

WOODS LOKE PRIMARY SCHOOL



Learn, Aspire, Achieve

Behaviour & Exclusion Policy



Woods Loke Primary School Behaviour Policy

1. Aims

This policy aims to:

- Support the growth of a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent suspension from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

This policy should be read in conjunction with our school's published Anti-Bullying Strategy.

3. Our School Approach to Behaviour



This section sets out our school's approach to ensuring high standards of behaviour in and around the school. This ensures that our approach is consistent in all contexts and with all staff.

At Woods Loke Primary School we encourage all pupils to follow the Woods Loke Learners Cycle.

Woods Loke Learners:

- Are ready to learn
- Work in different ways
- Never give up
- Reflect on their learning

Our conduct rule, which are closely tied with these are simply defined as:

- Respecting others and property
- Following instructions.

We aim to achieve this through positive interactions with pupils, including when it is necessary to apply sanctions to maintain high standards of behaviour. As a school, we place mental health and emotional wellbeing as a key priority and believe that supporting pupils in these areas significantly contributes to improved levels of self-worth and standards of behaviour.

High expectations underpin everything we do at Woods Loke. This starts with the process of recruiting new staff. As part of our induction process, all staff and volunteers joining the school are made aware of this policy and it is applied consistently in all contexts of the school. The Headteacher and senior leadership team will monitor the effectiveness of the policy, supported by the School Governors.

The Headteacher is Mr J. Crawley

The Deputy Headteacher is Miss S. McGowan

The SENCO is Mrs A. Norman

The Behaviour Lead is Mrs J. Paisley

Expectations

We have very high expectations for the conduct of all members of our school community at all times. Displays and prompts linked to behaviour and attitudes to learning are displayed in all classrooms and in key areas around the school, so that all staff might refer to them when there is a need to remind children of expectations. In addition, teachers work with their classes regularly to discuss in detail how these are applied in practice. The expectations are that pupils follow instructions and show respect for each other and the school environment.

Recognising Positive Behaviour

Often the most effective reward for work well done, or a positive approach to something, is a verbal comment from an important adult. As a school, we seek opportunities to praise and thank pupils for their positive actions, including how pupils might meet or exceed the Woods Loke Learners Expectations. In addition, class teachers may opt to use a variety of strategies such as marbles in the jar, stickers, certificates or other awards to reward positive behaviour and good quality work.

These strategies complement our whole-school approaches which is age appropriate and may include:

- Gold cards in KS2 and Reaching the Rainbow in EYFS and KS1.
- Learners of the Week, for each class, which is rewarded in a weekly celebration assembly. These pupils also have their photo displayed in the hall and their name appears on the weekly letter to responsible adults.
- Special Headteacher awards which reward exceptional work, effort or behaviour by an individual letter home to the responsible adults.

Behaviour Consequences

It is an important part of the role of the school to provide guidance and management to ensure that high standards of behaviour are consistently maintained. The guidance below indicates the usual sequence through which staff will progress in the case of continued unacceptable behaviour. However, it is important to note that all staff can choose to skip earlier stages where they consider the conduct is sufficient to warrant a more serious consequence.

Tier 1- Yellow Card/Thinking Cloud

In the first instance, for low-level disruption or misbehaviour, pupils will be issued with a verbal warning. This will explicitly state that it is a warning and if the behaviour continues, a more formal warning will be issued. This will be indicated as a yellow card in KS2. In EYFS and KS1 a first formal warning will be shown by moving the pupil from the sunshine to the thinking cloud.

Tier 2 – Cumulative Red Card/'Rainy' Cloud

If the first formal warning does not lead to an improvement in low-level behaviour or disruption, then staff can issue a second formal warning which also includes a time sanction. In KS2 this will be indicated as a red card and in EYFS and KS1 this will involve moving the pupil onto the rainy cloud. During the next break, the pupil will speak to the Phase Leader to discuss why they have been given a red card or reached the 'rainy' cloud. The Phase Leader will record this on a purple form which is sent to the behaviour lead and the pupil will miss part of their next break or lunchtime. If the incident happens during the afternoon, it will be necessary for the pupil to miss some of their break the following day. During the missed break a restorative conversation will take place outlining what behaviour was displayed and strategies to support improved behaviour. This principle follows the Therapeutic Thinking training approach. The Class Teacher will contact responsible adults, on the day, to notify them of this sanction and will record this incident in a class behaviour log.

Tier 3 – Straight Red Card/'Rainy' Cloud

In some rare cases, it may be necessary to remove a pupil from the classroom and his/her peers for part of a school session to ensure that a clear message is given about expectations, both to the pupil involved and to others in the class. These instances would occur when there has been an instance of deliberate physical behaviour towards a peer, an incident of rudeness that is judged by a member of staff as being unacceptable or a clear lack of respect for the school environment. This will result in a 'straight red card'. Pupils will be sent to work in the room of the Phase Leader for 15 minutes, where they will complete work set by the class teacher. The pupils will then also miss their lunch break. During the missed break a restorative conversation will take place outlining what behaviour was displayed and strategies to support improved behaviour. This principle follows the Therapeutic Thinking training approach. The Phase Leader will contact responsible adults to notify them of these consequences. These incidents are recorded on a purple behaviour form.

Tier 4 – Repeat of ‘Straight Red Card’

Very rarely, a repeat of this behaviour may occur. If this is the case, Pupils will be removed from class to complete work away from their peers for a period of 30 minutes. This will be supervised by our Behaviour Lead or SENCO, who will also be responsible for reporting this to responsible adults. Other sanctions – such as missing of free time – will be determined at this point. These incidents are recorded on a purple behaviour form. During the missed break a restorative conversation will take place outlining what behaviour was displayed and strategies to support improved behaviour. This principle follows the Therapeutic Thinking training approach.

Tier 5 – Internal Suspension

Internal suspension will be considered where there is an instance of:

- significant and intentional physical injury of peers
- insulting and offensive language intended to cause upset
- deliberate intent, resulting in significant damage

Pupils will be sent to the Headteacher, Deputy Headteacher or Behaviour Lead, who will make the decision regarding any appropriate sanction. This may include an internal suspension from class. If this is the case, the responsible adult will be contacted and informed of this decision as soon as possible. All internal suspensions will be recorded on a purple form and submitted to the Behaviour Lead. During the missed break a restorative conversation will take place outlining what behaviour was displayed and strategies to support improved behaviour. This principle follows the Therapeutic Thinking training approach.

Tier 6: External Suspension

External suspension will be considered in cases where there has been:

- Pre-meditated and high-level physical harm towards peers
- Uncontrolled and violent abusive language designed to threaten and intimidate
- Physical attacks on or intimidation towards staff
- Verbal abuse and/or aggression towards staff

An External Suspension can only be decided by the Headteacher, who will also make a decision regarding the length of any sanction. When a pupil has a fixed term suspension from school, a reintegration meeting will be required with the Headteacher prior to the pupil returning to school. At this meeting, planned support will be discussed to help the pupil and also clear guidelines and consequences will be reinforced with the pupil and their family. These incidents are also recorded on a **purple** behaviour form. During the meeting a restorative conversation will take place outlining what behaviour was displayed and strategies to support improved behaviour. This principle follows the Therapeutic Thinking training approach

The Woods Loke Behaviour Protocol maps out these tiers (Appendix A)

Additional Support

In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide additional support to manage and improve behaviour (Equalities act 2020 – making reasonable adjustments). This may include additional steps or interventions to prevent incidents of misbehaviour and the development of an Individual Behaviour Plan (IBP). In these cases, the IBP supersedes the above consequences. As a school we are clear that we do not have lower expectations of any pupils, regardless of circumstance.

Mrs Paisley and Mrs Norman have been trained in the Therapeutic Thinking approach and can deliver training to support staff and children with challenging behaviours. Staff can also gain support from Specialist Educational Services (SES) who can advise through and Inclusion Support Meeting (ISM) or Solution Circle.

Lunch-time Consequences

At lunch-time the pupils will receive the following consequences for not following the rules:

1. Verbal reminder of the rules
2. Time out – 5 minutes
3. Sent to a senior member of staff. At this point, the consequences previously laid out will apply.

Serious incidents will be reported straight to the Headteacher who will decide on the level of consequence.

Use of Reasonable Force

Key staff are regularly kept up to date with Safeguarding and School Safe training. This includes theory training on how to prevent incidents from escalating. Key staff are also trained and updated in Physical Restraint techniques. Where necessary, reasonable force may be used to control or restrain pupils. Physical contact may also be appropriate or necessary in other circumstances. For example, for a demonstration in PE lessons, to administer First Aid, or, to accompany a young child safely in the line. The school organises regular training to ensure that the DFE guidance on Reasonable Force is followed. Physical restraint would only be used as an absolute last resort where there was a danger to the pupil or to another adult or pupil and to prevent greater harm. (Behaviour and discipline in schools 2020) In any such cases, this restraint would be recorded. Responsible adults would also be notified in such an extreme circumstance.

Searching and Confiscation

Following the DFE guidance on Searching and Confiscation, the school would only search a pupil's possessions if it was believed that there was a risk of a dangerous object such as a weapon or drugs. In those circumstances the DFE guidance would be followed. Unsuitable or dangerous objects may be collected in and stored safely until the end of the day by the class teacher. In these cases, objects such as toys would be handed back at the end of the day. If it was a dangerous object, the school would contact the responsible adult and ask them to come and collect it in person. Letters are sent out requesting that certain toys or objects are not brought into school. The staff would encourage responsible adults to ensure these requests are supported and that any unsuitable objects are left at home.

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

Incidents Outside of School

The school takes seriously its responsibility to set high expectations of pupil behaviour, including outside of school. Where pupils are known to have behaved in a manner contrary to the school's expectations outside of school, the behaviour policy may be applied as if the incident were to have happened in school. In such cases, responsible adults will be informed of the actions taken and the grounds for such actions. Where behaviour outside of school may indicate potential risk of neglectful care, it may be appropriate for the incident to be recorded as a safeguarding concern using the appropriate channels.

If a child leaves the school premises without permission, the school will contact the police directly as well as the pupil's parents/care givers. Following such incidents, a full review will be carried out and necessary precautions put in place to help mitigate against further instances. In these cases, an individual behaviour plan and risk assessment will also be considered.

Headteacher Discretion

When an incident has reached a higher stage, the Headteacher will make the final decision on the appropriate course of action based on both the incident being considered and known prior incidents. Where appropriate, this will be in consultation with the Behaviour Lead and Senior Management Team.

Internal Suspension

Where a child is at risk of suspension, it may be appropriate for an internal suspension to be used in the first instance. This is intended to make clear to the pupil the need for a significant change in behaviour. Where an internal suspension is used to manage behaviour, responsible adults will be informed. In addition, there will be a discussion with responsible adults about the pupil's reintegration into their class, and to ensure that all parties are clear about the risks of further misbehaviour which might lead to more serious sanctions. During this discussion a restorative conversation will take place outlining what behaviour was displayed and strategies to support improved behaviour. This principle follows the Therapeutic Thinking training approach

Fixed-Term External Suspension

Fixed-term suspensions are permitted by law as a tool for maintaining good discipline. Where appropriate, any decision to exclude a pupil for a fixed period will be taken in consultation with the Headteacher, Behaviour Lead and relevant members of the Senior Management Team. In all circumstances the school will have regard to the guidance set out in the latest government guidance. A letter will be issued to the responsible adults to explain the reason for the suspension from school and also work will be provided for the pupil to complete at home. Fixed term suspensions will increase in length for persistent unacceptable behaviour. The length of individual fixed term suspensions is at the discretion of the Headteacher and will depend on the severity of the incident and any previous behaviour.

Permanent Exclusion

In exceptional circumstances, it may be appropriate to permanently exclude a child from Woods Loke Primary School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in

the school, or in cases of serious or persistent breaches of this policy. As with fixed-term suspensions, decisions will be taken in consultation with the Headteacher, Behaviour Lead, Senior Management Team and Governing Body in line with the government guidance.

Visits and Residential Trips

Teachers write a detailed risk assessment as part of any trip or residential away from the school. Special consideration is given to pupils who demonstrate challenging behaviour and appropriate steps and support are put in place. In the event that the behaviour of an individual pupil is deemed to compromise their safety and the safety of others, and where all attempts to mitigate against this have been exhausted, that pupil will instead be unable to participate in the visit. Instead, they will be provided with alternative learning that matches the objectives of any educational trip. Any such decision will be a last resort and made on a case-by-case basis in consultation with staff and the pupil's family. Emergency support is planned from the Headteacher, or senior leader, to attend any trip or collect a pupil who has failed to follow the rules. Any pupil who acts in a manner that could be dangerous to themselves or others may also be collected from a trip early. All school and responsible adult contact details are taken on any trip, so that families can also be informed straight away.

Individual Risk Assessments

Individual pupil risk assessments will be put into place where a child is acting in a potentially dangerous manner to themselves or others. Possible triggers and risks will be identified and support measures put into place to minimise the risk.

Pupils with identified SEND will also have an appropriate risk assessment and support plan relating to their individual behaviour needs, to support them in meeting the Woods Loke behaviour expectations.

This policy was adopted on 29-09-2026..... (date)

Signed:

.....J.C.....
Date 29-09-2026.....

Mr J Crawley

Headteacher

Date of next review: October 2027