

Positive Behaviour Policy 2026-2027

‘Safe, Respectful and Ready to Learn.’

Rationale

Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Positive, respectful relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place. Behaviour is everyone's responsibility. Every member of staff contributes to maintaining a safe, calm and purposeful environment in which children can learn and thrive.

This Behaviour Policy has been developed in accordance with the WeST Behaviour for Learning Framework 2026 and should be read alongside Trust safeguarding, attendance, SEND, suspensions and exclusions, restrictive intervention and inclusion policies.

Purpose

The purpose of this policy is to create and maintain a safe, respectful and ready-to-learn environment where all children can thrive academically, socially and emotionally. Through positive relationships, clear expectations, explicit teaching of behaviour and a graduated approach to support, we aim to help every child achieve maximum success. This policy aligns with the WeST Behaviour for Learning Framework and promotes consistency, fairness and inclusion for all members of our school community.

- Identify and teach expected behaviours.
- Model expected behaviours.
- Create conditions for success.
- Recognise and celebrate positive behaviour.
- Support children to understand the impact of their choices.
- Provide fair and proportionate consequences when expectations are not met.
- Ensure reasonable adjustments are considered and implemented where required.
- Promote strong relationships between school, home and child.

Attendance and Behaviour

At Woodford Primary School, we recognise the strong link between attendance, behaviour, wellbeing and achievement. Children are more likely to succeed academically, socially and emotionally when they attend school regularly and feel a sense of belonging within the school community.

Attendance concerns are considered alongside behaviour, safeguarding, SEND and wellbeing information as part of our graduated approach to support. Where patterns of behaviour or attendance raise concerns, we work in partnership with parents, carers and external agencies where appropriate to identify barriers and provide timely support.

Our behaviour systems are designed to promote belonging, engagement and participation, ensuring that all children feel safe, valued and ready to learn.

School Expectations

All children...	All staff, every day...
• Are safe • Are respectful • Are ready to learn	• Model and teach the expectations • Coach children in safe, respectful and ready to learn • Positively notice
Senior leaders...	Recognition...
• Support staff and children • Positively notice • Visibly present to monitor behaviour • Implement and monitor the behaviour graduated approach	• Positive praise and Dojo points • Daily 'Star of the Day' • Stickers • Positive language • Positive message to parents for 'over and above' • Weekly certificates of merit • Termly Class Dojo reward • Termly Headteacher awards and 'Woodford Wonders'

Behaviour Curriculum

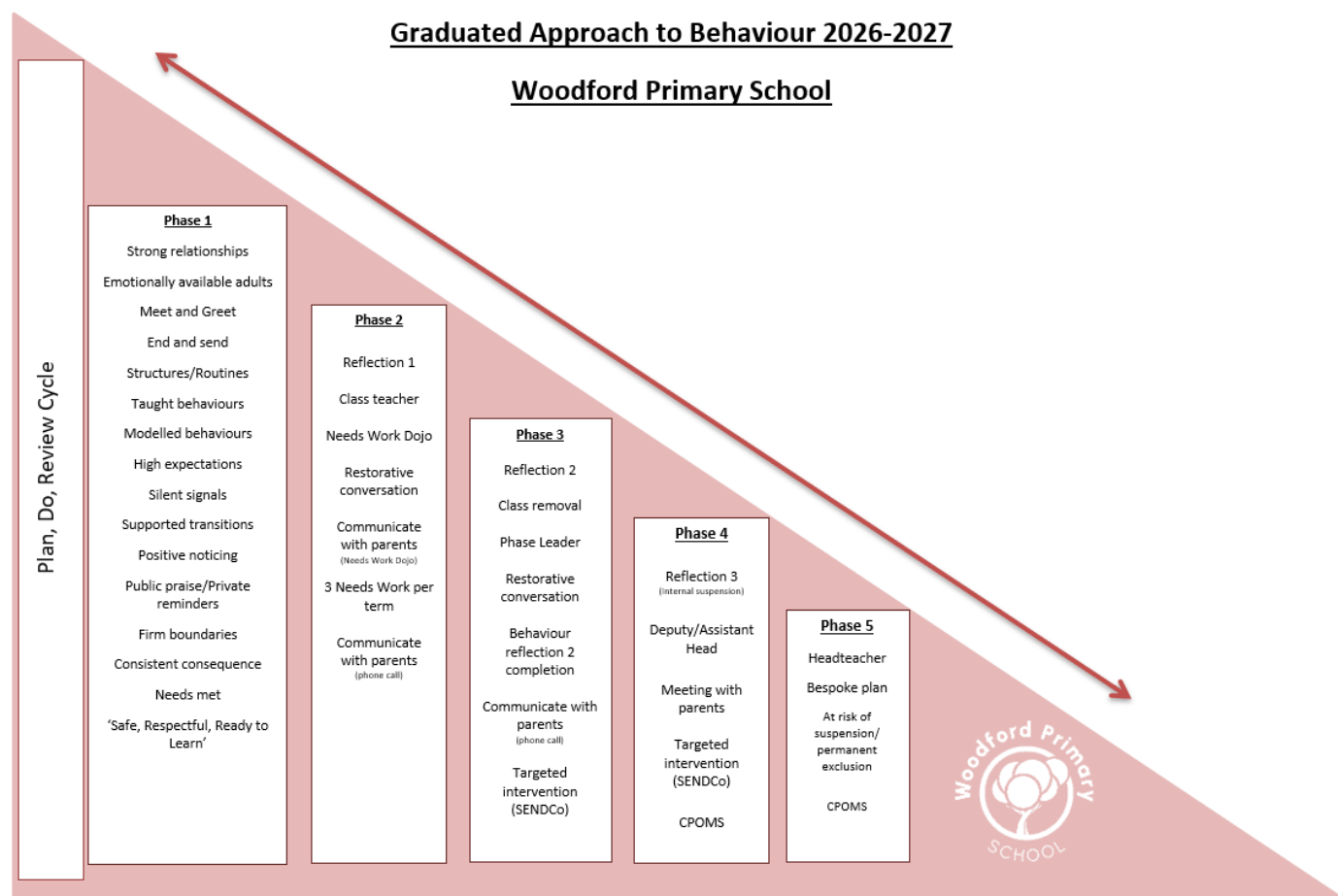
At Woodford Primary School, behaviour is explicitly taught in the same way as academic learning. Expectations are modelled, practised, revisited and reinforced throughout the school day.

Children are routinely taught:

- Safe, respectful and ready-to-learn behaviours.
- Classroom entry and exit procedures.
- Transition routines.
- Playground expectations.
- Assembly expectations.
- Listening and attention routines.
- Positive conduct during trips and educational visits.
- Safe use of technology and online behaviour.
- Respectful relationships and communication.

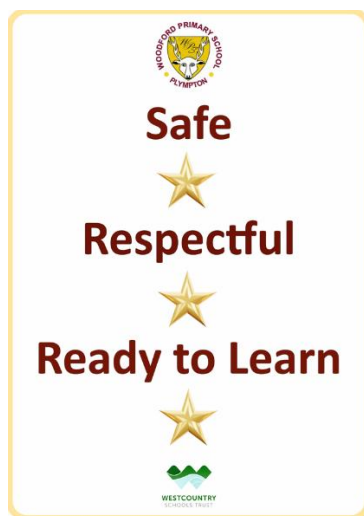
These expectations are explicitly taught at the start of each academic year and revisited throughout the year as required. They are taught proactively rather than reactively.

Graduated Approach to Behaviour



All Staff

- Model positive behaviours.
- Build strong relationships.
- Meet and greet children at the start of the day and throughout the day.
- Refer to 'safe, respectful and ready to learn' in their teaching and coaching.
- Use positive recognition.
- Meet the needs of all children.
- Are calm and 'take time' to teach behaviour expectations.
- Understand that every interaction is an intervention.
- Slow the intervention to support coaching behaviour.
- Understand, follow up and are consistent with the agreed high expectations.
- Never ignore or walk past children who need support.
- Communicate, regarding children's emotional responses, needs and behaviours with parents and senior leaders.



Behaviour Success 'Safe, Respectful and Ready to Learn'		
Reminder	 reminder	An adult will remind me of the behaviour that is expected so that I can focus on learning and make the right choice.
Reflect Year Team	 discuss	I have not made the right choice with the expected behaviour. My adults will talk with me to help me correct it. A 'Needs Work' Dojo will be added to inform my parents/carers.
Reflect Phase Team	 plan	I am finding it difficult to make the right choices. My Phase Leader will help me to improve this and make a plan of support. They will monitor this and let my parents/carers know my progress.

Senior Leaders

- Model positive behaviours and expectations through visible leadership throughout the school day.
- Build strong relationships.
- Meet and greet children at the start of the day and throughout the day.
- Refer to 'safe, respectful and ready to learn'.
- Celebrate staff and children whose efforts go above and beyond.
- Regularly share good practice and review provision of all children.
- Support colleagues and children.
- Follow up and are consistent with expectations.
- Never ignore or walk past children who need support.
- Communicate regarding children's emotional responses, needs and behaviours with parents, agencies, SENCO and the Headteacher.

Headteacher

- Responsibility of the Headteacher to implement the school policy consistently throughout our school to ensure excellent standards of behaviour.
- Reports to the Trust and West Community Council (WCC) on behaviour when required.
- Report to West Community Council (WCC), when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children within our school.
- Supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- Keeps records of all serious incidents of misbehaviour and has responsibility for suspensions and permanent exclusions. For repeated or very serious incidents, the Headteacher may permanently exclude a child in accordance with statutory guidance.

West Community Council (WCC)

- The Trust and Hub Advisory Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness.
- They support the Headteacher in the implementing this policy.

Parents

- Support their child's behaviour and learning and to communicate with the school.
- Work positively in partnership with school, so children receive consistent messages about how to behave, learn and impact positively on society.
- Build a supportive dialogue between the home and school, and inform the school immediately if there are concerns about their child's welfare or behaviour.
- Support the positive rewards, selected support and consequences within school.
- Raise any concerns about the way that their child has been treated, through contacting the class teacher. If the concern remains, they should contact the Headteacher.

Classroom Removal

All children have the right to learn in a calm and purposeful environment. Where a child continues to significantly disrupt learning despite reasonable adjustments, support and interventions, staff may direct the child to complete their learning in an alternative supervised location for a limited period. The aim of this removal is to restore a positive learning environment, provide support for the child and enable a successful return to the classroom.

Communication with Parents

Where a pupil receives a 'Needs Work' behaviour consequence, the class teacher will make contact with parents or carers before the end of the school day wherever possible. This communication will explain the incident, any restorative conversations that have taken place, and any support or next steps required.

Class Dojo will not be used to communicate 'Needs Work' behaviour concerns.

Positive achievements, recognition and celebrations may continue to be shared through Class Dojo.

Behaviour concerns requiring parental awareness will be communicated directly by a member of staff.

Reasonable Adjustments

At Woodford Primary School, we are committed to ensuring that every child can achieve maximum success within a safe, respectful and inclusive environment. We recognise that some children may require additional support, adaptations or reasonable adjustments in order to meet our behaviour expectations.

We maintain consistency in our principles whilst remaining flexible in our practices. Whilst the expectations of being safe, respectful and ready to learn apply to all children, we recognise that some children, including those with Special Educational Needs and Disabilities (SEND), may require a personalised approach to achieve success.

Before applying consequences, staff will consider all relevant information available about a child's needs and circumstances, including SEND, social, emotional and mental health needs, safeguarding concerns, medical needs, communication difficulties and any agreed support plans. Staff will consider whether a reasonable adjustment is required to enable the child to meet expectations successfully.

We do not apply consequences for behaviours or circumstances that are beyond a child's control. Where behaviour may be linked to an identified need or disability, staff will carefully consider appropriate support, reasonable adjustments and any barriers that may be affecting the child's ability to regulate, communicate or participate successfully.

Reasonable adjustments may include, but are not limited to:

- Adapted timetables or curriculum provision.
- Movement or sensory breaks.
- Alternative workspace arrangements.
- Additional adult support.
- Visual supports and communication aids.

- Individual behaviour support plans.
- Targeted pastoral, wellbeing or nurture support.
- Adaptations to routines, transitions or learning environments.
- Personalised rewards and recognition systems.
- Referrals to specialist services and external agencies.

Reasonable adjustments will be determined proactively and, wherever possible, developed collaboratively with children, parents, carers and relevant professionals. Agreed adjustments will be documented, regularly reviewed and shared with relevant staff to ensure consistency of approach.

For children requiring additional behavioural support, the school will implement a graduated approach, working closely with families and external agencies where appropriate. This may include assessment, targeted intervention, enhanced provision and specialist support. Individual Behaviour Support Plans and Risk Assessments may be used where required.

Some children may communicate distress, anxiety or unmet need through their behaviour. In these circumstances, our priority is to understand the underlying need, provide appropriate support and teach the skills necessary for future success whilst maintaining the safety and wellbeing of all members of the school community.

Where a child presents a risk of harm to themselves or others, appropriately trained staff may use reasonable force as a last resort and only when it is lawful, proportionate and necessary. Restrictive intervention is never used as a punishment and all incidents will be recorded, reviewed and communicated with parents in accordance with school policy.

Information Sharing and Transition Planning

Woodford Primary School recognises the importance of effective information sharing in promoting positive behaviour, safeguarding children and ensuring continuity of support.

Where children move between classes, year groups, schools or educational provisions, relevant information may be shared securely and appropriately to support successful transitions. This may include information relating to behaviour support strategies, SEND provision, safeguarding concerns, attendance, risk assessments and reasonable adjustments.

Transition arrangements will be tailored to individual needs and may include additional visits, transition meetings, pupil voice activities, parental involvement and information sharing between professionals where appropriate.

Where a child has an individual Behaviour Support Plan, Risk Assessment or agreed reasonable adjustments, these will be reviewed and communicated to relevant staff to ensure consistency of support and expectations.

Any safeguarding information will be transferred securely and in accordance with statutory guidance, school procedures and data protection requirements.

Child-on-Child Abuse, Online Behaviour and Serious Incidents

Some behaviour incidents may also constitute safeguarding concerns and will therefore be managed through both the school's behaviour procedures and safeguarding procedures.

This includes, but is not limited to:

- Child-on-child abuse
- Harmful sexual behaviour
- Bullying
- Discriminatory behaviour
- Serious violence
- Online abuse

- Social media misuse
- Artificial intelligence misuse
- Sharing images

Staff will record concerns appropriately and seek advice from the Designated Safeguarding Lead (DSL) whenever required.

Behaviour Outside School

The school's behaviour expectations apply whenever pupils are representing Woodford Primary School or where their conduct may affect members of the school community. This includes educational visits, journeys to and from school, online activity and incidents occurring outside school which impact upon the safety, wellbeing or reputation of the school. Such incidents may be investigated and addressed in line with this policy.

Searching, Screening and Confiscation

At Woodford Primary School, the safety and wellbeing of all members of the school community is paramount. School staff may search, screen or confiscate items where this is lawful, reasonable and proportionate, and where there are grounds to believe that a pupil may be in possession of an item that is prohibited by law, school rules or presents a risk to safety, learning or wellbeing.

Staff may also confiscate items that disrupt learning, compromise safety or are prohibited under school rules. Such items may include mobile phones, electronic devices, toys or other inappropriate items brought into school. Any search will be conducted in accordance with current statutory guidance and Trust procedures. Where appropriate, parents or carers will be informed of any search, confiscation or disposal of items. The school will work in partnership with families where concerns arise and may involve external agencies, including the police, where necessary.

All incidents involving prohibited items will be recorded and managed in line with the school's safeguarding, behaviour and child protection procedures.

Serious Behaviour Incidents

At Woodford Primary School, every child has the right to feel safe. Whilst we recognise that behaviour is a form of communication and seek to understand the reasons behind a child's actions, behaviours that deliberately cause, or are intended to cause, physical or emotional harm to another person are viewed as serious incidents.

Such behaviours will be addressed promptly, consistently and proportionately. Children will be supported to reflect on their actions, understand their impact on others and make positive future choices. Appropriate consequences will also be applied to ensure the safety and wellbeing of all members of our school community.

Where a serious incident has occurred, the school may implement additional behaviour measures outside of the graduated approach, including internal suspension. In more serious cases, or where behaviour continues despite significant support and intervention, a suspension or permanent exclusion may be considered by the Headteacher in line with statutory guidance and Trust procedures.

Parents and carers will be informed as soon as reasonably possible and will be involved in discussions regarding support, consequences, reintegration arrangements and any necessary risk assessments. The school will work in partnership with families and external agencies where appropriate to support positive behaviour change and ensure the ongoing safety of all children.

Where a suspension or permanent exclusion is issued, the school will follow all statutory requirements regarding notification, educational provision and reporting to the Trust, Local Authority and governing body.

Behaviour Reflection - Year Team

threw something	pushed someone	shouted at someone	looked at someone	walked off	worried	fidgety	confused	angry	excited	me	my friend	my teacher	another child	my TA
scribbled on wall	spat at someone	What happened?	spat on wall	spat on someone	What were you thinking or feeling?	What were you thinking or feeling?	What were you thinking or feeling?	What were you thinking or feeling?	What were you thinking or feeling?	Who has been affected?	Who has been affected?	Who has been affected?	Who has been affected?	Who has been affected?
made something else	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone	looked at someone
made a plan	write a letter	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone	talk to someone
What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?	What needs to happen to put it right?
Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...	Next time I could...

Behaviour Reflection - Phase Team	Name:	Date:
What is the current situation?		
What could be the solutions?		
Selected solution		
Steps to success		
steps to success		

Monitoring and Evaluation

The Headteacher, senior leaders and West Community Council (WCC) monitor the effectiveness of this policy to ensure that behaviour systems are fair, consistent, inclusive and support positive outcomes for all children.

Behaviour information is reviewed regularly to identify strengths, trends, emerging concerns and any groups of children who may require additional support. This may include analysis of:

- Behaviour incidents and patterns of behaviour.
- Positive recognition and rewards.
- Internal suspensions.
- Suspensions and permanent exclusions.
- Bullying incidents.
- Attendance and persistent absence.
- Restrictive intervention incidents.
- Behaviour data relating to vulnerable groups, including children with SEND, disadvantaged children and those with safeguarding concerns.

Leaders use this information to evaluate the impact of behaviour systems, identify any disproportionate outcomes, review the effectiveness of reasonable adjustments and ensure that support and interventions are implemented at the earliest opportunity.

Behaviour, attendance, safeguarding and SEND information may be considered together to ensure children receive appropriate support through the school's graduated approach. Findings from monitoring activities are reported to governors/WCC and the Trust as required

Summary

Structure routines, positive relationships, taught behaviour, high expectations and consistent responses are fundamental to Woodford Primary School's behaviour culture. Through a shared commitment from staff, children and families, we create a calm, safe and purposeful environment where every child can achieve maximum success.



Review

As a school, we review this policy annually. However, we may review the policy earlier than this, if the government introduces new regulations, or if there are recommendations on how the policy might be improved.

Review of current version	September 2026
Next Review	August 2027

Approved by the West Community Council (WCC): 07/09/2026