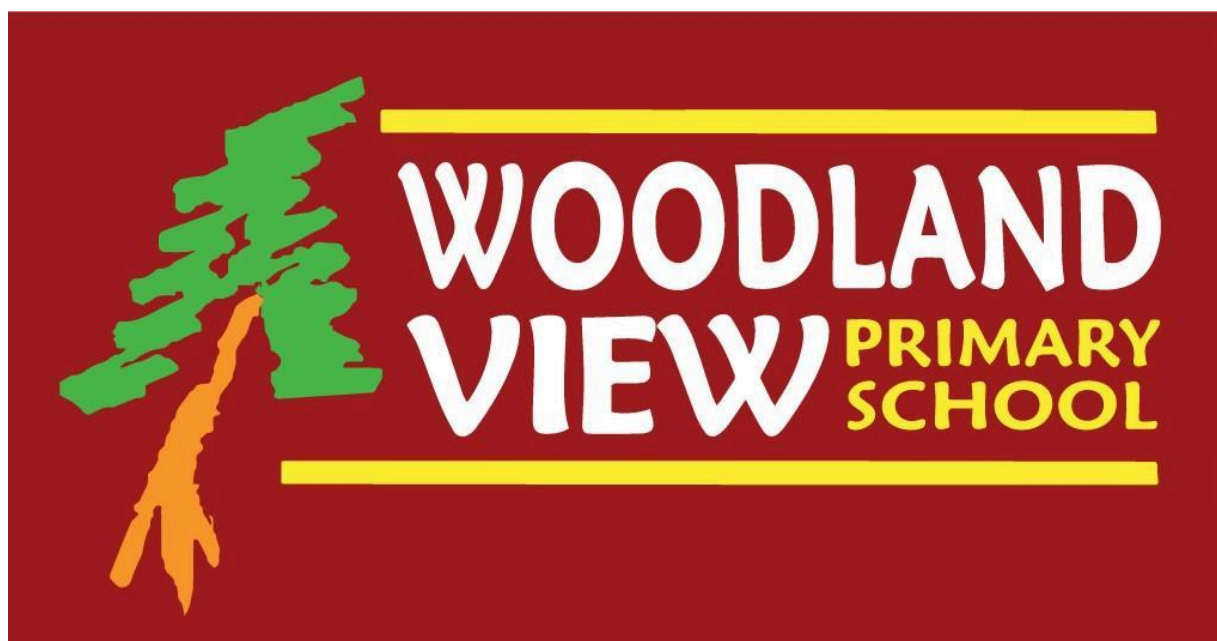


Behaviour Policy including Anti-Bullying Statement of Behaviour Principles

Woodland View Primary School



Last reviewed on:	September 2025
Next review due by:	September 2026

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At Woodland View we believe that our school is a community and that it is vitally important that everyone feels safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion with equal opportunities for all.

Good behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils can thrive. Our vision statement, 'Inspire, Enjoy, Achieve' drives the principles of this policy whilst recognising that children may not always make positive, pro-social behaviour choices, but these moments can be used as a tool for learning, personal growth and development. At Woodland View Primary School, we believe it is essential to have a positive behaviour management strategy. Each individual within our school community is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. Our school values stress the importance of honesty, respect, kindness, creativity, courage and cooperation. We encourage and praise good behaviour and help children to realise that this is the standard expectation. We expect all members of staff to take collective and individual responsibility in implementing this behaviour policy.

Bullying of any kind is unacceptable at our school and any incidents that do occur are dealt with promptly and effectively. Our children take full responsibility for their own behaviour which will prepare them for continuing responsibility when they venture into the world beyond primary school.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations of behaviour, including procedures and systems for rewards and consequences. It is designed to encourage positive, (pro-social) and acceptable (expected) behaviour and ensure we deal effectively with unacceptable behaviour.
- Make all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the eradication of bullying in our school.
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour	<ul style="list-style-type: none"> ● Deliberate disruption in lessons, in corridors between lessons, and at break and lunchtimes ● Refusal to complete classwork ● Persistent poor attitude despite offer of support ● Intentional incorrect uniform
Serious misbehaviour	<ul style="list-style-type: none"> ● Repeated breaches of the school rules that lead to unreasonable high level disruption of children’s right to learn ● Refusal to follow an adults instruction (these are presented to the children as instructions that “keep us safe or help us learn”). ● Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours, including online ● Physical violence or verbal aggression directed towards an adult or pupil ● Use of object/weapons to hurt others ● Serious/ continued bullying incidents ● Vandalism leading to significant damage of school property and resources ● Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Anti-Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

We also use child friendly definitions for identifying bullying which is regularly reinforced to the children through assemblies.

- | | |
|--------------------|--------------------|
| S – several | S - start |
| T – times | T - telling |
| O – on | O - other |
| P – purpose | P - people |

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (**Several Times On Purpose**)
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is wrong and potentially damages all members of the school community, including pupils, teaching and learning support staff, regardless of age, disability, race, gender or sexual orientation. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Bullying is unacceptable and is a Level 5: Serious unacceptable behaviour within the school's behaviour policy.

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse.

This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

5. Roles and responsibilities

The Governing Board

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Anti-bullying

- The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school antibullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter via the school complaints procedure.

The Headteacher

The headteacher is responsible for:

- Meet and greet learners at the beginning of the day
- Will be a visible presence around the school
- Celebrate staff, leaders and pupils whose effort goes over and above expectations
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Anti-bullying

- The Headteacher ensures that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong. The Headteacher ensures the school participates in National Anti-Bullying Week.
- The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- The school participates annually in Anti-Bullying Week to place emphasis on the children's understanding of the different forms bullying can take, the school's view that bullying is unacceptable and the S.T.O.P. message.

- The Headteacher and/or other senior leaders record all bullying complaints, investigations and the actions taken. These provide useful monitoring information.

Designated Behaviour Lead

The designated behaviour lead is responsible for:

- To use behaviour data to target and assess interventions at universal and SEND support in line with provision mapping document
- To provide support and advice to adults.
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.
- Meet and greet learners at the beginning of the day
- Will be a visible presence around the school
- Celebrate staff, leaders and pupils whose effort goes over and above expectations
- Ensure staff training needs are identified and met
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice

Expectation of Phase leaders

Phase leaders (and SENCo's) are not expected to deal with behaviour referrals in isolation. If called upon they are there to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

- A visible presence around school
- Encourage the use of positive phone calls/ positive postcards amongst their team
- Support behaviour development through phase meetings to ensure consistency of the policy
- Know which children are consistently meeting expectations
- Liaise with SEND team to ensure prompt provision where needed
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines

Staff

Staff are responsible for:

- Meet and greet at the door
- Creating a calm and safe environment for pupils
- Refer to our school values in their daily conversations with children
- Never walk past or ignore pupils who are failing to meet expectations
- Modelling expected behaviour and positive relationships
- Follow up all behaviour including restorative conversations and communication with parents
- Teach behaviour as part of the weekly curriculum
- Plan lessons that engage, challenge and meet the needs of all pupils
- Deal with all poor behaviour in private
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

Anti-bullying

- All the staff in our school take all forms of bullying and child on child abuse seriously, and seek to prevent it from taking place.
- If teachers witness an act of bullying or has one reported to them, they will initially investigate it themselves and record their findings and the action taken. The teacher will speak to the pupils' parents. If it appears to be happening Several Times on Purpose or even if it is a "one off" but serious in nature (e.g. violent, racist, homophobic, related to disability or cyber bullying) they refer it to the deputy or headteacher.

- The Headteacher or Senior Leader will then investigate the incident and contact the pupils' parents. The incident will be recorded on EDUKey with any action taken. Teachers and Support Staff will be informed of any agreed consequences and how both the bullied and the bully should be supported. This may involve counselling and support for the victim, and putting sanctions /consequences in place for the offender.
- Time is spent talking to the child who has been found to have bullied another child, explaining to them why their action was wrong and how they should change their behaviour in future. Parents will continue to be involved in discussions about how the situation is or is not improving. Where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.
- The School has a Family Support Worker who is part of our Well-being team and who can engage with vulnerable pupils and their families, undertake observations as part of the school's investigation, feedback and/or provide follow up support/ work with both the pupils and their parents. This includes both the victim and the bully. The Family Support Worker and Well-being team can support vulnerable pupils with assertiveness training, support pupils through social stories and small group activities.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures in line with the behaviour policy.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use the Dimension PSHCE sessions, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children and why it is wrong. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The children annually participate in themed assemblies and activities during National Anti- bullying Week. This can include, drama workshops, poetry, story writing, circle time and Art activities. The school also engages storytellers (Life Education) and theatre companies to make the message understood.
- Our school values emphasize the need to treat each other kindly and consider each other's feelings in our words and our actions.
- The pupils all engage with "Staying safe" themes which empowers pupils with the skills to confidently say no when they feel under peer pressure within and outside school as part of our PSHE and online safety curriculum.

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils.

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

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Help the children to understand the rules and the need for them in an ordered society
- Inform the school of any changes in family circumstances that may affect their child's behaviour (family difficulties, bereavement, etc)
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Support the school's hierarchy of rewards and sanctions
- Ensure their child has access to an appropriate diet and has an appropriate level of sleep
- Ensure their child attends school regularly/punctually and notify the school of reasons of absence
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

Anti-bullying

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher or Deputy Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the School Prospectus and on the school website.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Anti-bullying

- The children are taught the S.T.O.P. message every year. If it happens "Several Times on Purpose, Start Telling Other People". Pupils are encouraged to tell anybody they trust if they are being bullied and reassured that we will take it seriously and investigate it.
- Pupils are invited to tell us their views about a range of school issues, including how safe they feel in school through Pupil and Parent surveys. Information gathered from pupils and parents feed into the policy.
- Worry boxes/monsters are available around the school.
- Pupils in Year 6 are trained as Play Leaders and they support happy, healthy play and social times by helping pupils to resolve issues of conflict
- Our pupils are reminded that our ELSA and Family Support Worker are available for pupils who need to talk to an adult.
- Pupils are also reminded that they must not act as "bystanders" to a bullying incident but report it to an adult who will take it seriously to ensure pupils are safe in school.

Pupils will be supported to meet the behaviour standards.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

Mobile phones

Only pupils in Year 5 and 6 may bring their phones onto school premises. This is to support their growing independence of walking to and from school safely. Written permission from a parent/carer is sought at the beginning of the academic year (and in-year if a late arrival) to enable a child to be dismissed from school without an adult present.

Pupils can therefore bring a mobile phone to school provided they abide by the following:

- Mobile phones must be switched off as soon as they enter the school building
- Mobile phones must be immediately placed in the secure, locked box provided by the teacher as soon as they enter the school.
- All pupils are prohibited from accessing their phone until permitted by the teacher at the end of the school day.
- Pupil must not use their phones whilst on the school grounds.

There are no exceptions to these rules.

If any pupil knowingly fails to follow these rules, the phone will be confiscated by an adult and it will be the responsibility of their parent/carer to come to pick it up from the teacher. It will not be given to the child. The child will no longer be able to bring their phone to school for a period of time agreed with the parent.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

7. Behaviour Principles

At Woodland View Primary School we believe that:

- We value and care for every individual in our school and there is a culture of mutual respect.
- Good behaviour is a collective responsibility for everyone in our school.
- Good behaviour is modelled and taught, recognised and praised.
- Good behaviour is reinforced, and high self-esteem is promoted.
- There is a focus on both the rights and responsibilities of the child.
- Boundaries are clear and consistent.
- There is a strong culture of positive values that pervade the whole school.
- Everybody has a right to feel safe.
- Children are treated as individuals.
- All staff are approachable and have high expectations.

Woodland View Primary School and Nursery has the same expectations on behaviour for children in lessons, at break and lunch times as well as on educational visits and residential. These expectations also extend to children who are representing the school in sports fixtures or other events outside of the school, but where children are representing the school.

Our school values

Our values are:

Autumn 1 - Courage	Autumn 2 - Kindness
	
Spring 1 - Cooperation	Spring 2 - Honesty
	
Summer 1 - Creativity	Summer 2 - Respect
	

We expect the highest possible standards of behaviour from all pupils and in order to achieve this we have established six core values that underpin our aims and beliefs, including behavior principles. We have designed a robust curriculum that explicitly teaches our pupils about the importance of being a good person and citizen by learning about, and adhering to our school values – Courage, Kindness, Cooperation, Honesty, Creativity and Respect.

All children are constantly reminded of our school values:

- Our six values are discussed in PSHE and Circle Times throughout the year.
- Good behavior is described as demonstrating one of the values (i.e “you showed kindness when you helped your friend when they fell”
- Our values are displayed in each classroom and around the school environment.
- Assemblies and lessons reinforce examples of the values through stories, anecdotes and real-life examples within the news.

Strategies used in our school for the promotion of good behaviour (please see appendix 1)

8. Responding to behaviour

Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's values. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

There is a focus on intrinsic rewards. Teaching staff give meaningful praise and 'catch the children being good'.

Positive behaviour will be rewarded with:

- Verbal and Non-verbal praise (smile, thumbs-up, nod)
- Praise phrases
- Dojo points with termly rewards
- Other in-class rewards (stickers, stamps, star of the day)
- Values stickers
- Achieve Stamp
- Special Award certificates given in Celebration Assembly
- Values Awards given at the end of each half term
- Lunchtime Dojo stickers given by Lunchtime Supervisors

Responding to misbehaviour – support and consequences

Whilst every effort is made to prevent inappropriate or unacceptable behaviour and poor citizenship, where it does occur, the following procedure will be followed.

The chart below indicates the examples of unacceptable behaviour and what action will be taken. This is not an exhaustive list.

Low Level Incident – Begin at Level 1	Serious Incident – Straight to Level 5
<p>Low-level</p> <ul style="list-style-type: none"> ● Calling out ● Talking when they should be attending to their learning ● Disturbing other's learning purposefully ● Playground disruption (i.e. pushing) ● Purposely not keeping hands and feet under control ● Ignoring a reasonable request needing repeat reminder(s) 	<ul style="list-style-type: none"> ● Swearing at another child/adult Vandalism ● Persistent refusal to follow instructions/reasonable requests Fighting ● Inappropriate language ● Verbal abuse ● Repeatedly ignoring a reasonable request ● Violence ● Threatening behaviour ● Malicious Accusations ● Prejudice relating to race, gender, disability, religion or belief.



Verbal Warning

Child is issued with a short verbal warning to remind of what is expected of them (school values).

For most children this is all that is ever required. If a warning is given, we always look for the first opportunity to praise the child concerned.



Verbal Guided Reflection

Interaction with the teacher to find out the cause for the behaviour and the teacher will support the child to overcome the cause of their behaviour.



Reflection Time

After two previous warnings, a consequence is given. The child is moved away from the group for the remainder of the lesson to reflect on their choices.



Remove and Re-set Time

If the inappropriate behaviour continues, the child will continue their learning under the supervision of the phase lead, and will be logged on the behaviour spreadsheet and parents will be informed.



Serious Unacceptable Behaviour

If the behaviour continues or there is behaviour displayed that is classified as a serious incident, the child will be sent immediately to a member of the senior leadership team. This will be logged as a serious incident on [EduKey](#) and parents will be informed by a member of SLT.



Severe and Dangerous Unacceptable Behaviour

When any of these behaviours occur, the Headteacher or Deputy-Headteacher will be involved in managing the incident. Such behaviours may result in the child being excluded either internally, or externally for a fixed term or permanently. Parents will be asked to attend an urgent meeting.

Severe and dangerous behaviour (Level 6)

Certain behaviours require pupils to be automatically removed from the class, playground or the school.

This includes:

- Serious physical or verbal abuse
- Persistent and/or defiant and disruptive behaviour including persistent failure to follow instructions from staff.
- Behaviour which constitutes a serious health and safety risk to children and/or adults in the school.
- Serious actual or threatened violence against another pupil or a member of staff.
- Malicious accusations to another adult or pupil
- Serious bullying incidents and non-accidental damage to property/equipment
- Prejudiced based incidents.

In cases where there is a serious breach of the behaviour code the school will immediately contact the parents and conduct a thorough investigation. In some circumstances the school may ask the parents to collect the child immediately: for example: if the continued presence of the child on the premises constituted a risk to the safety, well-being or education of others. This would be a suspension. The school has a firm commitment to helping children, in partnership with parents, to improve behaviour. Any form of exclusion is a serious step and is not undertaken lightly by the school. However, the school must consider the health, safety, well-being and education for the whole school community when dealing with serious breaches of conduct. Where there has been a serious breach of the behaviour code the school will consider suspension.

Suspension and permanent exclusions

Where there is a serious breach in the school's expected standards of behaviour the resulting action is a fixed term internal or external suspension. At all times in such circumstances, the School's Leadership Team and Governing Body will work together. The Headteacher may use internal exclusion, which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises.

Internal exclusion can be to another class or to a designated area within the school and appropriate supervision will always be provided by the school for the duration of the internal exclusion. An internal exclusion may continue through break and lunchtimes. The school 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. The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our Suspension and Permanent Exclusions policy for more information.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching and confiscation

Children are prohibited from bringing dangerous or offensive items onto the school grounds.

This includes, but is not exhaustive of:

- Illegal drugs
- Alcohol
- Dangerous substances including aerosols
- Weapons and/or sharp objects e.g. screw driver, scissors or a knife.
- Mobile phone (unless in Y5 and Y6 with permission from parents/carers). Please note, that the school reserves the right to ban a child's mobile phone from the school premises if they deem it necessary.
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any other item that could harm others physically or emotionally

Woodland View Primary School will follow the advice and recommendations set out in the DfE Searching, Screening and Confiscation Advice document – link below:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Designated Safeguarding Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

9. Responding to pupils with Special Educational Needs

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

Unless formally disapplied from the National Curriculum, all children have equal access to the curriculum. The National Curriculum gives great emphasis to the importance of inclusion, and the need for teachers to plan to meet the needs of all children. Work is therefore planned to meet the needs of children through outcome, differentiated/varied work or through additional support. Children who have learning difficulties may at times present with behavioural difficulties.

When supporting children with behavioural difficulties, teachers look closely at their work in order to ascertain if there is an underlying difficulty related to learning. Where a child is considered to have significant or persistent behavioural difficulties, discussion at an early stage takes place with the SENCO and the Northamptonshire SEND team. In addition, support will be enlisted from the ELSA and where appropriate our school SENDCO or family support worker.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Support for Pupils

At Woodland View Primary School we believe that unwanted misbehaviours are a child’s way of communicating an unmet need. At every opportunity staff will employ every resource available to support the child and try to determine what is not working for this child, what are they trying to tell us?

Within school we have a wide range of resources, learning spaces and expertise who can be utilised to support pupils. Here is an example of different approaches that could be used.

Universal Support within the classroom	Targeted support within school	Referral to wider professional or services
Quality first teaching strategies Seating design to suit learners needs Equipment (pencil grips, coloured paper or overlays) Quiet spaces within classrooms Support from an LSA	Timetabled support from the school ELSA Bespoke interventions Personalised equipment (noise cancelling headphones) Individual education plan Support from the family support worker	Referrals to services such as: Jogo SASS (School attendance support service) Local Partnership coordinator Educational psychologist Children and family support service CAHMs Space to PLayer

11. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

Appendix 1: Strategies for the promotion of good behaviour

Public praise

Public acknowledgement of good behaviour can be very powerful in a positive way. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

Give children a choice

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem. The children will also be reminded about making the 'right choice'.

Be consistent

Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

Set high expectations

It is important for adults in school to set high expectations for all children with regard to their attitude and behaviour. This is not exclusive to the classroom and also applies to when the children are moving around the school and during school assemblies. Children need to be made aware of what the expectations of behaviour are and these need to be made clear to enable the children to follow expectations.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that are expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably.

Listen to the children

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings (eg. "You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to feel secure in the knowledge that issues will be dealt with appropriately.

Maintain frequent contact

All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early and children's attention returned to the task before behaviour actually becomes disruptive.

Self-awareness

Adults in school need to communicate confidence and authority. In order to do this, it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of

voice, choice of words and use of eye contact.

'Catch them being good'

Noticing and acknowledging anything that is in the direction that adults in school wish children to take, will encourage and reinforce positive behaviour. Examples (not an exhaustive list) of things to 'catch them being good' at include:

- entering the classroom quickly and quietly
- treating books and equipment carefully
- looking at the teacher quickly and quietly when asked to listen
- starting work quickly
- being polite
- moving from one task to another without teacher reminders
- tidying and clearing up
- working hard on a piece of work
- telling the truth
- holding the door open for someone
- handing homework in on time
- being a good friend
- saying please and thank you
- asking for help when they need it
- walking quietly around school
- listening well in assembly
- working well with a group of classmates
- being willing to try something new or difficult
- offering to help without being asked
- taking turns and waiting for others

Appendix 2: Supporting Behaviour and Personal Social and Emotional Development at Woodland View Primary School.

Activities that might be included on a Pastoral Support Programme.

Universal Support within the classroom	Targeted support within school	Referral to wider professional or services
Quality first teaching strategies Seating design to suit learners needs Equipment (pencil grips, coloured paper or overlays) Quiet spaces within classrooms Support from an LSA	Timetabled support from the school ELSA Bespoke interventions Personalised equipment (noise cancelling headphones) Individual education plan Support from the family support worker Emotional regulation books (emotions library)	Referrals to services such as: Jogo SASS (School attendance support service) Local Partnership coordinator Educational psychologist Children and family support service CAHMs Space to Play

Our Team

All staff at Woodland View Primary School put pupils social, emotional and mental health wellbeing as a top priority. It is embeded throughout or culture, ethos, school values and taught curriculum. All children are taught that they any Woodland View adult is here to help; they can speak to anyone they choose. However, we do highlight some key members of staff as 'trusted adults'. These are designated members of the team who have responsibility for safeguarding and wellbeing. These staff are signalled to the children on posters that are displayed around school.



In addition, we have key members of staff who make up our wellbeing team.

Mrs Stanton, our ELSA (Emotional Literacy Support Assistant) supports the Rainbow Room and specialises in interventions relating to Social, Emotional and Behavioural Difficulties.

Mrs Taylor, our Family Worker, supports children with friendship problems, difficult home circumstances, bereavement, divorce or upset.

The work of these Specialist Teachers and Assistants are supervised by our SENCO and Designated Safeguarding Lead.

Our Rainbow Room

Small groups of children work closely with a member of our wellbeing team, focusing on aspects of social and emotional development. This is delivered through a variety of different means including talking, sharing stories, role-play, puppet work and drama.



Appendix 4: behaviour log

Behaviour Monitoring 2024/25

amandajane.matsangou@wvps.northants.sch.uk

[Switch accounts](#)



Not shared

* Indicates required question

Once you have completed this form:

For behaviour incidents of Level 3 or 4, please follow up this behaviour report by also letting LEANNE WOOD in FS/KS1 or CAT COX in KS2 know that you have completed it.

However, if you have a level 5 or above concern, please speak to a member of SLT as soon as possible. These incidents will need to be recorded on EduKey.

Full Name of Reporting Adult (First name / Last Name) *

Your answer

First Name of Child *

Your answer

Surname of Child *

Your answer

Is the child in **FS/KS1** or **KS2**? *