



Policy for:

Behaviour

		Date	Change Log	
Reviewed by:	SLT	Dec 2025	Reviewed	
Authorised by:	C&P	Spring 2026		
Date for next review: (or earlier should legislation require it)	Spring 2027			

Woodstock CE Primary



Hand in hand we...
Love | Learn | Flourish

Our Christian Vision & Values

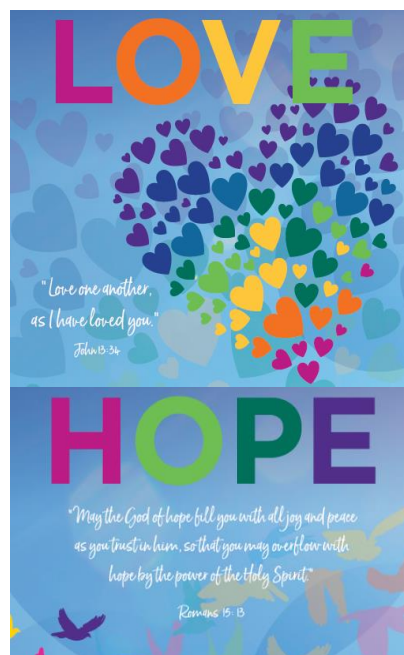
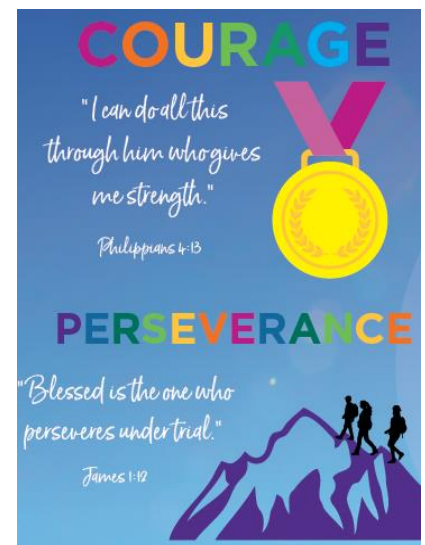


Our Christian vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' *'Let your light shine'* Matthew 5:16

Our core Christian values allow us to deliver the Christian vision:





Behaviour Policy

Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values of the school, how pupils are taught and encouraged to behave. By having simple, clear and well communicated expectations of behaviour, and providing staff with time to consider the needs of pupils within the school, behaviour can be managed consistently so pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

(DfE, 2024)

Introduction:

In the development of this policy, we involved pupils, parents, staff and governors to ensure all voices were heard. We asked our community to identify the six core values that they felt best represented our school and what were the most important factors in developing our behaviour policy. The feedback we received, shapes the policy laid out below and reflects the thoughts, feelings and beliefs of our community.

We are proud to offer the pupils at Woodstock CE Primary School an innovative and exciting curriculum that reflects the local context of Woodstock and one that meets the needs and interests of our children and wider school community. We have not only considered the knowledge, skills and qualities we want pupils to develop but also how we teach the curriculum to ensure every child can achieve their personal best.

Underpinning our curriculum are a core set of six values and learning behaviours that are upheld by everyone within our community, ensuring adults and pupils work in harmony. These values are underpinned by our strong Christian Ethos, **'Walking hand in hand we love, learn and flourish'**.

Staff and governors work hard to create and maintain a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early interventions to address problems. This policy is underpinned by the UN Convention on the Rights of the Child and in particular Article 28, the Right to Education; Article 29, Goals of Education; Article 24, a Safe Environment; and Article 17, Access to Information.

In this policy we outline how our community works together to promote positive, purposeful behaviour through conscious teaching, modelling and planned discussions.

Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like.

(DfE, 2024)

At the beginning of the academic year, pupils and staff work together to create a class charter, this helps everyone to uphold the core values and links directly to our PSHE & RSE curriculum across the whole school. We positively encourage children and our whole school community to:

Be Kind: work and play with love for yourself and others.

Do your best: work to feel proud of all you do.

The charter is an easy-to-follow set of agreed, positive statements for example ‘Listen carefully to each other as we work and play’ etc. These statements form part of a classroom display alongside the Rights Respecting information. Charters are followed by all staff and pupils and can be used by all members of the class as a reminder.

The Role of Staff

If behaviour is disrupting the learning environment:

Staff understand that behaviour is a form of communication, and pupils are learning how to understand their emotions and self-regulate these. If behaviour is disrupting the learning environment in any way, then staff will use the following steps to ensure a consistent approach across school is implemented:

Step	Strategy
1	A gentle reminder is given to the child, drawing their attention to your charter and modelling what they could do instead. Try to ensure this is not done by drawing the attention of the whole class but as discretely as possible. Move towards the child’s height wherever possible to reduce threat and speak calmly and quietly.
2	A second gentle reminder may be needed and remember to praise if you see your modelling strategy being used. ‘Thank you for listening’
3	If the disruptive behaviour persists, ask the child to come to you and use the following type of script to speak to them...

The ‘5 Steps of Restorative Practice’:

When speaking to children we can ask questions if they are ready to talk or offer a narrative if they are not.

Step		Restorative Questions/Narrating a situation to support relational strategies.
1	Tell the Story	<i>What has happened? Start from the beginning... What happened just before that?</i> OR I saw/ heard/ noticed that.....
2	Feelings	<i>What were/are you feeling? Where in your body are you feeling that? How do you think they are feeling?</i> OR I imagine that made you feel/ you were feeling/ it has made me feel.....
3	Ripples of Harm	<i>Who has been harmed and how have they been harmed?</i> OR In our school we always try to treat each other with respect and not to hurt each other.....
4	Needs	<i>What do you need to calm down? What do you need to move forward?</i> OR Let’s take a walk, find a quiet space for a bit.....
5	What next?	<i>What do you think will make things better? What needs to happen?</i> OR We need to make a plan/ moving forward we need to....

If the child is unable to unpick the event in a clear and coherent way, then staff will remind and explain that **‘Being Kind’** and **‘Doing our Best’** are what we are all striving to do, and this is the expectation that we want to see from them. Staff will ask them if they need some time to reflect and reset or if they are ready to show their commitment to the class charter before the end of the lesson.

If improvement is seen, offer gratitude and encouragement. However, if no improvement is made then, at the beginning of the next break, they will stay with their teacher to reflect on what has happened and why the behaviour continued. During this time, it may also be appropriate for the child to complete any outstanding tasks

that they were unable to complete during class if the additional support is what was needed (This will influence task and planning moving forward). This time is an opportunity for reflecting on the behaviour and to reset expectations for the next lesson. Additional resources and support materials may be needed for the child to begin a task, stay focussed and get back on track – these will be ready for the next lesson. Other useful strategies might include emotional regulation resources or activities, time to work in a shared quiet space or other classroom. Communication between school and parents is vital, therefore parents will be informed of any persistent disruptive behaviour so that they are able to work with the school to provide consistency and the very best support for their child.

There may be times when all children and staff need help to reset. Teachers should work with children to create a bank of short activities that help us all to reset; finger breathing, find 5 blue things in the room, thai chi session, Peace Out sessions etc.

If behaviour is disrupting play:

When behaviour disrupts play it is important to work closely with the pupils involved and to hear all versions of events. Staff ensure that when an issue arises, they only speak to the pupils involved and find a quiet space to listen to them in turn.

Strategy & Script
Each child gets the opportunity to speak, and staff will listen carefully to their explanations. Staff will respond by saying....
<i>'I have listened to you all and can understand why you have had a disagreement...'</i> Staff be on hand to help children find a way forward 'What could we do about this?' work with the children rather than simply give a solution.

If an issue with behaviour is identified, then that will be addressed directly with the child/ren using the strategies outlined previously, 'Disruptive Behaviour in the Learning Environment'. Time will be allowed for pupils to demonstrate to staff that they are working to **'Be Kind'**. If they choose to continue to not make a good choice with their behaviour, they will be asked to play closer to a staff member (**'circle of trust'**) until a change is seen. Pupils might also be assigned a 'play buddy' (an identified child that they play calmly with).

If poor behaviour choices harm another pupil:

When behaviour has a detrimental effect on others it is important to address this calmly, allowing pupils to speak and explain the situation in full before any actions are taken. When the situation is clearly established, staff will use My Concern to record any incidents factually and give pupils a chance to reflect on the what happened.

Pupils will be asked taken through this process in break time, where appropriate, and there may be supportive processes put in place moving forward such as, having an adult to support them outside, playing near an adult for an agreed period of time, support from playground leaders, using the toilets before or after classmates etc. These measures will be agreed and implemented to support and encourage the use of positive behaviours. Positive praise will be given as soon as the child is seen making good choices.

Parents of all pupils involved in these situations will be made aware of the incident in a timely fashion so that they understand how the school values and encourages positive behaviours. This is also an opportunity to involve parents in understanding behaviour, emotions and specific needs that their child may have that the incident may have highlighted.

Reporting behaviours that cause concern:

When behaviour causes concern, constitutes bullying, or harms another child, there is a necessity to record and report this behaviour immediately. Incidents will be addressed within the school day wherever possible, and parents informed of the incident and actions taken by staff to support pupils moving forward.

The children at Woodstock CE Primary have defined bullying as *'when someone, or a group, says or does something intentionally hurtful, and they keep doing it over time, even when you tell them to stop or they know their actions are upsetting you'*.

Behaviour incidents of this nature are recorded on My Concern (online reporting system for the Safeguarding of Children). To ensure there is sufficient detail in these reports adults MUST:

- Enter information of the behaviour incident in as much detail as possible. (Location, timing, any triggers, behaviours/ injuries/intervention etc)
- Ensure all pupils involved in the incident are named in the concern.
- Chronology updates should include details of any work done after the incident, contact made with parents and further actions taken.
- Adults should liaise with DSL/DDSL for advice if needed.
- Forms for pupils to reflect on the incident are below in Appendix A.

Dealing with a bullying incident:

We take any reports of bullying very seriously. If an incident of bullying is reported, the following actions will be taken:

Stage 1

As it can be difficult to identify the bully and bullied in situations of conflict, once children are calm enough to engage in conversation, staff will work through the **5 Steps of Restorative Practice** (outlined previously), with any child involved, whatever their involvement.

Appropriate next steps will be agreed (e.g., restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified. **The incident will be recorded on MyConcern without delay.**

Stage 2

For serious behaviour incidents, progress straight to Stage 3.

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal exclusion (1 or 2 days off the playground) and will be decided by the headteacher.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – the child will be able to name a staff member to offer this support and, with the children's consent, this may involve a restorative meeting that produces a written agreement between all children involved.

Stage 3

Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, the child/children causing harm will be placed on an Inclusion Support Plan (ISP). An ISP (see Appendix) requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment (see Appendix). The children who have been harmed should be safeguarded from the child who harmed them until the point a meeting can be arranged with the parents/carers of the child whose actions caused harm.

In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The ISP should be reviewed weekly with key adults in school. There may be a need to write a Positive Handling Plan (PHP) where physical handling is required to move a child to a safe place. This plan is always shared with parents and adults who use the plan must be TEAM TEACH trained.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-school Nurture support. For significant cases and cases that constitute a criminal offence, children can be referred to [SAFE! Support for Young People Affected by Crime](#), with the consent of their parent/carer.

Stage 4

Should negative behaviours persist following the implementation of an Inclusion Support Plan (ISP), the headteacher should seek advice* to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 4, the school should also work with the parents/carers to initiate an Early Help Assessment (EHA) and Team Around the Family (TAF) – multi-agency meeting - to consider what action is

necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks. Progress against PSP goals should be reviewed as part of the TAF.

*At Stage 4, the headteacher should also refer to the [Learner Engagement Team's Guide](#) for school leaders and agencies supporting school-age children at risk of exclusion from school.

In all of these cases, a multi-agency meeting would be arranged to reduce the risk of exclusion:

- If a child has an **Education Health and Care Plan**, the school will contact our SEN Officer to discuss the risk of exclusion
- If the child is a **Looked After**, the school will contact the Virtual School for Looked After Children
- If the child is open to social care (**Child in Need or Child Protection**) the school will contact the social worker

Routines

In the first half-term of the academic year, adults across the school, model and embed classroom routines and set high expectations for all. Adults will not ignore behaviours in any form that are not upholding to the school's core values. Once routines and high expectations are established, staff will regularly reinforce them with pupils to ensure they remain embedded throughout the year. Opportunities for this are threaded throughout our curriculum for PSHE and RSE.

Routine	Expectations	Impact
8.35 Start of School Day Gates open and pupils enter through to the classrooms	Pupils arrive smartly dressed either in PE kit or uniform. Pupils are in school by 8.40 Gates close.	Pupils understand what it means to be a member of WPS community. Learning can begin promptly, and all pupils are involved.
10.30 Morning Break (This routine is replicated in the afternoon for KS1)	Pupils finish the lesson and ensure tables are left tidy. Chairs are tucked under and resources away. Pupils can go to the toilet and wash hands ready for snack. Teacher reminds everyone of expectations for play. Pupils collect snack (school provided R-KS1/ provided from home KS2)	Classroom is organised and ready for the next lesson. Pupils understand how to keep themselves healthy.
10.45 End of Break (This part is tricky in the afternoon for KS1 but can be done if all classes are out together. If not then it may be an easier transition as there are fewer pupils)	Bells or a whistle signal the end of break. First ring or whistle says 'stand still or climb down' the second says 'walk back into class'. Between bells or whistles, one playground supervisor should enter the building to monitor the movement of pupils back into class. They should also take pupils straight inside who may struggle with crowded spaces. Time for a quick drink of water before the next lesson begins.	All pupils are calm before they enter the building. There is a chance to call any pupils to adults if you notice issues. There is an adult in the cloakroom spaces to ensure movements are calm and sensible. This may involve calming strategies to support transition – finger breathing, mindfulness. Pupils return quickly to classrooms and are ready to learn.
Lunch 11.30 Reception & Nursery 12.00 KS1 12.20 Year 3 & 4	Pupils finish the lesson and ensure tables are left tidy. Chairs are tucked under and resources away. Pupils can go to the toilet and wash hands ready for lunch.	Classroom is organised and ready for the next lesson.

12.40 Year 5 & 6	<p>Pupils line up in the classroom and say the daily prayer. Teacher reminds the class of expectations in the hall.</p> <p>Manners when sitting and being served.</p> <p>Teacher leads the class to the hall; pupils settle or go up to be served.</p> <p>KS2</p> <p>When called into lunch one supervisor should be ahead of the pupils to ensure pupils enter the hall calmly with walking feet and indoor voices.</p> <p>Any pupils who have been identified as vulnerable should be by an adult before pupils head into the hall to ensure smooth transitions.</p>	<p>Pupils understand how to keep themselves healthy.</p> <p>Hall is kept as calm as possible, and pupils can enter and exit the space safely.</p> <p>Respectful behaviour</p>
<p>Collective Worship</p> <p>Monday: Class Worship</p> <p>Tuesday: Singing Worship</p> <p>2:45</p> <p>Thurs: CW with Vicar 2:40</p> <p>Friday: Celebration</p> <p>Worship 2:45</p>	<p>Final lesson stops and there is a final calm tidy up for the day. Gather belongings for home or gather what will be taken home.</p>	<p>Classroom is calm and tidy ready for the next day.</p>
<p>3.00-3.10pm End of day</p> <p>Reading & learning reflection</p>	<p>Pupils may experience a story or section of the class text. Every class should take a few moments to reflect on the day and recap highlights.</p>	<p>Calm end of the day, chance to reflect and look forward to the next day.</p>

Additional Support

Where there are specific needs identified for individual pupils, the school offers Nurture & ELSA support to help develop understanding of emotions and self-regulation.

Rewards

This policy reflects the golden thread of a positive behaviour culture that weaves through our whole school from EYFS to Year 6 and involves all adults and pupils. It is embedded at the heart of our whole school community, ensuring everyone feels a sense of safety and belonging.

There is a balance to be sought between intrinsic and extrinsic motivations where behaviour is concerned, research on both sides make valid points and these are considered carefully by all staff so as not to play into the over justification effect as described by *Leppar, Greene and Nisbett* who describe how providing too many external rewards can decrease intrinsic motivation.

In nursery where the children are just learning about the expectations we try to mainly give immediate rewards in the form of mini celebrations such as Star claps, Fan-tastic, Hip,Hip Hooray, marshmallow claps, etc. This way the rewards are given right after the desired behaviour and help the child understand what action earned the reward. The language is kept simple and the rewards come promptly with the aim of building a clear association with behaviour and reward therefore helping children to replicate desired behaviour. Where a child may have a particular area of behaviour they need to work on we may target that with something visual personalised the child's interests, e.g. a chart, or collecting items of interest in a jar for each time they choose the positive behaviour, and celebrating how well they have done with it. This would be short term to help develop intrinsic motivation.

In Reception they continue to use immediate rewards in the form of celebrations to help reinforce positive behaviour. Where children in reception are more familiar with expectations and may put in extra effort and exceed expectations they are rewarded with a pom pom in the jar. A full pom pom jar is then celebrated together as a class with something the children may enjoy such as a dance for example.

In Year 1 the children continue to receive immediate verbal recognition of good choices and when they uphold the school values. The pom pom jar initiative carries on in this year group providing continuity.

In Year 2 the Year 1 approach is tweaked slightly so that children place their names into the jar instead of pom poms allowing recognition of who is contributing to the calm and positive ethos of the class and how they are helping. This allows teachers to be more explicit about the behaviours that help our community to be positive, calm and safe.

In Year 3&4, a range of rewards are used to recognise positive behaviour, effort, and achievement. Each day, Let Your Light Shine is awarded to a child who has demonstrated the school values. In addition, a phase sticker basket is used so that children who follow the values can collect a sticker as recognition of their positive choices. Academic achievements are also celebrated. Children receive certificates for Spellings – Mount Everest and certificates or stickers for Times Tables through the Cosmic Maths Mission.

Visual reward systems are displayed in classrooms to support and reinforce positive behaviour. These include a candle reward chart in Woodpeckers, charts in Kingfishers and Nightingales, and a visual class charter displayed in each classroom to remind children of expectations and values

In Year 5&6 the children can gather 9 x smiley stamps for best effort in books = 1 excellent sticker. Marbles in jars to reward whole class good behaviour and upholding school values, with an agreed treat. Community credits to be presented in phase Collective Worship then hung on tree in classroom in which it was awarded.

Each week, one child from each class is nominated for a **‘Let Your Light Shine’** award which celebrates something they have done to uphold the Christian vision and values of the school; this can be something recognised in or out of school. These rewards, help to model, to the pupils, how hard work, love, care and respect can build a strong and supportive community which enables everyone to flourish. It is important that children know what they have been nominated for and that this has been shared with them before the worship takes place, giving time for gratitude and discussion.

CPD for staff

The school provides appropriate training for all staff, to promote positive and consistent behaviour expectations within school. It also ensures opportunities for staff to develop their knowledge and skills in relation to such issues as: implementing the school’s Behaviour Policy; the implications of legislation affecting behaviour management (for example exclusion, safeguarding, Use of reasonable force); inclusion and equality. Specific planned/tailored training will be requested as appropriate from the Communication and Interaction Team to support any pupil referred to their service. All staff, especially ECTs, are encouraged to access OCC training in behaviour management to help best support their role as class teacher.

The Role of Parents and Carers

The role of parents and carers is crucial in helping schools develop and maintain good behaviour. To support the school parents should be encouraged to get to know the school policy and, where possible, take part in the life of the school and its culture.

(DfE, 2024)

Parents are regularly encouraged to familiarise themselves with the school’s Behaviour Policy and to ask staff questions if they are unsure about any aspect of it.

Parents are asked to support their child/ren by ensuring they:

- Arrive at school on time every day and encourage good levels of attendance in your child. [Woodstock CE Primary School - Attendance](#)
- Value and support the work of the school by reading regularly at home and complete weekly homework tasks.
- Always wear the correct uniform, including PE kit. [Woodstock CE Primary School - School Uniform](#)
- Work with school if behaviour issues arise to help develop and support positive behaviour choices.

The Role of the Governing Body

The law says that Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The governors support the Headteacher and staff, in implementing the Policy and being aware of its effectiveness.

Specifically, the Governing Body should:

- Through the Behaviour Policy, help members of staff better understand the expectations for teaching and modelling positive behaviours and in implementing consistent approaches when dealing with behaviour around the school environment.
- Support the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse Against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Power to Discipline beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaviour outside of the school premises. All non-criminal undesirable, concerning or harmful behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Headteacher who will follow-up the incident in line with procedures agreed within this Policy.

The teacher may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
- In some other way identifiable as a pupil at the school
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

If teachers witness behaviour that concerns them outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil/s should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. Discussion with the Headteacher or member of the Senior Leadership Team should be sought before any action is taken.

The Headteacher will consider whether it is appropriate to notify the police of the actions taken around a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy.

Confiscations, Searches, Screening

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property where items pose a risk to the child or others and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will contact parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies' *See the link in associated resources below.* Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

Power to Use Reasonable Force

All members of school staff have a legal power to use *reasonable force* and other *restrictive interventions* where it is necessary to:

- prevent pupils from committing an offence;
- prevent pupils from injuring themselves or others;
- prevent damage to property;
- maintain good order and discipline within the school environment.

From 1 April 2026, this power will also be supported by updated statutory guidance '*Restrictive interventions, including the use of reasonable force, in schools*'. This guidance expands upon previous advice, emphasising the importance of:

- focusing on positive behaviour support, prevention and de-escalation strategies to minimise the need for restrictive interventions;
- ensuring any intervention used is proportionate, lawful, and for the shortest time necessary;
- considering the needs of individual pupils, including those with special educational needs and disabilities (SEND).

The guidance makes clear that reasonable force must never be used as a form of punishment or routine discipline. Its purpose is strictly limited to safeguarding the safety and welfare of pupils and others.

Recording and Reporting

In line with the statutory requirements from April 2026:

- All *significant incidents* involving the use of reasonable force or other restrictive interventions must be recorded;
- Parents/carers of the pupil involved must be informed and, where appropriate, provided with details of the incident as soon as reasonably practicable.

Pastoral Care for Staff Accused of Misconduct

The Headteacher in consultation with the Chair of Governors, will contact the Local Authority's Safeguarding Team and draw on DfE guidance '*Dealing with Allegations of Abuse Against Teachers and Other Staff*' in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children

Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools' circumstances will vary but every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption.

(DfE, 2024)

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times
- Praise, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are supported to understand behaviour and to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the curriculum committee every year.

Links to Other Documents

- Anti-bullying Policy
- E-safety Policy
- Online Safety Guidance
- Inclusion & SEND Policy
- Equalities Policy & Plan
- UN Convention on the Rights of the Child
- Safeguarding Policy
- Keeping Children Safe in Education (Sept 2022)
- Attendance Policy
- Use of Reasonable Force
- Exclusion Policy

Associated Resources

Link to Behaviour in Schools Advice for Headteachers and School Staff DfE July 2024

[Behaviour in schools, advice for Headteachers and school staff 2024](#)

Link to Restrictive Interventions, including use of reasonable force in schools April 2026

[Restrictive Interventions, including use of reasonable force, in schools.](#)

Link to UN Convention Rights of the Child

<http://unicef.org.uk>

Link to Safeguarding

[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#)

Link to Every Child Matters

<http://www.gov.uk>government>publicatoions>every-child-matters>

Link to Keeping Children Safe in Education

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)

Link to SEN Code of Practice

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Link to DFE advice on the Equality Act 2010

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

Link to Use of reasonable Force

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school>

Link to Screening, Searching and Confiscation - advice for school leaders, staff and governing bodies

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to A Guide to the Law for School Governors

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Positive Handling Plan



Name: Class: Teacher:	Year:	ALL ABOUT ME:
Additional Information – (medical, Care, Home)		
Usual Behaviour – (what does it look/sound like) •	Triggers: •	
Preventative Actions: •	Stage 1 Low Level De-escalation:	

Stage 2 High Level De-escalation:

Preferred physical intervention:

Avoid:

Signs of compliance/engagement:

Signed:

Teacher:

Pupil:

Parent/Carer:

Date of Plan:

Signed - Headteacher

Communication Passport

Name:

To be completed with the child as much as possible

When I say or do	What I mean	What I need

Inclusion Support Plan

Pupil:	
Date of ISP meeting:	Attending:
Support Plan meeting identified: <u>Current behaviour causing concern:</u> <u>Possible triggers:</u> <u>Possible strategies:</u> •	

Actions identified from Inclusion Support Plan meeting:

What	Who/How	When

Include Support Arrangements from Outside Agencies :

Arrangements for Review

Frequency of Review:	
Person Responsible:	
Date for Final Review:	
Any other information: 	

Copies to all adults working with child

Inclusion Support Plan Review

Name:	Progress discussed with:					
Date:						
QCA tracking Initial Date:						
Review Date:						

<div><div>Notes from meeting</div><div>Areas of success - strengths, strategies and outcomes</div><div>Areas of concern</div><div>Actions</div><div>Notes written by:</div><div>Date of next review meeting:</div></div>
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QCA Behaviour Assessment



QCA Behaviour Assessment Child's Name..... Date of Birth.....

Date..... Year Group.....Term.....Age at this date.....Years and.....Months.

School.....

This assessment completed by.....

(Please give your name and role, e.g. class teacher, year coordinator, SENCo, Parent, etc)

Is this the first use of this assessment (baseline) for this child?

(Please circle) **Yes** **No** - QCA assessment has been used before

Baseline was completed Date.....

Then further assessment(s).....

.....

Part A EMOTIONAL

Part B CONDUCT

Part C LEARNING

Total

	30
	30
	30
Total	90

Part C EMOTIONAL BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
11. Has empathy eg is tolerant of others, shows understanding and sympathy, is considerate.	1	2	3	4	5	6
12. Is socially aware eg interacts appropriately with others, is not a loner or isolated, reads social situations well.	1	2	3	4	5	6
13. Is happy eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.	1	2	3	4	5	6
14. Is confident eg is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy,. is not afraid of new things, is robust.	1	2	3	4	5	6

15. Is emotionally stable and shows self control eg moods remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.	1	2	3	4	5	6
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Part B CONDUCT BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
6. Behaves respectfully towards staff eg respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	1	2	3	4	5	6
7. Shows respect to other pupils eg interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	1	2	3	4	5	6
8. Only interrupts and seeks attention appropriately eg behaves in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.	1	2	3	4	5	6
9. Is physically peaceable eg is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.	1	2	3	4	5	6
10. Respects property eg values and looks after property, does not damage or destroy property, does not steal.	1	2	3	4	5	6

Part A LEARNING BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
1. Is attentive and has an interest in schoolwork eg is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.	1	2	3	4	5	6
2. Good learning organisation eg works systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.	1	2	3	4	5	6
3. Is an effective communicator eg speech is coherent, thinks before answering.	1	2	3	4	5	6
4. Works efficiently in a group eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.	1	2	3	4	5	6
5. Seeks help where necessary eg can work independently until there is a problem that cannot be solved without the teacher's intervention.	1	2	3	4	5	6