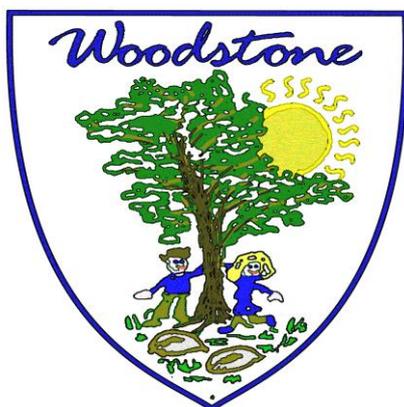


Achieving Together, Learning Forever



Woodstone Community Primary School

Behaviour Policy

Date adopted by the Governing Body: 11th April 2019

Signed on behalf of Governing Body:

Name:

Signature: Signed copy available in the school office

Date for Review: summer 2023

Achieving Together, Learning Forever

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

MISSION STATEMENT:

Growing together, learning forever.

INTRODUCTION:

This policy, which was drawn up by all staff (teaching and non-teaching), reflects our school mission statement and aims. It reflects the aims and vision for behaviour written in our Governing Body's behaviour statement and the Governing Body guidance produced by the DfE.

DEVELOPMENT

This policy was developed in consultation with the teaching and non teaching staff, Governors and children. The responsibility for the implementation of this policy therefore lies with the whole School community (including parents) with overall responsibility for monitoring and evaluation being undertaken by the Headteacher.

SCHOOL AIMS, VISION & VALUES (Ethos)

Aims

We aim to promote high achievement where children work independently & collaboratively

Offer broad & challenging opportunities which enable ALL children to achieve their full potential in an ever changing world by promoting equality of opportunity for ALL including between disabled and other people

Operate as a team - where Staff, Governors, Parents and members of the community recognises the importance of partnership in education

Develop high self-esteem and sense of worth alongside high standards of behaviour which will allow effective learning to take place

Strive to develop independent thinkers and highly motivated lifelong learners

Teach children an understanding of and respect for their own and other beliefs and cultures and an awareness of the wider world and the important role they have to play

Offer staff development and training - recognising the impact high quality training has upon raising standards within school

Nurture all aspects of a child's development, emotionally, academically and socially

Ensure a bright, stimulating, challenging and happy learning environment where everyone feels valued, safe and secure

Values

WE TRY OUR BEST

WE SUPPORT EACH OTHER

WE KEEP EACH OTHER INFORMED

WE ARE PROUD OF OUR SCHOOL

WE LISTEN TO DIFFERENT OPINIONS

CURRICULUM

Here at Woodstone we aim to provide a challenging, stimulating, interesting and fun educational environment and we have high expectations of our children. We believe

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

it is crucial that teachers and all support staff provide materials and tasks which match the abilities of the children as well as adopting a variety of teaching and learning styles to present these materials and tasks.

We celebrate and value good work from all of our children. This is achieved through praise, positive comments, displaying good work our Golden Book assembly, stickers, stars and 'impeccable' recognition. Each class has a reward system based around their set of class rules they have developed at the start of the year. These methods ensure our children are well motivated to learn and in turn contribute to the high standards of behaviour we expect.

TEACHING STAFF

We recognise that the class teacher plays a pivotal role in establishing and maintaining discipline. Good classroom management is therefore essential. We also recognise the importance and value of a good partnership between teacher and support staff. All staff should seek to encourage pupils to take a personal pride in their environment, including the tidiness of their own classroom. At lunchtime the children are usually cared for by our lunchtime supervisors. They will receive the full backing of all teaching and support staff. The Headteacher is responsible for ensuring that the lunchtime staff have the necessary training, back up and support.

SCHOOL RULES

The following school rules have been established as part of the school culture. They were drawn up in consultation with the children and are displayed around school. We have 3 very simple rules which should be regularly talked through with the children. We have also tried to write the rules in a language which is child friendly. These rules will be reviewed each year with the children during a series of assemblies and with the school council.

- Show good manners at all times
- Follow instructions straight away
- Care for everything and everyone.

Following these rules will make our School a fairer and happier place to be for both children and adults.

These rules should be the same wherever you are in school. They should also be prominently displayed in all parts of the building and not just the classrooms.

MINIMUM EXPECTATIONS

The classroom/learning area should be tidy – paying close attention to health and safety. Anything dropped on the floor should be picked up immediately. (This also applies to the school playing field and playground at the end of break and lunchtime.) Fire exits should be kept clear. Cloakrooms should be tidy at all times. These are as much the responsibility of the children as of the adults.

Conversation in the classroom should be linked to school work; within the classroom there should only rarely be minor behaviour problems because social conflict is avoided by children focusing 100% on the learning task.

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

Poor behaviour or attitude to learning should be challenged and children's attention drawn to the school rules. Poor behaviour for learning includes

- Talking over the adult or other children
- Raised voices
- Wandering around the classroom
- Shouting out
- Not facing the adult/teacher or the child talking
- Being apathetic to whole class questioning or discussion
- Bringing playground issues into the classroom

Most importantly, it is expected that all pupils in the class give their **full** attention to the adult/teacher/child leading the session.

It is essential that pupils' behaviour does not negatively impact on the learning of others.

We all like to treat pupils in a calm manner, but there may be occasions when a firmer tone is required. Often a 'private' conversation (without the audience of other children) has a positive impact on the pupil's understanding of their behaviour.

REWARDS

At Woodstone Primary School we aim to celebrate and praise good work and achievement of both children and adults. School assemblies are often an important time for us to celebrate and praise good work, good behaviour or other achievements in life. We will celebrate out of school achievements as well e.g. children like to bring in badges and certificates from activities such as swimming, judo etc.

By keeping careful records we ensure that all children are included in our Golden Book assemblies during each term. Children mentioned in the Golden Book will receive a sticker.

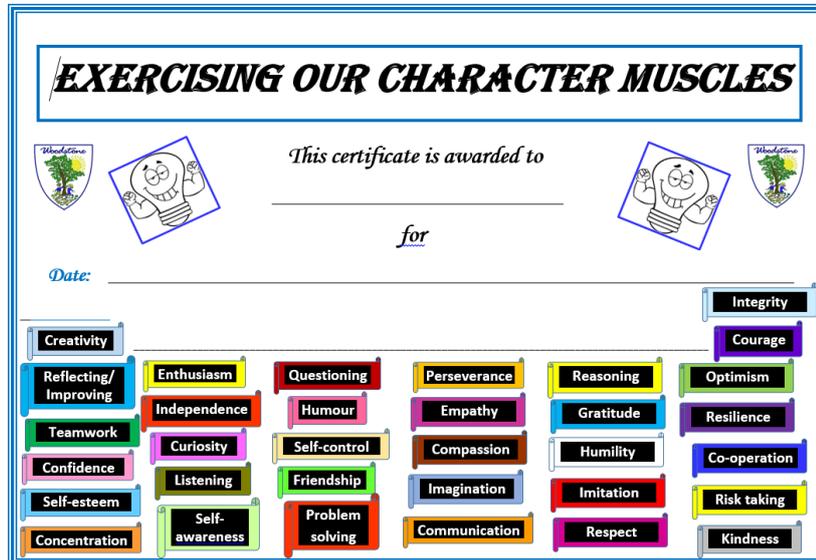
Our reward system demonstrates to the children that we value all kinds of achievement, including good behaviour. To show that we value everyone we also mention events or achievements in the lives of staff e.g. becoming a grandmother, getting married, passing NVQ etc..

Rewards which are effective are personal to the child receiving them and those giving them. Simple recognition for good work and/or sustained effort is greatly appreciated by children and adults. The following list indicates the approximate levels of progression that all staff and children are made aware of:

1. Praise from the teacher/adult working with the child e.g. "you are doing well". Teaching assistants/adults will mention the praise to the class teacher.
2. Stickers, stars and/or marbles in the jar (in line with the class system) from the teacher/teaching assistant
3. Praise from another member of staff i.e. the child may go to another teacher/teaching assistant in another room. Children can also take their work or be acknowledged for good achievement by the Headteacher. This could also involve stickers being given by these other members of Staff.

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

4. The weekly Golden Book Assembly. This takes place on a Friday. **All staff** are asked for a list/contribution for this assembly. A record is kept to ensure all children receive at least one mention per term in a Golden Books assembly. Children receive a certificate in this assembly if they are in the Golden Book. This certificate is based on our character muscles (see below)



5. Golden Time (KS2) or class reward (KS1) once the class/individuals have achieved their expectations e.g. completing work to a good standard in the time allotted, displaying a positive attitude etc
6. Children being recognised as 'impeccable' for behaviour which goes above and beyond the norm.

SANCTIONS

At Woodstone Primary School we use rewards far more than sanctions. We all aim to be positive rather than negative and use a variety of strategies which aim to minimise misbehaviour. One of the purposes of our school aims and mission statement is also to minimise misbehaviour. In addition we also

- Make sure each child knows what to do and how to do it
- Demonstrate excellent classroom management skills
- Encourage and develop self discipline in all of our children
- Reward children for good work, achievement and behaviour
- Support children who have genuine problems

Unfortunately there are times when a child's behaviour is unacceptable. If this is the case then we will adopt a range of strategies to respond to that misbehaviour. The level of progression which we follow during such incidents is indicated below. (However, it must be remembered that each incident involves individual children and each individual needs to be handled appropriately – what may be devastating for one child may not be for another. Therefore, as a staff we need to know our children and despite which stage we are implementing the sanctions need to be fair, firm and consistent. The child should always be made aware of what she/he has done wrong, and what the appropriate/acceptable behaviour should be.

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

STAGE 1:

- Praise the other children for behaving well
- Wait quietly for the child to realise that you have noticed
- Make eye contact with the child
- Show disapproval
- Move towards the child
- Ask the child a question to draw them back into their learning

If the misbehaviour continues

STAGE 2:

- Speak quietly to the child at an appropriate distance i.e. not invading their personal space
- Name the child in a firm voice
- Identify the misbehaviour and ask the child to behave correctly – i.e. a positive statement such as *“Please can you do this”* rather than *“don’t do that”*.
- Point out and remind the child of the relevant class and school rules.

These guidelines will deal with most situations although there will be occasions when misbehaviour is persistent or more serious. More serious incidents could include:

- Persistently unkind or unfair to other children
- Peer on peer abuse of any kind (see Child Protection Policy)
- Bullying of any kind (see Anti-bullying Policy)
- Hate crimes/racism/homophobia
- Stealing
- Damaging school or other children’s property deliberately
- Being persistently rude to adults in School
- Deliberately & persistently breaking the school rules
- Fighting
- Persistently disruptive behaviour in the classroom
- Constantly refusing to do as asked

Incidents resulting in sanctions at Stages 1 and 2 (including if they happen outside of school hours) could effectively be dealt with a member of the support staff working in the classroom. A teacher will always be involved from Stage 3 onwards.

Lunchtime staff, who often do not have immediate access to teaching staff will use STAGE 3 at their professional discretion, but incidents will be recorded by the Lunchtime Supervisor – book is in the HT/DHT office. The Headteacher is responsible for monitoring the use of this.

STAGE 3

- The child may be removed from their friends for a time. For example, to work alone in the classroom, or to stand quietly alone for a few minutes in the playground etc..(always with supervision)

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

- Privileges or opportunities may be withdrawn for a time i.e. not allowed to play on the field
- Kept back at playtime or lunchtime (always with supervision)
- Lunchtime staff will record misbehaviour & let teachers know
- Parents will be informed by the class teacher

If the inappropriate behaviour should reoccur, or be serious in the first instance, then the child will move to Stage 4.

STAGE 4

- Sent to the Headteacher or in his absence the Deputy Headteacher. If the incident does not appear to have been fully settled at this stage a record of the misbehaviour should be kept. This is not an “official” record but will be made to avoid children persistently offending and this fact not being noticed.
- The Head or staff named above will apply further sanctions as appropriate to the incident and the child.
- Children who have appeared in the lunchtime incident book 3 times will be sent to the Head or Deputy Head.
- Parents are kept aware during this stage by an informative conversation or letter explaining that the situation has been dealt with but that we value parental support.
- An agreed behaviour contract e.g. behaviour chart, may be set up at this stage, the aim being to modify poor behaviour by rewarding good behaviour. This chart would be shared between the Headteacher, The Deputy Headteacher, the class teacher(s), the parents/carers and the child.

This would then be followed by Stage 5.

STAGE 5

- If behaviour does not improve with a behaviour chart/contract then parents would be asked, via a letter, to come in to School to formally discuss the situation.
- Children’s whose names have occurred more than 3 times in the incident book will automatically have a letter sent home as above requesting parents come in to School to discuss the situation.
- Governors will also be made aware of the situation but individual names of children will not be shared with Governors.

It would be hoped that no situation would ever get beyond Stage 5. At this stage close liaison will have been set up with the child’s home and the child will have a Daily Home/School Record Book (see below). However, serious cases would have to move to stage 6.

STAGE 6

- Outside advice will be sought e.g. educational psychologist advice and assessment/Early help etc.
- A child could be excluded at lunchtime for a period of time

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

- This could also be the case if a child exhibited unacceptable behaviour at lunchtime which has been recorded on 3 occasions
- The child could be excluded from the whole school day for a period of time
- Finally, with no other options available a child would be permanently excluded from School. This final decision would be taken by the Woodstone Primary School Governing Body.
- If a permanent exclusion is likely, the school will refer to the LA Exclusion Policy. Our school has adopted this Exclusion Policy.

Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.

DAILY HOME/SCHOOL RECORD BOOK

This record book is introduced at Stage 4 or Stage 5 whenever it seems appropriate. However, it will also depend on the specific issue and the individual child.

This is a book which enables the School to keep in daily communication with the home. Parents are requested to use the record book at home to help with two-way communication.

It is introduced to help the child to help the child to behave appropriately. Hopefully it will become more of a celebration of the child's good behaviour.

This book is usually introduced for a period of time e.g. half a term. At the end of the period parents will be invited into school to discuss progress. Part of this discussion would also include the child. The aim would be to reach a point where the record book is no longer necessary.

Agreed targets between parents, staff and child will form part of this record book.

The behaviour policy will always be differentiated appropriately to take account of age, maturity and understanding. Thus, it may be necessary to develop specific rewards systems for positive behaviour to support the development of specific individual children. This will be down to the discretion of teachers, in consultation with parents. It might also be that the Head initiates such a system with individual children.

The same system is used at playtimes and lunchtimes (lunchtime supervisors record behaviour issues in the record book – which are monitored on a fortnightly basis by Head teacher/Deputy Head teacher).

There is no detention after school and there is no corporal punishment.

PEER ON PEER ABUSE

This school recognises that children sometimes display abusive behaviour towards others and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. Such matters will be dealt with in line with the LEA guidance [Leicestershire and Rutland Safeguarding Children Partnership guidance](#). And [part 5 of KCSIE Sept 2019](#)

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.

HIERARCHY

The order of responsibility for dealing with serious incidents is:

1. Mr Mullins (HT) /Mrs Fellows (DHT)
2. Mrs Kennedy (KS2 Lead) /Miss Clement KS1 Lead)
3. Mrs Featherstone
4. Other teachers

PHYSICAL RESTRAINT

There may be extremely rare occasions upon which physical restraint of pupils is deemed necessary, reasonable and justifiable. If required two members of staff will undertake training in Physical Restraint (Team Teach). As far as reasonably practical, only these two members of staff will be called upon to carry out restraint. Restraint of pupils would only be taken in the circumstances outlined in the law relating to this subject (see Section 550A of the Education Act 1996: the Use of force to Control or Restrain Pupils).

INCLUSION

Woodstone is an inclusive school. We aim to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. We aim to encourage pupils to include and support each other in play and learning. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

EXCLUSIONS

The school follows the Local Authority guidance for exclusions.

A pupil may be excluded from school at lunchtime if his/her behaviour is so serious that he/she represents a danger to himself/herself or others.

If a pupil is being disruptive in lessons and his/her behaviour is so serious that he/she represents a danger to others or is significantly stopping other children in the class from learning, the Headteacher may need to exclude the pupil from the school for a fixed period of time. Such action would always be reported to the Chair of Governors.

EQUALITY STATEMENT

At Woodstone Community Primary School we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;

WOODSTONE COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

MONITORING OF THE BEHAVIOUR POLICY

The Head teacher will continually monitor the application and effectiveness of this policy. The Safety and Behaviour Committee of the Governing Body will also monitor.