



Signed.....

Date December 2024

Review September 2026

Woodford Valley CE Primary Academy Behaviour and Discipline Policy

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

*‘And now I give you a new commandment: love one another.
As I have loved you, so you must love one another. If you have love for one
another, then everyone will know that you are my disciples.’*

John 34-35

This policy should be read in conjunction with all policies and in particular SEND, Physical Intervention and Anti-Bullying Policies.

Intent and expectations

It is a primary intent of our school that every member of the school community feels valued and respected, has the chance to flourish and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive and considerate manner. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary intent of the behaviour policy is not a system to enforce rules: it is a means of promoting good, positive relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe, calm and secure environment, and to become positive, responsible, resilient and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than to merely deter antisocial behaviour.

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Rewards, guidance and sanctions

We praise and reward children for good behaviour in a variety of ways:

- Each week we award a trophy to a child from each class who has excelled in a particular aspect of work or behaviour
- Teachers congratulate and praise pupils
- Certificates and trophies are awarded in the school assembly
- We distribute merits to children for consistent good work or behaviour, and to acknowledge outstanding effort or acts of kindness in school
- A Head Teacher's award is given for exceptional work recognised by the class teacher
- Class reward and sanction systems
- End of term class parties
- End of year trophies
- Worship-themed rewards; for example, school peacemaker, hot chocolate club

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Incidents will be dealt with sensitively and on a case-by-case basis considering the severity and any previous patterns of behaviour.

All staff members are expected to adhere to the school policy of ensuring that sanctions will not involve humiliation, sarcasm, shame or public ridicule.

All incidents will be recorded on the school's safeguarding system and monitored for repeated incidents or escalation in behaviours. Depending on the age of the children, these incidents will be dealt with at the discretion of the school senior leadership team.

Behaviour which is not in line with our school values and expectations is addressed in a range of ways. These could include (but is not limited to) reflection time away from peers, removal of invitation to represent school in external events or temporary suspension. We involve parents when behaviour falls below our expectations or is causing concern. Where useful or necessary, we make referrals to external agencies to help us support children with their behaviour.

We employ each sanction appropriately to each individual situation. Please refer to our flowcharts to see unacceptable behaviour. The following steps are followed when a child misbehaves in class

- First incident – a verbal reminder is given
- Second incident – the child's name is written in the class behavior book. If good behaviour is resumed, then the name is crossed off in the book.
- Repeated Level two incident / Third incident- The child will miss minutes off their playtime. Staff will determine the amount of time to miss depending on the Key Stage of the child. The maximum number of minutes will be ten minutes.
- Fourth incident – a tick is put by the child's name in the class behavior book. The child will have reflection time during lunchtime with a member of SMT.
- If unacceptable behaviour continues – member of the senior management team will meet the child and parents/carers will be informed.

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In addition, the teacher or teaching assistant may choose to send the child to a single desk or to the classroom of a member of the senior management team with work to complete.

Serious behaviour incidents, including those involving Harmful Sexualised Behaviour (HSB) are dealt with in accordance with the school's approach to Child-on-child Abuse as outlined in Safeguarding and Child Protection Policy.

Children with Special Educational Needs

Children with particular special educational needs may adopt behaviours which do not adhere to school expectations. For these children, teacher interventions and sanctions may need to be adjusted to ensure that they are not adversely affected by the school's Behaviour Policy. It is important to note that unsafe and anti-social behaviour is not acceptable and the school takes steps to provide support strategies for children who struggle with behaviour difficulties. Furthermore, staff are alert to changes in behaviour as these may be indicators of unidentified special educational needs or other issues affecting the child. See the SEND Policy for further information.

De-Escalation Plan

Children whose behaviour is causing concern for any reason may have a 'De-Escalation Plan' which will include strategies and steps to follow when particular behaviours are displayed. This is reviewed regularly and involves parents/carers.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Education and Inspections Act 2006. This introduced a statutory right for school staff to use such force as is reasonable in the circumstances to prevent a pupil from:

- committing an offence or engaging in conduct that could be an offence
- causing injury to themselves or others
- damaging property
- prejudicing good order and discipline at the school.

The role of the class teacher and support staff

It is the responsibility of the class teacher and support staff to ensure that the school values are enforced in their class, and that their class behaves in a responsible and safe manner during lesson time in school, at playtimes and during any remote learning. In addition to the school values, each class also has its own classroom code, which is agreed by the children and displayed in the classroom and on the school website. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of antisocial behaviour, the class teacher or support staff discusses these with the whole class during 'circle time', P.S.H.E. or through Philosophy for Children (P4C) sessions.

Class teachers and support staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. We promote positive attitudes to learning and want all children to be motivated in what they are doing.

The class teacher and support staff treats each child fairly and enforces the classroom code consistently. The adults treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher follows the school behaviour flowchart system.

The class teacher liaises with the school SENDCO and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the Our Whole School Learning Policy.

The class teacher will always also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

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The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school Behaviour and Discipline Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents/carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home–School Agreement and the Online Learning Protocols. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If they have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher in the first instance and then the school governors. If these discussions fail to resolve the problem, a formal grievance or appeal process can be implemented following the school Complaints Policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. This is sometimes called a suspension. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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If the Head Teacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

If required, the governors will create an appeals panel which will meet to consider an exclusion: they examine the circumstances in which the pupil was excluded, consider any representation by parents/carers and/or the LA, and decide whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Physical Intervention

Physical intervention will only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child.

Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

We have adopted the Team Teach approach for dealing with pupils who display challenging behaviour resulting in the need for physical intervention. However, in an emergency the use of physical intervention by other members of staff can be justified if it is the only way to prevent injury or to prevent an offence being committed.

This is compatible with school philosophy, Wiltshire County and DfE guidance and *is in conjunction with our 'Physical Intervention Policy'*

Behaviour and Discipline Policy

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour: the class teacher records minor classroom incidents and the Head Teacher records those incidents of a more serious nature. Lunchtime supervisors give verbal or written details of any incident to the class teacher, who may record them.

The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

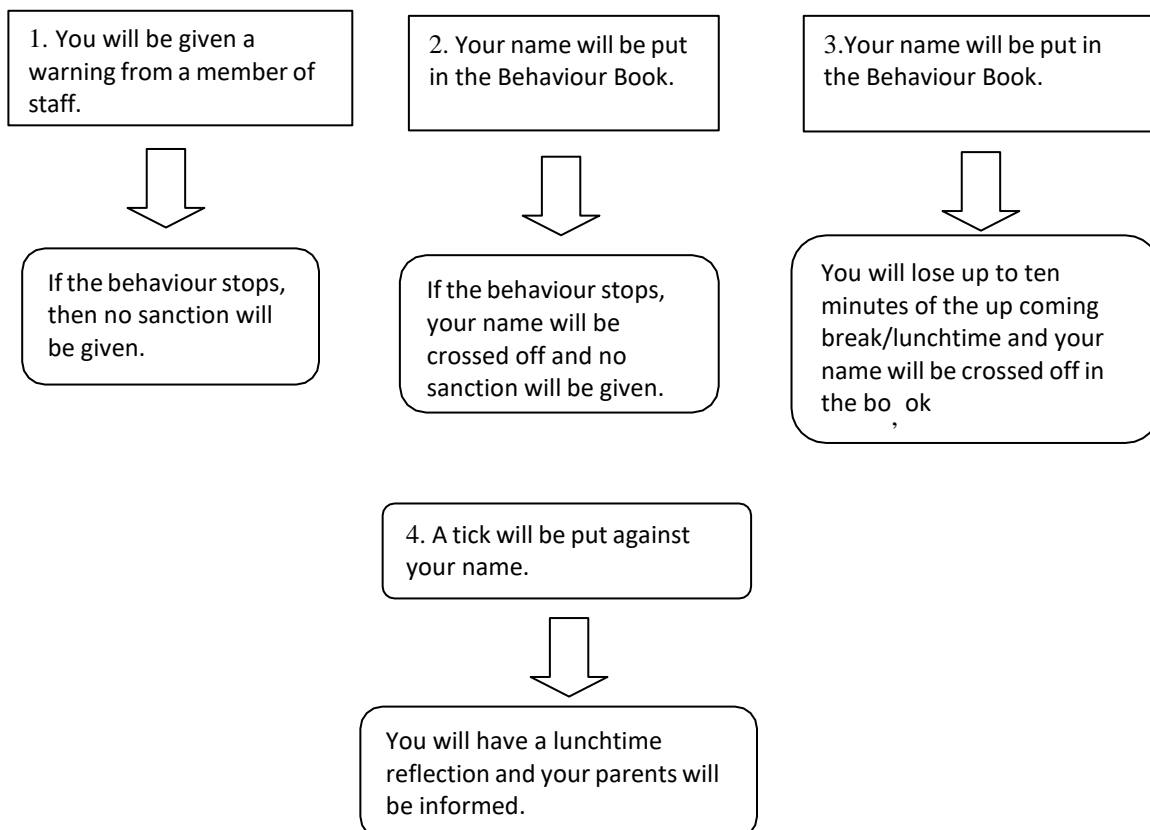
The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour and Discipline Policy

Woodford Valley Primary Academy

School Behaviour Concerns Flowchart

Level 1	Level 2	Level 3
Examples may include: <ul style="list-style-type: none"> • Misusing equipment • Inappropriate talking/distracting others • Fiddling with things • Defacing own or others work • Work avoidance strategies • Not sitting on chairs correctly • Throwing or flicking objects • Interfering with the property of others • Talking during worship • Calling out in class • Not listening to an adults instructions • Answering back to staff 	Examples may include: <ul style="list-style-type: none"> • Persistent incidents of level 1 behaviours in a session/across a day when appropriate. • Disrespectful behaviours • Play fighting or boisterous behaviour • Pushing, shoving or behaving inappropriately • Inappropriate physical contact eg poking, prodding, • Encouraging others to misbehave • Minor deliberate damage of property • Name calling or being verbally unkind • Refusal to follow instructions from a member of staff 	Examples may include: <ul style="list-style-type: none"> • Persistent incidents of level 2 in a session/across a day when appropriate. • Swearing- highly offensive language • Proven theft • Throwing objects to deliberately cause harm • Dangerous behavior towards others • Deliberate damage or vandalism • Persistent disruptive behaviour • Provoking others



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Woodford Valley Primary Academy - Lunchtime Behaviour Flowchart

Level 1

Examples may include:

- Misusing equipment
- Interfering with the property of others
- Not listening to an adult's instructions
- Answering back to staff

Level 2

Examples may include:

- Persistent incidents of level 1 behaviours
- Disrespectful behaviours
- Boisterous behaviour
- Pushing, shoving or behaving inappropriately
- Inappropriate physical contact eg poking, prodding,
- Encouraging others to misbehave
- Minor deliberate damage of property
- Name calling or being verbally unkind

Level 3

Examples may include:

- Persistent incidents of level 2
- Swearing- highly offensive language
- Proven theft
- Throwing objects to deliberately cause harm
- Dangerous behaviour towards others
- Deliberate damage or vandalism
- Persistent disruptive behaviour
- Provoking others

Level 1 behaviours displayed:

You will be given a verbal warning from a member of staff.



If the behaviour stops then no sanction will be given.

Level 2 or persistent Level 1 behaviours displayed:

You will be given time out from a member of staff.



If the behaviour stops then no sanction will be given.

Level 3 behaviours displayed:

You will be taken off the playground immediately and taken to a member of the senior leadership team. You will be given reflection time off of your next lunchtime break. Your parents will be notified, if this happens persistently a meeting will be arranged with your parents.

This will be recorded by a member of SLT