



Tutshill C of E Primary School



Woolaston Primary School

**Forest Edge Federation**  
**Governing Board**  
**Behaviour Policy**  
**Applicable to**  
**Woolaston Primary School**

**Signed:** \_\_\_\_\_  
**Chair of the Governing Board**

**Date:** September 2024

**Review:** September 2026

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## 1.0 Purpose

This policy reflects our commitment to foster self-discipline, confidence, consideration and respect where all those who work here are valued and encouraged to achieve their best.

The policy has due regard to statutory legislation, including, but not limited to, the following;

- The Education Act 2002
- The Equality Act 2010
- The Health Act 2006
- The School Information (England) Regulations 2008
- Keeping Children Safe in Education 2024

The policy also has regard to DfE guidance, including, but not limited to, the following;

- DfE “Behaviour and Discipline in Schools 2016
- Use of reasonable force

## **2.0 Aims**

- To ensure consistency and fairness through the setting of clear behaviour expectations.
- To ensure pupils develop social skills and moral values in the context of the school as a community.
- To ensure commitment to this policy from all members of the school community – children, teachers, supply teachers, music teachers, administrators, learning support assistants, classroom helpers, lunchtime supervisors, caretaker, cleaners, students, parents, volunteers, and governors.
- To ensure the children will be tolerant and respectful of all, in keeping with the values of modern Britain.
- To build relationships based on mutual consideration and acceptance of each other.
- To develop self-esteem through praise, encouragement and success
- To recognise equal opportunity, individuality and to provide for special needs
- To encourage good behaviour and attitudes to learning by rewarding positive examples
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure pupils feel safe and happy in school.

It is through the consistent implementation of these aims that we will be able to create the conditions for an orderly community in which effective learning can take place.

## **3.0 Consultation**

The staff and governors were consulted in the writing of this policy.

## **4.0 Whole School Approach**

At Woolaston Primary School, we use positive reinforcement to develop pupil behaviour and we believe in praising and rewarding pupils for their efforts in school. Where there are issues with behaviour, staff will deal with these in a very calm and reassuring way, ensuring that pupils are treated with respect at all times. We have a clear set of school rules that promote caring for one another and our school and these are regularly discussed with the children in all year groups.

Each class has a 'space themed' behaviour display where pupils can move their rockets from planets to the sun if they demonstrate good behaviour. There will be the chance for the staff to talk to a child should they have made a mistake in their behaviour. The staff will support the child in making things better and making a different choice. These conversations may result in the child moving the rocket backwards briefly, but will understand they are able to change behaviours and move their rocket on. If a child gets to the sun they will earn a gold sticker and reward points for their class. Once the class accumulates an established number of points they will earn a class reward, such as extra play or games with the teacher. Each day the pupils will return to the starting point on the behaviour chart.

Adult praise and additional rewards, such as stickers will also be used frequently for good work and behaviour, in order to raise self-esteem and increase motivation. There will be weekly executive headteacher/deputy headteacher certificates for one pupil in each class and class teachers will also give out Star of the Week certificates on a Friday.

## **Roles and responsibilities**

### **Governing Board**

- The Governing Board has overall responsibility for the implementation of this policy and of the behaviour procedures at Woolaston Primary School.
- The Governing Board has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Board is responsible for handling complaints regarding this policy, as outlined in Woolaston Primary School Complaints Policy.

### **Executive Headteacher**

- The Executive Headteacher is responsible for establishing the standard of behaviour expected by pupils at Woolaston Primary School.
- The Executive Headteacher is responsible for determining Woolaston Primary School rules and any disciplinary sanctions for breaking the rules.
- The Executive Headteacher is responsible for the day-to-day implementation of this policy.
- The Executive Headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

### **Senior Leadership Team (SLT)**

- In the Executive Headteacher's absence the Deputy Headteacher will be responsible for the day to day running of Woolaston Primary School.
- The Deputy Headteacher will use class teachers and nurture practitioners to support the decision in regards to reward or sanction.

### **Class Teachers and Lunchtime Staff**

- All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too.
- All members of staff, volunteers and support staff are responsible for promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

### **Parents**

- Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.
- All parents /carers will sign the Home School Agreement Policy

### **Pupils**

Pupils are responsible for their own behaviour both, inside school and, out in the wider community.

- Pupils are responsible for reporting any unacceptable behaviour to a member of staff.
- Pupils will sign the Home School Agreement Policy

## **5.0 Home-School Agreement ([Appendix 1](#))**

The children are entitled to understand what is expected from them. All parents and children will have an opportunity to read and sign the Home-School Agreement when they join the school and each home will be given a copy to retain. Children will be reminded of its contents

annually by teachers as part of their Personal, Social and Health Education, during October's Parents Evening.

All staff will work to the statements of the Home-School Agreement and will be consistent and fair in its implementation. The staff supervision of children will be conscientiously undertaken, including teachers arriving in class before the children. Teachers have a pastoral responsibility for the children in their class and will be watchful for changes in behaviour.

## **6.0 Behaviour Incidents**

We recognise that there will be occasions when children may not meet the School behavioural expectations. We will resolve to investigate the cause of this behaviour, recognising that;

- A child may be experiencing difficult personal circumstances such as family bereavement or the separation of parents. It is also worth noting that a sudden change in behaviour could also be attributed to safeguarding issues and that this change in behaviour could be an indicator of possible abuse or neglect. Where SEN pupils are demonstrating changes in behaviour it should not be assumed that these behaviours are attributed to their special need and may need further exploration.
- The child may have ongoing special needs which require support
- Boredom, lack of understanding and lack of progress may be a factor
- Bullying could be an issue

We believe it is essential to address the disruptive behaviour without labelling the child, recognising that behaviour can be changed with encouragement and the correct type of support. For some pupils with very challenging behaviour incidents may need to be addressed away from the class and it may be beneficial to wait for the child to fully calm down before discussing the behaviour and issuing a sanction.

## **7.0 Definitions**

For the purpose of this policy, Woolaston Primary School defines "serious unacceptable behaviour" as any behaviour which may cause harm to one self or others, damage the reputation of the school within the wider community, and/or any illegal behaviour including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, Woolaston Primary School defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

Should the above occur in school, the following may happen:

- Meetings with the child
- phone calls home
- Missing play/lunch
- Bespoke work over time, to support and educate the child - eg racist/homophobic/sexist remark
- Internal exclusions

#### **8.0 Serious Behaviour Incidents and unacceptable behaviour**

Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to contact the police and parents will be immediately informed. Where there are incidents of serious aggressive behaviour such as violent or threatening behaviour towards staff and pupils the pupil may receive a fixed term or permanent exclusion. Any decision made to exclude a pupil will only be done so by the Executive Headteacher in accordance with the school’s Exclusion Policy.

#### **9.0 Reporting Behaviour Incidents**

Serious behaviour incidents will be logged by the adult who dealt with the situation and kept by the class teacher, these logs may identify a pattern in behaviour that will help the school to effectively support the child. Parents will be notified by telephone if there has been a serious incident involving their child detailing when the incident occurred, what happened and how the incident was dealt with.

#### **10.0 Training of Staff**

- Woolaston Primary School recognises that early intervention can prevent unwanted behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.
- Teachers and support staff will receive training on this policy as part of their induction.
- Teachers and support staff will receive regular and ongoing training as part of their professional development.
- Staff will receive positive handling training and will only use this as a last resort for safeguarding of a child or others.

## **11.0 Outside Support**

The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial. The strategies that may be used for these pupils are;

- Pastoral Support Plans
- My Plan
- Nurture Provision
- 1:1 support
- Part time timetable
- Pupil risk assessments
- Involvement of the local authority

## APPENDIX 1

### Woolaston Primary School



#### **Home/School Agreement.**

We recognise that the education of your children is a venture shared between you, the parents, and us, the Governing Board and staff of the school. We each have our part to play. We welcome your support, value your involvement and are pleased to see you in school. We share the goal in wishing to make the school a happy and successful place. We shall each do our best and contribute as follows;

#### **Agreement for school**

##### **The school will do its best to:**

- Provide a safe, supportive environment where each child can feel secure, make informed healthy choices and learn through play, exploration and enquiry.
- Value each child's contribution to the school and recognise their achievements within an atmosphere of mutual respect.
- Recognise children's individual needs and talents and help them achieve their potential.
- Provide a broad and varied curriculum which is challenging and engaging.
- Instil a sense of belonging and responsibility within the school community and provide opportunities to experience awe and wonder.
- Promote positive relationships and respect for others.
- Address incidents of inappropriate behaviour and support children in developing strong social skills.
- Keep you informed about your child's progress.

#### **Agreement for pupils**

##### **I will do my best to;**

- Work hard and listen carefully to instruction
- Meet my targets.
- Come to school and be on time.
- Wear my uniform with pride and look smart.
- Keep the school rules and behave sensibly.
- Be polite and respectful to all children and adults.
- Bring all the equipment I need every day.
- Tidy up after activities.
- Look after the school environment.
- Read at home regularly.
- If I am worried or unhappy I will talk to a member of staff about it

#### **Agreement for parents/guardians**

##### **To help my child at school, I will do my best to:**

- Make sure that my child attends school regularly and arrives on time.
- Inform the school without delay of the reason for any absence.
- Let the school know if there are any problems that may affect my child's happiness, behaviour or ability to learn.
- Attend meetings I am invited to in relation to my child's progress and education.

- Support the school in maintaining good behaviour and discipline.
- Support my child with home learning opportunities and listen to my child read.
- Adhere to the school timings for my child when dropping off and picking up,
- Ensure any dinner money that I owe is paid promptly so that the cap of £22 is not reached. I understand that I must provide my child with sandwiches until this debt is paid.

**Together we will:**

Support each child's learning, well-being and behaviour to help them achieve their best.

Address any additional educational needs.

Encourage children to develop socially, academically and emotionally.

Child's name \_\_\_\_\_ Signed \_\_\_\_\_

Parent \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

**Appendix 2**

**Behaviour Management Log**

<b>Name of pupil:</b>	<b>Class:</b>	<b>Date:</b>
<b>Name of staff member:</b>	<b>Location of observation:</b>	<b>Time:</b>
<b>A</b>		

**Antecedent:** where were you? what was the setting like, what happened immediately before the incident, who was near the child- staff child.

**B**

**Behaviour:** Exactly, what happened? What did you see, what did you hear?

**C**

**Consequence:** What happened after? Was the children spoken to? Was the work completed? Did another staff member talk to child? Was the parent telephoned? DSHT/EHT called?

Next steps:

Change in practice needed?

Pupil voice:



## Our School Rules

- I will always try my best and not give up.
- I will show respect to everyone.
- I will look after my belongings and school equipment.
- I will follow instructions when asked.
- I will use kind words and kind actions all the time.





