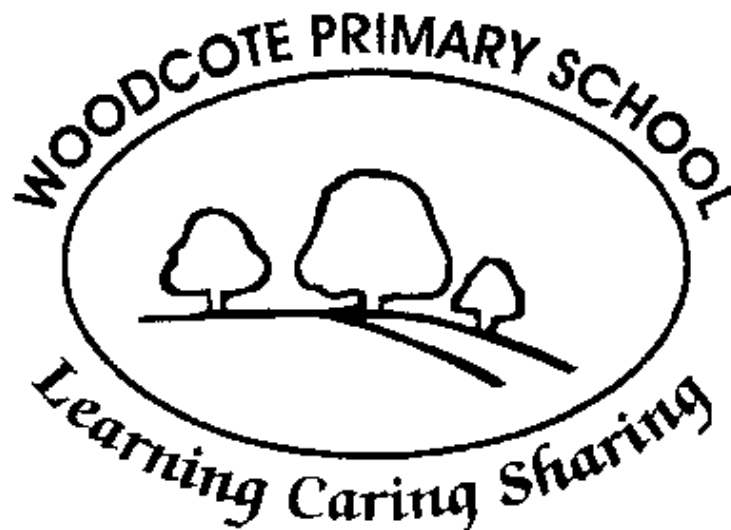


# Woodcote Primary School

## Behaviour Policy



Date Adopted: November 2026

Reviewed: November 2028



## Woodcote Primary School

### Behaviour Policy

#### Purpose

At our school, we believe that positive behaviour grows from strong relationships, emotional safety, and shared values. This policy sets out how we support all pupils to develop self-regulation, responsibility and resilience through a trauma-informed approach underpinned by PACE and our values of **Honesty, Positivity, Courage and Respect**.

We recognise that behaviour is a form of communication, and we aim to understand the feelings and experiences that lie beneath it. Our goal is to help children feel safe, connected and capable of success.

Woodcote Primary School recognises its duty of care under the Equality Act of 2010.

#### Aims of this policy

To promote

1. A consistent approach to positive behaviour management with clear expectations
2. The development of a positive attitude in a safe, supportive and secure environment
3. A mutual sense of pride in our school community
4. A happy and purposeful environment for learning
5. A welcoming atmosphere based on high expectations for mutual respect
6. A team where everyone has a right to be happy, safe, individual and equal

#### This policy includes:

1. Golden Rules & Classroom Rules
2. Rewards and Celebration of Achievements
3. Moving Around the School Building
4. Expectations for Playground Behaviour
5. Procedures for dealing with Poor Behaviour
6. Withdrawal
7. Monitoring Behaviour
8. Bullying and Exclusions

### 3. The PACE Approach

Developed by Dr. Dan Hughes, the PACE approach helps staff build safety and trust with children who may have experienced adversity or trauma.

- **Playfulness** – Using warmth, gentle humour, and positive tone to create connection and reduce defensiveness.
- **Acceptance** – Accepting the child's feelings and experiences, even if their behaviour must be challenged.
- **Curiosity** – Wondering aloud about what might be happening for the child ("I wonder if that felt unfair when...").

- **Empathy** – Showing genuine understanding and care (“That must have felt really hard for you”).

PACE supports emotional regulation and helps pupils learn new, healthier patterns of relating and behaving.

## 2. Our School Values in Action

Value	What it Means for Behaviour	How We Model It Through PACE
<b>Honesty</b>	We tell the truth, take responsibility for our actions, and trust others to do the same.	Through <b>Curiosity</b> and <b>Empathy</b> , we explore what happened without blame, helping pupils to reflect honestly and learn from experiences.
<b>Positivity</b>	We focus on strengths, celebrate effort, and believe everyone can make positive changes.	<b>Playfulness</b> helps build joy and connection, reinforcing that mistakes are opportunities to grow.
<b>Courage</b>	We face challenges, express our feelings safely, and try again even when things are hard.	Using <b>Acceptance</b> , we reassure pupils that all feelings are okay, supporting them to manage difficult emotions with bravery.
<b>Respect</b>	We treat ourselves, others, and our environment with kindness and fairness.	Through <b>Empathy</b> , we listen, understand others’ perspectives, and repair relationships when harm is done.

## School Golden Rules

Woodcote Primary School has 5 School / Golden Rules for working together:

1. We respect everyone by speaking politely and showing good manners
2. We walk quietly and calmly around the school
3. We take responsibility for our actions and belongings
4. We listen carefully and follow instructions calmly
5. We take pride in ourselves and our school

These are displayed in the classroom on the five fingers of a hand as a reminder of our minimum expectations.

## Classroom rules

Classroom Rules are established in each individual class each September. They are based around the School Golden Rules and take into account anything specific for that class e.g. particular layouts of rooms or demographics of pupil needs. These should be displayed clearly on the wall and used as a reminder of expected behaviour when necessary.

Individual class behaviour rewards e.g. marbles in a jar are used where appropriate and Lunchtime Supervisors and Teaching Assistants can award these as they see fit.

### **Celebrations of Achievement**

We use a team point system. Each child is a member of a team and they earn team points for their attitude to their work.

A sharing assembly is held which the whole school attends and pupils are encouraged to share any of their achievements from in or outside of school. Whilst these are usually related to work or activities, celebrations of good behaviour are also shared e.g. at sporting events.

### **Moving around the school building**

All pupils are expected to move around the building at a walking pace, with a quiet regard for on-going lessons and others' use of the premises as they move about. Pupils are expected to be polite and helpful towards each other in school. Good manners are encouraged throughout their school life, for example, entering rooms by knocking, consideration when passing others in doorways and speaking respectfully and politely.

Lunchtime behaviour in the hall is expected to be as good as at other times of the day. Lunchtime supervisors are members of staff with as much responsibility and empowerment to monitor behaviour and encourage respect for the School Golden Rules.

### **Playground behaviour expectations**

Pupils are expected to treat each other fairly and with respect when sharing the playground space at break times. Areas are sometimes set aside for organised games and the children will be made aware of any "zones" in force at any given time. The Snug is provided as a quiet and calm space. Children are welcome to go into the ELSa chalet to re-regulate if required. Year 6 playground leaders are encouraged to model good play and friendships.

At the end of playtime a bell is rung and children are expected to stop what they are doing and walk to their classroom line, the bell will ring again and the children are expected to be quiet. The children will be expected to walk calmly to their classroom.

Children are encouraged to stay outside for the duration of the playtime to get some exercise and fresh air. Children needing the toilet should use the main block toilets off the KS2 corridor. Children should not be in the building during break times for other reasons, unless accompanied by an adult.

Children displaying dysregulated behaviours at playtime may be offered some time in a chill-out area to support them with regulating their behaviour.

- EYFS & KS1 – will stay with lunchtime supervisor and talk about their behaviour
- After talking to a member of staff, KS2 will sit on the steps of the chalets and come back to the playground when ready

## **Procedures for dealing with dysregulation, distressed behaviours and poor choices**

All incidents will be treated in an appropriate and efficient manner to develop and restore good behaviours. Talking things through will be expected, along with an understanding of how pupils can avoid this happening again and an appropriate apology given.

We use restorative approaches to rebuild trust and repair relationships.

Restorative conversations focus on:

- What happened and how everyone felt
- The impact on others
- What can be done to put things right
- What we can do differently next time

These conversations promote **honesty, positivity, courage** and **respect** and reinforce that everyone can take responsibility for their choices.

If it is felt that more needs to be investigated or that this is a repeated moment of dysregulation, the pupil could be asked to fill out a "**Think Sheet**" (Appendix 1) and pass this to the Senior Leadership Team (SLT). The Think Sheet will be used for self-reflection and the pupil will be given time for this reflection and a further conversation with an adult.

More serious incidents will involve the **SLT**.

If the incident is serious, the **parents** will be consulted and their support sought to resolve the situation. Where this procedure fails it may be necessary to involve a Behaviour Support Specialist or follow the OCC guidelines on pupil **exclusion** from school for either a short or longer term. Governors will be available for discussion if circumstances warranted such a course of action.

Where a child has a SEND need that may affect their understanding, behaviour or ability to regulate their emotions, further support will be given to enable the child to:

- understand how behaviours affect those around us
- understand how, when and why to apologise
- understand why we work to ensure the behaviours are reduced or eliminated
- understand how to now return to learning and finish the day positively.

Adult support will be given to this child and any others that may have been affected.

## **Classroom sanctions**

1. A pupil will be given a warning and an opportunity to return to the expected positive behaviour
2. A subsequent reminder will be given if the behaviour persists
- 3.—The pupil will be offered an opportunity for time to reflect and return calmly to the appropriate good behaviour

4. If the pupil continues to be dysregulated, the adult will provide a safe space for the pupil to regulate their behaviour and complete their own work where learning has been missed. This may be working in another space in the school
5. The pupil *may* be required to use break time to make up the learning time if a significant amount of time has been missed and / or their work may be sent home for completion

### **Procedures for withdrawal (internal exclusion)**

Withdrawal of pupils from lessons is only used for those pupils whose behaviour seriously affects the learning, or safety of others, and who refuse to do as asked.

For withdrawal to be effective, the pupil will be given time for self-regulation and support from a member of staff will be provided to enable re-access to learning where appropriate.

### **The use of Physical Force in school**

We do not advocate the use of physical force for dealing with inappropriate behaviour. Wherever possible we would model positive behaviour and strategies to de-escalate and calm any situation that arises. However, we recognise that this may, in some situations, not be enough.

Woodcote Primary School complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' 2010. This Guidance states clearly the following:

### **Who can use Reasonable Force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Schools can use reasonable force to:

- Remove disruptive children from the learning environment where they have refused to follow an instruction to do so
- Separate pupils found physically fighting
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the learning environment where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment

Any requirements to use reasonable force should be recorded and, whenever possible, signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained whenever possible.

We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.

### **Monitoring behaviour**

Behaviour incidents are logged on CPOMs (Child Protection Online Monitoring system) written by the adults working with the pupil/pupils involved. Think Sheets filled out by the children involved are directly put onto CPOMs, linked to the incident report. Appendix 2 of this policy is a Behaviour Record Sheet. This is not always necessary but can be used to frame the recording of an incident and can then be stored as above.

All behaviour is reported on **CPOMS** to enable:

- easy access for staff who need to be alerted to the behaviours
- easy tracking of behaviours where necessary
- links to be made with any possible safeguarding information

Children should report any problems at lunchtimes to the Lunchtime Supervisors. They will follow the policy and report to class teachers of an appropriate member of staff, at an appropriate time, if necessary.

The Senior Leadership Team use all this information to track any trends and analyse trigger situations in order to lessen the opportunity for this to happen again and to support the pupils in promoting good behaviour throughout the school day.

Governors are informed of any trends and the School Improvement Plan is reviewed to reflect any adjustments that need to be taken as a whole school.

### **Bullying**

Bullying is not acceptable in any form and will not be tolerated at this school whether verbal, physical, cyber or emotional. Behaviour is discussed in assemblies and also Relationships and PSHE lessons. We aim to work in an atmosphere of trust and cooperation where children feel they can discuss problems of this nature with adults in the school.

Where children require extra support through talking therapies, teachers can request that our Pastoral Support Assistant or Emotional Literacy Assistant works with the child for a period of time to help develop a change towards positive behaviour. The school has a separate anti-bullying policy.

The Headteacher and Deputyhead are the designated leads for Safeguarding / Child Protection. In their absence, Acorns Business Manager can also be approached and is trained to this level in Safeguarding. Any concerns over a child's well-being or treatment should be reported to one of them. They will then pass on any information to any appropriate professional / outside agency should this be necessary. The school has separate Whistleblowing and Safeguarding policies.

**Review of this policy**

This policy will be reviewed every two years unless a significant change is required sooner.

# Think Sheet

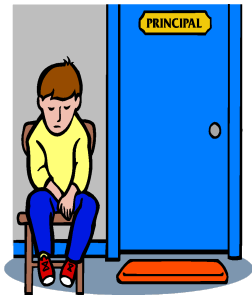
Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_



What I did:



Why I did it:

What school rule did I Break?



What can I do to put it right?



<b>Pupil (with the poor behaviour) Name:</b>	<b>Date:</b>	<b>Class:</b>
<b>Time of Incident:</b>	<b>Place where it took place:</b>	
<b>People present:</b>	<b>People directly involved:</b>	
<b>Description of incident:</b>		
<b>Was any one injured – if YES – how were they hurt and what injuries have occurred?</b>		

<b>Person completing this report:</b>	<b>Date Handed to Headteacher:</b>
<b>Following this, who was informed?</b>	<b>Any further consequences?</b>
<b>Is this incident following any particular pattern for this child?</b>	
<b>Further information / notes / guidance for the future</b>	