

# The Federation of Wood Street Infant School & Worplesdon Primary School Primary School



Relationships & Behaviour Policy  
Written statement of Behaviour Principles

Policy Reviewed	May 2025
Next Review	May 2027

# The Federation of Wood Street Infant School & Worplesdon Primary School Primary School

## – Behaviour Policy

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## 1. Philosophy

At The Federation of Wood Street Infant School & Worplesdon Primary School we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

We give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them using the following four curriculum drivers at the core:

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy

These drivers are our core values and they run through all the school policies and practice.

## 2. Aims

It is a core aim of our schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The overriding ethos is: **treat others as you would like to be treated yourself**. We underpin life and learning with universal positive human values such as respect, unity, friendship and compassion. See appendix 2 for our values cycle.

This Relationships and Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

## 3. Objectives

The objectives of the policy are to:

- Develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- Enable children to develop a sense of self-worth and a respect and tolerance for others;
- Produce an environment in which children feel safe, secure and respected.

These will be achieved by:

- Providing a consistent approach to behaviour management;
- Defining what we consider to be unacceptable behaviour, including bullying;
- Outlining how pupils are expected to behave;
- Summarising the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outlining our system of rewards and sanctions.

## 4. A Relational Behaviour Model

At our school we adopt and use the relational behaviour model. The following table explains how it is applied

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Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

## 5. Importance of good routines

At our school, staff ensure good routines are in place for the start and end of day

- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

## 6. High Expectations

We have high expectations for our children, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

### 6.1 We expect children to show:

- Self-confidence;
- Self-control;
- Respect and tolerance for others;
- Pride in their achievements;
- An interest in their activities;

- Empathy with other's feelings.

### 6.2 We expect children to develop:

- Responsibility for their learning and their environment;
- An understanding of the need for rules;
- Non-racist or non-sexist attitudes;
- An independence of mind and self-esteem;
- A respect and tolerance for other's way of life and different opinions;
- An ability to persist at tasks;
- A sense of fairness;
- The ability to accept fair criticism;
- An appropriate and assertive reaction to bullying and abuse.

### 6.3 We share our expectations

Every child is responsible for being a member of the The Federation of Wood Street Infant School & Worplesdon Primary School team:

- **T**alk and act positively;
- **E**mbrace and follow instructions;
- **A**ct kindly, keeping hands and feet to yourself;
- **M**ake yourself the best you can be.

## 7. Implementation

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

### 7.1 Staff will:

- Treat all children equally, irrespective of gender, race or religion;
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies;
- Deal sensitively with children in distress, listen to them and deal with any incident appropriately;
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently;
- Record any incident of racial harassment and alert the Head Teacher and other staff;
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties;
- Have a responsibility to model the type of behaviour felt to be acceptable.

### 7.2 Children should:

- Treat others as they would like to be treated i.e. fairly and with tolerance and respect for other's views and rights;
- Accept responsibility for their own choices and actions;
- Be given opportunities to show responsibility by taking turns to do appropriate jobs.

## 8. Recognition

- Children's achievements, academic or otherwise, will be recognised;

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- Rewards will be accessible for all children;
- Examples of children's work and achievements will be displayed in the classrooms and around the school.
- Assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community.

### 8.1 Rewarding Good Behaviour

Rewards for good behaviour include:

- Praise from staff;
- Individual rewards which contribute to house rewards to develop a sense of community;
- Responsibilities given;
- Extra play time or an appropriate activity of the class' choosing with the completion of class wide rewards;
- Showing work in class at the end of the week;
- Quality time in the classroom when good work and good behaviour are acknowledged;
- Showing good work to Head Teacher or Deputy;
- Use of stickers -staff can customise these awards to encourage/ reward specific class needs;
- Informing parents through merit certificates, reports and parent consultations.

### 8.2 House Point System

The focus of positive encouragement for the children's attitudes and behaviour in school is the House Point System which individually rewards children for effort, attitudes and attainments. These also contribute to the House Point system so they feel a sense of community and commitment. Every half term, the house(s) with most awards is rewarded with a mufti day.

### 8.3 Class Wide Reward System (gems in the jar)

The class wide reward system encourages children to work as a team to achieve a class wide reward. When children have earned ten class wide rewards, they will get an instant reward (already agreed). Staff will endeavour to give their class at least two CWR per day.

### 8.4 Golden Leaves

Each week, staff will choose children who have demonstrated our core values and they will be celebrated in assembly every Friday, receiving a certificate. Children will move through Bronze, Silver & Golden Awards. For those children achieving exceptionally well, they will achieve their Platinum Award.

### 8.5 The Values Cup

The Values Cup recognises a child who lives by every value every day, whilst having to deal with adversity. The cup is given out half termly to the infants & juniors. On return of the cup, children are given a values badge to keep.

## 9. Unacceptable Behaviour

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the CYP know we are still there, and we recognise their effort and any changes they have made.

### 9.1 Examples of unacceptable behaviour include:

- Disobedience to a reasonable instruction;
- Damaging property;
- Racist comments;
- Biting, kicking, hitting and spitting;
- Answering back, rudeness or aggression to adults;
- Forming gangs and bullying;

- Foul language and swearing;
- Stealing;
- Making unkind remarks;
- Disrespect for adults and others;

***Please note that these behaviours are unacceptable online through social media site and mobile phones.***

## 9.2 Consequences

When a child's behaviour falls below an acceptable standard a range of sanctions may be used to address this. In accordance to the behaviour ladder (appendix 3), sanctions may include, a fixed time away from their peers, a fixed time away from their class and in more serious cases time spent with the head teacher or deputy head teacher.

In most circumstances a firm reprimand and reminder from a member of staff is expected to be sufficient to correct most behaviour. However, if this fails to correct the behaviour of a child the following sanctions may be adopted:

### 9.21 In the classroom

No child will be allowed to disrupt the education of other children in their class. Following the steps in the behaviour ladder a child may:

- be asked to move away from their peer group;
- be asked to remove themselves from the classroom and speak to a Senior Leader;
- complete a period of reflection during playtimes to consider actions and how to improve these in future

### 9.22 In the playground

Following the steps on the behaviour ladder a child may:

- be removed from the playground for a cooling off /period of reflection;
- be asked to spend time with a Senior Leader;
- in more serious cases, spend time with the Head Teacher or Deputy Head Teacher

### 9.23 Online (inside and outside of school)

Following the steps on the behaviour ladder, a child may:

- be asked to remove themselves from the classroom and speak to a Senior Leader;
- complete a period of reflection during playtimes to consider actions and how to improve these in future

## 10. Recognising the impact of SEND on behaviour

The schools recognise that pupils behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

### 10.1 Anticipating and removing triggers

As part of meeting these duties, the schools will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of strategies used to anticipate and remove triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## 11. Sanction Failure

If sanctions do not lead to better behaviour, in no particular order, the following may be considered:

- Exclusion from a favourite activity - this needs to be immediate, and can only be used occasionally. It will be considered whether it is educationally sound to deprive children of particular lessons. (They cannot learn to behave in these lessons if they are frequently removed from them.)
- Exclusion from the right to represent the school. This sanction should be used rarely.
- The establishment of a behaviour record or home-school report book.
- A verbal disciplining from senior member of staff - Head Teacher or Deputy.
- A requirement for a written apology;
- A regular report given to the Head Teacher;
- A letter / telephone call to a parent from the class teacher, Deputy or Head Teacher;
- A meeting with parents;
- Other sanctions following a meeting between parents, class teacher and Head Teacher;
- Exclusion from school (in line with LEA guidelines).

## 12. Racial Remarks

- A pupil is reprimanded, the Head Teacher is informed and a record of the incident kept. Extra lessons will be given as appropriate;
- For a repeat offence, a record is kept and parents will be informed;
- In persistent cases, parents may be asked to discuss the matter with the Head Teacher or a School Governor in line with the school's equal opportunities policy.

### 13. Bullying

Please refer to the separate Anti-Bullying Policy.

### 14. Role of Parents

The school recognises that parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on the full support of parents in dealing with their child's behaviour.

We expect parents:

- To keep us informed of behaviour difficulties they may be experiencing at home;
- To inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, change of family circumstances;
- To inform us about their child's ill health and any absences connected with it;
- To be alert to signs of bullying online and report any incidents to a member of the school safeguarding team.
- To work in partnership with the school to ensure consistency of approach to the child's behaviour.

To support parents the school endeavours to keep good home/school liaison by:

- Promoting a welcoming environment and ethos within the school;
- Giving parents regular constructive and positive comments on their child's work and behaviour;
- Communicating regular information about school events, achievements and issues of concern;
- Encouraging parents to come into school on occasions other than parent's evenings;
- Keeping parents informed of school activities by letter, newsletter, web site etc.
- Involving parents at an early stage in any disciplinary problems.

### 15. Care of School Premises and Site

The school will:

- Display children's work to a high standard;
- The building will be kept clean and tidy;
- The grounds will be kept free of litter;
- Toilets, clean tidy and flushed.
- Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

### 16. Outside Agencies

The school when appropriate will liaise fully with outside agencies such as the police, Education Welfare, Behaviour Support, Social Services, Health Services, Educational Psychologist, CAHMS.

### 17. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

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- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### Appendix 1: Values Cycle

Month	Year 1	Year 2
September	<b>Rule of Law - British Value</b>	Belonging
October	Responsibility	Friendship
November	<b>Respect – British Value</b>	Understanding
December	Appreciation/Gratitude	Compassion & Caring
January	Perseverance	Creativity
February	Honesty & Trust	Independence
March	Peace	Positivity
April	Empathy	Courage
May	<b>Democracy – British Value</b>	<b>Tolerance – British Value</b>
June	Cooperation	<b>Individual Liberty – British Value</b>
July	Fairness	Confidence

### Appendix 2 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
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life.
- The school follow the Surrey CC exclusions policy which explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. A pupil must only be excluded on disciplinary grounds.

#### Reasons to exclude include;

- Violent and dangerous behaviour
- Behaviour that is harmful to themselves or others
- A breach of the Behaviour Policy (Step 6 of the Behaviour Ladder) for pupils.

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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 School Council every two years.

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### Appendix 3a: Behaviour Ladder

The school promotes positive behaviours and rewards, however if children display negative and inappropriate behaviours there is a behaviour ladder that has clear steps and gives children the opportunity to take responsibility to change their behaviours. The consequences ladder is shared with all staff and children and displayed around the school. The steps are colour coded in terms of seriousness; the first three steps are low level then become more serious.

Step of behaviour/ types of behaviour	Dealt with by	Logical consequence / action (needs to be proportional & necessary)	Reflection
<u>Step 1</u> Talking and being distracted Distracting other children (e.g. talking about content unrelated to the lesson) Talking inappropriately to others (e.g. rudeness towards staff, calling names, unkind words, using a negative tone) Ignoring instructions (e.g. running inside) Wasting learning time (e.g. hanging out in the toilets)	Class Teacher  Midday supervisor at lunchtime	Warning (do not use word 'warning')  'Laura - you are still talking and distracting others around you. That is a step 1'  'Radhi - I have asked you to stop tapping your pencil on the table, you are distracting others. Please stop'  Liz - please don't speak to me like that...'	Is this behaviour the 'norm' for this child?  What are the potential triggers?
<u>Step 2</u> Continuing with the above behaviours Talking and being distracted Distracting other children Talking inappropriately to others (including children and staff)	Class Teacher  Midday supervisor at lunchtime	Laura - 'you are continuing to distract others, you need to take some time in or out. That is a step 2'  Choice of time out or time in - 5 minutes away from the group or time nearer class adult  'Radhi - you need 5 minutes to calm so you're ready to come back to your learning...'	
<u>Step 3</u> Continuing with the above behaviours  Inappropriate behaviour such as pushing, elbowing, littering, breaking resources	Class Teacher  Midday supervisor at lunchtime	Rest of session away from group within classroom  'Laura, you've continue to distract others...so you can be your best, you need to spend some time away from the group. Have a think about how you can be the best you can be. That is a step 3.'  TA to complete this action with pupil and Teacher to speak to pupil when input complete.	Restorative conversation with child What's going on? Tell the story What's the impact on you? Others? What can be the solution?
<u>Step 4</u> Repeated incidents of the above behaviours.  Swearing  Suggested bullying/ name calling	Assistant Head  Year leader to monitor trends in children on behaviour ladder each 5week	'.. can I have a quick catch up with you?'  Teacher removes child from classroom so no reprimand in front of others...  Ensure child has time to calm prior to any consequence (time out, sensory)  Consider emotional regulation  Time to reflect on behaviour with AH and agree on a restorative solution. State the consequence given is in line with step 4  Class teacher to inform parents.	RIP - Reprimand in Private
<u>Step 5</u> Continued previous behaviours despite intervention	Deputy head teacher	'.. can I have a quick catch up with you?'	RIP - Reprimand in Private

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<p>Fighting</p> <p>Bullying</p> <p>Theft</p> <p>Using racist, anti-disability or homophobic language without any understanding.</p>		<p>Teacher removes child from classroom so no reprimand in front of others...</p> <p>Ensure child has time to calm prior to any consequence (time out, sensory)</p> <p>Consider emotional regulation</p> <p>Time to reflect on behaviour with DH and agree on a restorative solution..State the consequence given is in line with step 5</p> <p>DH to inform parents</p> <p>Internal fixed term exclusion if behaviour is impacting the well being of other children.</p>	
<p><u>Step 6</u></p> <p>Aggressive behaviour</p> <p>Racism or discrimination</p> <p>Extreme swearing</p> <p>Any issues involving media such as Facebook, mobile phones and Youtube</p> <p>Threats made against staff</p> <p>Using racist, anti-disability or homophobic language with understanding</p>	<p>Head teacher</p>	<p>Withdrawal for remainder of morning or afternoon, SLT informed and parents informed by head teacher. State the consequence given is in line with step 4</p> <p>Time off the playground</p> <p>Internal fixed term exclusion for a period of time.</p> <p>Fixed term suspension for a period of time.</p>	

Please note:

Step 4 -6 reflection time can include verbal reflection, reflection which involves drawing and / or writing.

Every situation should be investigated fully, giving children an opportunity to express their story before a logical, proportionate and necessary consequence is agreed.

Please note: those children with additional needs will require additional processing time before being expected to act. Furthermore, staff will assess the difference between chosen and not chosen behaviour.

Appendix 3b: Behaviour Ladder with visual prompts

	<b>Behaviour</b>	<b>Consequence</b>
Step 1	<p>not listening unkind words shouting</p>	<p>warning</p>
Step 2	<p>snatching more not good choices</p>	<p>time out for 5 minutes</p>
Step 3	<p>pushing breaking resources light hitting more not good choices</p>	<p>time out for the rest of the session</p>
Step 4	<p>hard hitting swearing very unkind words more not good choices</p>	<p>time out for the rest of the session visit from Rebecca</p>
Step 5	<p>kicking biting punching more not good choices</p>	<p>time out for the rest of the session visit from deputy headteacher</p>
Step 6	<p>aggressive behaviour</p>	<p>time out in headteacher's office</p>

#### Appendix 4: Rules and Rewards



**Every child is responsible for being a member of the The Federation of Wood Street Infant School & Worplesdon Primary School team:**

**Talk and act positively**

**Embrace and follow instructions**

**Act kindly, keeping hands and feet to yourself**

**Make yourself the best you can be**



**Our school strategy for recognising effort and excellence includes:**

- Class-wide rewards (ten to achieve small reward swiftly), at least once per day
- Verbal and written feedback
- Positive conversations with home
- Positive postcards home
- Golden leaves
- Certificates and stickers
- Head teacher recognition