



Wood Field Primary School

Behaviour Policy and Procedures

Wood Field Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

School Behaviour Policy and Procedures

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Part A

A.1 Application

Our school is part of the Greenshaw Learning Trust (GLT), therefore it is subject to the policies and procedures of the Trust, as approved by the GLT Board of Trustees.

Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school.

The Policy and Procedure is subject to the Trust's Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict, then the Scheme of Delegation takes precedence. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.

In implementing this Policy and Procedure the Governing Body, Headteacher and school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.

If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

A.2 Approval and review

Maintenance of the Policy and Procedure is the responsibility of the GLT Directors of Education (Part A, B & C) and the Headteacher (Part D).

- The Policy and Procedure (Parts A, B & C) was approved by the Board of Trustees on 27 March 2026.
- The School Specific Procedures (Part D) were approved by the Governing Body on June 2026
- The Policy and Procedure is kept under review and updated where necessary by the Education Directors in line with statutory guidance.

A.3 Responsibilities

The following persons and bodies have a role in ensuring compliance with this Behaviour Policy and associated Procedures and providing and maintaining the Trust's expectations for behaviour in its schools:

The GLT **Board of Trustees** is responsible for monitoring the effectiveness of this Behaviour Policy and associated Procedures, and holding each Governing Body to account for their implementation.

It is the responsibility of the **Governing Body** and **Headteacher** of each school to ensure that their school and its staff adhere to this Behaviour Policy and Procedures.

A.4 Associated policies and procedures

This Behaviour Policy and Procedure are constituent part of the:

- GLT Student Welfare Statement.

The following Trust and School policies and procedures are directly related to and complement this Policy and Procedure:

- GLT Safeguarding Policy.
- GLT Suspensions and Exclusions Procedure.
- GLT Positive Handling and Restrictive Intervention Policy
- School Safeguarding Policy.

Part B

B.1 Policy Statement

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force, where appropriate, are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

Part C - Procedures

C.1 Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Imitation weapons
 - Alcohol.
 - CBD products, such as oils, vapes and gummies.
 - Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
 - Stolen items.
 - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
 - Fireworks.
 - Pornographic images.

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- Arrive at lessons on time and be properly equipped and ready to learn
- In class, make it possible for all pupils to learn, support and promote a positive and disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

C.4 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own school rules.
- Will develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Following the school procedure for dealing with low-level disruption.
 - Using the rewards procedures to encourage positive behaviours.

C.5 Mobile phones

- In GLT Schools, mobile phones and smart watches are not allowed.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site, in accordance with the school's procedures (see section D).
- School procedures will follow DFE Searching, screening and confiscation guidance for confiscation of mobile phones.

C.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's Safeguarding Policy and Procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

C.7 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, school staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

C.8 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, school staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff expect classrooms and learning environments to be disruption free.

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered in the future to a pupil to help them to meet behaviour expectations in the future.

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil. The school will have regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

C.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents in writing, unless doing so would likely result in serious harm to the pupil.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the GLT Positive Handling and Restrictive Intervention Policy must be followed.

C.10 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#).

C.11 Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has behaved unacceptably off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.12 Online misbehaviour

School staff can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.13 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

C.14 Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Individual schools have their own procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to the School Safeguarding Policy and procedure for more information.

C.15 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes a serious allegation, including one of sexual violence or sexual harassment against another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the School Safeguarding Policy for more information.

C.16 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

Pupils who have been removed will continue to receive education under supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school Management Information System (MIS).

C.17 Detention

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

When imposing a detention, staff will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

The approach used at our school is detailed in the school procedures, see Part D.17.

C.18 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*).

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

C.19 Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We recognise that bullying is a form of Child-on-Child Abuse.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being deliberately and persistently unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support. We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

The approach used at our school is detailed in our school procedures, see Part D.19.

C.20 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
- Adjusting uniform requirements for a pupil with sensory issues.
- Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
- Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

C.20.a Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

C.20.b Considering whether a pupil displaying challenging behaviours may have unidentified SEND

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

C.20.c Pupils with SEN but without an EHC plan displaying challenging behaviours

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

C.20.d Pupils with an education, health and care (EHC) plan

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

The approach used at our school is detailed in the school procedures, see Part D.20.

C.21 Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

The approach used at our school is detailed in the school procedures, see Part D.21.

C.22 Inducting incoming pupils

School staff will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and procedures and the wider school culture.

C.23 Preparing outgoing pupils for transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

C.24 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

C.25 Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body.

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

C.26 Suspensions and Exclusions

Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance, the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email if they have given written consent for notice to be sent this way*).
- Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

Review by a governors' Exclusions Committee:

- For:
 - i. a **permanent exclusion**;
 - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
 - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil is reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term:

Then an Exclusions Committee will consider any representations from the parents/carers, if any are made, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk to the Governing Body, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

Part D - School Specific Procedures

D.3 School Behaviour Curriculum and School Rules

1. Core Philosophy & Principles

- **Behaviour is Communication:** Every dysregulated behaviour tells a story (sensory overload, anxiety, communication frustration).
- **Co-Regulation Before Self-Regulation:** Pupils cannot calm down alone; adults must provide a calm, predictable presence to help them regulate.
- **Explicit Teaching:** Social and behavioural expectations cannot be assumed; they must be broken down and taught visually.

2. The Curriculum Pillars (What We Teach)

Pillar 1: Emotional & Sensory Regulation

- **The Learning:** Understanding internal body signals (interoception) and identifying emotional states.
- **Key Tools:** *The Zones of Regulation* (Green = Ready to Learn; Blue = Sad/Tired; Yellow = Anxious/Frustrated; Red = Angry/Out of Control).
- **Learnt Skills:**
 - Recognising when "my engine is running fast/slow."
 - Choosing and using a "sensory tool" (e.g., ear defenders, fidgets, heavy work) *before* reaching the Red Zone.
 - Requesting a "safe space" or "brain break" using a visual card.

Pillar 2: Predictability & Transitions

- **The Learning:** Navigating changes in routines without high anxiety.
- **Key Tools:** Now/Next/Then boards, visual timetables, social stories.
- **Learnt Skills:**
 - Checking the visual timetable independently.
 - Accepting a "Surprise/Change" card on the timetable.
 - Transitioning between preferred activities (e.g., iPad) and non-preferred activities (e.g., writing) using a visual timer.

Pillar 3: Communication & Interaction

- **The Learning:** Expressing needs functionally rather than through distressed behaviour.
- **Key Tools:** PECS (Picture Exchange Communication System), ALDs (Aided Language Displays), Makaton.
- **Learnt Skills:**
 - Saying/showing "Stop" or "No" appropriately when boundaries are crossed.
 - Asking for help when a task is too difficult.
 - Waiting for a turn using a visual token or timer.

3. Whole-School vs. Base Implementation

Element	Mainstream Primary Classrooms	SEND Autism Base / Resource Provision

Environment	Visual timetables, clear zoning, designated calm corners.	Low-arousal lighting, workstation pods, sensory dynamic spaces, deep pressure tools.
Routines	Verbal instructions backed by symbols; whole-class transitions.	Highly individualised visual schedules; object cues for non-verbal learners; transition songs/timers.
Response to Dysregulation	Scripted language, restorative conversations, movement breaks.	Immediate sensory de-escalation, zero-demand phases, functional behaviour analysis (FBA) tracking.

4. Example of a Taught Lesson/Routine Plan

Skill: How to handle getting "stuck" or frustrated with work.

- **Objective:** Pupil will use a "Help" card or verbal request instead of throwing resources or crying.
- **The Social Story:** "Sometimes my work is hard. It makes my heart beat fast (Yellow Zone). If I throw my pencil, my teacher gets sad. It is okay to be stuck. I can point to my 'Help' card. My teacher will come and help me."
- **The Practice:** Role-play a deliberately difficult task. Reward the pupil immediately with high praise/motivation tokens the moment they touch the "Help" card.

5. Staff Response Framework (The Adult Curriculum)

To make this curriculum work, adult behaviours must be standardised:

[Trigger/Anxiety] ----> Adult: Minimise language, offer visual choices, lower pitch.

[Defiance/Refusal] ---> Adult: Use "Now and Next", do not argue, give processing time (10 seconds).

[Crisis/Meltdown] ----> Adult: Ensure safety, clear the room if needed, NO demands, total silence.

6. Success Metrics (Beyond Exclusion/Suspension Rates)

- Reduction in the frequency and duration of high-level dysregulation incidents.
- Increased independent use of sensory spaces and calming tools by pupils.
- Pupil progress tracked via individual **Positive Handling Plans (PHPs)** or **Individual Behaviour Plans (IBPs)**.

Our School Rules

S – Stay Safe

- **Keep hands, feet, and objects to yourself.** We use gentle hands and gentle feet.
- **Walk safely inside the school.** Save your racing legs for the playground!

- **Use equipment the right way.** Take care of your toys, books, and computers so everyone can enjoy them.

M – Make Good Choices

- **Listen carefully when others are speaking.** Give your teachers and friends your full attention.
- **Follow directions the first time.** This helps our classroom run smoothly and keeps learning fun.
- **Think before you act.** Ask yourself: *"Is this a kind and helpful choice?"*

A – Always Try Your Best

- **Work hard and stay focused.** It is okay if things are tricky; that means your brain is growing!
- **Learn from your mistakes.** Mistakes are just proof that you are trying.
- **Be proud of your work.** Put effort into everything you do, from writing to drawing.

R – Respect Everyone and Everything

- **Treat others the way you want to be treated.** Use kind words, share, and include everyone in games.
- **Take care of our school.** Clean up after yourself and keep your desk tidy.
- **Respect our differences.** Everyone is unique, and that is what makes our school great.

T – Time to Learn

- **Be on time and ready.** Line up quickly when the bell rings so we don't lose learning time.
- **Manage your time well.** Finish your tasks before moving on to free play.
- **Listen for transitions.** When the teacher claps or gives a signal, stop and look immediately.

D.7 Responding to good behaviour

[Rewards Chart](#)



Individual and Whole Class rewards

Individual rewards	Reward	Class rewards (running total)	Reward
50 praise points	Certificate in assembly	500 praise points	10 minute extra playtime 10 minute Trim Trail time 10 minute Chromebook time 10 minute class jokes session
100 praise points	Certificate and wrist band	750 praise points	15 minute bubble party 15 minute class disco 15 minute field slot Bring a teddy to school day 'Shoes off' day
150 praise points	Certificate and badge		
		1000 praise points	Ice poles on the field Art afternoon Bring a game afternoon
Star attendance	Certificate in assembly	1500 praise points	Cartoons and popcorn hour Squash in water bottles for the day Paper aeroplane competition 'Silly socks' day
Star writer	Certificate in assembly	2000 praise points	Class non uniform day Balloon party in the sports hall
Smart behaviour	Sticker	3000 praise points	Class pyjama day Chalks in the playground
Excellent learning	Postcard home	4000 praise points	Glow disco in the sports hall Class cinema afternoon
		5000 praise points	Class walk to the park Hot chocolate and marshmallows Biscuit decorating afternoon
			Certificate and extra playtime

D.8 Responding to unacceptable behaviour

[Behaviour stepped approach](#)

Wood Field Primary School - Behaviour Stepped Approach

Level	Behaviours	Response	By who
Level 1 (Dealt with in the classroom)	<ul style="list-style-type: none"> Interrupting learning Disrupting others from their learning Not lining up sensibly Not following class/playground rules Covering up the truth Wasting or damaging resources or others' property in class Disrespectful behaviour towards adults or peers Refusal to follow instructions 	<ul style="list-style-type: none"> Time out Verbal warning Name moved down Change seating location Informal conversation with parents 	Class teachers/ Support staff/ midday supervisors
Level 2 (Consequence given by the class teacher)	<ul style="list-style-type: none"> Repeated level 1 behaviours Actions with intent to provoke another child Rough play Extended periods of disrupting others Violence or attempted violence Swearing or inappropriate language Continued and intentional rudeness Leaving the classroom/playground without permission 	<ul style="list-style-type: none"> Name moved down twice resulting in behaviour point Behaviour point Informal conversation with parents/carers with follow up email from class teacher Portion of break or lunchtime missed with adult on duty Restorative/reflective conversation with class teacher 	Class teacher or member of staff teaching or on duty at the time
Level 3 (SLT involvement)	<ul style="list-style-type: none"> Repeated or prolonged level 2 behaviour Physical altercation/ intentionally aggressive playground behaviour Repeatedly leaving the classroom without permission Continued disruption of others' learning Repeatedly putting yourself or others in danger 	<ul style="list-style-type: none"> Formal meeting with parents/carers and Class Teacher and SLT to discuss the set up of behaviour log. Extended portion of lunchtime missed with member of staff on duty Use of report card to 	Contact SLT on duty for Safeguarding/ Behaviour

	<ul style="list-style-type: none"> ▪ Racism, homophobia or any other forms of discrimination ▪ Continued/repeated refusal to comply with adult requests ▪ Threatening language or physical gestures towards teachers or support staff ▪ Damaging school property ▪ Spitting at/on staff or pupils ▪ Biting staff or pupils 	<p>monitor continued behaviour, shared with parents.</p> <ul style="list-style-type: none"> ▪ Internal reflection with SLT on behaviour duty. 	
<p>Level 4</p> <p>Assistant Headteacher/ Deputy Headteacher</p>	<ul style="list-style-type: none"> ▪ Repeated or prolonged level 3 behaviour OR any behaviours deemed to need immediate intervention. ▪ Repeated damage of school property ▪ Physical assault ▪ Persistent bullying ▪ Verbally abusive language or physical behaviour towards staff 	<ul style="list-style-type: none"> ▪ Formal meeting with parents/carers to discuss next steps, including Behaviour Support Plan ▪ Review and continued use of report card to monitor continued behaviour, shared with parents. ▪ Internal reflection with SLT on behaviour duty. 	<p>Any member of CLT</p>
<p>Level 5</p> <p>(Headteacher)</p>	<ul style="list-style-type: none"> ▪ Extreme behaviour ▪ Carrying a weapon to school ▪ Significant physical assault ▪ Persistent bullying that leads to physical harm ▪ Violence towards staff - physical strike ▪ Arson or possession of substances 	<ul style="list-style-type: none"> ▪ Suspension ▪ Reintegration meeting to include review of Behaviour Support Plan 	<p>Head Teacher</p>

D.16 Removal from classrooms

Classroom expectations and rules will be displayed in every classroom.

Classroom expectations will be communicated, regularly, through the published behaviour curriculum.

We expect classrooms to be disruption free to allow pupils to be free to learn. 18.

Students will be given one clear and calm warning for a 1st breach of a classroom rule, if this continues a child's name will be moved down/a behaviour point will be issued. If behaviour continues to disrupt the learning of other pupils in the class, a green card may be sent and the pupil will be spoken to by a member of SMT or SLT to identify barriers to learning and matters impacting upon their ability to take part in the learning activity. Our school behaviour will then be followed to issue a consequence.

D.17 Detention

In EYFS/KS1, formal detentions are not used at Wood Field. Children may however be given some reflection time during break or lunchtime if deemed proportionate by the member of staff dealing with the behaviour.

Lunchtime detentions are used in KS2 and are issued if a child is given a behaviour point. All consequences issued, including behaviour points/detentions, are issued proportionately and fairly.

D.19 Anti Bullying Strategies

Our school ensures a proactive and preventive approach to preventing bullying, as well as responding swiftly to cases where bullying arises. Proactive approaches include direct teaching through wellbeing lessons and collective worship sessions. Targeted support for those who have experienced bullying or have shown bullying behaviours include ELSA work, intervention groups and regular check-ins with designated members of staff.

D.20 Recognising the impact of SEND on behaviour

At Wood Field Primary School, we recognise that supporting pupils with identified or suspected SEND to meet the expected levels of behaviour requires skilled professional intervention. In cases where, despite reasonable adjustment, the school's behaviour expectations have not been met, carefully considered sanctions when will be applied. This is directly addressed in our behaviour policy. We make use of clear communication between key members of staff, such as the classroom teacher and connected support staff, the SENCO, the headteacher and members of the SLT. We also draw on the knowledge of colleagues from the Trust school improvement team and from relevant outside agencies.

D.21 Supporting pupils following a sanction

At Wood Field Primary School, we recognise that pupils require additional support following a sanction, most importantly those that have involved a pupil being removed from the classroom for any length of time. This is to ensure their successful reintegration and to make sure that they still feel a valued member of the school and class community. Strategies that we use may include:

- Reintegration meetings
- Restorative conversations following a reset/reflection time
- Behaviour Support Plans
- Additional check ins with trusted adult
- Make use of pupil voice - make sure clear about what they perceive their successes and potential barriers

Suspensions

If a suspension has been decided with the HT, the steps to follow are below:

1. Prepare a letter to send to parents as per the below folder:
2. Save the letter as a pdf and send this to parents via bromcom.
3. Please complete the following boxes on bromcom:
 - A. Click behaviour event as you would for any praise or behaviour point
 - B. Select the relevant behaviour
 - C. Click on outcome and change it from behaviour point to internal.
 - D. Ensure a summary comment is entered in the comment box (remembering it may be seen by parents but that a letter will be sent separately so all details do not need to be included but it must be suitable to be seen by parents)
 - E. Click submit and close

4. Complete the fixed term exclusion tracker

Reintegration Meetings after suspension:

1. Preparation & Logistics

Before the meeting takes place, ensure the groundwork is properly laid to set a collaborative tone.

- **Attendees:** The meeting should include the student, their parents/carers, a member of the Senior Leadership Team (SLT), and ideally a staff member who has a strong, positive relationship with the student (e.g., a phase leader).
- **Timing:** Schedule the meeting for the student's **first day back** before they return to regular classes. This ensures they do not walk back into the environment without a clear plan.
- **Environment:** Choose a private, neutral room. Arrange the seating in a circle or around a table to avoid an "adversarial" or tribunal-like atmosphere.
- **Documentation:** Have the student's behaviour log, attendance data, and a blank **Reintegration Plan** template ready.

2. Structure of the Meeting

A successful meeting generally follows a four-part structure: **Acknowledge, Reflect, Plan, and Support.**

Phase 1: Welcome and Purpose (The "Reset")

- **Objective:** Establish a positive, forward-looking tone.
- **Action:** Explicitly state that the suspension is over, the consequence has been served, and the focus today is entirely on a **fresh start** and ensuring future success.
- **Key Phrase:** *"We value having you at this school, and this meeting is about making sure you have everything you need to succeed now that you're back."*

Phase 2: Student Reflection

- **Objective:** *Understand the student's perspective and assess their readiness to reintegrate.*
- **Action:** *Give the student the space to explain what happened leading up to the incident, how they feel about it now, and who was affected by their actions (using restorative justice principles).*
- **Key Questions:**
 - *"Looking back, what do you think triggered that situation?"*
 - *"What could have been done differently in that moment?"*

Phase 3: Collaborative Planning

- **Objective:** *Agree on clear, actionable targets and boundaries.*
- **Action:** *Co-create a **Reintegration Contract** or **Support Plan**. Avoid simply handing down a list of rules; involving the student increases their accountability.*
- **Key Components:**
 - **Academic Catch-up:** *How will they make up for missed work? Who will help them?*

- **Behaviour Targets:** 2 or 3 SMART targets (e.g., "Using a 'time-out' card if feelings of frustration reach a 7/10," rather than "Be good in class").
- **Safe Spaces/People:** Identify a specific staff member the student can go to if they feel overwhelmed.

Phase 4: Parent/Carer Partnership

- **Objective:** Align home and school expectations.
- **Action:** Ask the parents what strategies work best at home and establish a clear communication loop. Agree on how often updates will be shared (e.g., a weekly phone call or a daily report card sign-off).

3. The Reintegration Plan Template

Every meeting should culminate in a signed document. Below is a standard structure for the plan:

Section	Focus	Responsibility
The Trigger	What causes the behaviour? (e.g., loud environments, unstructured times).	Identified by Student & Staff
Student Actions	What will the student do differently? (e.g., use a cool-down card).	Student
School Support	What adjustments will teachers make? (e.g., strategic seating, mentoring).	Class Teachers / SENDCo
Home Support	How will parents reinforce this? (e.g., checking the planner daily).	Parent / Carer
Review Date	Set a firm date to review progress (typically 2 to 4 weeks out).	All Attendees

4. What to Avoid

- Avoid spending 30 minutes rehashing the bad behaviour. The student already knows what they did wrong; focus 80% of the time on the solution.

- Do not expect a total turnaround overnight. Treat reintegration as a process, not a single event.
- Ensure all of the student's class teachers are briefed on the reintegration plan immediately after the meeting so they can support the agreed-upon strategies