



**WISEWOOD**  
NURSERY & PRIMARY SCHOOL

# Behaviour Policy

**Chair of Governors:** Katie Eyre  
**Head of School:** Claire Austin

**Next Review:** September 2026

## Wisewood Community Nursery and Primary School follow and approach of 'Unconditional Positive Regard.'

Our approach to behaviour is built on strong relationships, value and mutual respect. We recognise each child as an individual and work tirelessly to ensure all of our children feel valued and that they belong. We fully understand that growing up can be hard and the adults in school work hard to facilitate positive friendship behaviours, empathy and resilience. We also know that sometimes things go wrong and children make mistakes or try behaviours that negatively impact their class or school community. At Wisewood, we ensure that the adults are swift to respond in a supportive, age appropriate way. Our duty is foster kindness, inclusivity and high expectations. Behaviour is developed and nurtured.

## School Expectations

Wisewood School has the following expectations in place to ensure all children and staff learn in a happy and safe environment.

### These include:

- ✓ Follow instructions at the first time of asking
- ✓ Work as hard as we can on our learning
- ✓ Treat others kindly and with respect
- ✓ Tell the truth
- ✓ Be polite
- ✓ Look after our school environment

## We use our school values to encourage, inspire and hold each other to account



**Unique**  
We believe every child is unique, and our approach is shaped by recognising and nurturing that individuality.



**Grateful**  
We are grateful, and we recognise the positive impact each contribution makes.



**Honest**  
We value honesty, and we believe it forms the foundation of trust and strong relationships.



**Kind**  
We are kind, and we work together to create a supportive and positive community.



**Brave**  
We are brave, facing challenges with courage and resilience.

## Positive Behaviour

We love to recognise the children for their behaviour, manners and positive contributions to their class and the school community. The staff model respectful and kind behaviour towards each other. We tell children when they have done well and acknowledge their effort and the impact it has had. But we do know that children love a 'physical' symbol of success and so award headteacher's stickers, class stickers, student of the week certificates and school council certificates.

## Consequences

Children may not always respond to positive rewards and may, at times, require sanctions to address their behaviour. Examples of negative behaviour that will not be tolerated at Wisewood include:

- Disruptive behaviour (that prevents others from learning) may be known as low-level behaviour Physical violence
- Discrimination of any kind e.g. racial, homophobic. These incidents must be reported to the Local Governing Body
- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour, including bullying and cyber bullying. Please note that this may also happen outside school
- Disregard for the school environment & property
- Rudeness, including swearing
- Accessing inappropriate websites, including those which pertain to extremist behaviours

**Every day is a new day and a fresh start if something has gone wrong. The staff at Wisewood want the children to be successful and the best way to do that is to believe in them.**



Positive  
Regard

Relationships Make The Difference

## Unwanted Behaviour Flowchart

The following flowchart will be used by all staff when dealing with any instances of negative behaviour

### Verbal Reminder 1

The adult will warn the child in the first instance



### Final Verbal Reminder

The adult will warn the child a second and final time



### Reflection Time

- This will be supervised by the adult issuing the reflection time, where possible, who will talk to the children during the next available playtime or lunchtime
- Adults will ask the restorative questions in order to support the child to learn from their mistakes. The staff member will then log the incident on CPOMs.
- This should be logged as a 'Behaviour Incident' (Bullying, Homophobic, Racial or Other) and Behaviour Sanction (Reflection) to assist us in tracking behaviour data.
- The adult issuing reflection time to inform parents on the day it has been issued.



### Behaviour Report

- If a child receives three reflection times in a half termly period, their parents will be invited to meet SLT and they may be placed on a Behaviour Report to communicate each session and the child's success with the parents/ carers.
- This requires the adults to complete a session by session log of their behaviour throughout the week.
- The child will show the report card to SLT at the end of each day and take the report card home each evening for the parent sign.
- SLT and Parents will also sign the report card at the end of each week and evaluate the child's behaviour.



### Final Behaviour Report

If a child does not respond positively to the behaviour report card and continues to demonstrate negative behaviour, we will invite parents to discuss the reasons at a meeting in school. At this stage an Individual Behaviour Plan will be devised and outside agents, including the Sheffield Inclusion Team will be notified that the child is at risk of exclusion.



### Exclusion

The school retains the right to consider and implement fixed and permanent exclusions for any child who displays extreme negative behaviour. In these cases, parents will be informed and national guidelines will be followed. For further details see exclusion policy.

#### Note:

Steps may be missed in cases of extreme and unacceptable behaviour.

There may be times when, due to a child's needs, this policy may be adapted and other strategies introduced. This will be documented on the child's SEND notes and shared with parents.