WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB

BEHAVIOUR FOR LEARNING POLICY

2026-2027

Reviewed: October 2026

Next Review: October 2027

Behaviour for Learning Policy 2026-2027

(subject to age-appropriate arrangements and the requirements applicable to each provision)

Our vision

At Woodlands, excellent behaviour is taught, modelled, practiced and supported. Every child deserves to belong, feel safe and learn. We combine warm relationships, ambitious expectations, clear boundaries and inclusive support. Behaviour is understood in context, but harmful or persistently disruptive behaviour is addressed. We protect both the dignity of individual pupils and the learning and safety of others.

Our shared expectations of pupils

READY: prepared to participate, engage and try, in lessons with appropriate support.

RESPECTFUL: use kind words and actions towards peers and adults, listen and respect difference.

SAFE: act to protect ourselves, others and our environment.

Adults explicitly teach and model these expectations through interactions, routines, curriculum, assemblies and Commando Joe's.

RESPECT traits: Resilience, Empathy, Self-awareness, Passion, Excellence, Communication and Teamwork.

What adults in school will do:

- Greet and build relationships;
- teach and rehearse routines;
- recognise effort and improvement;
- adapt communication and provision;
- respond calmly, promptly and predictably;
- investigate context;
- act on bullying and safeguarding concerns;
- follow through on agreed actions;
- repair relationships after incidents;
- Immediately escalate to SLT/DSL: assault, threats, abuse, dangerous behaviour, serious safeguarding concern or disruption that places anyone at risk.

Staff do not use humiliation, public shaming, collective punishment or withdrawal of essential care. The class teacher retains oversight while seeking specialist or senior support when required.

What we expect parents to do:

- Encourage independence, kindness and self-discipline.
- Work constructively with school and support agreed expectations.
- Help children understand that fair treatment may involve different support for different needs.
- Share relevant concerns with school promptly, using class teachers in the first instance.
- Communicate with school staff in a respectful and curious way.

Recognition and motivation

To celebrate effort, progress, contribution and living our values:

- Specific verbal praise,
- Postcards home,
- celebration certificates (for being RRS, for handwriting, for being the VIP),
- proportionate house-point recognition,
- VIP (being at the front of the line, VIP dinner table, bench at the back of the hall in assembly, badge).

Staff will avoid excessive or automatic rewards, ensure quieter pupils are noticed and make recognition accessible to children with SEND. Children are taught that kindness and safety matter even when no reward is offered, this is part of being a good citizen and reflects British Values.

Behaviour Boundary Ladder

The six stages below are a guide for routine, low-level disruption, not a mandatory sequence in an emergency. Adults use professional judgement, individual plans and reasonable adjustments. A child may rejoin learning as soon as ready; steps are not automatic punishments.

1 Positive start: Notice and specifically praise appropriate behaviour; reinforce relationships.

2 Non-verbal cue: A discreet look, gesture or proximity cue; consider sensory and communication needs.

3 Reminder: Calmly name the expectation and give a realistic opportunity to change course.

4 Final warning: Clearly explain the behaviour concern and the consequence if it continues, including the possibility of moving to a buddy class. Avoid repeated or unclear warnings and give the child an opportunity to make a positive choice.

5 SLT support: If significant disruption continues or escalates, request support to protect learning. A planned, supervised reset or alternative learning location may be used; it must be safe, recorded where significant, and reviewed. This is not automatic suspension or exclusion.

6 Repair and reflect: When regulated, discuss impact, repair harm, plan reintegration and record significant incidents.

NB - for immediate escalation: assault, threats, abuse, dangerous behaviour, serious safeguarding concern or disruption that places anyone at risk, a member of the SLT/DSL will be contacted and will respond; staff will not proceed step by step.

(See appendix)

Serious incidents and safeguarding

Staff will not work through the ladder when the following take place as they require immediate escalation and senior assistance, appropriate safeguarding action and risk assessment:

- physical assault,
- credible threats,
- serious verbal abuse,
- discriminatory harassment,

- sexual violence or harassment,
- significant property damage,
- dangerous objects,
- persistent disruption preventing others from learning.

Staff will:

- support and protect affected pupils,
- preserve accounts,
- inform the DSL where appropriate and record objectively on CPOMS.

Child-on-child abuse is never dismissed as banter or an inevitable part of growing up. Decisions about sanctions, suspension or permanent exclusion are reserved to authorised leaders under current statutory guidance, with required processes and notifications.

SEND, disability and inclusion

The same values apply to every pupil, but equitable access requires different support. Staff must consider:

- disability-related needs,
- communication,
- sensory needs,
- developmental stage,
- trauma informed approaches,
- EAL,
- known triggers.

Staff will use:

- visual prompts (such as widgets),
- processing time,
- co-regulation,
- planned breaks,
- individual support strategies.

Behaviour plans and risk assessments are jointly developed with relevant staff, the SENCo/Inclusion Team, parents and pupils as appropriate, shared securely with staff who need them, and reviewed regularly. A pupil's needs do not remove the school's responsibility to protect others. Reasonable adjustments are considered before disciplinary decisions; safeguarding and urgent safety action are not delayed.

Early Years and Specialist Inclusion Base

In EYFS, adults explicitly teach routines through play, modelling, language, repetition and co-regulation; responses reflect developmental and communication needs. Within the Specialist Inclusion Base, staff use individual communication, regulation and risk plans rather than a rigid verbal ladder. Physical distress or dysregulation prompts a safety-led, low-arousal response and supported return to learning. Individual plans identify when and how staff seek support and how pupils access mainstream learning and relationships where appropriate.

Repair, reflection and reintegration

Once calm and able to engage, pupils are supported to understand what happened, who was affected, what support they needed and what can put matters right.

Adults may ask:

- What happened?
- How did it affect others?
- What might help next time?
- What can we do to repair the harm?

An apology is not coerced. Restorative conversations do not replace necessary safeguarding, proportionate consequences or support for harmed pupils. Reintegration is planned promptly, with learning restored as safely as possible.

Breaktimes, lunch, visits and wraparound

Ready, Respectful and Safe apply throughout school-supervised activities, including lunch, clubs, trips and transport where the school has responsibility. Midday and wraparound staff use agreed scripts and accessible adjustments, summon SLT support promptly for serious incidents and provide timely factual handovers to teachers. Individual plans identify relevant playground and dining adaptations.

Recording, communication and review

Significant incidents, patterns, safeguarding concerns, serious discriminatory behaviour, intervention and outcomes are recorded factually and promptly on CPOMS according to school procedures. School records antecedents/context, actions, pupil voice where appropriate, support, consequence, injuries, parent communication and follow-up. Staff share necessary information on a need-to-know basis. Parents are contacted proportionately and promptly for serious incidents or emerging patterns. Leaders monitor patterns, disproportionality, repeat incidents, pupil and staff voice, attendance and learning impact, reporting themes to governors.

Legal and policy framework

This policy should be read with the Safeguarding and Child Protection Policy, SEND Information Report, Equality Objectives, Anti-Bullying procedures, Online Safety, Complaints Policy, and any current procedures for searching, screening and confiscation, reasonable force/restrictive intervention, and suspension/permanent exclusion. Relevant duties include the Education and Inspections Act 2006, Equality Act 2010, Children and Families Act 2014, Education Act 2002 safeguarding duties, current DfE Behaviour in Schools guidance, Keeping Children Safe in Education 2026 and the current statutory exclusions framework. Staff must follow the latest applicable guidance and school procedures. Any search, confiscation or physical intervention will meet the relevant safeguarding requirements, training and recording rules.

Appendix A

Staff implementation checklist

Teach Ready, Respectful and Safe explicitly and model them all of the time.

Check individual support plans and reasonable adjustments.

Use a quiet cue and one clear reminder before a final warning where appropriate.

Request immediate help from SLT for danger or serious harm; protect all pupils.

Plan safe reintegration and restorative follow-up (use the question prompts below for the restorative conversations).

Record significant incidents factually on CPOMS and communicate proportionately with parents.

Review repeated patterns with the Phase Lead, Inclusion Team and parents.

Restorative questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make you feel?
5. Who has been affected?
6. How have they been affected?
7. What can we do to put things right?
8. What could we do differently next time?
9. If we were to consider Zones of Regulation, where were you before, during and after the incident?

The Behaviour Boundary Ladder

A clear, consistent approach for all staff

WOODLANDS

Supporting every child to be Ready, Respectful and Safe so that everyone can learn.

READY RESPECTFUL SAFE

Our approach

- Calm, consistent and fair for all children.
- Give every child a chance to make the right choice.
- Use our shared language: **'Ready, Respectful and Safe.'**
- Focus on positive relationships and restoring behaviour.

Reasonable adjustments

Consider individual needs, including SEND, and use agreed strategies as outlined in individual plans. The ladder may be adapted when appropriate.

6 Repair and Reflect

- Supported by SLT where needed.
- Use a restorative conversation.
- Help the child to reflect, repair and plan for a better choice next time.
- Log the incident on **CPOMs.**

5 SLT Support – to protect learning

- If behaviour continues or starts to significantly affect the learning of others, inform SLT.
- SLT will take the child out of the classroom to reset, de-escalate and support.
- The class learning continues without disruption.
- Briefly share key information with SLT.

4 Final Warning

- Be clear and specific about the behaviour.
- Remind the child of the expected behaviour (Ready, Respectful, Safe).
- Explain the consequence if the behaviour continues (e.g. move to a buddy class).
- Keep it short and calm.

3 Reminder

- Calmly remind the child of the expectation.
- Use our school language: **'Be Ready, Respectful and Safe.'**
- Give the child a chance to make a better choice.

2 Non-verbal Cue

- Use a look, gesture or proximity.
- A quiet, non-verbal reminder that behaviour needs to change.

1 Positive Start

- Notice and praise positive behaviour.
- Use specific feedback (e.g. "I like how you are sitting Ready to learn").
- Build positive relationships.

When to involve SLT immediately

Inform SLT straight away if there is:

- Physical aggression towards a child or adult
- Verbal abuse
- Threats or intimidation
- Damage to property
- Persistent disruption that prevents others from learning
- A serious safeguarding concern
- Any behaviour that puts a child or adult at risk

Do not work through the ladder. Inform SLT immediately and a member of SLT will support.

After SLT support

- SLT will support the child to reset and return to class when appropriate.
- A brief handover will take place.
- Record the incident **on CPOMs.**
- Use a restorative conversation when ready.
- Continue to monitor and support.

Our shared expectations

READY to learn

RESPECTFUL to everyone

SAFE in what we say and do