



# Woodston Primary School

## Behaviour Policy

### Introduction

At Woodston Primary School, our overriding aim is to give every child within our care the best educational start in life.

We achieve this through our commitment to the following objectives:-

- To provide a safe secure and stimulating learning environment for every child;
- To work in partnership with parents, governors and the community;
- To offer commitment and respect and to promote high standards for all children;
- To provide access to a broad, balanced and well resourced curriculum;
- To equip every child with the necessary skills, values and attitudes to become part of the learning society of the 21<sup>st</sup> Century;
- To promote respect for self, others and the environment;
- To make every day count towards providing a rich and successful educational experience.

It is essential to provide a disciplined background in order to promote learning. All adults in the school adopt a common kind, but firm approach to discipline. Children are expected to comply with the instructions of staff in order to preserve the happy learning environment in school. Staff display a high degree of care and respect for the children and the children, in turn, are expected to show care and respect for each other and the school. We aim to foster self-discipline. Children need to understand early on what is acceptable behaviour and the behaviour policy sets out how we will achieve this. We pride ourselves on the good standards of behaviour and discipline which are frequently commented on by visitors to the school.

### Aims of the Behaviour Policy

The aims of the behaviour policy of Woodston Primary School are:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards others regardless of differences in culture, religion, social status, ability and achievement.
- To provide a secure learning environment where children and adults can thrive.
- To give children and adults a sense of belonging and self-actualisation.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear.
- To raise awareness about appropriate behaviour.

While it is accepted that “other factors such as pupils’ home backgrounds affect their behaviour, school based influences are also very important.”

Therefore all members of the school community have a role to play by:

- Recognising that we are all individuals with our own ideas and feelings.
- Treating everyone with courtesy and consideration, giving and receiving respect.

- Setting a personal example.
- Work and behave as best we can.
- Praising each other's good points.
- Being fair and consistent towards each other.
- Only expecting from others what is reasonable and possible.

**All adults** in school should use every opportunity to make the expected standards of behaviour part of the school ethos by:

- Getting to know the pupils;
- Greeting pupils;
- Initiating dialogue;
- Dealing with misbehaviour as to ignore it is to condone it;
- Setting a high standard of speech and manner;
- Smiling.

Within the classroom **teachers and assistants** should aim to create and sustain a positive, supportive and secure environment with well-prepared and stimulating lessons and displays.

Ways of achieving this include:

- Being in corridors and classrooms when children come in.
- Noticing and praising positive behaviour.
- Ensuring all children know your expectations of them.
- Meaning what you say.
- Setting and maintaining a high standard of order and organisation.
- Setting and maintaining a high standard of presentation and care of surroundings.
- Providing lessons that extend and motivate children.
- Making constructive comments as often as possible.
- Giving responsibility whenever possible.
- Saying sorry and asking for support when necessary.

**Staff** at Woodston do all they can to:

- Use humour.
- Keep calm.
- Listen.
- Be positive.
- Be consistent.
- Get to know pupils as individuals.
- Only threaten what they can carry out and always follow through.
- Follow up all problems to their conclusion.
- Be firm but fair.

**Staff** at Woodston do all they can to avoid:

- Humiliating.
- Shouting.
- Over-reacting.
- Blanket punishments.

- Punishing what they cannot prove.
- Sarcasm.

**Children** at Woodston Primary School are required to:

- Set a good example.
- Move quietly around the school.
- Always walk.
- Stand aside to let others pass.
- Hold doors open.
- Lend a helping hand.
- Welcome and help visitors.
- Address all adults politely and use their names.
- Speak politely to others without shouting or swearing.
- Respecting other people and their possessions.
- Getting adult help where a situation needs it.
- Listening to others without interrupting.
- Taking pride in themselves, their classroom and their school.
- Taking and carrying out responsibilities given to them to the best of their ability.
- Removing themselves from difficult situations.

### **Code of Conduct**

The rules for general behaviour around school were devised by the staff and it is expected that they should be followed at all times.

Each class has its own set of rules stating the desired behaviours of pupils which are devised by the class teacher in consultation with the children each year in September. These rules set out the expected behaviours of all children in that class and are shared with the parents via a classroom plan sent home during the autumn term with a slip for parents to sign and return.

They should encourage children to take responsibility for their own behaviour in school and to make choices regarding their behaviour.

The number of rules should be limited and should state desired behaviours rather than unwanted behaviours.

It is expected that lunchtimes and break times should have the same values as other times of the school day and that rules relating to behaviour should be followed at all times.

Lunchtime staff are entitled to the same respect as teaching staff and are expected to adhere to the principles of this policy.

### **Encouraging Good Behaviour**

The whole school community has a role to play in encouraging and promoting good behaviour.

The emphasis should always be on the positive approach to behaviour management. Within the classroom setting the rewards for good behaviour should be prominently displayed along with the class rules.

Other ways of rewarding good behaviour include:

- Lots of praise and encouragement.
- Comments that reflect effort and achievement.
- Awarding house points.
- Referring incidents and good work to other teachers and adults for further praise.
- Celebrating achievements in the classroom during circle time, plenaries etc.
- Certificates awarded at the achievement assembly.
- Awarding responsibilities on merit.
- Spot prizes.

Individual incidents of good behaviour are recorded daily on a chart or on the board resulting in house points and small rewards.

Whole class rewards for good behaviour are recorded in a manner suitable to the age group of the children e.g. marbles in a jar, stamps on a chart, and result in a small whole class treat. This should be agreed in consultation with the children so that they know what they are working towards.

A Book of Good Behaviour is completed weekly and results in a certificate at the end of the term.

### **Discouraging Unacceptable Behaviour**

Low-level unacceptable behaviours will normally be dealt with in the classroom.

The list of sanctions for each class should form part of the classroom plan and be shared with parents.

All children should be aware of them and they should be displayed prominently along with the class rules and list of rewards for acceptable behaviour.

They should follow five steps:

1. Warning.
2. First consequence e.g. 2 minutes away from the group.
3. Second consequence e.g. 5 minutes away from the group.
4. Third consequence e.g. a further time away from the group and the parents notified at the end of the school day.
5. Fourth consequence – referral to the Key Stage leader or Deputy Head.

Serious incidents should be referred straight away and not go through the stages outlined above.

Children will be expected to recognise the aspect of their behaviour that resulted in the sanction and make amends in a way appropriate to the offence e.g. apologising to everyone affected.

Incidents of poor behaviour are recorded each day on a chart or board in the classroom.

Where a child does not respond to this approach it may be appropriate to 'step up' the consequences for some children e.g. moving straight to step 3, and this should always be done in consultation with the child, and where possible the parents.

## More Serious Behaviours

In cases of persistent bad behaviour and /or disruption or for more serious offence the Headteacher or representative will give an appropriate sanction. This may be:

1. Missing part or all of break times and lunchtime recreation
2. Internal seclusion - where a child works away from their own class for a period of time, in another class or supervised by an appropriate adult.
3. External seclusion – where a child is sent to another school with a designated seclusion centre for a specified period of time.
4. Fixed term exclusion – where a child does not attend school for a specified period of time.
5. Permanent exclusion – where the child removed from the school roll.

All pupils are encouraged to make a fresh start after an incidence of poor behaviour.

If it is reported to the school that a child wearing Woodston uniform is not behaving appropriately outside of school grounds, as we would expect them to behave in school, then the school has the right to speak to the child and contact their parents to discuss their behaviour. Any child on a school trip who does not follow the school's Behaviour Policy will be removed from the trip and brought back to school. Parents will be informed and future trips will be discussed on an individual basis.

### Reasonable Force

If a pupil is demonstrating behaviour that could cause harm to themselves, to others or could cause damage to property, then all staff have the power to 'Reasonable Force'. Where a child needs to be removed from the classroom trained 'Team Teach' Teachers can assist. Where necessary the Head or Deputy Headteacher can also be called upon.

In Woodston 'force' is used for two main purposes – to control pupils or to restrain them. This will depend on the individual circumstances making reasonable adjustments for disabled children and children with special educational needs. At Woodston 'force' is not used as a punishment.

Any time a member of staff has needed to use force it will be recorded and logged in the 'Physical Intervention' book. The parent of the child will also be informed.

Guidance taken from the DfE publication 'Use of Reasonable Force'.

### The Power to Search

The Head and Deputy Headteacher have the right to conduct a search for the following "prohibited items"

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The Headteacher and Deputy Headteacher have the right to search a pupil's bag and the pupil. Only 'outer clothing' can be removed (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear).

Any search will be conducted with the pupil and with another staff member present.

Parents will be informed of any search that has taken place.

Confiscation:

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Taken from the DfE publication 'Use of Reasonable Force' and 'Searching, screening and confiscation'.

### Allegations against School Staff

Any malicious accusations against school staff will be referred to the Case Manager (Headteacher) immediately. If the accusation was against the Case Manager the Chair of Governors would be informed.

The Case Manager would investigate the accusation in accordance with the DfE publication, 'Dealing with allegations of abuse against teachers and other staff'.

### Personal Development For Pupils

Expectations of good behaviour are part of the ethos of the school and children are encouraged at all times to recognise their behaviour and make the appropriate choices.

The school actively promotes the development of personal and social skills in all children through individual and class discussion and seeks to raise self-esteem through individual and group praise and the allocation of responsibilities.

At present the school is using the Social and Emotional Aspects of Learning Strategy, which addresses behavioural and emotional issues through whole class assemblies and follow up work and discussion in class.

The PSHE curriculum followed at Woodston Primary School helps the children to explore their emotions and reactions and gives them strategies for dealing with situations through weekly lessons. Impromptu sessions are held at the discretion of the staff when an aspect of school or class behaviour merits immediate attention.

When dealing with unacceptable behaviour it is recognised that some children will not respond to the usual methods.

Where children have a greater need the school provides a Learning Mentor to whom these children can be referred.

Interventions by the Learning Mentor include:

- Anger management.
- Social skills groups.
- Friendship groups.

- Lunchtime clubs.
- Individual sessions.
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When children persistently attract consequences a discussion about the pupil's behaviour should take place between the teacher, the child, the parent and the SENCo.

A behaviour plan should be put in place and targets set for improvement. Rewards for achieving targets should be appropriate to the child.

A record should be kept of the nature and frequency of the behaviours e.g. on a behaviour chart, as it is necessary to obtain a whole picture of the child's behaviour and discern any patterns. This will be vital for referring a child for further help should the need arise.

For a child who presents with "difficult behaviours" parents will be asked to complete an Early Help Form and outside agencies will be consulted for advice and support

### **Links With Home**

Parental support is crucial in providing a consistent approach to behaviour management and we will expect parents to uphold the values of the school and work in partnership with us.

Parents will also be expected every year to discuss the classroom plan from the class teacher with their child and return a signed agreement slip to school.

In addition, parents should attend all parents' consultations, show their children that they value education and encourage them to behave well and have a positive attitude towards school.

Teachers will report on the behaviour of children at parent's consultations and in the end of year report.

When necessary teachers will hold informal meetings with parents/carers.

Individual Behaviour Plans will be reviewed at least 3 times a year in consultation with parents and the SENCo.

### **Training and Development**

Training and development for all staff will be reviewed on a regular basis and CPD or individual courses booked by the Head Teacher as necessary.

### **Complaints About Behaviour**

Any complaints about behaviour will be dealt with following the school's procedures for handling any complaints.

### **Links to Other Policies**

This policy links to:

- The Policy for Special Educational Needs
- The Equality and Diversity Policy
- The School Complaints Procedure

### **Monitoring and Reviewing the Policy**

The Head Teacher and staff regularly monitor the quality of behaviour within the school on a day-to-day basis.

Any concerns are notified to the Head Teacher by staff.

Evaluation is carried out when time is made available at staff meetings for discussion and review.

The Head Teacher refers to concerns and disciplinary matters in the termly report to the governors.

The Head Teacher is responsible on a day-to-day basis for securing and monitoring an appropriate standard of discipline, subject to any general principles agreed by the governing body.

The governors then have a general role to monitor the overall effect of the behaviour policy including a regular review of the number of exclusions carried out by the school.

This policy will be reviewed on a regular basis by the Headteacher.

### **Covid 19**

If children are in school during the time of the Coronavirus Pandemic then new rules will be shared with the children regarding their behaviour and keeping safe.

The following has been created to support children, staff and parents attending school during the Coronavirus Pandemic;

- A Risk Assessment has been written and shared with staff.
- Classrooms have been prepared to allow Social Distancing.
- We understand social distancing may be more difficult for younger children; they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.
- New 'Golden' Rules have been written and will be shared with staff and children (see Covid-19 Risk Assessment).
- Signs will be placed around school to encourage Social Distancing and pointers on how to stay safe (see Covid-19 Risk Assessment)
- Markings around school have been created to allow for Social Distancing.



- Children will have their own equipment therefore avoiding possible contamination.
- Children will go straight to their table and not leave their seat. Unless they are instructed to e.g. toilet – break times. There will be no ‘carpet times’.
- Each bubble will have their own toilets to use. Children will be encouraged to use the toilets one at a time. When a child has finished in the toilet they must wash their hands.
- Children will remain in their ‘bubble’.
- Children will have a designated place to play during break and lunch times. Children will be expected to remain socially distant from both peers and adults during these times.
- Lunch will be eaten in the children’s classrooms. Children will eat at their table/space/ Children will have lunch brought to them or provide their own packed lunch.

The Behaviour Policy still remains in place with the following amendments:

- Children who do not wash their hands when reminded will be given a warning and the ‘Golden’ rules explained again on why these new rules are in place. This will be completed at an age appropriate level.
- If children do not line up at a safe distance **on purpose** they will be given a warning and the ‘Golden’ rules explained again on why these new rules are in place. This will be completed at an age appropriate level.
- Children who break ‘Social Distancing’ rules in school **on purpose** will be isolated and the ‘Golden’ rules explained again on why these new rules are in place. This will be completed at an age appropriate level.
- If children try to enter another ‘bubble’ **on purpose** they will be isolated and the ‘Golden’ rules explained again on why these new rules are in place. This will be completed at an age appropriate level.
- If a child ‘spits’ **on purpose** they will be given a warning and where appropriate removed from their Bubble. Golden rules explained again.
- If any child reoffends **on purpose** any of the above statements or continues to break a mixture of ‘Golden’ rules **on purpose** they will have their place in the ‘bubble’ removed.