



Behaviour Management Policy

Signed by:

Chair of Governors

Date:

Committee with oversight for this policy	Full Governing Board
Policy to be approved by	Full Governing Board
Policy last ratified and adopted by Full Governing Body	November 2025
Policy / Document due for review	November 2026

Key Contact Personnel in School responsible for the policy:

Ms Hasker, Headteacher, SENCO

Ms Moxom, Assistant Headteacher, Designated Safeguarding Lead, PSHE/Wellbeing Lead

Named Governor with lead responsibility: Shirley Kenworthy-Wright

At Woodlands we seek to create a happy, secure and caring environment which is stimulating, inspiring and disciplined and where everyone values, respects and supports one another. In order to achieve this we need to have shared values that are clearly communicated and consistently reinforced.

We recognise that good behaviour management:

- Involves whole schools procedures with clear and consistent rules
- Establishes high expectations that are consistently adhered to by all staff
- Uses positive reinforcement, rewarding and drawing attention to good behaviour;
- Enables pupils to recognise that choices have consequences
- Promotes positive self esteem
- Is both encouraging and empathetic
- Uses a firm but fair approach
- Uses circle time to promote empathy and give children the skills to resolve issues
- Has clear rewards and sanctions that the children understand
- Involves parents in supporting positive behaviour
- Is personalised for those pupils with specific behavioural difficulties
- Focuses on dealing with problem behaviour not labelling as a problem child
- Models positive behaviours
- Ensures the physical classroom environment allows freedom of movement and personal space
- Is non – confrontational

Code of Conduct

Staff are expected to model good behaviour and maintain high expectations at all times. Our School Rules form the basis of those expectations and are as follows:

- 1. Follow instructions**
- 2. Be kind and caring**
- 3. Listen carefully**
- 4. Be at school every day, on time**

School Values

At Woodlands, we share 4 core values which are embedded in both our teaching and learning. These values are key in supporting our behaviour system.

Our values link to our whole school House System:

- **Respect**
- **Resilience**
- **Self-belief**
- **Determination**

In addition to the above rules and values it is also expected that pupils and staff:

- Are respectful towards one another
- Are well mannered, greet one another, use please, thank you, hold open doors etc
- Move around the school quietly and when in lines walk on the left hand side in single file
- Line up sensibly on the playground and move into school quietly
- Use appropriate tone and volume of voice, being silent when necessary
- Come into assembly and sit down in silence

- Are neatly presented in uniform or dress that conforms to school policy

During Playtimes

To help promote positive play a range of equipment is available for the children to play with. Staff on duty should teach pupils games and model use of equipment.

All staff should be vigilant and pro-active during playtimes so that situations are spotted and diffused as quickly as possible. Staff should talk with the children involved in any incident to ensure both sides are heard, conflict resolved and the appropriate sanctions given. Staff will need to assess situations as they arise and make a judgement on when will be the best time to discuss the incident with the child. e.g if they are feeling angry and upset, they may need time to regulate their emotions before they discuss the problem/conflict.

If an incident on the playground leads to a red sanction, the child will be removed from the playground and taken indoors, where they will be supervised and spoken with.

If 3 repeated incidents occur on the playground involving the same child as the perpetrator, the Senior Leadership Team (SLT) will be notified. This will result in requiring the child to miss lunchtime and spend that period off the playground. Parents will be notified that this is the sanction that has been given and some reflective work will be given about making better behaviour choices.

Rewards

Staff should take every opportunity to praise positive pupil behaviour.

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

- Staff congratulate children using descriptive praise.
- Use of stickers to celebrate and share success.
- Each class uses the online 'Class Dojo' system to motivate and award children with dojo points. Each child has a monster dojo character which is visible to children on the Interactive Whiteboard in the classroom. Throughout the week, children earn dojos for a variety of positive behaviours including but not limited to: good behaviour, high standards of work, being helpful to staff and children.
- Staff will share good examples of effort, achievement and behaviour. This may result in children being sent to the Assistant Headteacher or The Headteacher to receive extra praise, stickers or even a note home. We are very proud of our children and encourage them to be proud of their achievements.
- We have a whole school 'going for green' system. All children begin each new day on green. If a child stays on 'green' all day, they are awarded 5 dojos at the end of the day. This is to reinforce and reward positive behaviour. One child is chosen each day as the 'star of the day' and they will receive 10 dojos.
- The class can also work to achieve the best behaved class for the week to receive golden time for the whole class. This is the class who have received the greatest percentage of children who stayed on green and the fewest number of amber and red warnings.
- Teachers keep track of the weekly dojo points. The 2 children with the most dojo points for the half term will be celebrated in the end of term celebration assembly and get to visit the Reward Store to choose a prize.
- Each week, every teacher will select 2 children to be awarded a star of the week certificate during Celebration Assembly. This awards both positive behaviour and learning outcomes. One certificate is awarded to a child showing the focus value for the week- either Respect, Determination, Resilience or Self

Belief. The other certificate is awarded for great effort and learning outcomes in the focus subject for the week. Our values are clearly displayed in the school hall.

- At the end of each half term during our Celebration Assembly, we celebrate children who will go to The Reward Store. This includes the top two Dojo winners from each class, the Writing Royalty and Reading Star from each class, and the top three Times Table Rockstars across the school.
- 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. We employ each sanction appropriately to each individual situation.
- The class teacher discusses the school rules with each class. These are prominently displayed in each classroom and in strategic points around the schools as an ever-present reminder of expectations regarding behaviour.
- In addition to the school rules, each class also has a class charter, its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Measures to Promote Positive Behaviour - our 'Going for Green' plan

Sanctions help children to understand that anti-social behaviour is inappropriate and unacceptable. The following list of sanctions are used for general indiscipline in and out of class:

- **GREEN-** Each child will start the day with their name on the green smiley face. If they stay on green all day, they will be awarded 5 dojos!
- **First warning-** Verbal reminder will be given. The child still has time to think about the choices they have made. A dot will be added next to their name. They will still have an opportunity to receive 5 dojos at the end of the day.
- **Second warning-** Second verbal warning will be given and their name will be moved between the green and amber and they will not receive the 5 dojos at the end of the day.
- **Third warning- AMBER-** They will be invited to spend some time in the classroom's quiet area to complete their work and think about ways they can make better choices next time. They might need to use resources to help regulate their emotions. After a short reflective period (up to 10 minutes, age dependent) they will rejoin their group. Their name will be moved to AMBER on the chart. They will lose 3 dojos.
- **Fourth warning : RED-** They will be sent to have time out of class in the other 'partner' class for 20 minutes with work to be completed/ off the playground. e.g Year 1- Year 2 Year 3- Year 4 Year 5- Year 6. If an immediate red is given on the playground the child will be sent immediately to spend the rest of playtime off the playground in the office/ AHT office. They will lose 5 dojos. Their name will be moved to RED on the chart and their parent/carer will be informed at the end of the day.

In specific cases, a red sanction will be issued automatically for serious behaviours such as racism or homophobia. When this occurs, the child will be required to work out of class for the following day. Parents will be informed whenever a red sanction is given for these exceptional reasons and this will be logged on CPOMS as a racist or homophobic.

- *Children cannot move up the behaviour system, however, they can continue to earn dojos throughout the day regardless of where they are on the behaviour system.*
- *Children with additional needs will not receive sanctions for any behaviour which is part of their recognised needs. Instead, teachers will follow strategies recommended by external agencies and the SENCO as outlined in their learning plan.*

- Children who have been put onto a personalised behaviour chart will have their own targets/ short rewards to work on throughout the day. They will not be monitored through this system while on the behaviour plan but they will still be able to earn dojos for a certain number of smiley face sessions by the end of the day. 8/8= 5 dojos, 6-7= 3 dojos, 4-5= 1 dojo, 3 or less= 0 dojos.

Please see the school's [‘Going for Green’ Plan](#) document which explains the system in more detail (Appendix A)
This includes a list of behaviours that would result in an immediate amber or red.

Early Years behaviour

Our Going for Green behaviour system is complex for the Early Years children to understand. We therefore follow a much simpler process of discussing low level behaviour as it arises, modelling positive behaviours and using praise to reinforce behaviour expectations.

Where behaviour puts other children or staff at risk, children will receive a time out from class activities. If this behaviour is persistent the child may be removed from the class. In both cases parents will be informed as soon as possible.

Where behaviour is persistently dangerous or inappropriate, further support may be sought from external agencies.
Please see our SEN Policy for more information.

EYFS appropriate system

Step	Action	Staff Response
Sunshine	Child is behaving well	Praise specifically: "I like how you shared your toys!" Encourage continuation of positive behaviour.
Cloud *	Minor misbehaviour / not following instructions	Calm reminder: "Remember, we use kind hands." Encourage reflection or move to a quiet spot in the classroom briefly.
Return to Sunshine	Child shows improved behaviour	Immediate praise: "Thank you for listening and being gentle." Move the child back to sunshine.

*Please note if behaviour is persistently disruptive or particularly serious, the pupil may be sent out of class for a time out with another member of staff.

Integration with the rest of school

- Link to the school-wide "Going for Green" system verbally:

- **Sunshine = Green**
- **Cloud = Yellow/Red**



Emotional Regulation

We use the 1-5 scale to check in with how our pupils are feeling throughout the day. If pupils are feeling 4 or 5 on the scale, staff will speak to pupils about their feelings when it is appropriate to do so. This may be after they have used regulation strategies to calm down. Each class has a Calm Corner which pupils can use to express their feelings or regulate their emotions when they are feeling 4 or 5. They have access to sensory toys and calming prompts that will help them.

<p>How are you feeling? Scale 1 - 5</p>  <p>1  2  3  4  5 </p>	<p>1= great 2= good 3= OK 4= sad/ uncomfortable 5= angry</p>
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1= great
2= good
3= OK
4= sad/ uncomfortable
5= angry

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Please see Anti bullying Policy

Use of reasonable force

It is always unlawful to use force as a punishment.

Where appropriate, some staff receive specialist training in restraint and positive handling from accredited external providers. This ensures they are equipped to respond safely, proportionately, and only as a last resort to protect both pupils and staff. Physical intervention may be used only when necessary to keep pupils or others safe, prevent damage, or maintain a calm environment. Staff make these decisions carefully, taking into account the individual circumstances to ensure everyone's well-being.

The following list provides examples for guidance, though it is not exhaustive:

- To guide a pupil calmly from the classroom if they are struggling to follow instructions.
- To keep a distressed pupil and others safe, for example if a child is upset and hitting out.
- To ensure a pupil does not leave the classroom or play area when this could put them at risk.

- To support a pupil at risk of harming themselves during a physical outburst.
- To help maintain a positive and safe environment during school trips or other events.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. The Department for Education's guidance emphasises that physical intervention should be used as a last resort, ensuring that any action is reasonable, proportionate, and necessary.

It is always our aim to use de-escalation strategies to reduce risk and restraint, to support teaching, learning and caring for all members of our school community. Some members of our staffing team have been trained in Team Teach and/or positive handling.

If restraint is used to manage a situation with a pupil, a restraint form will be completed by the staff involved. Please see Appendix C.

The Role of the Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the class charter consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. All red behaviours must be logged on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Headteacher.
- The SENCO liaises with external agencies, as necessary, to support and guide the progress of each child. Children who are placed on red more than 7 times in any half term are referred to the SENDCO and SLT. The SENDCO may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- The class teacher shares news of top dojo winners for each week with the class.
- Some children are on individual behaviour reward plans, separate to the 'Going for Green' behaviour system in the class. If they achieve their individual targets they will be awarded a smiley face on their chart by the class teacher and a short reward at stages throughout the day. If they meet their target by the end of the week they will receive an award which was agreed when setting the targets.

The Role of Support Staff

- Staff have the responsibility to ensure the school rules are enforced when working with children during lesson time, at break times and lunch time.
- Teaching assistants and staff in the playground at breaktimes and lunchtimes have high expectations of themselves and of the children with regard to behaviour, ensuring children's conduct is to the best of their ability.
- Support staff treat all children fairly, respectfully and with understanding.
- All support staff follow the school rules and enforce sanctions consistently and fairly if children's behaviour is not of the standard required.
- All staff will communicate positive and negative behaviours and incidents to the class teacher, ensuring a clear channel of communication is maintained. All support staff will report concerns, incidents and behaviour matters to class teachers or senior staff in a timely and appropriate manner.

The Role of the Senior Leadership Team

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- The Assistant Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. This includes monitoring the number of reds received in a half term and following the procedures for meeting with parents (Appendix B), e.g when they receive 5 reds the Assistant Headteacher will meet with the class teacher and parents. If they reach 7 reds the Assistant Headteacher and Headteacher will meet with the parents to discuss any further needs.

- The Headteacher and Assistant Headteacher keeps records of all reported serious incidents of misbehaviour using CPOMS. Behaviour incidents are categorised on CPOMS as Amber warning, Disablism, Emotional Need, Homophobia, Low level behaviour, Online safety, Child on child abuse, Racism, Red Warning, Religious Discrimination and Sexism. More than one category can be selected when reporting incidents.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of Parents and Carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules on our school website, and we expect parents and carers to read them and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement, which parents/pupils sign in agreement on entry to school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions as a consequence of a child's poor behaviour, we expect parents and carers to support the actions of the school. If parents and carers 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 take it to the Assistant Headteacher, then the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions

If involved in a serious incident or for persistent breaches of the behaviour policy, a pupil may be excluded. There are several levels of exclusion which are applied at the Headteacher's discretion:

- Internal exclusion – removed from the classroom for one or more days
- Fixed-term external exclusion for up to 5 days
- Fixed-term external exclusion for more than 5 days
- Fixed-term external exclusion pending investigation
- Permanent exclusion

It is the duty of parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. Events that could trigger permanent exclusion include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Deliberate and physical violence towards an adult or child

- Sustained vandalism
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

In addition to this, where a child has had 3 fixed term exclusions of increased severity and all other possible strategies (incl. a referral to Ealing Primary Centre) have been tried, the Headteacher may permanently exclude the child.

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

The Headteacher informs the LA and the governing body about any fixed-term exclusion and about any permanent exclusion.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug and Alcohol-Related Incidents








It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication and the parent should bring it to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a first aid trained member of staff and a form specifying the dose must be completed by the parent/ guardian at the beginning of the day. Any medication administered is logged on our medical log.

Monitoring and Review

- The Headteacher 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 concerning incidents of misbehaviour. Class teachers will record all red offences on CPOMS and on the whole school Red Log tracking system.
- The Headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every year. 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.

Appendix A

Our Going for Green Behaviour System

 <p>Star of the day +10 dojos</p>  <p>Green + 5 dojos <u>1st warning</u> dot next to your name</p>	 <p>Amber <u>3rd warning</u> time out area in class, -3 dojos</p> <p><u>2nd warning</u> name moved off green, you will not receive 5 dojos -1 dojo</p>	 <p>Red <u>4th warning /instant</u> sent to partner class for the rest of the lesson, -5 dojos</p>
<p>HOW TO STAY ON GREEN</p>	<p>EXAMPLES OF BEHAVIOURS THAT WILL BREAK A SCHOOL RULE All behaviours here could lead to an Amber or a Red.</p>	<p>BEHAVIOURS THAT WILL GIVE YOU AN INSTANT RED If you are a witness/bystander who contributes to these behaviours indirectly you may receive an instant amber.</p>
<p><u>Keeping to the school rules:</u></p> <p>Rule 1: Follow Instructions.</p> <p>Rule 2: Be kind and caring.</p> <p>Rule 3: Listen carefully.</p> <p>Rule 4: Be at school every day, on time.</p> <div data-bbox="156 1272 483 1816" style="border: 1px solid black; padding: 5px;"> <p>Dojo Reward for staying on the star ALL day:</p>  <p>5 extra Dojo points at the end of the day</p> <p>You can also get extra Dojo points for going above and beyond our School Rules and showing our School Values: Respect, Resilience, Self-Belief & Determination.</p> </div>	<p>Rule 1: Follow Instructions.</p> <ul style="list-style-type: none"> Refusal to work Ignoring instructions Non-verbal noise Fidgeting, rocking on chair Wandering around Being inappropriate and/or noisy in the line <p>Rule 2: Be kind and caring.</p> <ul style="list-style-type: none"> Poking or pushing Squabbling with peers Intentionally damaging equipment or work Play-fighting <p>Rule 3: Listen carefully.</p> <ul style="list-style-type: none"> Interrupting or calling out Arguing with an adult <div data-bbox="614 1536 900 1832" style="border: 1px solid black; padding: 5px;"> <p>Dojo sanction for being given an AMBER warning:</p>  <p>Lose 3 Dojo points!</p> </div>	<ul style="list-style-type: none"> Fighting Racism Homophobia Child on child abuse/ Bullying (face to face/online) Inappropriate touching Swearing/ bad language Threatening behaviour Graffiti Stealing Leaving the classroom without permission Dangerous use of classroom equipment Disrespectful towards a teacher or other adult <div data-bbox="1050 1514 1369 1809" style="border: 1px solid black; padding: 5px;"> <p>Dojo sanction for being given a Red:</p>  <p>Lose 5 Dojo points!</p> </div>

Appendix B

Woodlands follows these procedures when a child is placed on a red:

What has happened?	The child has been awarded a red.
Action(s):	<ul style="list-style-type: none"> Parents/carers are informed of this at the end of the same day by the teacher in the class. In some circumstances it may be appropriate for the school to contact the parent during the day.



What has happened?	Child has now reached a total of 3 reds in a half term.
Action(s):	<ul style="list-style-type: none"> The Class Teacher will have a meeting with the parent/carer to review & talk to the child.



What has happened?	Child has now reached a total of 5 reds in a half term.
Action(s):	<ul style="list-style-type: none"> Parents/carers to attend a meeting with the AHT & Class Teacher. Child to be put on a personalised behaviour/reward plan if appropriate. Targets set by class teacher and child. Child to start a Home-School Behaviour Log Book with daily updates between school and home – agree length with parent/carer. Parents may choose to receive this by email.



What has happened?	Child has now reached a total of 7 reds.
Action(s):	<ul style="list-style-type: none"> Parents/carers to attend a meeting with the Headteacher/ SENCO & Assistant Headteacher. Child to be put on a personalised behaviour/reward plan. Targets set in collaboration with Headteacher and parent. Arrange a date for a follow-up meeting



What has happened?	Child has been on a Personalised Behaviour Plan for a fixed amount of time.
Action(s):	<ul style="list-style-type: none">• Parents/carers to attend a review meeting with Headteacher/ SENCO & Assistant Headteacher.• Discuss whether or not a referral needs to take place (EPC, SALT, EP etc.)

Appendix C-

Restraint Form



Date	
Time	
Location	
Who was involved (staff and child)	
What led to the restraint (antecedents)	
De-escalation strategies attempted first	
Type of physical intervention used	
Duration of the restraint	
Any injuries or medical checks (staff/child)	
Child's response after the incident	
Staff signatures	