

# Woodfield Primary School



## Behaviour Policy

Spring 2019

## OVERVIEW

Woodfield Primary School seeks to ensure that all pupils receive an education which maximises opportunities for each child to realise his/her full potential.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels respected and secure. All school staff will work with pupils and their families to ensure that there is clear understanding that behaviour has an impact on optimal learning, both for individual children and those around them, and that responsibility must be taken for actions.

To ensure that all children are able to learn and be successful at Woodfield, we have three golden rules that are followed by everyone at school. These are **Engaged**, **Respectful** and **Safe**. We truly believe that, if these are consistently followed by all, Woodfield will be positive, enjoyable place to learn.

At Woodfield, we also have 12 school values: *Courage, Respect, Responsibility, Peace, Aspiration, Compassion, Cooperation, Determination, Self-Awareness, Honesty, Self-confidence and independence*. We expect all staff, pupils, parents and governors to act in accordance with these values.

We believe that behaviour in the school is everyone's responsibility and that all staff will act with visible consistencies and visible kindness to help support and nurture all pupils to create a successful learning climate in all areas of the school.

## OBJECTIVES

- To make behaviour for learning a priority for all those associated with the school including pupils, parents, teachers and governors
- To follow a framework which defines expected behaviour for learning and promotes consistency in applying rewards and consequences
- To provide consistent opportunities for 'Restorative Talk' for individual pupils about behaviour that needs improvement and inform parents when necessary
- To provide support, advice and guidance to pupils and parents

## ONE-PAGE BEHAVIOUR PLAN

To support the implementation of the behaviour policy, the school has a one-page behaviour plan to be displayed around the school as a consistent reminder of expectations. (See appendix)

The plan is divided into sections to support everyone in school to work together to achieve a successful learning environment, ensuring that all pupils achieve their full potential.

In summary, these sections are:

- Golden Rules
- School Values
- Above & Beyond Club (recognition for individuals who are consistently going above and beyond)
- Visible consistencies (a reminder to all staff of the expectation to ensure that behaviour is responded to in a calm, consistent way)
- Helpful phrases (a bank of phrases to help staff to ensure that expectations are supported consistently by all adults)
- Restorative talk (questions and phrases to support the restorative process after a child is asked to 'step away' from the behaviour situation)
- Steps to Support (a step-by-step guide to support staff and pupils to manage unwanted behaviour choices)

## **GUIDELINES FOR IMPLEMENTATION**

- All staff will apply the whole school behaviour for learning policy consistently
- All staff will read and refer to the whole school one-page behaviour plan regularly to ensure that they are following it
- Establish and maintain a high profile for behaviour for learning
- Relate behaviour issues directly to the school's golden rules, values and ethos
- School Rules will be reviewed at the beginning of every school year, with classes and the School Council, then shared in a whole school assembly
- The school behaviour policy will be available on the school website
- Keep Governors up to date through regular feedback from the Headteacher
- Have clear and agreed 'Steps to Support' to support all staff and pupils

Each classroom will:

- Display the 'Golden Rules'
- Display the one-page behaviour poster
- Have a recognition board to recognise a pertinent behaviour for the class
- Have an up-to date values display with information about the value of the month.
- Have an effective way to monitor children who are being asked to 'step out' following the steps to support
- Have a collaborative reward system that they are working on together to achieve a class reward

## REWARDS

Each class will have their own reward systems that the teacher and teaching assistants will use such as; Verbal Praise; Stickers; Note on Dojo's; Text home; Sending work home etc.

In addition to each class's individual reward system, the following rewards will be recognised consistently across the school;

- Recognition Boards
- Value Champions - celebrated in assembly on Friday
- Above and Beyond club - every half term

## STEPS TO SUPPORT

The step-by-step guide is to support staff to consistently manage unwanted behaviour choices and to support children to make correct choices. All staff will use a calm, mechanical approach to follow these steps and save their emotional, passionate and enthusiastic responses for dealing with the correct choices.

Time in will be used with incidents of a more serious nature (for more information regarding time in please see the time out rota in the appendix).

As a school we will:

- Act as positive role models for behaviour for learning following the school core values
- Ensure that all new members of staff have the behaviour policy shared with them during the induction
- Highlight good behaviour in: Assemblies / Newsletters / Dojo messages
- Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through: PSHE lessons, Assemblies, circle times and 'Philosophy for Children' discussions
- Ensure staff are available to talk to pupils
- Offer 1-1 support and/or inclusion plans for those children who regularly asked the 'step out' and who are deemed to be putting their learning seriously 'at risk'
- Involve parents from the earliest stage of concern and keep them informed
- Seek to understand personal behaviour and emotional issues when supporting pupils and communicating with parents
- Consider referrals and involvement of other external agencies for strategy advice and support

## **SERIOUS BEHAVIOUR CHOICES**

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in immediate referral to the Headteacher who will assess the level of severity of the situation and the sanction required, which could include working alone (internal seclusion) or fixed-term exclusion. This may also result in permanent exclusion.

## **SPECIAL EDUCATIONAL NEEDS**

As a fully inclusive school, we understand that some children need extra support. In some circumstances, a child may have a separate system for rewards and consequences, which will follow the whole school policy but adapted for their specific needs. These will be recorded in their individual inclusion plan and agreed by the SENCo, parents/carers, adults working with the child and the child themselves.

## **MONITORING**

The policy will be regularly reviewed and evaluated by the school SLT. Class teachers and Teaching Assistants are responsible for following the one-page behaviour plan and the up keep of class records. Key Stage leaders are responsible for the monitoring of behaviour across their Key Stage on a regular basis.

Policy Reviewed: Spring 2019

Review date: September 2019