

We welcome children of all faiths, backgrounds and beliefs into our inclusive community. We seek inspiration from the life and teaching of Jesus Christ to help our children achieve their full potential. We uphold the distinctive Christian ethos and values of Woodside school when making all decisions and implementing policy and practice. We aim to provide a caring and stimulating environment which promotes a love of learning whilst seeking to inspire every pupil to become a well-motivated, independent and resourceful learner.



Behaviour and Anti-Bullying Policy

(Autumn Term 2019)

Policy Owner: Individual School's Headteacher

Date Revised: November 2019

Next Review Date: November 2021

Sign off signatory:

Woodside C of E (controlled) Primary School Behaviour and Discipline Policy.

Rationale

Children need a well ordered, secure and caring environment for their social, emotional, physical and academic development.

"A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes". (The Elton Report, 1989).

The purpose of having and implementing such a policy is to ensure that children are encouraged to behave in a responsible manner themselves and show consideration, courtesy and respect for those around them at all times thereby enabling them and their fellow pupils to concentrate on their learning.

At the core of an effective policy there will be both clarity and consistency. The vital importance of upholding school discipline is the responsibility of all the teaching and non-teaching staff, in partnership with parents, carers and guardians. Leading by example is a vital starting point.

This policy is written in line with the aims, values and Christian Ethos of the school.

Aims

- to provide a caring, supportive and disciplined environment where children acquire values, independence and responsibility.
- to foster respect for self and others within this safe and secure environment.
- to provide a clear framework of expected behaviour both in and out of the classroom.
- to provide a clear framework for rewarding children.
- to provide a clearly formulated hierarchy of disciplinary procedures which is understood by all and which is consistently applied by all staff and the headteacher.
- to provide an environment in which children are encouraged to take increasing

responsibility for their own behaviour and thereby develop their self-discipline.

- to encourage an understanding of the need for shared responsibility for the school and its community by developing an understanding of the consequences of personal behaviour on fellow pupils.
- to ensure that standards of behaviour and work reflect the values and Christian Ethos of the school.

The role and responsibilities of staff

Staff should consciously endeavour to:

- Provide a safe, secure and calm environment in which the children can work.
- Provide a happy, nurturing atmosphere.
- Treat all children with consistency and fairness.
- Respect the individuality of children and provide opportunities to meet their needs.
- Encourage all children to 'do their best'.
- Challenge all children to achieve their full potential.
- Uphold and model the principles of fairness, respect and tolerance.
- Lead by example.

The role and responsibilities of parents/carers

Since teachers and parents/guardians/carers share the responsibility of encouraging and reinforcing appropriate behaviour, it is essential that they understand the role of all participants and the expectations for all members of the Woodside C of E Primary School community, and that they assist in developing and instilling these behaviours. Their role is vital.

Therefore it is anticipated/expected that parents/carers will:

- Demonstrate a positive attitude at home about school, teachers and the importance of education.
- Keep open communication with a child's teacher(s) and the headteacher about concerns arising.
- Monitor homework to make sure it is completed well and on time.
- Encourage respect and good manners towards staff and other children.
- Attempt to provide, to the best of their ability, proper rest and nutrition for their child(ren) to enable their child(ren) to function well at school.
- Make the school their first port of call when issues arise
- Refrain from debating school issues on social media in conjunction with the home school agreement

The role and responsibilities of children

The best learning environment is one in which all members show respect for one another and accept responsibility for their actions. It is extremely important that pupils understand and accept their role in ensuring that this positive environment is developed and maintained.

It is expected that children will:

- Treat each other with courtesy and kindness.
- Listen to others and respect them.
- Include everyone.
- Take care of the school, personal belongings and the property of others.
- Work together to solve problems.

Woodside C of E Primary School Rules

- Be kind and caring to everyone.

- Always try your best in everything you do.
- Respect yourself, other people and our school.
- Listen carefully, answer politely and do what you are asked at the first time of asking.
- Always come to school on time, with the right equipment.

Discipline Structure

Classroom boards have a happy/sad/star side.

Teachers reinforce positive behaviour, at every opportunity.

After positive encouragement, in order to cease unacceptable behaviour, the following actions should be taken:

1. The child's name is put on the sad side of the board. (Discussion with the child to be held at an appropriate time).
2. The child moved away from the rest of the class - if appropriate - and a cross is put next to the child's name.
3. Time out - the child is sent to the class' 'time out partner' for ten minutes **with an appropriate task to complete** (this might include copying out the school rules - copies available in all classrooms and in the Behaviour Folder). (If deemed necessary, a sensible pupil should accompany the child to ensure he/she arrives at the destination stated). This must be recorded in the 'Time Out Record Book'. (Copies in all classrooms).
4. Upon return, the child should present the completed task and make an apology, to his/her teacher. **A NOTE - with a parental reply slip attached/TEXT FROM THE CLASS TEACHER, MUST BE SENT TO PARENTS** informing them that their child has been sent out of class.
5. Should a further misdemeanour occur, the child should be sent to one of the senior leaders, (NOT the DH or HT at this stage) for a further 10 minutes, with an appropriate task/the school rules. Upon return, the child should again present the completed task and make an apology, to his/her teacher. **A NOTE - with a parental reply slip attached/TEXT FROM THE CLASS TEACHER, MUST BE**

SENT TO PARENTS informing them that their child has been sent out of class - twice (only one letter is required).

6. Should a further misdemeanour occur, the child should be sent to the Deputy Head for 10 minutes, with an appropriate task/the school rules.
7. **IF ALL ELSE HAS FAILED, or the incident is serious, omit all other steps and SEND THE CHILD TO THE HEAD TEACHER**

The sad side of the board is wiped clean as deemed appropriate by the class teacher, taking into consideration the age of the child/misdemeanour.

Should a child physically hurt someone or be insolent to a member of staff, miss out all stages and send him/her immediately to the HT.

If a child refuses to go to the HT or you feel the situation is difficult, then send a red card, (which should be located near the classroom door), to the HT/senior member of staff - if the HT is out, and she will attend immediately.

If behaviour and attitude continue to give cause for concern in a number of lessons, the following list of actions will be used, as proves necessary:

1. Class teacher's report: (two weeks, maximum). Parents/carers/guardians informed by the class teacher, via letter - copy in the behaviour folder - and supporting text message (see school office), and invited into school to discuss, with the class teacher, the concerns raised.

The class teacher's report will involve a 'child-friendly' report form reporting on a child's behaviour in each lesson. The child will be required to take the report to his/her teacher(s) throughout the day. He/she will also be required to take the report home to be signed by parents/carers/guardians.

2. DH's report, including up to three areas for improvement, all identified and agreed upon by the child and his/her teacher (two weeks, maximum). A meeting between the DH, parents/carers/guardians and child will be arranged - letter sent home and supporting text message, (see school office), to discuss the issues and actions to be put in place to address them.

A child will be placed on a DH's report if behaviour and attitude continue to give cause for concern. This will involve a report form listing up to three agreed behaviours requiring change. The child's behaviour will be monitored daily, again involving a 'child-friendly'

report form reporting on a child's behaviour in each lesson, and where appropriate, a brief comment for each lesson will be included. The pupil will be responsible for taking the report to his/her teacher(s) throughout the day and also to the DH at the end of morning and afternoon school, each day. The child will also be required to take the report home to be signed by his/her parents, carers or guardians.

3. Individual Behaviour Plan. Parents/carers/guardians involved.

An Individual Behaviour Plan will be written for a child if behaviour and attitude continue to give cause for concern. This will involve a plan tailored specifically to meet the individual child's behaviour needs.

The IBP will have a time limit of no longer than half a term (approximately 6 weeks), at which point it will be reviewed and amended/stopped, as deemed necessary.

The class teacher, SENCO, School Behaviour Manager and Head Teacher will be involved in drawing up the plan.

4. Exclusion.

Fixed term exclusion of a child will be considered for serious acts of misbehaviour. This may be permanent for repeated or very serious acts of anti-social behaviour.

ALL BEHAVIOUR REPORT SHEETS MUST BE KEPT AND FILED IN THE CLASS BEHAVIOUR FOLDER. THE DH NEEDS TO BE INFORMED AT ALL STAGES IF A CHILD HAS BEEN PUT ON REPORT.

Lunch Time

Incidents at lunch time are initially dealt with by lunch time supervisors. Depending upon the nature/seriousness of the incident, these may be referred on to the senior midday supervisor who will then take further action as necessary: informing class teachers, the DHT and/or ultimately the HT. Lunchtime reports may also be used to monitor unacceptable behaviour. (Parents will be informed by letter and/or text if this action has been taken). Members of the teaching staff will be responsible for ensuring this happens.

If a child continues to display unacceptable, inappropriate behaviour, then a lunch time exclusion will be put in place. This will require parents to collect their child from school and take them home at lunchtime, everyday for a fixed period of time.

Rewards

House points and stickers are used to reward individual children for good behaviour, manners, work, adhering to class/school rules, correct kit/equipment, work of a high standard etc. Housepoints are collected at the end of each week and children who have ten or more are awarded a merit badge in the Friday celebration collective worship. They are able to retain and wear the badge for a week before returning it to school. All children belong to a 'house' - elm (blue), oak (green) or willow (yellow). House points are collected and the house cup is awarded weekly to the house which has accrued the most points. Children are also awarded bronze, silver and gold housepoint awards for individual totals of 150, 200 and 250 housepoints throughout the year.

Every week, a Head Teacher's Sticker Award is given to a child/children in each year group. The award, given at the discretion of the class teacher/other teachers in school, is to recognise/reward special achievement by a child.

In addition to this, a 'Star Pupil' is selected from each year group every half term. This award recognises a child's on-going commitment to learning, school life and personal achievement both in/outside the classroom.

Praise postcards are also sent home to parents to acknowledge individual effort and achievement and positive behaviours.

Individual teachers may choose to encourage good team work in their own classrooms in a variety of ways - the most common being: 'table points', or 'cubes in a jar' with the children being rewarded appropriately, within the guidelines and boundaries set by the class teacher, in accordance with school policy and expectations.

Inclusion Statement

We are committed to ensuring that all children, irrespective of ability, gender, ethnicity, religion, social background, language or disability are treated with equality in all aspects of the behaviour and discipline policy.

The Role of the headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is 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 standards of behaviour, and by supporting staff in the implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children
 - for serious acts of misbehaviour
 - who repeatedly disobey their teacher's academic instructions

where allowing them to remain in school would seriously harm the education or welfare of the child or others in school

For repeated, or very serious acts of anti-social behaviour, or where the child in question would seriously harm his/her education or welfare or that of others in the school the headteacher may permanently exclude a child.

- The behaviour of children outside school can be considered as grounds for exclusion

Fixed-term and permanent exclusions

- Only the headteacher (or acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, she/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.
- The headteacher informs BDMAT and the chair of the local governing

committee about any permanent exclusion, and about fixed-term exclusions beyond five days in any one term.

- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

- The headteacher monitors the effectiveness of the behaviour policy on a regular basis. She/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents, if necessary. The headteacher records incidents where a child is sent to him/her on account of bad behaviour. A record of any incidents that occur at lunchtime is also kept: lunchtime supervisors give written details of any incident in the incident book that is kept with other lunchtime documentation/resources (usually in the library).
- The headteacher keeps a record of any pupil who is excluded for a fixed-term, 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. The 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.

Anti-bullying

We are committed to providing a caring, friendly and safe environment for all pupils so that they may learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should feel able to tell an adult and be confident that incidents will be dealt with.

The school rules are based on respect;

Be kind and caring to everyone

Respect yourself, other people and our school

Listen carefully, answer politely and do what you are asked at the first time of asking

Always try your best in everything you

We believe everybody has the right to be treated with respect. No one deserves to be a victim of bullying.

What is Bullying?

- Bullying is when an individual makes the same person unhappy, over a **significant** period of time.
- Bullying results in pain and distress to the victim.
- Bullying can be: *emotional, physical, racist, sexual, homophobic or verbal*
- *Bullying can be both physical and verbal ranging from sexist, racist, sexual, homophobic which play on the emotions of the victim.*

Objectives

To ensure that:

- governors, staff, pupils and parents have an understanding of what constitutes bullying.
- governors, staff and pupils know and follow the school policy.
- pupils know what to do if bullying arises.
- everyone is aware that bullying will not be tolerated.

Procedures

- Incidents of bullying reported to a member of staff should be investigated promptly. This will often involve the class teacher. Whilst particularly serious issues may need to be referred to a senior member of staff, this should not be an automatic process for every reported incident.
- Children involved, (the bully and the bullied), should be dealt with as staff deem professionally appropriate.
- In serious cases parents should be informed and asked to attend a meeting to discuss the problem.
- All racial incidents and serious bullying incidents must be recorded on the appropriate proformas and passed on to the relevant senior members of staff for filing. [Racial Incidents Proforma and the Investigated Incident Information Form.]

Whilst appropriate responses to bullying behaviour or threats of bullying, etc. are vital, the school recognises its responsibility to take proactive steps to discourage bullying and to raise awareness of its unacceptable nature. Such initiatives will include:

- PSHE work including the use of S.E.A.L. (Social and Emotional Aspects of Learning) and themes such as 'Relationships' and 'Good to be me' and the Taking Care programme.
- Delivery of 'All About Me' to develop personal assertiveness
- R.E. work encouraging tolerance of people of other faiths, backgrounds, physical

appearances, etc.

- Collective Worship times promoting the school's Christian ethos and the importance of respect.
- Schemes that encourage children to make friends e.g. using peer supporters and mentors.
- Seeking to make playtimes more constructive and organised using play leaders and lunchtime supervisors.
- Ensuring 'vulnerable' children are known by staff, so that their participation in playtime activities can be closely monitored and supported as required.
- Nurture group to provide support for vulnerable children.

PHYSICAL INTERVENTION

Appendix to Behaviour Policy.

Aim

The main aim of the physical intervention statement, is to establish a school community with means of supporting children whose behaviour requires some form of physical intervention (in conjunction with the school's behaviour policy).

Principles

It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where he/she is not only a danger to him/herself but also to others. Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions, it may be necessary to remove the child to a place of safety in order for the situation to be calmed and resolved.

Responsibilities of staff dealing with physically disruptive children:

In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a child to a place of safety, also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

Positive handling procedures:

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary. In the event of a situation deteriorating to the extent that physical intervention is required, the member of staff involved initially should normally seek the assistance of another member of staff. Only staff who have received 'Team Teach' training will be involved with physical handling. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident. **Staff who have a physical**

problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during pregnancy. Staff members should also take care when using physical intervention to ensure that their hands are free of any implements which may cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, where possible.

Recording of incidents when physical intervention has been used:

After an incident which has necessitated the use of physical intervention, a record must be made as soon as practicable. For this purpose, the staff member involved will need to complete an incident form in the Physical Intervention Book, (which is kept in the head teacher's office), and have the account **signed by the headteacher.**

Addendum (Covid 19)
From September 2020

The school has two mental health first aiders (Miss V Smallwood and Mrs S Day) who are fully trained to support children across school and a wider pastoral team has been created (includes Mrs E Beales (SENCO) and Mrs H King (Family Support Worker)). All of these members of staff have a wide knowledge base and are able to provide individual support and can signpost children and parents to external agencies.

Wherever possible support will be provided for children when they return to school to enable them to settle back into school routines. Pastoral team can be accessed for advice. Members of Pastoral team (Mrs Beales, Miss Smallwood, Mrs Day and Mrs King) may be able to assist individuals where social distancing can be maintained.

Discipline structure is amended in order to maintain the integrity of the class bubbles.

Time out partners will not be possible.

If a child reaches stage 3 (time out) where possible some time just outside the classroom should be used (sand timer where appropriate) with a teaching assistant monitoring from a distance. If this time out doesn't allow the child to return to making the right choice in the classroom, the Headteacher will have to be involved (SLT stage 5 and 6 not appropriate due to maintaining bubbles).