



Woolmore  
Primary School

# Behaviour Policy



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| Policy updated              | October 2025 |
| Shared with Governing Board | October 2025 |
| Date of review and update   | October 2026 |

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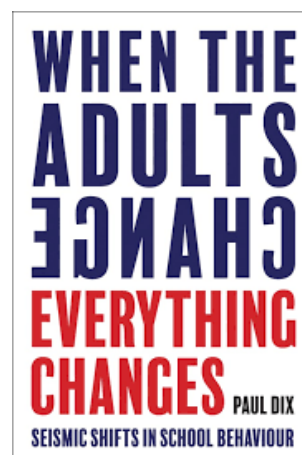
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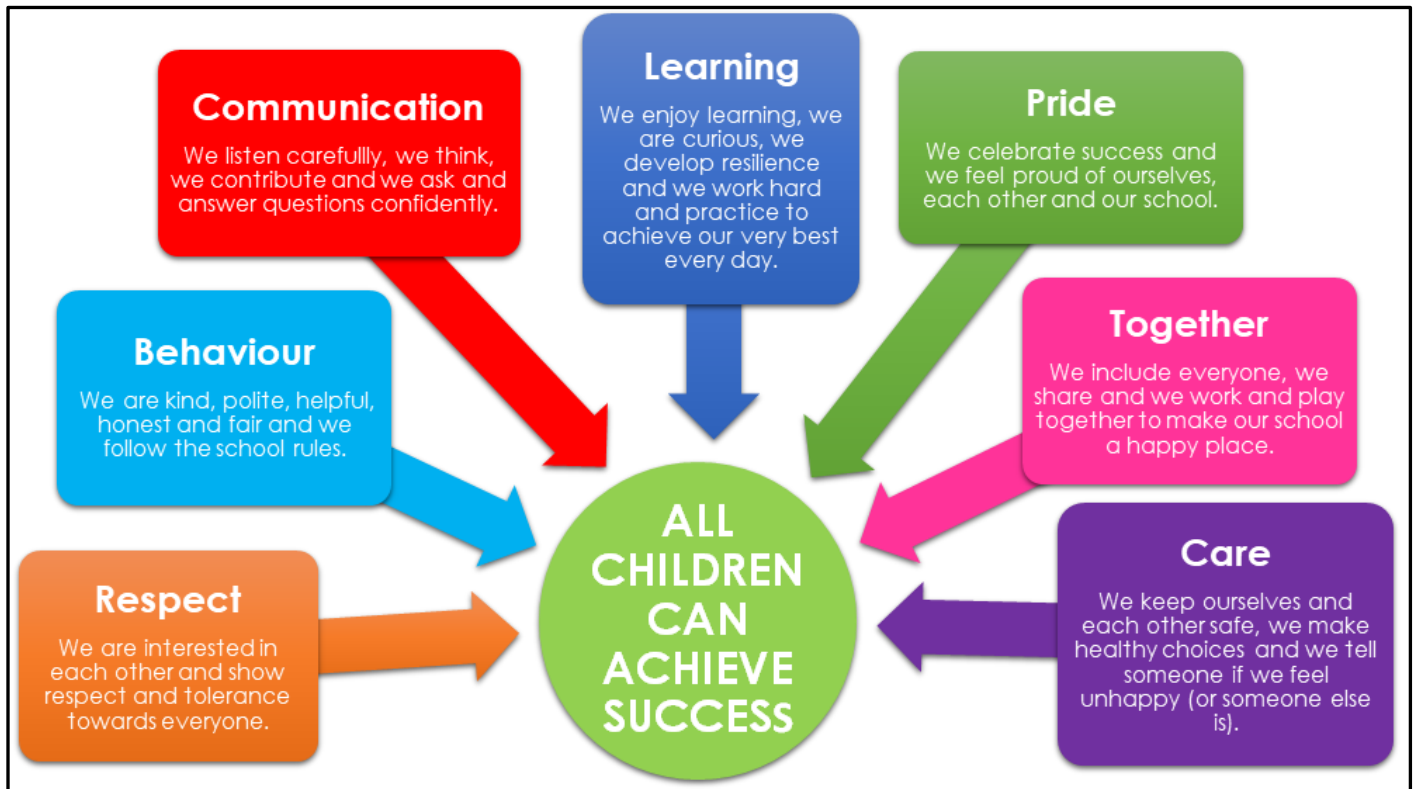
## See also

- Jigsaw PSHE curriculum
- Relationships and Health Education policy
- Keeping Children Safe in Education 2023
- When The Adults Change Everything Changes by Paul Dix

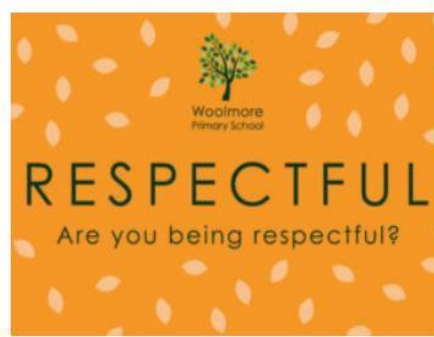
## Our Values and our Rules

Our Behaviour Policy is rooted in our positive approach to behaviour management, underpinned by our school values for pupils and adults. Our aim is to proactively establish positive relationships with and between pupils, to create a positive school culture in which we learn together, to acknowledge our similarities and differences, and build a school community in which adults and pupils feel a sense of belonging and respect for all.

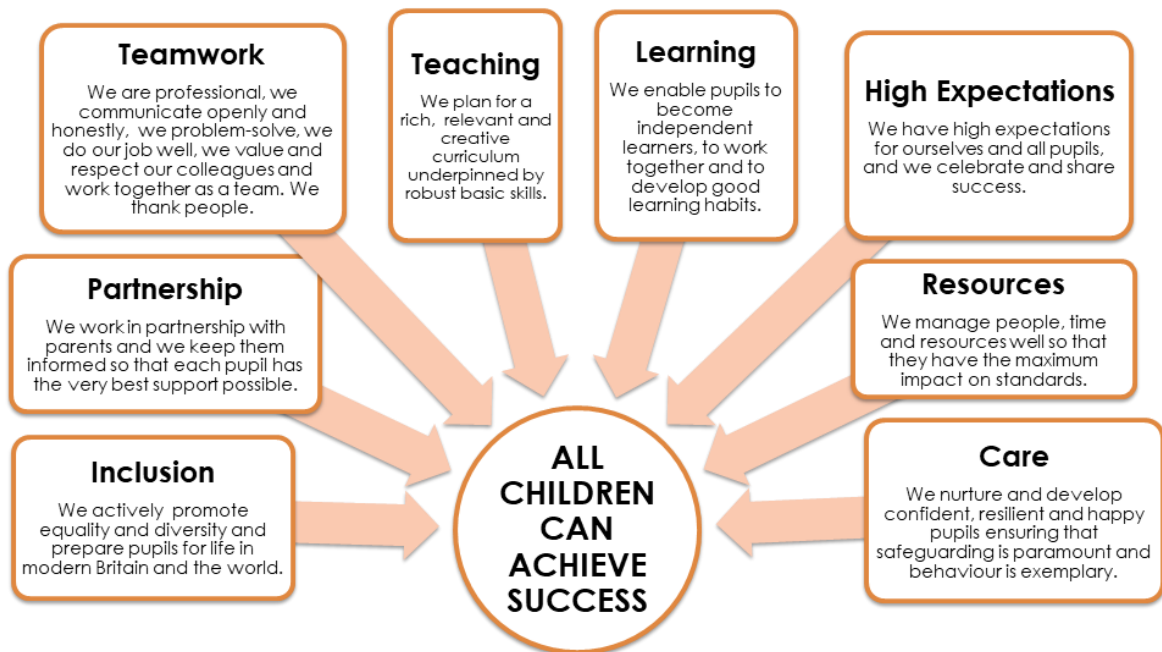
## Our School Values for Pupils



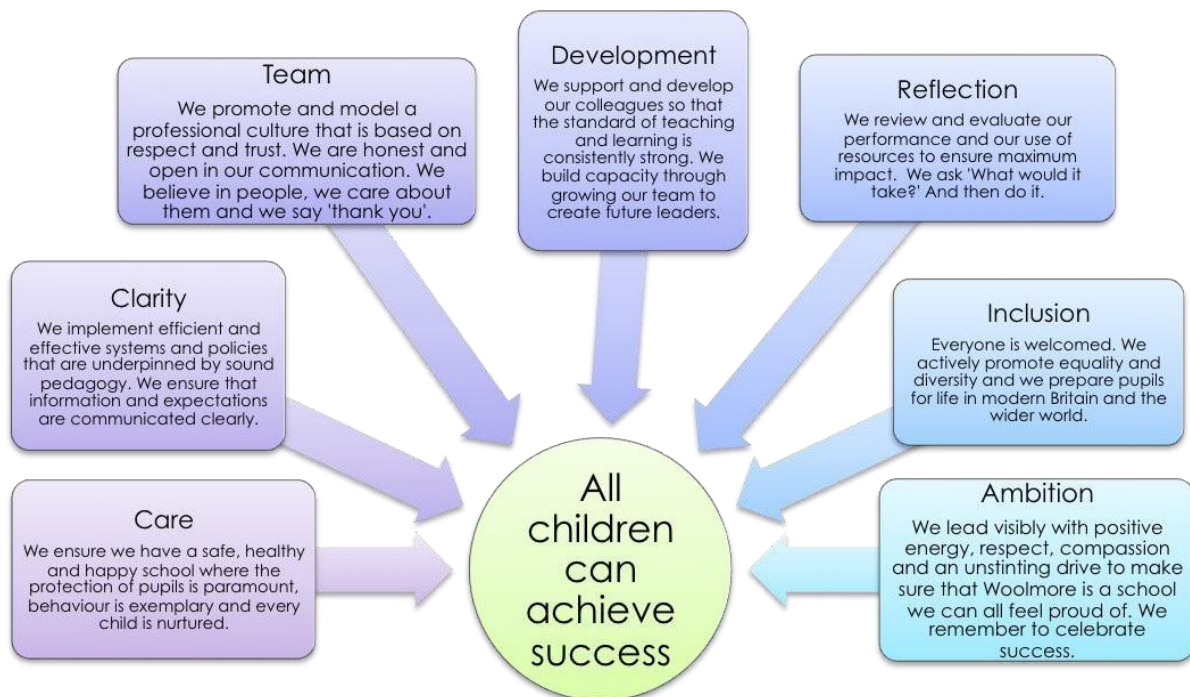
## Our School Rules



## Our School Values for Staff



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## Our School Rules

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We have 3 very clear and powerful school rules that are underpinned by our school values. They are displayed throughout the school, the language is used by everyone and they help everyone to understand how we behave at Woolmore.

Our rules are applied to different contexts and here are some examples:

### **READY – are you ready?**

- Are you ready to listen?
- Are you ready to learn?
- Are you ready for PE with your kit?
- Are you ready for assembly to start?

### **RESPECTFUL – are you being respectful?**

- Are we treating everyone with respect?
- Are we using kind words?
- Are we being polite and showing good manners?
- Are we including everyone?

### **SAFE – are we all safe?**

- Are we thinking about how to be safe in the playground?
- Are we doing the sensible 'Woolmore Walk'?
- Have we tied our shoelaces?
- Are we managing our bodies?
- Do we tell an adult if we are unhappy?
- Do we help our friends to stay safe too?

### **We also:**

- Meet and greet with a smile because it makes children feel important, valued and that they belong.
- Shake hands and say goodbye at the end of the day in the playground to ensure that all children are safely dismissed.
- We value and recognise behaviour that is over and above by telling the child, telling the parent, awarding special mentions and sending 'Note to say' cards home.

### **And to summarise our approach to behaviour over time:**

- We don't shout
- We don't shush
- We don't nag
- We do listen (*really* listen) and find out what is happening so that we can support and enable our children to learn how to make the best choices for themselves and for others.

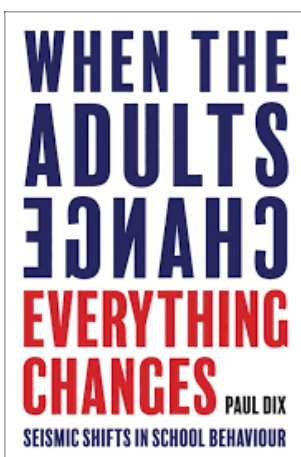
## Our approach to managing and supporting behaviour

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- We want all our pupils to lead successful lives as adults and we do our utmost to enable them to achieve academic and personal success ensuring they grow into self-aware and confident, independent learners.
- We are proactive in promoting all children's achievement to the highest possible level. When children are under achieving it can impact on their behaviour and attitude towards learning.
- Our focus is always on learning and so behaviour which is disruptive to individual and group learning is addressed promptly, positively and rigorously with the aim of;
  - helping the child realise the impact of their actions
  - recognise and manage their own behaviours in the future
- We find every opportunity to celebrate individual and group success. We all like to feel recognised and valued.
- We make adjustments to our provision to ensure that Woolmore is a highly inclusive community where relationships are based on mutual respect. We ensure our children are taught how to contribute to both the Woolmore community and to make a difference to wider society.
- We expect children to be punctual each day and have excellent attendance. Where attendance is a concern we will work with parents to improve this. Where there are exceptional circumstances such as complex needs, we ensure we offer understanding and support.
- We teach our children how to keep themselves safe from harm in real life and when online; *what is a healthy relationship, being able to identify bullying behaviours, report and respond to child on child sexual violence and harassment.*
- We ensure our children are taught how to make healthy life choices.
- We listen to children and respond with sensitivity and empathy, treating children with respect at all times.
- We deal with inappropriate behaviour in a way that involves the child considering the effects of her/his actions and support them to deal with the present situation, helping them think about how alternative responses would be more appropriate in a similar situation.
- As colleagues, we share behaviour concerns with each other and offer support and advice. We rigorously record and analyse incidents, reflecting and recognising patterns of behaviour quickly enabling an effective and timely response.

## The Role of Our Adults – WHEN THE ADULTS CHANGE EVERYTHING CHANGES

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Our behaviour policy is rooted in this book by Paul Dix. The expectation is that all staff will read this book before joining our Team in order to understand our journey and our practice.

Our values for adults who work at Woolmore and our ethos underpin all our actions; they inform the way we respond to our pupils, ensuring everything we do is about securing the best and broadest education possible for all our Woolmore pupils.

Everything we do involves ensuring positive behaviour for learning. We incorporate visible and audible consistencies and establish relentless routines, expecting, modelling and promoting the highest standard of behaviour, personal development and welfare from the entire Woolmore community.

### **We focus on:**

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- Behaviour throughout the school day – recognising the importance of the start and finish. You will see staff shaking hands with pupils and parents, greeting children and parents each and every day.
- Protecting our children from harm, enabling them to keep safe at all times, including when we are on trips outside of school.
- Promoting our school values within Woolmore and when in other communities and establishments.
- Ensuring positive behaviours during after school clubs and other enrichment activities.
- Recognising positive behaviours when we move around the building between lessons, on our way to and from assemblies and when we go to lunch.
- How we communicate and interact with visitors – ensuring our values can be seen in our interactions and heard in our conversations.
- Positive Relationships – valuing how well we truly know our children, what motivates them, what makes them tick and working out how to ensure that each child can be successful in the widest of senses.

### **It is our day-to-day practice and expectations that give Woolmore its 'special' ethos. We are supported to do this in a number of ways including:**

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- SMSC (Social, Moral, Spiritual, Cultural) context of our wider curriculum – ensuring our children are challenged to become *curious* and *competent* learners.
- Whole school and phase assemblies in which we celebrate special festivals and events important to our own community and in the wider world.
- Embracing opportunities to learn from each other, recognising the strengths, experiences and opportunities around us.
- Staff commitment to challenging each other if we hear or observe interactions deemed inappropriate.
- Establishing a stimulating and safe learning environment which allows for an exceptionally high standard of quality first teaching to ensure that all children are engaged in their learning and want to succeed.
- Regular conversations to support positive relationships with regular feedback and specific praise to support pupils' self-confidence and ensure they make the best progress.
- Teaching PSHE to a high standard both explicitly and discretely and across the curriculum. PSHE at Woolmore is a daily occurrence as we support the wider learning, relationship building and behaviour.
- Exploring ways to ensure effective adapted learning provision for all pupils so that learning is meaningful, appropriate and so children are motivated and achieve success.
- Prioritising the development of oracy, communication, interaction and emotional regulation across all abilities and needs and always valuing the voice of all our children

### **Predictable, positive strategies and high expectations to promote excellent behaviour for learning**

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Emotionally consistent and calm adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive, showing children we care and value kindness. We believe in *First Attention for the Best Conduct* ie. *Visible consistency*

## **This visible consistency can be seen in many ways, including:**

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- ✓ Making expectations clear for children and working hard to identify and acknowledge these positive behaviours.
- ✓ Teaching positive behaviours to children and valuing this as part of their curriculum and daily interactions.
- ✓ Acknowledging good behaviour on all occasions - public praise (private for some) in the classroom and at celebration or phase assemblies (or privately pending which is more appropriate for the individual).
- ✓ Triangulation between adults, sharing positive messages relating to pupil behaviour which are then relayed back to the child, with pride.
- ✓ Recognition Boards in the classrooms – *Walls of Fame not Walls of Shame*.
- ✓ Teachers making phone calls home to share positive news with carers.
- ✓ Positive conversations/mentions with a child's parent/carer in the playground at the end of the day.
- ✓ 'Note to say' postcards sent home – sharing positive news with families.
- ✓ Special Mentions awarded in assemblies.
- ✓ Displaying children's work in the classroom and around school to celebrate their achievements.
- ✓ All teachers are expected to keep a record of Special Mentions, Notes to Say and calls home so that no child feels that they never receive this acknowledgment and praise.

(NB. Things we don't do when it comes to behaviour: points, stickers, prizes, names on the board, regular negative reports to parents in the playground at the end of the day.)

## **Relentless routines**

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Relentless routines are taught via practice, high expectations and gentle reinforcement. Everyone expects them because it is the way we do things.

- ✓ We have a conversation with every child every day so that each and every child feels noticed, valued and included.
- ✓ Every child is greeted when they arrive at school – probably several times: on the door/gate, in breakfast club and as they enter their classroom. This includes children who arrive late.
- ✓ We nurture from the first step – as a Team.
- ✓ We say goodbye every afternoon with a handshake for safeguarding and for having a good end to the day.

## **Scripted interventions**

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When behaviour is more challenging, calm conversations delivered by emotionally regulated adults, fueled with sincerity are vital. Proportionate responses which are nurturing and rooted in kindness are essential. This means:

- ✓ We use positive language – telling the pupil what we want not what we don't want.
- ✓ We have conversations that are rooted in our values and rules; we maintain a focus on learning and the impact of their choices on their own learning – and sometimes that of others.
- ✓ We avoid unnecessary battles, ignoring secondary behaviours (unless they are dangerous).
- ✓ Where possible and appropriate we give children control and choices – particularly when we know the child is affected by trauma and loss.
- ✓ We avoid where possible behaviour conversations during learning time.
- ✓ Adults say 'thank you...' before they say 'please...'

## **Restorative follow-ups**

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- ✓ Shoulder to shoulder conversations – no physical domination.
- ✓ Behaviour anchored in previous positive behaviour you've seen before.
- ✓ Choices given – passing control to the children.
- ✓ Saying 'thank you for listening'.
- ✓ Agreeing a positive follow up – looking out for the child doing the right thing in the future.

**PREDICTABLE   -   CONSISTENT   -   RELENTLESS**

## **Responding to inappropriate behaviour including bullying**

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Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotional.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

- Woolmore has an **Anti-Bullying Policy** to deal with potential bullying as soon as it is detected.
- Our aim is to create an environment that prevents bullying from being a serious problem in the first place.
- We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deep empathy for others through restorative conversations, supporting our children to understand how their actions affect others.
- If/when bullying is suspected, we create chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided.
- We utilise restorative strategies to break habitual persistent negative behaviours and help teach children the pleasure of being proactively kind to others.
- Sometimes there is a need to devise specific responses to inappropriate, persistent or challenging behaviours in school which has leads to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider differentiated, alternative or specialist approaches.
- Teachers are encouraged to approach more experienced colleagues / senior members of staff, Phase Leaders or SLT, for help to manage behaviour challenges. We will always work together to try and work out what is happening, why and how we can support the changes that need to happen. We will always endeavor to work with families to enable changes to happen.

## Responding to disruptive and challenging behaviour

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If the behaviour becomes persistent:

- Year group lead and phase leader will work with the teacher to ensure learning is being pitched correctly and the pupil is being given the best chance of feeling they can succeed.
- Adults are curious (not angry). We check adult behaviour and ask questions of ourselves; are we working to build positive relationships? Have we discovered the child's motivators? Have we taken time to find out what lies behind the behaviour?
- Adults prioritise time where they can secure a positive relationship with the pupil, build emotional currency with them and enlist other adults to do the same.
- Adults to utilise the Think it Through Sheets as part of a visible consistency and emotionally regulated response. This allows us to record keeping of nature, frequency and intensity of behaviour – but more importantly it is an opportunity to teach the pupil, build positive relationships whilst gently holding them accountable. Think it Through Sheets are seen as an opportunity for the child to feel successful they are not used a punitive behaviour tool so should not be perceived as a negative strategy.
- Adults to make sure discussions with key staff happen regularly; Phase Leader, SENDco and Inclusion Lead. Communication is key.
- Adults to ensure parents are part of the success and consistency of responses is used beyond school into the home (where possible). At the very least parents should be part of the success of the pupil.
- Positive behaviour plans linked to rules and values with regular feedback to the pupil is also a way to further differentiate behaviour strategies; *Personalised Recognition Boards*

## For children whose behaviour continues to be disruptive, challenging or unsafe

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- For all children, but particularly those who are additionally vulnerable, children experiencing emotional health and wellbeing issues, or who have SEND or social, emotional and mental health and/or ASD needs or who have experienced challenging circumstances at home such as LAC or Previously LAC children, we make every effort to understand their behaviours and individualise our response to them.
- We treat all children with care, concern and sensitivity. We acknowledge their right to privacy. We ensure that we address their needs, where necessary, through personalised planning and differentiation throughout the school day
- Additionally, we seek to understand their circumstances and involve their family and external agencies to ensure they are safe and that their emotional needs are being met
- Within our capacity, we try to allocate/redistribute additional provision and resources to ensure children are able to learn in the school context and achieve success
- Recording of serious incidents or persistent poor behaviour is expected on the school 'Serious Incident' proforma. These forms are passed on to and then followed up and monitored by Deputy Head for Inclusion (Appendix 3).
- It is sometimes appropriate to create a written Positive Behaviour Plan which is agreed by staff, child, parents and includes desired outcomes and an agreed period of time until review.
- Referral to school based staff, ie: *school counsellor*
- Referral to an outside agency for help, ie: Educational Psychology Service, CAMHs and BASS

## Teacher Responsibility and Support

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- Should children continue to find it difficult to follow the classroom rules and school expectations for learning behaviour, then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent boundaries and expectations. Conversations with the phase leader and Inclusion Lead and/or SENCo will help check in on the following;
  - *Are we successfully sharing expectations re behaviour?*
  - *What opportunities are we taking to teach behaviour?*
  - *Are we making time to build a positive relationship with the pupil?*
- When children continue to be unable to follow these expectations then there can be a consequence to help support the children in being accountable for their actions linking it to learning wherever possible.
- Adults need to ensure that they are giving children the opportunity to turn their behaviour around and 'try again' and this success is explicitly acknowledged.

## The purpose of teaching accountability is to

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- Help children learn that consequences follow actions.
- Enable the child to take responsibility for what happened and to 'fix' the situation by a repairing task or action - to make it better/try again.
- Show that a school, like our society, has rules and collective responsibilities.

## A range of responses broadly follow our whole school approach as

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- Acknowledgement from the adult that the child is struggling, and some choices offered such as a 'sensory snack' to support the child to regulate their behaviour; a walk on their floor outside class for an agreed period of time (3 / 5 minutes – with an adult), a drink of water and a walk, running an errand etc
- Anchoring a conversation in positive behaviours previously seen e.g. 'I know you can focus / care / are good at communicating (etc) because I remember seeing you yesterday when you....'
- Pupil Value Reminder and brief discussion about how the situation would look if we were to apply the value.
- If the challenging behaviour continues then the consequence would involve missing part of play to make up for lost learning in 'Learning Catch Up'. This is agreed and supervised by SLT.
- The pupil may also be moved within the classroom, occasionally it may be necessary for the pupil to work in another class within the year group or across a different phase for a short period time. This would be agreed with the Phase Leader or DHT for Inclusion.
- Private restorative conversations between the pupil and the member of staff to discuss together what has happened and talk through the consequences and how to make things better. These conversations are also necessary to plan follow ups, make it clear the opportunities the adult has to see the child be successful – no matter how small; During lining up time, a specific lesson, a specific time of day, a specific conversation with a child or adult.
- With more extreme and persistent behavior a Think it Through sheet (THITH) is necessary. It is expected that this is completed with an adult who is able to talk through the questions and make the process meaningful e.g. class teacher, phase leader or member of SLT. The adult can write them as the emphasis needs to be on the thought and reflection of the pupil.
- We always aim to inform parents at the end of the day. We consider this of paramount importance when supporting excellent behavior for learning and our policy of working in partnership with parents.

## **Communicating with parents and carers**

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- Informing a parent when we are concerned about a child's behaviour or emotional wellbeing is essential and the way in which it is done, often influences the way in which it is received.
- Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning.
- This then needs to be followed up with positive feedback when the behaviour has improved.
- Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents – always offering a more private space to talk.
- The next step is to organise a meeting with the family. The meeting should take place in school. A phase leader should accompany the teacher in the meeting. There should be a written record of the meeting including notes of the discussion and actions.
- A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress. It is at that point that the SENCO or DHT Inclusion be involved in relation to adding the meeting notes to the child's SEND running record, referrals to outside agencies or with a view to devising a Positive Behaviour Plan.

## **Lunchtimes**

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- The dining hall and playground provide all staff with further opportunities to teach positive behaviours.
- Midday meal supervisors and sports coaches are some of the staff responsible for the safety and behaviour of the children at lunchtime.
- It is expected that all staff follow this policy and raise issues and concerns at team meetings.
- If the behaviour of a child or a group of children causes concern, then it is the responsibility of the staff member to talk to the Senior MDMS and Inclusion Lead who will support the next steps to help that pupil be successful during lunchtime.
- Lunchtime is also an opportunity to recognise positive behaviours. The senior MDMS and Inclusion Lead are responsible for supporting staff in recognising this and acknowledging it with children and other staff – sharing names and positive behaviours with teachers so that pupils names can be added to the class recognition board.

## **Record keeping including ABC charts, Serious incident forms and Think it Through sheets**

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- It is necessary to have a form of record keeping when a child is causing disruption to learning (self or others). This helps to track the frequency and intensity of behavioural incidents and allows for an analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour.
- We use an ABC chart and our general rule is that it is analysed every 10 school days for patterns of positive engagement in learning and challenging behaviours. Staff are trained in how to effectively use ABC charts to analyse behaviours effectively – understanding they are to be used most effectively when one behaviour is the subject of the analysis not every behaviour.
- Records in the form of Serious Incident forms are an important record keeping tool which allow analysis for AHTs for children within their phase.
- 'Think it Through' sheets provide useful information to share with parents and support reflection and reparation for the pupil (with the support of adults). It also helps the family to get an accurate view of the child in school. Staff are skilled in not using 'personal' or 'emotive' language when speaking about the child's behaviour.
- Positive Behaviour Plans are necessary for referrals to outside agencies, the Local Authority and as part of a statutory assessment process.
- Comic Strip Conversations are utilized for younger children or those children with language and/or communication needs. They are a useful tool in supporting understanding of the

impact of behaviours and teaching children about the choices they have and the impact negative and positive behaviour has on others.

- On the rare occasion it has been necessary for a member of staff to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder – this is recorded by the Inclusion Team. Every effort is made to analyse this data throughout the year so approaches to behaviour can be reviewed with the intention to reduce the frequency of times a hold is necessary. Staff are taught always to aim to deescalate situations and undertake dynamic risk assessments in those moments (see section on Use of Reasonable Force for more details).
- Communication with parents is key in building home-school cooperation and every effort will be made to ensure positive parental participation.
- Throughout the year regular conversations between the Inclusion Lead and AHTs means behaviour is continually being noticed and worked on.
- It is expected that the Inclusion lead keeps and records Think it Through sheets. This information is collected and analysed in depth, looking specifically at particular groups of pupils. Behavioural incidents are logged onto Integriss which enables us to identify patterns relating to pupils sharing any of the protected characteristics and ensure any sanctions are not having a disproportionate effect on pupils sharing particular protected characteristics.
- This information is shared with SLT and formally discussed each half-term as part of the SLT meetings. The GB will then be able to request a report detailing the analysis and the findings, and details of any further refinements which need to be made to our provision.

## **Exclusions and Suspensions**

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**As an inclusive school, we will make every effort to avoid exclusion and suspensions.**

- However, very occasionally, if there is a very serious incident occurs (such as violence or verbal abuse or out of control behaviour threatening the health and safety of others/damage to property) it can result in a fixed term suspension or exclusion.
- The suspension can be 'internal' during which the child is expected to come to school and work away from their class and their usual routines for a fixed period of time. The parent will be informed in advance.
- The exclusion can also be 'external' in which the child is asked to remain at home for a fixed period. The school must provide work for the child and parent to do at home throughout the period of exclusion. The family will receive written notice of this. Woolmore School adheres to the exclusion procedures as provided by the Local Authority. The exclusion or suspension is recorded on Integriss and shared on Gateway.
- Parents are always notified and expected to attend a meeting with a senior member of staff before the exclusion and for a re-integration meeting at the return from an exclusion.

## Use of 'Reasonable Force'

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- There are circumstances when it is appropriate for staff at school to use reasonable force to safeguard children. We understand the term reasonable force to cover the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Reasonable in these circumstances means 'no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property and to maintain positive learning behaviour.
- School staff may also use force as is reasonable given the circumstances when conducting a search for articles they reasonably suspect have been or are likely to be used to commit an offence or cause harm. We understand that force may not be used to search for other items banned under our school rules.

## Removal from Classrooms

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- There are occasions where children are removed from class at the instruction of their teacher or other member of staff. It is our aim that this would be part of a positive behaviour plan which has been agreed and explained to the pupil and their family and is subject to review. The use of removal allows for continuation of the pupil's education but in a different setting. Usually this will be in a classroom but sometimes it will be outside of class but under the supervision of a member of staff. Our school considers this to be a serious consequence but one that can be used to ensure all children are able to learn – including the pupil who has been removed. We aim to ensure that parents are aware if the pupil has been removed. We consider very carefully if this action is proportionate and consider if there are any special considerations for that pupil. Ultimately our aim would be to ensure this pupil's success within their classroom.
- Removal is only ever used for the following reasons:
  - To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
  - To enable pupils that are struggling with their behaviours on that day to be taken to a place where education can be continued in a managed environment.
  - To support that pupil to regain calm in a safe space – preserving their dignity in front of their peers. It is always done with respect, care and empathy.
  - Unless the pupil has been removed as part of an internal suspension, the removal will be proportionate to the behaviour and we will consider this on a case by case basis. Typically, we would expect children to be removed for the largest part of half of one day allowing them to re-enter where possible on the same day to 'try again' or the following day. Positive behaviour plans will also include the behaviours the pupil is working on to regain their place in their class. Staff know to specifically look out for those behaviours.
  - We do not send children to stand outside of a classroom or to another class as a knee-jerk reaction or a matter of course.
- When considering individual removal cases we always;
  - Consider whether any assessment of underlying factors of disruptive behaviour is needed. Specifically we consider vulnerabilities, adverse childhood experiences and the impact this may have had on their emotional development.
  - Facilitate reflection by the pupil on the behaviour and support them in identifying how they can make changes.
  - Stay with children when they are removed if their behaviour continues to be unsafe. Sometimes it will be necessary to make use of a space and physically prevent the pupil from leaving in order to protect the safety of pupils and staff from immediate risk

but this is considered a safety measure and not a disciplinary sanction.

## Mobile Phones

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- Children are not expected to bring phones to school. On the rare occasion that this does happen we ask that they are kept in the school office until the end of the day. Families will contact children where necessary through the main school reception and messages can be shared in this way.
- If it is suspected that a pupil has kept their mobile phone on or about their person during the day in the first instance we would ask them to hand it in for us to keep safe and return to their family as soon as we can. This would be done with an explanation as to why this is not safe alongside the pupil's family.
- If it is suspected that a pupil has been using their mobile phone (or other device) to record images, videos or voice recording of pupils or staff this would become a much more serious incident and dealt with accordingly by the DHT and HT.

## Serious Incidents – what they are and our response

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- A serious incident is considered to be one or more of the following:
  - Physical incident such as punching another child and fighting
  - Racist incident
  - Homophobic incident
  - Incidents relating to disability
  - Unsafe incidents occurring online

## Responding to Racist Incidents

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- Our response is rooted in our core value of **Respect**. When a racist incident occurs, our priority is to **address harm, educate all involved and rebuild relationships**.
- With staff support, we facilitate a **restorative conversation** between the pupils, ensuring both voices are heard and that everyone feels safe to speak honestly. Where racist language or behaviour has been reported, we create an environment in which the pupil responsible can engage in **honest reflection without fear**, enabling genuine learning and change.
- We use these moments as **educational opportunities**, explaining clearly that racist language and behaviour cause deep harm and are **as serious as physical violence**. We teach that such actions are **unacceptable and illegal** in this country, helping pupils understand the wider social and moral reasons behind this.
- We take care to **separate the behaviour from the individual**, reinforcing that everyone can make positive choices about their words and actions. We ensure the **victim's voice is central** to our response: we explain the actions taken, listen to their views on what would help them feel safe, and affirm that reporting the incident was the right thing to do.
- We also talk to victims about what to do beyond Woolmore — emphasising that they should always report racist incidents in the future and expect to be listened to and supported.
- Both families are contacted and informed about the incident and the school's response. This helps ensure that **home and school work together** to support the children in processing what happened and moving forward positively.

## Behaviour incidents online

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- Children and families are encouraged to share any issues that occur online between pupils. Staff will work with families and children to support positive outcomes and take necessary steps to support children in keeping safe whilst online.

## Child on Child sexual violence and sexual harassment

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- Staff understand that sexual violence and sexual harassment in real life or online are never acceptable and will not be tolerated.
- Staff understand the importance of challenging all inappropriate language and behaviour between pupils. Sexually abusive language or behaviour is not tolerated and they understand it is not an inevitable part of life.
- The DSL and AHTs for each phase work together to ensure our response to challenging behaviour of this nature is responded to proportionately and fairly, and always with the aim of keeping the victim safe and reassured they are being taken seriously.

## Reference documents

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- Relationships and Health Education Policy, 2026
- After the Adults Change Achievable Behaviour Nirvana, 2021
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement, August 2024
- Searching, Screening and Confiscation in Schools, July 2023
- When the Adult Changes Everything Changes, 2017
- Preventing and Tackling Bullying Advice for Head Teachers, staff and Governing Bodies, 2017
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)
- Use of Reasonable Force. Advice for head teachers, staff and governing bodies, July 2013
- Behaviour in schools: Advice for headteachers and school staff, February 2024

## Appendix 1 Governors' written statement of behaviour principles

This is a statutory requirement and is on the school website.

### Safeguarding statement

**At Woolmore Primary School we respect and value all pupils and are committed to providing a caring, friendly and safe environment for all pupils so that can learn in a safe and happy environment. This is the responsibility of every adult employed by, or invited to deliver services, at Woolmore Primary School. We recognise our responsibility to safeguard all who access school and we promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.**

- Under the Education and Inspection Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.
- This statement and the behaviour policy will be reviewed on a two yearly basis, unless changes at a national level necessitate an exceptional review.

We, the Governing body of Woolmore Primary School, believe that all members of our school community should be able to learn and achieve success in a safe, secure and orderly environment. We value the strong relationships that exist in the school which lead to mutual respect and good behaviour. We have high expectations of everyone, and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in and respect for the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on the core purpose of the school ie: learning; and praise and rewards. It is recognised however, that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

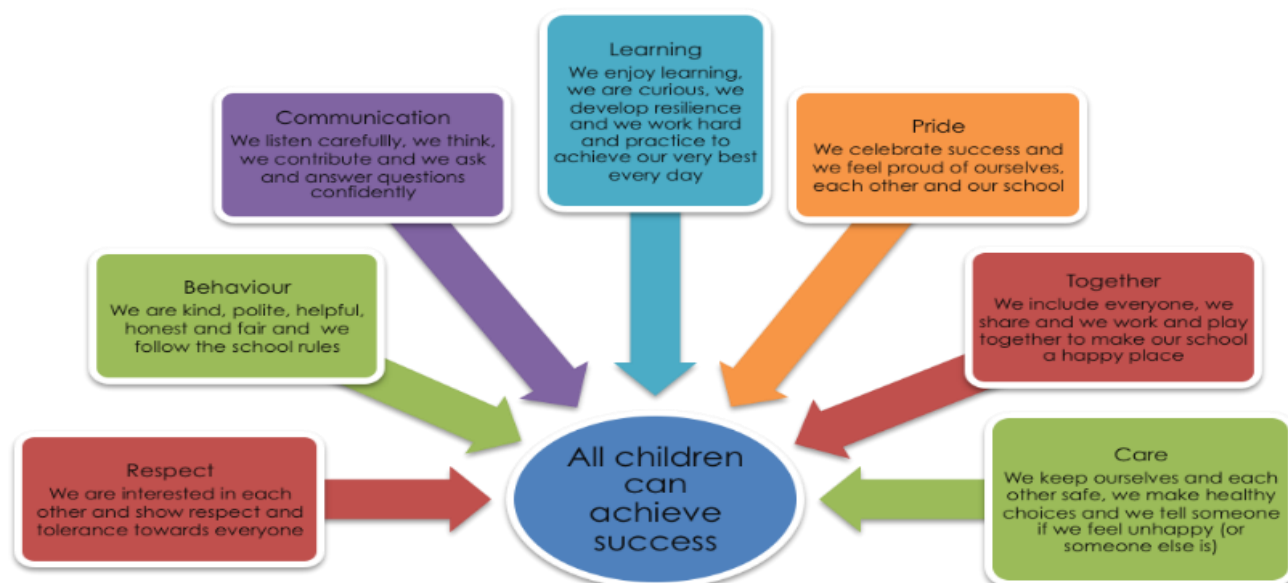
We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (eg. appropriate contact, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school and when engaged in extra-curricular activities and residential trips.



## Appendix 2a

### Restore - Redraw - Repair

*'Punishment doesn't teach better behaviour, restorative conversations do.'*



A restorative conversation is more than a process or set of questions. The behaviour of the adult lies at the heart of it. The meeting will be a daunting prospect for any child. The child is likely to be hyper vigilant. Small things matter. Your body language, your tone, inflection and attitude are all read carefully for signs of judgment and negative assumption. Offices are not idea spaces - it is much better to walk and talk or engage in a collaborative activity to take the pressure off the conversation.

#### Ways to make a restorative conversation work

1. Don't sit behind a desk.
2. Focus on the outcome no matter how irritated you feel.
3. Don't rush the meeting - reserve enough time.
4. Resist the urge to take notes - this doesn't support the pupil to speak freely.
5. Have a glass of water ready.
6. Leave the door open.
7. Answer the questions yourself - with your own reflections.
8. Avoid judgmental language.
9. Resist interrupting.
10. Don't 'nit-pick' things like uniform.

**Pick your restorative five. (for some children 2 may be enough).**

**Choose your restorative 5 from the selection below.**

|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. What have you thought since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected?</li> <li>6. How have they been affected?</li> <li>7. What should we do to put things right?</li> <li>8. How can we do things differently in the future?</li> </ol> | <p>If pupils clam up;</p> <ol style="list-style-type: none"> <li>1. Ok, imagine if there were...(people affected / a way of putting it right?).</li> <li>2. 1-0 scales: 'on a scale of 1 - 10 how angry were you?'</li> <li>3. Offer a postponement and some support if the pupil isn't ready: 'i can see that you aren't quite ready to talk. Do you need a minute or two?'</li> </ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix 2b – sample think it through sheet

### Restore - Redraw - Repair

**'Punishment doesn't teach better behaviour, restorative conversations do.'**



|                                                                                                                                                                                                                                                                                                                                 |                 |           |       |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|-------|--------|
| Pupil Name:                                                                                                                                                                                                                                                                                                                     | Year:<br>Class: | Location: | Date: | Adult: |
| Adult observation/understanding of incident/s:                                                                                                                                                                                                                                                                                  |                 |           |       |        |
| <p>In your words can you describe what had happened? What were you thinking at the time?</p> <p>How did the other people feel? How have they been affected?</p> <p>What have you thought since this happened?</p>                                                                                                               |                 |           |       |        |
| <p>What could we do to put it right? How will the other person feel if we do this?</p> <p>What will we do differently next time?</p>                                                                                                                                                                                            |                 |           |       |        |
| <p>Adult reflection/Action? (Were parents contacted/teacher aware?)</p> <p><i>Did we make the pupil feel proud of themselves for engaging with this process? Did we also remind them of positive behaviours we have seen them do in the past? Remember to plan a follow up with the pupil to see them being successful?</i></p> |                 |           |       |        |
| This THITH sheet has been logged on Arbour: Yes/No                                                                                                                                                                                                                                                                              |                 |           |       |        |

## SERIOUS INCIDENT FORM September 2026

Incident forms are given to, logged and monitored by DHT Inclusion



| <b>Racial Incident</b>                                                                                                    | <b>Physical Incident / Child on Child Violence</b> | <b>Incident relating to disability</b> | <b>Incident relating to homophobia</b> | <b>Incident occurring online</b> | <b>Other</b> |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------|----------------------------------------|----------------------------------|--------------|
| Date:                                                                                                                     |                                                    |                                        | Time:                                  |                                  |              |
| Child/ren's name(s):                                                                                                      |                                                    |                                        | Class(es):                             |                                  |              |
| Your account of what happened: (what did you observe, where did it happen, what time of day was it, who reported to you?) |                                                    |                                        |                                        |                                  |              |
| Action taken: (what did you say or do following the incident?)(who did you report it to?)                                 |                                                    |                                        |                                        |                                  |              |
| Parent contacted? Yes/No (their response)                                                                                 |                                                    |                                        |                                        |                                  |              |
| Name:                                                                                                                     |                                                    | Role:                                  |                                        | Date:                            |              |
| This Serious Incident sheet has been logged on Integris for future reference: Yes/No                                      |                                                    |                                        |                                        |                                  |              |



Policy written and updated by:  
 Hannah Williams, DHT Inclusion and Safeguarding  
 Tracy Argent, Headteacher  
 October 2025

|                |                                                   |             |              |
|----------------|---------------------------------------------------|-------------|--------------|
| Name           | Behaviour Policy                                  |             |              |
| Agreed by      | Governing Body (Curriculum & Standards Committee) |             |              |
| Date agreed    | October 25                                        | Review date | October 2026 |
| Signed & dated |                                                   |             |              |