

WOODHALL SCHOOL

PASSION **RESILIENCE** **RESPONSIBILITY** **ASPIRATION** **INCLUSIVITY** **FAMILY**

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Behaviour for Learning/Anti-Bullying Policy



September 2025 – September 2026

At Woodhall School, we believe that our behaviour for learning policy should be based on a clear set of principles and values with every member of the school community agreeing what is acceptable and unacceptable behaviour and what the consequences of that behaviour will be. Good behaviour is expected and encouraged at all times. It is our aim that children develop self-discipline, but they must be in no doubt that there is a firm framework of discipline supporting our positive therapeutic approach.

We aim to provide a happy and caring community where children love learning and are able to achieve. We expect pupils to positively contribute towards this aim. Our Behaviour for Learning Policy is supported by our Anti-bullying and Equality policies. Good discipline and standards of behaviour are key features of our school; they encourage children's sense of security and well-being as well as facilitate effective teaching and learning.

We believe that children learn best when they feel secure, respected and trusted. Each child has an entitlement to learning experiences which offer the maximum opportunity for development. Our curriculum promotes the wellbeing of all of the children in our care and prepares them for the opportunities, responsibilities and experiences of adult life. We recognise that good learning behaviour is far more than compliance. Good learning behaviours include high levels of engagement and focus, with children developing independent learning skills and good co-operative skills.

Our aims are:

- To develop relationships with children and adults displaying care, understanding and sensitivity towards the needs of others so that the school is a place where individuals feel welcome, safe and respected.
- To enable children to develop a sense of self-worth and a respect and tolerance for others. We aim to promote a culture of mutual respect.
- To develop a moral framework in order to promote responsibility and acceptance of all people.
- To maintain consistent approaches to behaviour management across the school.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

Central to ensuring positive behaviour are our Woodhall Values: Family, Passion, Resilience, Responsibility, Aspiration and Inclusivity.

We believe that expectations and standards of behaviour are based on respect, rights and responsibilities. Expectations of behaviour are discussed, shared and agreed upon each year at appropriate times and supported by our broad curriculum. This ensures that children and staff recognise the importance of consistency.

At Woodhall School, good behaviour means that everyone in the school has a shared set of principles. By ensuring that kindness, respect and responsibility is evident each day, all stakeholders will recognise how to demonstrate the expectations of behaviour. Principles include:

- Be kind and considerate of others' feelings.
- Be a good friend.
- Listen to each other and talk politely without interrupting.
- Ask for help if you need it and be ready to help others if you are asked.
- Look after our school and everything in it.
- Work hard! Don't waste your time or anyone else's.
- Understand it is all right to make mistakes. Don't tease anyone who does.
- Move quietly and sensibly around the school.
- Do your best to make Woodhall a happy school for everyone.

Children with Additional Needs

Children with additional needs will benefit from the clear expectations, structures and systems within this policy. However, at certain times, individual children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development. We are an inclusive school and for pupils with social, emotional and mental health difficulties, or identified disabilities such as autistic spectrum disorders (ASD), we endeavour to make 'reasonable adjustments' to help them to be included in school. This approach is in keeping with the requirements of The Equalities Act (2010). Reasonable adjustments might include modifications to the curriculum and its delivery, additional levels of adult support or specific interventions to address the challenges that the child is facing. Such variations and adjustments will be supported by the use of an Individual Education Plan (IEP) and in some cases a multi-agency approach will be required. Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for a specific period of time, then gradually reduced.

Promoting Positive Behaviour

At Woodhall, we recognise, praise and highlight good behaviour and encourage children to be responsible for their own behaviour. We use incentives to encourage children to behave well, but it is our aim to see the children display good citizenship because they understand its true value in society.

Examples of incentives:

- Stickers, class rewards (e.g. marble jar/Top Banana), house points
- Positive comments and praise
- Special responsibilities
- Sharing achievements in class
- Sharing news or work with another person or class
- Work displayed
- Postcards sent home to celebrate good work
- Certificates or other awards in our weekly celebration assembly

For the majority of children, a gentle reminder will be all that is needed to remind them of our shared values. However, if a child continues to behave inappropriately, we do have an agreed code of sanctions shared by all staff to ensure consistency. This will be implemented immediately (see appendix 1). Examples of inappropriate behaviour include:

- Fighting, including hitting back or encouraging others to fight

- Running around the inside area and interfering with other children, their work or their property
- Swearing, in any language
- Spitting, kicking, throwing stones or sticks, playing contact games like kick boxing, wrestling, war and guns, play fighting
- Shouting out, interrupting, speaking at inappropriate times
- Hiding the property of others, children or adults
- Name calling, teasing, ridiculing, humiliating
- Spoiling our school and grounds
- Leaving the area where you are supposed to be without permission
- Bullying, intimidation
- Assaulting staff

In these cases, the following sanctions may be applied (in any order) with due consideration given to circumstances:

- Miss playtime
- Miss lunchtime play
- Exclusion from clubs
- 'Time Out'
- Sent to work in another area of the school
- Exclusion from discos, educational trips, the school journey.
- Exclusion from special privileges, e.g. special jobs, responsibilities.

Where a serious isolated incident (see Appendix 2) occurs, or a child has been sanctioned on numerous occasions but continues to misbehave, the following sanctions may be applied:

- Sent formally to a member of the school's Senior Leadership Team.
- Formal in-school isolation (child is working out of class for a fixed period of time)
- Fixed term exclusion from school.
- Permanent exclusion from school for serious ongoing misbehaviour, the Headteacher has the right to exclude children from school. The school will seek advice from DfE and HCC.

Bullying

All staff members ensure that children know that bullying is the repeated actions taken by one or more persons with the deliberate intention of hurting another child, either physically or emotionally; that bullying is wrong, and that it is unacceptable behaviour in this school.

Bullying can take many forms including physical (e.g. hitting, damaging belongings), verbal (e.g. name-calling, offensive remarks), indirect (e.g. excluding, spreading rumours) and misuse of technology (e.g. cyber bullying). Bullying may also be prejudice-based or discriminatory. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We believe it is important that the children should: be involved in the development and review of behaviour and anti-bullying policies, learn about what constitutes bullying and what to do about it, have opportunities to develop the skills to resist bullying and to deal with bullying, be aware that knowing about bullying by or to others and doing nothing is unacceptable, know that it is "ok to tell" if they are being bullied or if they think that someone else is being bullied, and that they will receive practical help if they do and be made aware of whom to contact if they have concerns about bullying.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Should children's online behaviour fall short of school expectations, sanctions may apply and external agencies such as the police may be alerted by the school.

Parents

Parents play a vital role in promoting good behaviour in school and consequently home/school liaison is very important. We aim to ensure that all parents and carers understand the school's Behaviour for Learning Policy. All parents sign a Woodhall Family Agreement document at the start of the academic year. The school expects that parents will give their full support in dealing with their child's behaviour and they are directly involved in any implementation of the policy wherever this is appropriate and necessary.

We expect parents:

- To ensure their children attend school and are on time
- To keep us informed of behaviour difficulties they may be experiencing at home
- To inform us of any trauma which may affect their child's performance or behaviour at school
- To inform us about their child's ill health and any absence connected with it
- To inform us of any concerns about bullying Agencies.

APPENDIX 1

Behaviour Support Process

1. Gentle reminder.
2. Warning – move name down on chart.
3. Time out to refocus.
4. Sent to another classroom with work to complete. Parent/carer informed.

APPENDIX 2

Incidents deemed to be serious include;

- any action which causes or threatens significant harm to another,
- any action which seriously impedes the education of other pupils,
- refusal to respond to reasonable adult request or intervention during or after an incident,
- aggressive verbal or physical attack (including racial abuse),
- premeditated physical violence.

Please note that this is not an exhaustive list.