil's behaviour is a serious breach of the school rules and where remaining in school would seriously harm the education or welfare of the pupil or others

### **Reasonable Force**

Members of staff are legally entitled to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Positive Handling Policy and the DFE Use Of Reasonable Force Guidance (2013). Staff receive training in the use of reasonable force; this is only used in exceptional circumstances where a child may be at risk of causing harm to either themselves or others.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Members of staff are trained in the Team Teach approach. This allows them to use reasonable force if required. **Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.**

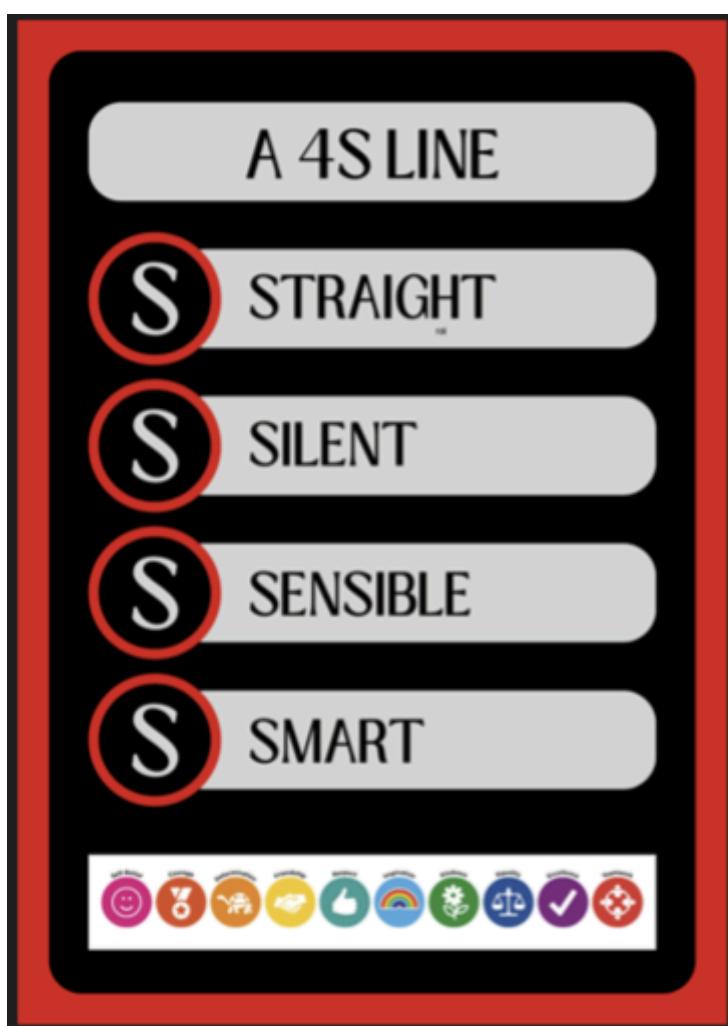
### **Confiscation of Inappropriate Items**

There are two sets of legal provisions which enable our school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- Power to search without consent for "prohibited items" including: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; and any article that has been or is likely to be used to commit an offence and cause personal injury or damage to property.  
The legislation sets out what must be done with prohibited items found as a result of a search:
- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher or Senior Leadership Team to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DFE 'Screening, Searching and Confiscation – advice for Headteachers, staff and Governing Bodies' (2014)

## Managing Transition

- At the point of transition from a classroom, pupils line up in silence (EYFS will work to develop this).
- Teachers meet the children on the playground, at their specified line-up points, to assist and collect their class on time.
- Children should move from 'Play to Professional' and ready to learn (shirts tucked in etc)
- In KS1 and KS2, staff supervise all pupils whilst exiting and entering the classroom and building at the start and end of recreational periods. When entering the building, they are expected to do so calmly and silently as this prepares pupils for the next lesson. Once pupils exit the building they are encouraged to participate in play by staff on duty.
- When pupils move around school, they **walk silently** on the **left-hand side** of the corridor.
- All staff will use the '4S: straight, silent, smart and sensible' approach for children lining up and moving around school.
- All the above is consistently reinforced by **ALL** staff.



## **Pupils' Conduct Outside the School Gates**

In formulating the policy for this section, we have taken into account the DFE Discipline In School document (2016). As a school we have set out below our response to:

- non-criminal behaviour and bullying which occurs off the school premises, **which is witnessed by a staff member or reported to the school**, including the consequences that will be imposed. Such activities include when a pupil is:
- taking part in any school-organised or school-related activity or,
- **wearing school uniform.**

- Or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or,
- poses a threat to another pupil or member of the public or,
- could adversely affect the reputation of the school.

In all cases of poor behaviour, school can only carry out the investigation and chosen consequences for pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member (e.g. school trip). Following an investigation, in such cases as those listed above, the school will apply a consequence as is deemed appropriate to the behaviour in line with this policy.

## **Behaviour and Equality - Supporting Vulnerable Pupils and Pupil Support Systems**

- Equal opportunities are central to all aspects of life at our school. The school aims to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex, sexual orientation. We recognise all of the above as protective characteristics.
- The school acknowledges its legal duties under the Equality Act 2010 and in relation to this policy, recognises its duty to make reasonable adjustments for all stakeholders. Our school will always take such steps as it is reasonable to avoid disadvantage.
- We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and to feel pride in their identity. We apply this to the way we manage and reward behaviour.
- For our children we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special physical or educational needs.
- We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.
- Behaviour tracking is collated on CPOMS, all Senior Leadership Team members monitor logs.
- Parents/carers will be asked to attend a meeting or be sent a letter to inform them

that we have concerns about their child's behaviour, if we notice that there has been a high number of incidents recorded. The Senior Leadership Team, SENDCo, a member of the Pastoral/ Safeguarding Team and/or the class teacher will discuss with parents/carers strategies to further support their child's behaviour.

These may include:

- Home-school books,
- Personalised sticker charts linked to clear targets
- Individual Behaviour Plans
- Flexible timetabling
- Support from an external agency
- Pastoral Support Programmes
- EHATs (a tool used for gathering information and a standard approach in assessment for the identification of Early Help needs).

The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes.

The school may create an individual behaviour plan for pupils who need it in order to support them in school. This behaviour plan is logged on CPOMS and shared with all adults involved in the education of that student as well as the student themselves and parents/carers.

## **Liaison with Parents/carers and Other Agencies**

- Our Pastoral/Safeguarding Team/SENDCOs are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.
- We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support.
- During Senior Leadership Team and Pastoral/Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.
- We will work closely with all staff, governors, outside agencies, pupils and their families.
- At Woolton Primary we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems are complemented by additional assistance from services including:
  - Pastoral Support (through our graduated approach)
  - CAMHS- Children's and Adolescent Mental Health Service (including MHST and Seedlings)
  - Local Early Help Teams
  - The school's Educational Psychologist
  - School Health professionals
  - YPAS

Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

## **Staff Development and Support**

All staff have access to ongoing CPD to support behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal. Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Pastoral/Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these. Staff may request to attend additional behaviour management training should they wish to do so.

## **Malicious Allegations**

In the event of pupils having been found to have made malicious accusations against school staff immediate action will be taken by a member of the Senior Leadership Team. This may ultimately result in a fixed term exclusion or even permanent exclusion

## Appendix 1: EEF Guidance:

Implementation					
Proactive					
<b>1</b> Know and understand your pupils and their influences 	<b>2</b> Teach learning behaviours alongside managing misbehaviour 	<b>3</b> Use classroom management strategies to support good classroom behaviour 	<b>4</b> Use simple approaches as part of your regular routine 	<b>5</b> Use targeted approaches to meet the needs of individuals in your school 	Reactive
<ul style="list-style-type: none"> <li>Pupil behaviour has multiple influences, some of which teachers can manage directly</li> <li>Understanding a pupil's context will inform effective responses to misbehaviour</li> <li>Every pupil should have a supportive relationship with a member of school staff</li> </ul>	<ul style="list-style-type: none"> <li>Teaching learning behaviours will reduce the need to manage misbehaviour</li> <li>Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</li> <li>Teachers should encourage pupils to be self-reflective of their own behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li> <li>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li> <li>Reward systems can be effective when part of a broader classroom management strategy</li> </ul>	<ul style="list-style-type: none"> <li>Some strategies that don't require complex pedagogical changes have been shown to be promising</li> <li>Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour</li> <li>School leaders should ensure the school behaviour policy is clear and consistently applied</li> </ul>	<ul style="list-style-type: none"> <li>Universal behaviour systems are unlikely to meet the needs of all your students</li> <li>For pupils with more challenging behaviour, the approach should be adapted to individual needs</li> <li>Teachers should be trained in specific strategies if supporting pupils with high behaviour needs</li> </ul>	
<b>6</b> Consistency is key 	Implementation				
	<ul style="list-style-type: none"> <li>Consistency and coherence at a whole-school level are paramount</li> <li>Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches</li> <li>However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level</li> </ul>				

## Appendix 2: Checklist from EEF:

For senior leadership team:	For teachers:
<p>Policy:</p> <ul style="list-style-type: none"> <li>Ensure absolute clarity about the expected standard of pupils' behaviour.</li> <li>Ensure that behaviour policy is clearly understood by all staff, parents, and pupils.</li> <li>Display school rules clearly in classes and around the building: staff and pupils should know what they are.</li> <li>Display the tariff of sanctions and rewards in each class.</li> <li>Have a system in place for ensuring that children never miss out on sanctions or rewards.</li> </ul>	<p>Classroom:</p> <ul style="list-style-type: none"> <li>Know the names and roles of any adults in class.</li> <li>Meet and greet pupils when they come into the classroom.</li> <li>Display rules in the class—and ensure that the pupils and staff know what they are.</li> <li>Display the tariff of sanctions in class.</li> <li>Have a system in place to follow through with all sanctions.</li> <li>Display the tariff of rewards in class.</li> <li>Have a system in place to follow through with all rewards.</li> <li>Have a visual timetable on the wall.</li> <li>Follow the school behaviour policy.</li> </ul>
<p>Leadership:</p> <ul style="list-style-type: none"> <li>Model the behaviour you want to see from your staff.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>Know the names of children.</li> <li>Have a plan for children who are likely to misbehave.</li> <li>Ensure other adults in the class know the plan.</li> <li>Understand pupils' special needs.</li> </ul>
<p>Building:</p> <ul style="list-style-type: none"> <li>Visit the lunch hall and playground, and be around at the beginning and the end of the school day</li> <li>Ensure that other Senior Leadership Team members are a visible presence around the school</li> <li>Check that pupils come in from the playground and move around the school in an orderly manner.</li> <li>Check up on behaviour outside the school.</li> <li>Check the building is clean and well-maintained.</li> </ul>	<p>Teaching:</p> <ul style="list-style-type: none"> <li>Ensure that all resources are prepared in advance.</li> <li>Praise the behaviour you want to see more of.</li> <li>Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).</li> <li>Differentiate.</li> <li>Stay calm.</li> <li>Have clear routines for transitions and for stopping the class.</li> <li>Teach children the class routines.</li> </ul>
<p>Staff:</p> <ul style="list-style-type: none"> <li>Know the names of all staff.</li> <li>Praise the good performance of staff.</li> <li>Take action to deal with poor teaching or staff who fail to follow the behaviour policy.</li> </ul>	<p>Parents:</p> <ul style="list-style-type: none"> <li>Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.</li> </ul>
<p>Children:</p> <ul style="list-style-type: none"> <li>Praise good behaviour.</li> <li>Celebrate successes.</li> </ul>	
<p>Teaching:</p> <ul style="list-style-type: none"> <li>Monitor the amount of praise, rewards, and punishments given by individual staff.</li> <li>Ensure that staff praise good behaviour and work.</li> <li>Ensure that staff understand special needs of pupils.</li> </ul>	
<p>Individual pupils:</p> <ul style="list-style-type: none"> <li>Have clear plans for pupils likely to misbehave and ensure staff are aware of them.</li> <li>Put in place suitable support for pupils with behavioural difficulties.</li> <li>Build positive relationships, particularly with parents of pupils with behaviour difficulties.</li> </ul>	