



**A love for
learning, life and
one another.**

Kindness, Trust, Respect,
Truth, Courage, Forgiveness

NAME OF POLICY	Behaviour Policy
REF:	WPS/September 2026/VERSION1
COMMITTEE:	SLT & FGB
SUBJECT LEAD:	Mrs Freya Wren
DATE OF LAST REVIEW:	September 2026
REVIEW CYCLE:	Annually

WOODBOROUGH SCHOOL BEHAVIOUR POLICY

Our Vision and Values

A love for learning, life and one another.

Rooted in the scriptures of Ephesians 3.14 – 21

Rooted and grounded in a love of God and a love of learning.

RATIONALE

Our behaviour policy reflects our school vision of “a love for learning, life and one another.” It helps us create a school where every child feels safe, valued and ready to thrive.

We believe that positive relationships are at the heart of good behaviour. By working closely together as staff, children and families, we create a culture of kindness, respect and high expectations where everyone is encouraged to care for one another and take pride in their learning.

We support children to understand the difference between right and wrong, to reflect on their choices and to learn from mistakes. Our aim is to help them grow into confident, thoughtful individuals who are well prepared for life beyond school.

All adults model the behaviour and attitudes we want children to show. We provide a calm and purposeful environment where children can develop a love for learning and feel supported to succeed. When behaviour falls short of expectations, we see it as an opportunity to guide, support and help children make better choices next time.

As a Church school, forgiveness is an important part of our approach. We believe in restoring relationships, moving forward positively and helping every child feel they belong.

Our behaviour policy is informed by the Education Endowment Foundation’s *Improving Behaviour in Schools* guidance report and reflects its six evidence-informed recommendations.

OUR BEHAVIOUR CULTURE

Guided by our vision, “A love for learning, life and one another,” we strive to build a school community where every child is known, valued and empowered to grow.

- To build a community that consistently reflects our values of respect, kindness, courage, truth, trust and forgiveness in the way we learn, work and live together.
- To create a culture of exceptionally positive behaviour that supports successful learning, strengthens our community and prepares children for life beyond school.
- To ensure that every learner is treated fairly, with dignity and respect, fostering strong relationships across the school.
- To help all children develop a strong sense of self-worth, identity, belonging and achievement, so they feel proud of who they are and what they can become.
- To enable all children to become self-disciplined, reflective and responsible, showing the courage to make positive choices and learn from mistakes.
- To develop the ability to listen carefully, cooperate with others and value different perspectives, demonstrating kindness, respect and trust in all interactions.
- To encourage children to show forgiveness and understanding, helping them to resolve conflict positively and maintain healthy relationships.

PURPOSE OF OUR POLICY

- To help every child develop self-respect, confidence and pride in themselves, their class and our wider school community.
- To create a kind, caring and compassionate environment where respect, truth and trust underpin all relationships across the school.
- To ensure all children and adults experience high-quality teaching and learning opportunities, fostering a lifelong love for learning and life.
- To work in partnership with parents and carers, building strong, trusting relationships that support every child's success and wellbeing.
- To encourage everyone to take pride in our school environment, showing respect for shared spaces, resources and the property of others.
- To promote and reinforce positive behaviour, courageous choices and effective learning habits that help all children thrive.
- To teach and model appropriate behaviour through kindness, forgiveness, positive interventions and restorative interactions, enabling children to learn from mistakes and grow.

A POSITIVE LEARNING CULTURE

Every member of the school community is responsible for creating a positive culture that sets clear expectations for behaviour, both individually and in groups. Our school values are designed to promote and recognise positive behaviour in how we treat one another.

Key aspects of this culture include:

- Every child's positive choices are recognised and they begin each day with a fresh start.
- All staff members consistently praise and reward positive choices.
- Children are given opportunities to receive praise or rewards from other members of staff.
- Each class agree upon a code of conduct that reflects their understanding of "positive choices." This should be linked directly to our vision, values and school rules.
- All staff are consistent in their approach to class rewards, recognising both personal and group learning achievements.
- Staff make professional judgments regarding when it is appropriate to contact parents about their child's behaviour and include them in solutions.
- Positive choices are recognised publicly to promote individual self-esteem.
- Communication with parents to discuss children's attitudes to learning and social emotional skills to ensure transparency about positive choices.

SCHOOL RULES

We make sure that all members of our school know and understand our rules. Our school rules (see Appendix 1) are displayed prominently around our school and in every classroom. Teachers regularly discuss the importance of the rules and help children to understand how keeping them is of benefit for everyone.

OUR GOLDEN RULES

Do be gentle and behave safely.

Do be kind, helpful and thoughtful.

Do work hard and always try your best.

Do look after our school and its property.

Do listen carefully to others.

Do be honest and respectful.

Do be well mannered.

ROUTINES FOR POSITIVE CHOICES

To create a consistent and predictable environment, we follow clear routines:

- Morning Greetings: Teachers greet children warmly at the door to set a positive tone.
- Classroom Entry: Children enter classrooms calmly, ready to learn.
- Transitions: Movement around the school follows agreed procedures.
- Lesson Start: Lessons begin with children equipped, focused and ready to learn.

RESPECTING OUR SCHOOL COMMUNITY

Our school day is divided into three sessions:

- i. Morning Session: 8:45 AM – 11:00 AM (Registration until break)
- ii. Midday Session: 11:00 AM – 1:15 PM (Break until the end of lunchtime)
- iii. Afternoon Session: 1:15 PM – 3:15 PM (After lunch until home time)

Each session—and each new day—is a fresh start. We focus on moving forward with kindness and positivity, ensuring that every child is seen for who they are today, rather than past behaviours. By treating each other with fairness and encouragement, we create a supportive and respectful learning environment for everyone.

REWARDS

We encourage and support our children in following our Golden Rules at all times. Positive choices are recognised and celebrated through:

- **Class Reward System:** Shared approach to gaining an agreed class reward. Children work collaboratively to achieve their target.
- **Positive Notes:** Personal messages (email, written, spoken) to children and families celebrating success.
- **House Points:** Individual or group rewards of house points that contribute to a whole school target.
- **Success Stamps:** Individual rewards for reading at least five times each week or making an extra special effort with their homework/work/behaviour.
- **Learner of the week:** Each fortnight two children are selected from each class for the learner of the week and are presented with their certificate in our Celebration Assembly.

HOUSE POINTS

A formal house point system operates across the school. When children start at our school, each child is allocated to a house:

MARS (red)

JUPITER (green)

MERCURY(yellow)

VENUS (blue)

Children earn house points for their achievements in all aspects of school life. In addition, silver tokens are awarded for good manners and respectfulness. One silver token equates to five house points. House point tokens are collected in jars in each classroom. House captains, appointed from pupils in Year 6, collect house point tokens weekly and add them to central collection jars located in the main entrance area. A running record of tokens is kept. The House Captains work alongside the rest of the Year 6 pupils to select a charity for each house to support. Each long term, the School Council designates a portion of its funds for donation, with the winning house receiving the largest share.

SUCCESS STAMPS

Each child has their own success stamp card in the colour of their house. Success cards display a photograph of the child taken at the start of the school year, a reminder of the golden rules and any success stamps collected by the child.

Success stamps are awarded, by teaching staff, for:

- Pupils who have read at least five times each week to an adult at home (checked by counting the signatures in pupils' reading record books or homework diaries).
- Pupils who have made an extra special effort with their work/behaviour.

When pupils complete rows of their Success Cards (Appendix 2) (every row at KS1 and every 2 rows at KS2) their names are entered in the Golden Book and they receive recognition by means of a Golden Certificate in our Celebration Assemblies.

SUPPORTING CHILDREN IN THEIR EFFORTS TO KEEP THE RULES

In addition to the rewards detailed above, we promote good behaviour and a positive ethos in school in the following ways:

- Regular use of circle time and PSHE activities enable children to explore scenarios with each other in a calm, supportive atmosphere
- Use of the school 'peg system' to enable all pupils to talk to an adult of their choice
- Regular Class and School Council meetings to enable children to make suggestions and offer opinions on school improvement
- Moral discussions, stories and role play which promote our rules as part of collective worship
- Year 6 leaders who provide good role models for other children
- Informing parents of the school rules
- Encouraging strong Home-School links via the Home-School Agreement (Appendix 3) and parents' meetings.

A SINGLE PROCESS FOR MAKING POSITIVE CHOICES

To provide clarity and consistency, our school follows one process to help children understand how making positive choices supports effective learning and relationships. This process applies to all adults in school.

There are three main stages (see flowchart in Appendix 4), with SLT support and parent/carers involvement as needed.

Stage 1: Calm Reminder

When a child is not making positive choices and is not following our **Golden Rules** (maximum of 2 reminders):

- Staff give a kind, brief verbal reminder, close to the child and at their level, rather than in front of peers.
- Keep language simple and focused on the relevant **Golden Rule**. Each reminder should take no more than 20 seconds.
- Staff should positively reinforce the expectation and give the child an opportunity to make the right choice.

Example – 1st reminder:

"I noticed you were not following our Golden Rule to **Do be gentle and behave safely** by rocking on your chair. Please stop rocking and make a safe choice. I know you can do this, as I've seen you do it before. I'll come back and check."

Example – 2nd reminder:

"I've noticed you are still not following our Golden Rule to **Do be gentle and behave safely** by rocking on your chair. Please stop rocking and make a safe choice."

Stage 2: Time to Think

If the child continues not to follow the Golden Rules following two reminders (3rd reminder):

- The child is reminded of the previous conversations and given time to reflect in a calm space, such as a Think Table in class or in a partner class.
- Staff explain clearly:

"I have asked you to make positive choices and reminded you of our Golden Rules, but you have chosen not to follow them. You now need to go to another class and see me before break/lunch."

- At the next break or appropriate opportunity, staff complete a restorative conversation and a **Positive Choices Reflection Sheet (Appendix 5)** with the child.
- If the Positive Choices Reflection Sheet is repeatedly not effective, a **Success Plan** will be created to provide additional support.
- Copies of the reflection sheet must be shared with SLT for monitoring and with parents/carers where appropriate.

Repairing Relationships at this stage may include:

- Apologising to those affected.
- Taking action to repair harm, for example tidying a disrupted space.
- Discussing what happened, which Golden Rule was not followed and what the child could do differently next time.

Stage 3: SLT Involvement

If the child returns and continues not to follow the Golden Rules, or if the behaviour is more serious:

- SLT may become involved at any stage to reinforce the expectations of the Golden Rules and support the child to make positive choices.
- If behaviour continues after Stage 2, the child may spend time in a different class or with SLT (morning, afternoon or full day).
- The restorative process is then concluded by SLT.

Parent/Carer Involvement

- Parents/carers are contacted for ongoing concerns or significant incidents.
- School staff work in partnership with parents/carers to identify solutions, agree appropriate strategies and support the child to follow the Golden Rules.

Senior Leadership Team (SLT) Involvement

SLT may step in when:

- Behaviour is persistent or continues to disrupt learning despite earlier stages of support.
- A serious incident occurs, such as violence, inappropriate or offensive language, or a significant safety risk.
- Escalated actions, such as exclusion or a formal Success Plan, are required.

SLT responsibilities include:

- Facilitating restorative meetings for serious incidents.
- Overseeing individual Success Plans tailored to the child's needs.
- Communicating actions and resolutions with parents/carers.
- Implementing safety plans or risk assessments when necessary.

SUPPORTING CHILDREN WITH ADDITIONAL NEEDS

For children with ongoing behavioural challenges, Success Plans are created. These plans include:

- Clear, achievable goals.
- Regular check-ins with a mentor or trusted adult.
- Emotional support and self-regulation strategies.

We are committed to using trauma-informed practices to ensure sensitivity to the underlying causes of behaviour.

RECORDING OF BEHAVIOUR

Behaviour that is above the level of low level must be recorded onto CPOMS. This must be done by the member of staff directly dealing with the incident. All external communications and actions must also be logged on this platform.

VIOLENT AND ABUSIVE BEHAVIOUR

It is made absolutely clear to children that violent or abusive behaviour is never condoned in our school (**refer to classroom charts in Appendix 6 'Hurting & Bullying People' and separate Anti- Bullying and Equality Policies**). Furthermore, it is made clear to children and parents that violent or abusive behaviour such as: swearing, spitting, kicking to cause injury, fighting with intention deliberately to hurt, stealing (petty), refusing to do as asked by an adult / being consistently defiant, vandalism which is planned and deliberate, biting, rudeness to any adult in school, inappropriate sexual behaviour, proven incidences of bullying directed at children or adults, making racial comments may well lead to a formal exclusion from school (**refer to separate Equa Mead Learning Trust Suspension and Exclusion Policy**).

When such behaviour occurs, the following procedure applies:

Children involved in violent or abusive incidents are accompanied by an adult to the Headteacher or SLT to be dealt with. If it is not possible to accompany the children, the adult in charge will send for the Headteacher or member of SLT.

The incident will be fully investigated and logged on our recording software, CPOMS. A **Behaviour Record Sheet (Appendix 7)** will be written and will be marked with the sanction(s) to be imposed there will be a loss of playtimes / privileges commensurate with the seriousness of the offence opportunities to be with other children during unstructured times may be restricted, for example: before the beginning of school

in the playground at morning break

in the playground during the lunch break

in the school grounds at the end of the day

Parents/carers will be informed either by telephone or letter and requested to sign the Behaviour Record Sheet.

FURTHER SANCTIONS

We recognise that situations may arise when behaviour is so poor that further action must be taken; for example, when a child:

- seriously injures another child in an unprovoked attack
- attacks a member of staff and is physically abusive
- seriously harasses (racially or sexually), or bullies another child (refer to Anti-Bullying Policy)
- endangers others or brings articles into school which may endanger others
- endangers himself / herself

Behaviour of this nature will normally result in an immediate Formal Exclusion from school. Any exclusion will be managed by the Headteacher or Acting Headteacher according to the Department for Education guidelines.

If a pupil has had three serious incidents leading to fixed period exclusions within a six-week term, the Headteacher will review their behaviour for the term and consider alternative education by the Behaviour Support Team or Permanent Exclusion.

POSITIVE HANDLING

At our school, positive handling refers to the use of reasonable, proportionate, and lawful physical intervention as a last resort to prevent harm, serious disruption, or damage. In line with Section 93 of the Education and Inspections Act 2006, all staff are legally permitted to use reasonable force when necessary. As a school we follow the [‘Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026’](#).

Our approach prioritises prevention, de-escalation, and early intervention, creating a calm and supportive environment that minimises the need for physical intervention. Staff receive appropriate training when necessary to ensure interventions are safe and appropriate, particularly when supporting pupils with SEND.

Any significant use of force will be recorded and reported to parents, as required by law from September 2025. We also ensure that pupils and staff involved in such incidents receive post incident support and wellbeing checks. Data from these events is reviewed regularly to inform school practice and reduce the need for future interventions.

CONCLUSION

This policy reflects our commitment to creating a safe, respectful, and inclusive learning environment. By focusing on positive relationships and shared values, we empower children to thrive academically, socially, and emotionally.

LINKED POLICIES

Anti-Bullying
Online Safety
Suspensions and Exclusions
Equality, diversity and inclusion

Appendices

2. Success Card
3. Home-School Agreement
4. Positive Choices Flow Chart
5. Positive Choices Reflection Sheet
6. 'Hurting and Bullying People' Classroom Chart
7. Behaviour Record Sheet

