

# **WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB**



## **BEHAVIOUR FOR LEARNING POLICY 2025-2026**

*This policy is written taking into account the recommendations and guidance, issued in February 2024, by the DFE, 'Behaviour in Schools' ([https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)).*

# Behaviour For Learning Policy

At Woodlands Primary School, Hedgehogs Nursery and Sunbeams Club (the school) we expect good behaviour from all members of our school community. We believe strongly in positive relationships built on mutual respect, understanding, tolerance and trust. Therefore, what we expect is very often what we see around school. We recognise however, that there are times when behaviour is inappropriate and we address this throughout the school in a consistent and effective way.

To enable the children to understand what we expect of them, we have a very simple code of conduct based on three words: Ready, Respectful and Safe. All adults in our school community are committed to ensuring every child has the right to succeed and all conversations linked to behaviour for learning are rooted in these three words.

**READY – Are you ready to learn?**  
**RESPECTFUL – Are you being respectful to those around you?**  
**SAFE – Are you safe?**

Within an effective learning environment, we know that children must feel secure, valued and assured of success. To underpin our code of conduct, children are expected to:

- † follow instructions the first time they are asked
- † use kind hands and kind words when they are playing together
- † focus on the learning objectives in every lesson so that they learn
- † respect our school and work together to look after the property within it
- † understand that we won't always agree with one and another and, with help and support they will learn to tolerate differences

At our school we believe that developing a child's character to be the best it can be is paramount in today's society and it is our moral duty within the school community to develop this in our children.

As part of our Ready, Respectful and Safe code of conduct, we ask that all children and staff work together to build respect. To support this, we use Commando Joe's character education traits of RESPECT to build character:

**R**esilience  
**E**mpathy  
**S**elf-awareness  
**P**assion  
**E**xcellence  
**C**ommunication  
**T**eamwork

## CONSISTENCY OF APPROACH

In implementing this behaviour policy, staff at the school acknowledge the need for consistency:

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring "certainty" at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations referencing promoting appropriate behaviour

- Consistent respect from the adults
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms and around the school site
- Consistent code of conduct and core values are evident

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.”*

*Paul Dix*

#### **STAFF WILL:**

1. Meet and greet children at the classroom door
2. Refer to being ready, respectful and safe- consistently modelling the behaviours the staff expect to see and to support building of relationships
3. Plan lessons that engage, challenge and meet the needs of all learners
4. Be calm when going through the restorative conversation steps – ‘prevent’ before ‘boundary ladder’
5. Follow up every time, retain ownership and engage in reflective dialogue with learners

#### **PUPILS WILL:**

1. Be ready
2. Be respectful
3. Be safe

#### **PARENTS/CARERS WILL:**

1. Encourage independence and self-discipline in their child/ren, show an interest in all that their child does in school and to offer a framework for social education.
2. Foster good relationships with the school and support the school in the implementation of this policy.
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
4. Accept that some children have additional needs. As an inclusive school we welcome those children and attempt at all times to support their needs. This may look different to another child and may involve parents supporting school by educating their children that there are those who have additional needs.

#### **HOW WE CELEBRATE EXAMPLES OF THE EXPECTED BEHAVIOUR**

At our school, all staff will show consistent, calm behaviour. Adults will give first attention for the best conduct – thanking the children who are consistently doing what is asked of them. Staff will meet and greet the children; use positive and sincere praise and they will be consistent in expectations of behaviour for learning.

- House Points- Children across school can earn house points for demonstrating the expected code of conduct behaviour during the day. All members of the school community are assigned to a House. The houses are named after inspirational figures and the work of these people is shared with the children at the start of each new academic year. Children can be awarded up to 10 points for their house at a time for demonstrating an aspect of being ready, respectful or safe. House points are collected by the use of Class Dojo (online) and the total are shared as part of a weekly celebration. The house that collects the most points over each half term will be rewarded with a ‘celebration event’. During lunch times, our midday assistants will use an iPad to reward positive behaviour with up to 10 house points in the lunch hall and on the playground.
- Ready, Respectful and Safe- Each week during a celebration assembly 2 certificates will be awarded in each class to children who have demonstrated an exemplary aspect of our code of conduct – Ready, Respectful and Safe.
- ‘V.I.P’ – Once a week, class teachers from Reception to Y6 will choose an ‘Always Child’ from their class. This is the pupil who has followed the rules all week, gone above and beyond with their behaviour.
  - In Reception, children will be awarded the chance to take the class teddy home for the weekend.
  - In KS1, children will be rewarded with a V.I.P badge and will be invited to share a hot

chocolate (during the Autumn and Spring term) or an ice lolly (in the Summer term) with a member of the Senior Learning Team.

- In KS2, children will be awarded with a V.I.P badge- they will be invited to sit at the 'top table' in the lunch hall (bringing a friend if needed), sit on benches for every assembly, go at the front of the line in class and choose class brain breaks.
- In our Resource Provision classes, children will be celebrated on a weekly basis by being awarded: Acorn of the week, Butterfly of the Week or Ladybird of the Week depending on which class they are in.
- Weekly postcards- Postcards will be sent home to celebrate children who have gone above and beyond in the classroom, on the playground or in their learning.
- Star of the day – Each day, staff will choose a child who has consistently demonstrated being ready, respectful & safe in class.

## **Zones of Regulation**

At our school, we use Zones of Regulation to help our children understand and manage their emotions. The Zones of Regulation is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage or explosive behaviour when in the Red Zone.

## **DE-ESCALATION – Boundary Ladder**

<b>Steps</b>	<b>Actions</b>
Reminder	A reminder of the three simple rules- ready, respectful, safe
Second reminder	A clear verbal reminder delivered privately wherever possible. “This is your second reminder to...”  (this step should remind children of the behaviour they should be presenting at that time)
Calm time	Children given an opportunity to sit in a ‘safe space’ in the classroom e.g. calm corner and reflect on their choices and behaviour so far (5 minutes)  After 5 minutes, children will be invited back to their activity with the expectation that they are now behaving in a ready, respectful and safe way.
Calm time in buddy class	Safe, calm space for reflecting on choices and behaviours presented so far  After 5 minutes, children will be invited back to their activity with the expectation that they are now behaving in a ready, respectful and safe way.
Calm time with Phase Leaders (SLT)	Phase leaders are NOT to be used as general buddy classes.  Children to spend 5 minutes in Phase Leader classroom.
Discussion about behaviour with Head/Deputy Head teacher	If behaviour is persistent, child asked to go to Head Teacher (KS2) or Deputy Head Teacher (KS1) for a discussion about their choices and making a positive change when going back into class.
Repair	A quick chat at breaktime- maybe outside with them or a more formal meeting depending on background of situation.  All staff to use planned restorative questions to guide sensible reflection and next steps

Sometimes children may exhibit behaviour that may not be consistent and in line with our school code of conduct. As a school we use de-escalation strategies to avoid low-level behaviours escalating and becoming more serious. When children are behaving in a way that is not appropriate staff will use a range of strategies to support the student to get back on track without giving attention to the negative behaviour.

The steps above should give the majority of children enough time to reflect on their choices and behaviour and make positive changes access their learning.

For continuous behaviours, teachers should report to their phase leader who will take time to speak to individuals about their choices and remind them of the importance of being ready, respectful and safe. At our school, there is a zero-tolerance policy when it comes to verbally or physically aggressive behaviour- if these behaviours occur, phase leaders and/or DHT/HT will be asked to speak to the children straight away.

The behaviour steps above should be followed by all adults in school including key adults and midday assistants.

Each day is a fresh start.

## **INDIVIDUAL BEHAVIOUR SYSTEMS**

There are some children in school who require an individual behaviour system to meet their individual needs and whom this policy is not appropriate. Class teachers will design an individual behaviour plan in conjunction with the SENCo, parents/carers and if appropriate, external agencies.

Children who have an individual plan may have a Risk Assessment which will be reviewed regularly with identify strategies used and possible triggers. These are shared by the class teacher with all adults working in the room and also with parents.

Whilst we cannot share those needs, or the specific plans created for the children, we would endeavour to educate the children in their class about their needs to afford the children the opportunity to support the child and their own character development by developing understanding of the triggers for the child's behaviour and avoiding (where possible) creating them.

## **BREAK & LUNCH TIMES**

We expect behaviour at lunchtimes to match behaviour at break time and in classroom situations. There will be no tolerance for swearing or being aggressive to another child. If these situations occur, the child will be sent to a member of SLT/Pastoral team where behaviour will be discussed and any sanctions, if needed, will be implemented. After following the boundary ladder for challenging behaviour- midday assistants are to report any incidents that need resolving to the class teachers when they are collected after playtime or lunchtime on the day. Teachers will regularly liaise with midday assistants to discuss any individual children's needs and share strategies and ideas for managing behaviour.

## **LEADERSHIP & MANAGEMENT**

The Head Teacher, SLT and the Pastoral team will work closely with staff in supporting the implementation of this behaviour policy. Training for new staff and regular updates/refresher training will be held for staff during staff meetings as appropriate. The Pastoral Team and the Designated Safeguarding Leads (DSL) will work alongside staff to support children who may require additional strategies in managing their behaviour. The pastoral leads and DSL will also engage and work with local services and social workers to ensure any SEND or vulnerable children receive the support they need to ensure a smooth return to school.

## **MONITORING BEHAVIOUR**

Class teachers monitor behaviour and staff are expected to keep a record of any incidents linked to behaviour on CPOMs. Staff are expected to report on the context/ lead up to the incident, the actual incident (fact - based, not opinion) and the consequence of any pupil action, following the boundary ladder.

Incidents of racist, homophobic and hate crimes are dealt with in line with this behaviour policy. Any incidents of online/ cyber -bullying (see ESafety policy) also follow the behaviour policy in the manner in which they are dealt with. Incidents of these types of negative behaviours are also reported to SLT and the Governors via a termly behaviour report in the Head Teachers report to Governors.

Incidents of child-on-child abuse or sexualised behaviour (harassment or violence) are also reported via CPOMS, which is then always dealt with by a member of the safeguarding team and/or SLT and Head Teacher. As per our Child-on-Child policy, DSLs will recognise, respond and refer incidents/ pupils to the Local Authority where necessary. Outcomes and levels of intervention will be determined based upon types of presenting behaviours. Where abusive/ violent behaviours are identified, safety and support planning will be put into place.

**THE GOVERNING BODY OF WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB WILL:**

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

### **STATUTORY OBLIGATIONS:**

- Teachers have a statutory authority to respond predictably, promptly, and assertively in accordance with the school behaviour policy when dealing with negative behaviours. (Behaviour in Schools- Advice for Headteachers and School Staff- Feb 2024).
  - The responsibility to respond also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
  - Teachers can use the boundary ladder at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
  - Teachers can confiscate pupils' property.
  - Head Teacher and the Governing body must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
  - Governing bodies have a duty under section 175 of the Education Act 2011 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.
  - Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE – use of reasonable force July 2013)
- (Taken from the DfE guidance)

### **CONFISCATION OF INAPPROPRIATE ITEMS**

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items' including:
  - Knives and weapons
  - Alcohol
  - Stolen items
  - Fireworks
  - Pornographic images
  - Illegal drugs
  - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

**Please note:** Parents will be informed of the reasons why a search for prohibited items has taken place and all searches/conversations will be recorded on CPOMs.

3. Weapons and knives and both adult or child pornography must always be handed over to the police. If and when such items are confiscated from a pupil, a pupil risk assessment will need putting into place for that child to help reduce and control the risk of future incidents.

### **COMMUNICATION AND PARENTAL PARTNERSHIPS**

At Woodlands Primary School, we recognise that effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has any behaviours which are causing a concern in school, steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to SLT and the Pastoral Team, so strategies can be put in place and more formal steps can be taken. SLT, the Pastoral Team and the class teacher will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

## **POLICY REVIEW**

This policy will be regularly reviewed and revisited with all stakeholders. The policy review will enable us, as a school, to monitor and maintain the effectiveness of the behaviour policy at Woodlands Primary School.

**Policy Updated September 2025 Review of policy: September 2026**

### **Appendix 1**

Following any incidents of negative behaviour, children will be given time to think and to then act in a more positive way that will get them back on track for improved behaviour for learning. Each incident will be treated individually and fairly. Children, stage appropriate, will be supported in developing an understanding that they are responsible for their own actions and are expected to follow our school code of conduct of being ready, respectful and safe.

Staff will be expected to hold restorative conversations with the child; staff recognise that some children might not be ready for this conversation straight after the incident and will choose a time when the children are feeling calm to discuss any incidents that have occurred.

Sitting alongside the child, staff will hold a restore/reframe conversation with the child. Staff will state the reality of the situation using a 'script'.

### **Examples of restorative conversation questions**

Staff should choose to use some of the questions below to 'frame' a restorative conversation with the child/ren. These questions will enable the child/ren to start to understand their actions, the impact of their actions and what they could do in the future:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make you feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Other question may include:

Why do you think things went wrong?

What would make it easier for us to work together?

What would make the next session go really well?

Where do we go from here?

Who could help us with the next steps?

If you had the session again what, if anything, would you change?