

# Information for Parents ~ Behaviour in School

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 relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.

Structures, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to the success of our school behaviour culture. Calm and orderly classrooms requires the dedication, persistence and consistency of all staff to support children to achieve maximum success.



## How we celebrate positive behaviours.



Positive Noticing

Praise  
Stickers

Dojo points  
Merits

Star of the day  
Headteacher Awards

Whole class dojo reward  
Positive verbal feedback

Messages home  
Woodford Wonders



## 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.

This are the steps used when children need support to demonstrate a safe, respectful and ready to learn attitude. They are consistent across the whole school.

How we respond to behaviours that do not meet our school expectations, teaching and coaching responsibility for actions, choices and consequences.

Reminder

'Needs Work' Dojo notification

Message home

Reflection - time to talk with an adult to fix the behaviour

Reflection - discussion with key stage phase leader to set a plan

Parent and school meetings

Meeting with external agencies

Internal seclusion

Suspensions

Permanent exclusions

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.