



Positive Behaviours Policy and Statement of Behaviour Principles

Motivate • Educate • Achieve

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the School community with regards to behaviour management
- Outline our system of **rewards and sanctions**

This Policy is written to reflect and support our **School Values**:

At Woodcock Hill Primary School, we are **respectful, ambitious, creative, inclusive, independent** and we **persevere**.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and permanent exclusions](#)

It is also based on the [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

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- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Not following our school values

Serious misbehaviour is defined as:

- Repeated breaches of the school values
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial - Racial taunts, graffiti, gestures
- 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our AntiBullying Policy.

5. Roles and responsibilities

5.1 The governing body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Head Teacher, monitor the policy's effectiveness, and hold the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the School environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 The Behaviour Coordinator

The Behaviour Coordinator is responsible for overseeing the implementation of this policy. Where appropriate, they work with the SENCO, if pupils are on the SEND Register and on occasion with the Pastoral Lead.

The Behaviour Coordinator produces a termly Behaviour Report for the Governing Body. They ensure that the correct procedures are followed and that all behaviour incidents are recorded and actioned.

5.4 Staff

Staff are responsible for:

- Promoting our school values
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on MyConcern
- Report serious behaviour issues to the Behaviour Coordinator

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

5.5 Parents

Parents are expected to:

- Promote our school values
- Support their child in adhering to our expectations for pupils
- Inform the School of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Expectations for Pupils

- This is our School and we look after it and the people inside it
- To follow, uphold and promote our school values
- We accept responsibility for our own behaviour

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Letters or phone calls home to parents
- Special responsibilities/privileges

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The School may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing an Individual Behaviour Plan
- Suspension or permanent exclusion

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a School trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy and Staff Code of Conduct for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Display our school values
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint (see Appendix 5)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

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- Never be used as a form of punishment
- Be recorded and reported to parent

For more information, please see our Positive Handling Policy.

8.3 Confiscation

We will confiscate any item, which is harmful or detrimental to School discipline. These items are returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

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.

The school's SENCO will 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 the pupil and parents to create the plan and review it on a 6 week cycle.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their continuing professional development.

Staff receive updated Team Teach training on safe handling and positive conflict resolution strategies every three years (see Safe Handling Policy).

Behaviour management will also form part of continuing professional development; a log of staff training is kept by the SENCO .

11. Monitoring arrangements

The Head Teacher and Governing Body will review this behaviour policy every year. At each review, the Head Teacher will approve the policy.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body on an annual basis.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Safeguarding policy
- SEND Policy
- Positive Handling Policy

Appendix 1 Statement of Behaviour Principles

Rationale

The children of Woodcock Hill Primary School behave very well for most of the time and meet the high expectations of behaviour set.

Context

We work to ensure a well-educated, healthy, happy future for all by:

- Teaching a broad and balanced curriculum
- A commitment to raising standards;
- Setting challenging targets
- Supporting children & their families in their efforts to fulfil their potential

Aims

At Woodcock Hill Primary School we aim to:

- Provide a safe, secure, caring and positive learning environment, which gives each pupil the opportunity to achieve their best.
- Educate each pupil through a broadly based and appropriate curriculum.
- See each pupil as an individual. We will help each pupil achieve by meeting their individual needs.
- Provide a range of motivational experiences and opportunities which raise self-esteem and create success.
- Equip pupils with personal skills to help them make decisions and take responsibility for their own actions.
- Prepare pupils for a life in society. We will encourage pupils to respect others from different backgrounds.
- Seek a home / School partnership which involves parents as fully as possible in the education of their children

Expectations

- This is our School and we look after it and the people inside it.
- We are considerate, caring and tolerant of each other.
- We treat others as we want them to treat us.
- We treat other peoples' property carefully.
- We accept responsibility for our own behaviour.

Objectives

Adults - teaching and non-teaching:

- To be a role-model and follow our school values
- To have high expectations of themselves and the children
- To emphasise and reward positive behaviour
- To respond to and deal with unacceptable behaviour in a firm and consistent manner
- To involve and inform parents of all aspects of this policy

Pupils

- To understand that they are a valued part of the community
- To understand their role
- To discuss and share what constitutes acceptable behaviour.
- To understand and know what is acceptable behaviour

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- To be responsible for behaving in an appropriate manner

Behaviour within the School:

- We follow our school values
- We show respect for people and property
- We move around the school with care and consideration for the buildings and for the people in them
- We remember our own responsibilities towards each other
- We recognise our own achievements as well as everybody else's

Rewards and Sanctions:

Positive behaviour is promoted and encouraged through praise, positive feedback and the use of the Zone Board.

Disciplinary sanctions are carefully considered within the context of this policy and the relevant guidelines on pupil behaviour.

Parents will automatically be informed in cases of persistent rule-breaking or serious misdemeanours that involve their child.

If a pupil is persistent in producing unacceptable behaviour it may be necessary to:

- issue a formal warning
- impose a suspension
- impose a permanent exclusion

The Head Teacher has the power to exclude pupils either permanently or for a fixed period for persistent or serious misbehaviour. Parents will be informed in writing of any decision that is made to exclude their child including the relevant procedures, their right to representation etc. A pupil may be excluded from school due to, but not exclusive to:

- Refusal to follow the reasonable requests of an adult
- Physical assault against a pupil
- Physical assault against an adult
- Verbal assault or threatening behaviour against a pupil
- Verbal assault or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racial abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to a disability

Bullying

Bullying - the dominance of one pupil by another, or a group of others, is completely unacceptable and will be treated seriously.

Staff are alert to signs of bullying and act promptly (see Bullying Policy). Pupils should feel able to inform a member of staff in confidence, and be sure that all allegations will be investigated. If true, then they must be taken seriously and acted upon.

Appendix 2

Behaviour Zones

Zone	Reward or Sanction	Staff involved
 Diamond	Head Teacher's Award Certificate Book Prize Congratulations in assembly with parents	Head Teacher
 Gold	Golden Ticket Raffle drawn in celebration assembly – prize given Golden Time Gold reward sticker	Class Teacher Phase Leaders
 Silver	Silver reward sticker	Class Teacher
 Green	General praise	Class Teacher
 Amber	Verbal warning given	Class Teacher
 Red	Verbal report to parents/carers Break/Lunch time detention Recurring placement in red zone may result in behaviour counselling and/or a behaviour plan	Class Teacher Phase Leader Deputy Head teacher SENCo Pastoral Support Manager

Appendix 3 Individual Behaviour Plan

To be written in consultation with parents and the pupil.

Pupil:			
Year Group:			
Medical condition / needs:			
SEN needs:			
Responsibility for plan:			
Plan number:		Class Teacher & Teaching Assistant:	
Date:			



Plan

Write up to two targets for the student to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i>	What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult: student ratio.</i>

This plan has been agreed by (pupil name) Date.....

Review date: <i>No longer than six weeks from today</i>	
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Review

Date:

What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?	
		Plan was effective – student no longer requires support (<i>plan discontinued</i>)
		Plan was effective – continue support at current level (<i>renew plan or write new plan at this level</i>)
		Student requires additional support (<i>write plan at Stage 2</i>)

Additional Information: *Other adult involvement or plans in place that have contributed towards this plan.*

Appendix 4 Positive Behaviour Strategies

In the classroom	
Read through Behaviour Policy	
School rules visible and explicit	
Class rules visible and explicit (set by CT and pupils)	
Clear expectations of whole class behaviour	
Class reward system in place	
Behaviour procedures visible and explicit	
Class based strategies	
Consistent and correct use of Woodcock Hill behaviour system	
Look for opportunities to praise positive behaviour	
Create opportunities for additional responsibilities e.g. taking a message/register	
Tactically ignore minor and/or secondary behaviours	
Use 'when.....then.....' statements	
Offer clear choices and consequences	
Maintain eye contact with the child	
Establish a positive relationship with the child/children	
Interaction with the children	
Use positive verbal and body language	
Use of 'praise sandwich' e.g. +ve/-ve/+ve	
Use a calm but firm voice	
Use clear and consistent boundaries	
Label the behaviour not the child	
Actively listen to the child/children	
Use positive language e.g. 'walk' rather than 'don't run'	
Regular circle times	
Staff to reflect on teaching and learning styles	

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Individualised strategies	
Use spot/cross on the carpet	
Clear expectations for completed work e.g. time on work/green spot in the margin	
Involvement of peers	
Use of reflection table for time out	
Isolation in agreed class	
Record of incidents kept by all relevant staff	
Additional circle time sessions	
Teach and practise listening skills	
Teach calming strategies	
Focus work on self esteem	
Teach specific social skills/social stories	
Structured activities for break and lunchtime	
Meet with parents/carers	
Individual reward system	
Use of token exchange system	
Planned use of time out for individuals	
Child to self-evaluate behaviour	
Increased opportunities to work in small grp/1:1	
Consider flexible use of TA support	
Modification of timetable	
Referral to external agencies	
Next Steps	