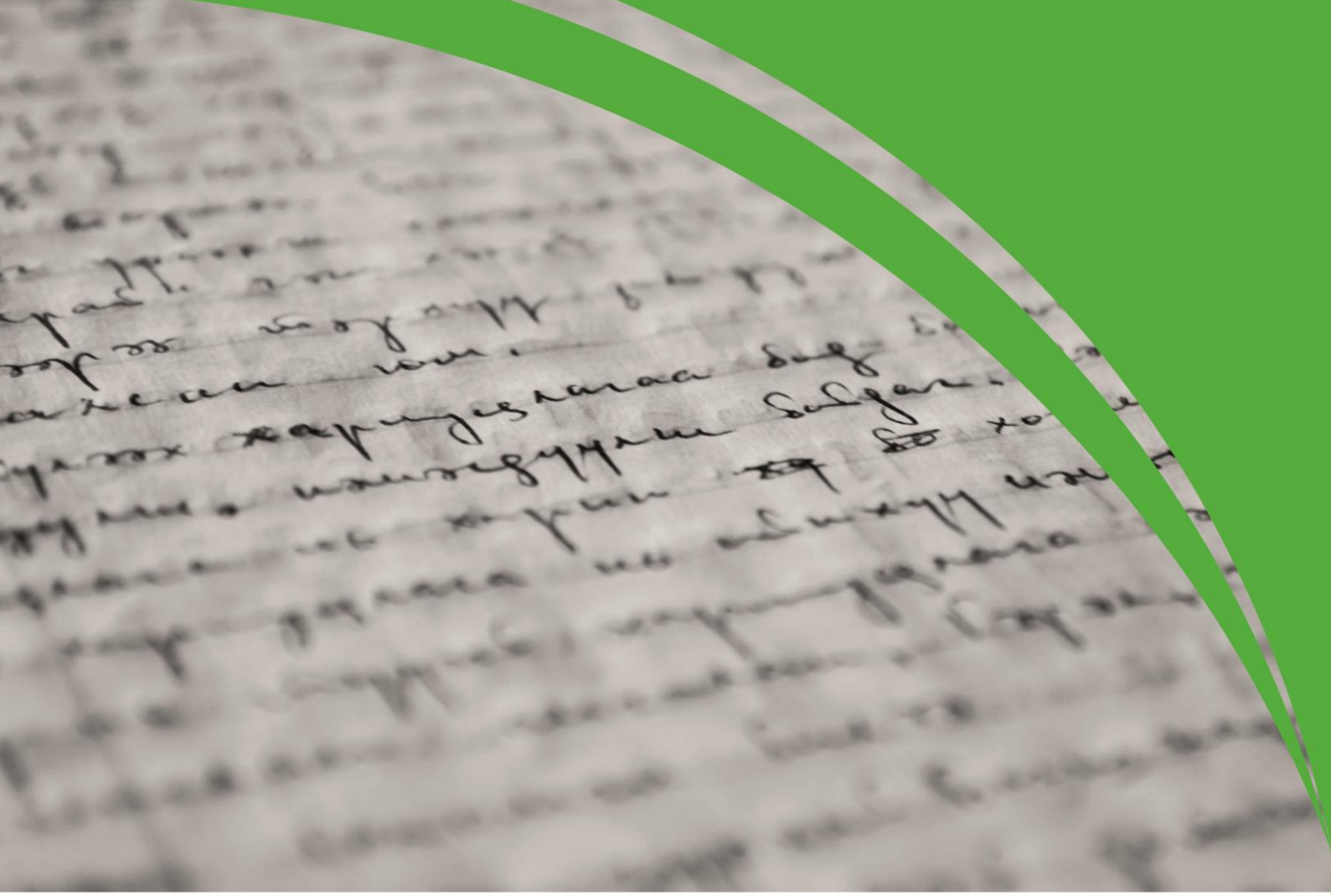


Behaviour – Statement of Procedures

Wroughton Infant School have adopted this document in advance of formally joining the White horse Federation on the 1st November 2026

Key Document Details

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1. Aims and Expectations:

As part of The White Horse Federation, Wroughton Infant School implements The White Horse Federation Behaviour and Discipline Policy. To ensure that it is effectively implemented across the whole school, this document identifies the localised procedures and expectations to ensure that there is a consistent approach to behaviour management and in celebrating positive behaviours and the achievements of individuals.

It is our primary aim at Wroughton Infant School that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community and we encourage all of our stake holders to be the best version of themselves, all of the time. Our approach is a means of promoting good relationships so that all members of our school community can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

At Wroughton Infant School, we recognise that behaviour is a form of communication and it is the intention of this policy to outline how, as a school, we consistently reward positive behaviour and manage instances of behaviour that does not meet our expected standard, ensuring that appropriate support is put in place, where necessary.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community who can take care of themselves, each other and the world they live in.

Our behaviour approach is centred around our Wroughton Infants CALM Code. This is known and understood by all members of the school community and the language of the code is used when continually reinforcing expectations of behaviour and when dealing with any poor choices made.



This approach is implemented alongside our values:

- Honesty
- Responsibility
- Respect
- Caring
- Determination

Wroughton Infant School recognises that effective teaching and learning will only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. We also recognise that good teaching and an appropriate curriculum encourages pupils to want to learn and promotes good behaviour for learning.

We acknowledge that the maintaining and promoting of good behaviour in our school is a shared responsibility and empower staff to expect appropriate behaviour from everyone.

We lead by example in all aspects of school life. We promote high standards of behaviour, across all

areas of school.

We reward and encourage positive behaviour and good choices through our rewards system in order to promote a positive ethos around School.

Child on Child Abuse:

All concerns about child-on-child abuse will be taken seriously and never ignored. Pupils are encouraged to report anything which makes them feel uncomfortable. The school's response will be proportionate, considered and supportive as outlined in the school behaviour policy which also details appropriate sanctions and reporting related to child on child: https://thewhitehorsefederation.org.uk/downloads/default/Behaviour-Policy-v5.pdf

Recording and Reporting Racist and Homophobic Incidents

Any racist or homophobic incidents must be reported to the Headteacher immediately. The adult who makes the report must record the incident on CPOMS; pass this to the Headteacher who will follow up with the appropriate next steps.

Bullying behaviours

We have a zero-tolerance approach to bullying of any kind, including online/cyber bullying. Any incidents of bullying will be dealt with in a timely manner, in liaison with parents of both victim and perpetrator, and will be taken seriously. Please follow guidance in the Anti Bullying Policy

2. Expectations:

At Wroughton Infant School, we have high expectations for children's behaviour, attitudes to learning and personal conduct, and we advocate that all children at Wroughton Infant School have the right to:

- Learn
- Be safe
- Be respected
- Be valued and appreciated

3. Rewarding Positive Behaviour and Learning Attitudes:

House Teams and Dojos:

At Wroughton Infant School, each pupil is assigned to a House Team to which they belong as a valued member of during their time at Wroughton Infants. Our House Teams are Savernake, Salisbury, Stonehenge & Avebury. As a school, we use House Points to reward pupils for their positive behaviour and attitudes to learning during team activities, particularly during sporting events such as Sports Day.

Within classrooms, each child's name is added to Class Dojo and class teachers use this to track the Dojo points achieved by individual pupils. When a child earns a multiple of 50 Dojos (50, 100, 150 etc) they are able to choose a special reward from the Dojo trolley kept in the Headteacher's office. stickers to reward behaviour are also used across the school and we encourage all children to aim for our recognition rainbow to demonstrate that they have gone above and beyond.

Recognition Rainbows:

As a school, we use a Recognition Rainbow in each class to publicly praise and celebrate the positive behaviour and learning attitudes of our pupils. Our use of Recognition Rainbows was inspired by the behaviour expert, Paul Dix. Each classroom has their own Recognition Rainbow that includes our Wroughton Infants CALM code and learning behaviours that are an agreed focus between the class teacher and their pupils.

Positive notes home:

We value the contribution that parents and carers make to our school and their child's development. We also value the positive impact that sharing a child's achievements can have. As a result, positive notes are sent home in recognition of achievements. This will be at the teacher's discretion and will focus on children demonstrating good learning behaviours in school.

4. Stages of consequences (steps)

When dealing with an incident of negative behaviour, staff are asked to follow these stages (steps) of consequences:

1. Redirection	Gentle encouragement, a 'nudge' in the right direction.
2. Reminder	A reminder of the expectations "are you following our Wroughton Infants CALM code?" delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Warning	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
4. Time Out	Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. A bench is to be used in the playground for reflection time.
5. Loss of Privilege	At this point the child will lose the privilege of their reward time. Behaviour will be logged on CPOMs by either the class teacher or teaching assistant. If a loss of privilege is needed due to an incident that has occurred at play time, then this will need to be referred to the class teacher and logged on CPOMS by the member of staff dealing with the incident. The class teacher will speak to the child's parents.
6. Meeting involving parents	Continued breech of behaviour results in a meeting with the teacher, child and Headteacher, recorded on CPOMS with agreed targets on a behaviour plan that will be monitored over the course of two weeks.

Children are made aware of the consequences of their actions (both positive and negative) through the school's Consequence Ladder (Appendix 1). Furthermore, if a child threatens, hurts or bullies another pupil, the class teacher will follow the school's approach to tackling incidents/ claims of bullying. All incidents of significant negative behaviour will be recorded on CPOMS. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers to arrange a time to discuss the situation further.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative discussion will also form part of the process.

First incident

- CPOMS completed by an adult involved in dealing with the incident.
- Warning of next steps in future if there are repeated incidents of this kind.
- Class teacher informed (if they were not the ones completing the Log) parents will be notified verbally.

Second incident

- CPOMS completed by an adult involved in dealing with the incident.
- Class teacher informed who will notify parents of the incident verbally

Third incident

- CPOMS completed with the involvement of SLT
- Parents contacted and possible following actions: - Possibility of a weekly report
- Possible referral to SEMH team and further support if necessary
- Warning of future sanctions e.g. exclusions

Sanctions for serious behaviour will follow the steps above and may include:

- A teacher's immediate use of step 3 of the Sanctions Ladder i.e. the child leaves the classroom and is deemed unsafe.
- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from the classroom for the rest of the day (Internal exclusion)
- Communication with parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures may be implemented. Swindon Borough Council guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.
- A case conference involving parents and support agencies
- Extreme situations of serious behaviour may result in children moving more quickly to Headteacher involvement.

All actions as a result of a behaviour incident must be logged on CPOMS and any meetings with parents will require notes to be taken. Records are an important step to get the right support.

5. Interventions/de-escalation plans

If a child's behaviour is causing concern, then 1:1 or small group intervention support will be provided. This could take the form of providing an individual reward system for the child or specific intervention program linked to PSHE and behaviours for learning.

6. Physical support and Intervention (Team teach)

Use of Reasonable Force: All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, an adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils. Any use of physical restraint will be recorded on CPOMS and in the school's Numbered and Bound Book.

7. Roles and responsibilities

The role of the Class Teacher (including Teaching Assistants)

- It is the responsibility of the class teacher to ensure that the school rules/CALM code is implemented in their class and that their class behaves in a responsible manner.
- The class teachers in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability. Staff recognise that sometimes behaviour is a form of communication and their actions should always be through a restorative approach.
- Our class teachers treat each child fairly and implement the classroom rules consistently. Our teachers treat all children in their class with respect and understanding. Teachers are expected to respond to incidents of negative behaviour through a Restorative Approach using Restorative chats/conference as a means of de-escalation.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (CPOMS). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of SLT **(Appendix 1).**

- The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SEMH outreach service after discussing their behaviour with parents/carers.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to ensure that the Headteacher and staff implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is Page 9 of 14 also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps record of all reported serious incidents of misbehaviour. These are discussed, monitored and reviewed by the Headteacher.
- The Headteacher is the only person who has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are recorded and reported to the LA and Governors.

The role of parents/carers

At Wroughton Infant School, we work collaboratively with all parents/carers to enable a positive working relationship. We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school
- Being aware of their child's role within the community
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual
- Being alert and ready to learn
- Wearing correct school uniform
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters
- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending parents' evenings and school meetings
- Informing the school of absence by telephoning on the first day.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness.
The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the executive principals about particular disciplinary issues. The executive principals must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any pupil who is suspended or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved

Related Policies

This policy should be read in conjunction with:

- Anti-Bully Policy
- TWHF Behaviour Policy
- Safeguarding and Child Protection Policy

Appendix 1

Behaviour Reward & Consequence Ladder

At Wroughton Infant School, all members of our school community are encouraged to be the **best version of themselves, all of the time**, and this ethos is underpinned by our school values. Our core values enable our pupils to grow into responsible, independent and considerate citizens.

Sometimes we need to be reminded about how to behave properly and what the consequences will be if we do not.

Going above and beyond in class or at lunchtime/ breaktime and consistently having high standards of yourself, always demosntrating our school Values and aiming for excellence	Positive note sent home to parents 
Consistently demonstrating our school Values over a week	Star of the Week Award presented to you in assembly 
Demonstrating our school values through your positive behaviour, or a positive attitude to learning	Move your name to a positive behaviour or Learning Behaviour on your class Recognition Board 
Following class rules, demonstrating high expectations	Praised by the class teacher, TA or another member of staff. 
Not showing our school Values, positive behaviour or learning attitudes.	You will be given gentle encouragement, a 'nudge' in the right direction to remind you of the behaviour expectations. 
Not showing our school Values, positive behaviour or learning attitudes. *Examples; Shouting out, not getting on with work, disturbing others.*	WARNING: You will be given your first CALM code token (yellow) by a member of staff. You will be expected to put it right by showing them you can exemplify the expected behaviour through our school CALM code. 
Repeated behaviour after being given a warning by a member of staff. *(e.g., continuation of above and/or disrespecting an adult or another child, refusing to do your work).*	You will be given your second CALM code token (red) by a member of staff. You will be asked to go and see a member of the Senior Leadership Team to discuss your behaviour. You will be given a CALM code note to take home to your parents that outlines your behaviour choices in school.  Your parents/carer will be informed at the end of the day by your class teacher.
Regular and repeated negative behaviour in the same day. *Not showing our school values; not reflecting on previous conversations about behaviour; no improvement seen.*	Your class teacher will meet with your parents. Your behaviour will be recorded through the use of a report card over a 2 week period where you will need regular check ins during the school day with a member of SLT to ensure that you are following the school CALM code.  Your report card will be shared with your parents at the end of each week.
No improvement to behaviour after the 2-week period on behaviour report.	Your behaviour will be recorded. Your parents/carer will be asked to come into school to meet with both Head Teacher/Assistant Principal & your class teacher to discuss your behaviour. Consideration for a suspension from school. 

