

# Behaviour Approach

At Woodlands Primary School, we believe that developing a child's character is just as important as their academic progress. Our behaviour curriculum is intentionally designed to teach and embed the positive habits and routines that will help our pupils grow into polite, respectful, and thoughtful young adults. By practising these behaviours consistently, they become automatic, shaping how children feel about themselves and how they interact with the world around them.

## Our Three School-Wide Expectations

The foundation of our behaviour curriculum is built on three clear and consistent expectations for everyone in our school community. We explicitly teach, model, and reinforce these expectations every day.

- **Be Ready:** We expect children to be prepared for all learning activities. This includes arriving on time, having the necessary equipment, and being mentally and emotionally prepared to learn.
- **Be Respectful:** We teach children to show respect for themselves, their peers, adults, and the school environment. This involves using kind and polite language, listening attentively to others, and appreciating the diverse backgrounds of everyone in our community and beyond.
- **Be Safe:** Our priority is to ensure the physical and emotional safety of every child. We teach children to make choices that keep themselves and others out of harm's way, encouraging them to tell an adult if they ever feel unsafe or worried.

## How We Teach and Reinforce Behaviour

Our behaviour curriculum is taught **explicitly** to all children. This is an active teaching process, where we define behaviours, provide clear examples, and give children time to practise them. These behaviours are reinforced throughout the year, for example; in assemblies and in the classroom. We also adapt our approach to meet the needs of different age groups and children with Special Educational Needs and Disabilities (SEND) through adjustments that are reasonable, proportionate and practical for our school.

To help children understand and manage their emotions, we use the **Zones of Regulation**. This framework supports children in naming how they feel and learning strategies to support feeling happy, calm, and ready to learn. We understand that sometimes children feel sad or cross, and we provide them with the support they need to navigate these feelings.

## Responding to Behaviour: Rewards and Sanctions

We use a clear and consistent system to respond to both good behaviour and unacceptable behaviour.

## Responding to Good Behaviour

We believe in celebrating pupils who go above and beyond our normal expectations. Rewards are regularly communicated home and include:

- **Dojo points**, stickers, and certificates
- Recognition in our **Praise Parades**
- **Celebration Assemblies**



We also use positive language and praise throughout the day to reinforce good choices.

## Responding to Unacceptable Behaviour

When a child falls below our expected standards, we use a range of appropriate and proportionate sanctions. These are always delivered in a calm and clear manner. Logged behaviour will be recorded on MCAS.

- **Verbal reminders and warnings:** As early intervention to reduce the likelihood of escalation.
- **Time-out, reset, or reflection:** These are used as a form of detention and are adapted to the child's age and needs.
- **Removal from the classroom:** To ensure all pupils can learn without disruption, a child who repeatedly breaks a classroom rule may be moved to a partner class or a senior member of staff for the remainder of the session. In Key Stage 1, this removal would be for a very short time. In Early Years, a child may have an immediate thinking time, which may involve missing playtime. Sanctions may involve time away from peers at lunch or playtime.
- **Suspensions:** To address a significant breach of the behaviour policy where learning has been prevented or the pupil has put themselves or others at serious risk.
- **Permanent Exclusion:** For a one off or persistent serious breach of the behaviour policy.

Where appropriate, we also offer individual support, such as behaviour charts, mentoring, or trained adults to support co-regulation.

## Additional Strategies to Improve Behaviour

In **Years 5 and 6 pupils** may be required to complete a period of off-site direction as a way of improving behaviour or where onsite targeted behaviour support has not been successful. Pupils in year 5 and 6 who have received a suspension will also be directed off-site to another GLT school in order to help the child to reintegrate back into mainstream education successfully.

*DfE Guidance: Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.*

In line with DfE Guidance, this strategy is to **improve behaviour** and is not a **sanction** for past misconduct. Exceptions to this will be decided by the Senior Leadership Team.

## **Rewards and Support In EYFS**

At Woodlands Primary School and Nursery, we develop children's character through our behaviour curriculum. This begins in the early years and develops as the children continue through the school.

In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practice these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

We recognise and celebrate positive behaviour and achievement through using our Dojo points, certificates and stickers.

## **Zones Of Regulation Approach in EYFS**

Children are supported to name and regulate their behaviour through the use of the Zones of Regulation. The aim is for children to be in the green zone, happy, calm and ready for learning. Ready, respectful, safe. They will learn that sometimes they will feel sad or cross and that these are normal feelings. Children are supported to learn strategies so they can return to the green zone. At times children may need further rest time and support.

If the child needs more time to change their behaviour, they will receive an immediate rest time. Which, in Reception may include a change of environment, within the Classroom or Key Stage, and may miss playtime. If a child regularly receives rest time, they will progress through stages of the whole school behaviour policy which may involve behaviour coaching, parental involvement, withdrawal of play times, regular meetings with senior staff and possible suspension on an increasing scale. All of which will be carried out in close working partnership and communication with parents.

## **The Graduated Approach: Our Framework for Behaviour**

We use a "Graduated Approach" to support our pupils, ensuring that every child receives the right level of support at the right time. Our goal is to provide a continuum of support that is both proactive and responsive to individual needs.

- **Stage 1: Universal Support:** This is our foundation for all children. It includes our whole-school behaviour curriculum, consistent classroom routines, and high expectations that are taught and reinforced daily.
- **Stage 2: Early Intervention:** For children who need a little extra help, we provide targeted **in-class interventions**. We may also use a report card system where children check in regularly with senior members of staff for positive reinforcement.
- **Stage 3: Targeted Support:** This may involve creating a Behaviour Support Plan, and we may involve external outreach services to provide additional expertise and support.

- **Stage 4: Highly Focused Support:** For children at risk of not being able to access mainstream learning, we may increase adult support and may adapt their timetable in collaboration with families. We will involve external agencies and, if necessary, begin the process of an EHCP (Education, Health and Care Plan) referral.
- **Stage 5: Intense Support:** This level of support is reserved for children who are unable to access mainstream education. This may involve off-site alternative provision with a very high adult-to-child ratio to ensure their safety and well-being.

By working together, we can provide a consistent and supportive framework for your child to develop the skills they need to thrive both in school and in the wider community. If you have any questions, please do not hesitate to speak with your child's class teacher or a member of the school's leadership team.