



BEHAVIOUR POLICY

Spring Term 2019

Our Behaviour Policy is written to promote good behaviour, reward children who give their best and teach how to live in today's society. It is rooted in our five core values

- Be responsible
- Be tolerant
- Be respectful
- Be considerate
- Be safe

These core values are what we believe create good citizens and are supported by PSHE lessons, assemblies and through reading stories with a moral message.

This policy sets out the expectations of behaviour at Woodland View Primary School. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-bullying Policy, Safeguarding Policy and Vision statement. We understand our legal duties under the Equalities Act 2010.

Core Values

Be responsible

Take responsibility for your actions and for your own learning.

Try your best at all times, set yourself goals and achieve them.

Be honest, always tell the truth about anything you have done, take responsibility if you have broken a rule and receive your consequence.

Take responsibility for learning from that consequence and from your mistakes.

Don't make the same mistake again.

Be responsible for your own emotions. Being angry does not make it ok to hurt anyone.

Be tolerant

Be tolerant of other people even if they have different views to you.

Treat everyone the same regardless of race, religion, sexual orientation or view.

If others annoy or hurt you, follow the rules and tell an adult to help you deal with it.

Be respectful

Treat others as you would like to be treated.

Always be polite to all adults and do as you are asked.

Respect other people's feelings.

Treat other people's property carefully.

Be considerate

Consider other people's feelings, say kind things instead of hurtful things.

Think about other people's property and how you should look after it.

Think about others and how they might need your help. Offer to help to others.

Consider how your actions can affect others, how will they feel?

Be safe

Stay safe in and out of school.

Know how to be safe crossing roads and playing out.

Know how to be safe on the internet.

Only talk to people you know at home, in school and on the internet.

Ask yourself if what you are doing is safe for you and others.

We hope that through these core values we promote self-esteem and emotional well-being, as a school we place a strong emphasis on good mental health and want to encourage that through our ethos. The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach. Year 6 Playground Leaders are also available at Lunchtime for children who wish to talk.

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy)

Pupils are expected to:

- Follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies as appropriate

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school and to model appropriate behaviours at all times.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the core values of Woodland View Primary School where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

Learning Behaviour

We aim to promote positive learning behaviours which should lead to a lifetime of being an excellent learner. The learning behaviours are broken up into phases so that Early Years have age appropriate behaviours and so on. Our Phase Families are Early Years, Key Stage One, Lower Key Stage Two and Upper Key Stage Two. Each child will receive a learning Superhero wristband when they demonstrate the learning behaviours. Each year the wristband distributed will be a different colour.

Formulating class rules

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Positive rewards

Class

Teamwork is important and when the class works together to have a fantastic day, line up well, complete all work or put in 100% effort they get to work towards earning a class reward, which has been chosen by all children.

LKS2

Team points are earned through competitions such as sports, academic tasks and artwork. As a new cohort of children joins us in Year 3, teams are used in LKS2 to build teamwork.

KS2 – A child gets to 'pick a stick' from a jar. These sticks have a number between 1 and 100 on. The child gets to colour in the matching number on the Class Reward hundred square. When the class has achieved a whole line or column then they receive their reward and the process starts again.

KS1 – Similar to above but the children work towards completing a Mr Potato Head in the classroom to achieve their reward by earning the facial features.

Individual

At Woodland View Primary School, we ask all of our children to strive to be an Always Child. This is not someone who never does anything wrong but is someone who strives to do their best and learn from their mistakes. Rewards will be spontaneous and Always Children will be chosen to access rewards by staff and other pupils.

Examples of rewards – ice cream on the playground, trips to walk our school dog at lunch time, trips within the local area on the mini bus, access to equipment at lunchtime, stationary item etc.

Restorative Justice Approach

Philosophy Statement

Effective Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Approaches framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Approaches.

These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

Social Discipline Window (Framework for working with ...)

Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour.

Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Restorative Questions

1. To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

2. To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Approaches Continuum

At Woodland View Primary School, we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Approaches framework.

Negative behaviour and consequences.

On some occasions, consequences are a necessity in a school environment. These procedures assume a gradual increase or persistence in bad behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e violence) then it is acceptable to skip stages of consequences. We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home.

	Stage One	Stage Two	Stage Three
Behaviour	<ul style="list-style-type: none"> • Shouting out • Minor disruptions to learning • Not enough work • Minor arguments with peers 	<ul style="list-style-type: none"> • Regular/constant stage one • Rudeness to an adult • Refusal • Hurting others verbally • Hurting others physically • Swearing • Damage to property • Inappropriate behaviour • Stealing 	<ul style="list-style-type: none"> • Regular/constant stage two • Fighting • Purposeful violence to child • Purposeful violence to adult • Racist incident • Homophobic incident
Consequences	<ul style="list-style-type: none"> • Verbal warning • Redo work in own time or at home • Time out in class (5 mins-15 mins) 	<ul style="list-style-type: none"> • Restorative Justice • Time out in another class (10mins to 20 mins) • Seen by Head of Phase Family • Informal conversation with home grown up • Loss of Playtime • Writing lines 	<ul style="list-style-type: none"> • Restorative Justice • Meditation thinking time (30 mins lunchtime the following day) • Parent meeting (after school to be attended by home grown up) • Seen by Head teacher • Behaviour report • Internal exclusion (half or full day) • Formal meeting with home grown up • External Inclusion (half to five days) • Permanent exclusion

School wants to build a good relationship with parents that means that we can support each other when there are behavioural concerns. It is important that pupils see that school and home talk to each other. Our new behaviour logging system allows us to inform parents if a meditation thinking time is issued and also to see patterns in behaviour. Any behaviour

concerns should be discussed firstly with a class teacher, then a Phase Family Leader and finally the Deputy or Head teacher if a conclusion to the concern can't be reached.

A child who regularly misbehaves and who does not respond to the above measures will be referred to the Inclusion Leader and consideration for assessment by outside agencies and placing on the SEND register. In such cases, the following course of action will be followed:

- Staff co-ordinate discussion with parent / carer re: incident / behaviour concerns.
- Headteacher is informed and SENCo, Teacher, Parent and pupil are involved in drawing a plan of action.
- A time scale and review date is to be agreed

External agencies may be included (Behaviour Support Service / Attendance and Engagement Officer /Educational Psychologist) and a new plan of action / contract may be created:-

o BSP (Behaviour Support Plan)

o PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion. It covers 16 school weeks and aims to improve behaviour based on small step targets.

Time scales and regular review dates will be agreed.

Should the above procedures fail to have the desired effect, the following course of action will be taken:

- Headteacher imposes Fixed Term Exclusion (following guidelines in Local Authority Behaviour Policy)
- Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy)

Allegations against staff

Allegations made by pupils against staff will be dealt with in accordance with Safeguarding Policy and through the LADO (Local Authority Designated Person) at Nottinghamshire County Council. Allegations that are made that are found to be false could lead to serious consequences within school and will be dealt with appropriately.

Peer on Peer Abuse Guidance

Peer on Peer abuse/Allegations of abuse made against other children

What is peer on peer abuse?

- Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers.
- It can affect any child/young person, sometimes vulnerable children are targeted. For example:
 - Those living with domestic abuse or intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling or friend
 - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
 - Both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence.
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.
- Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible.
- While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

Above information is based on information in [Practitioner Briefing: What is peer on peer abuse? MsUnderstood Partnership \(2015\)](#)

Actions the school will take

The school deals with a wide continuum of children's behaviour on a day to day basis and most cases will be dealt with via school based processes. These are outlined in the following policies:

- Behaviour Policy
- Anti-Bullying Policy
- E-Safety Policy
- Attendance Policy
- Relationships and sex education policy

The school will also act to minimise the risk of peer on peer abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

Action on serious concerns

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. The school will take this as seriously as abuse perpetrated by an adult, and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer to peer abuse may be a one off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In all cases the member of staff should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have emerging needs, complex/serious needs or child protection concerns and follow the process outlined in our Child Protection/Safeguarding Policy.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) should be referred immediately to Children's Social Care or the Police.

Particular considerations for cases where peer on peer abuse is a factor include:

- What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse. Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child themselves and others i.e. other children in school, in the child's household, extended family, peer group or wider social network?

Whenever there is an allegation of abuse made against a child, the Designated Safeguarding Lead (DSL) and other appropriate staff will draw together separate risk assessments and action plans to support the victim and the perpetrator. Where Children's Social Care is involved or an early help assessment commenced, this will be agreed as part of a multi-agency plan.