



Woodnook School Behaviour Policy

Introduction

At Woodnook we are committed to maintaining a positive approach to managing behaviour both in and out of school.

Children are encouraged to recognise the need for rules and how to follow them appropriately. Children are encouraged to be polite and well –mannered towards all others that they meet and to uphold the good name of the school.

Aims and expectations

Our behaviour policy reflects our mission statement and aims to

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

We are a caring community, whose values are built on mutual trust and respect for all. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is designed to support the way in which all members of the school can learn and work together in a supportive way.

We expect every member of its community to behave in a considerate way towards others.

All visitors to school, including parents and carers are expected to maintain a good standard of behaviour to reflect the mutual respect required between visitors and school staff. Children are expected to take responsibility for their actions and make the right choices. They are encouraged to become responsible members of our school community.

We believe good behaviour is essential for effective teaching and learning to take place. We expect all staff to treat children fairly and consistently in accordance with our behaviour policy.

Anti-social behaviour including bullying is never accepted and is dealt with in line with our behaviour and anti-bullying policies.

The key aspects of school practice that support us in improving the quality of pupil behaviour are:-

- A consistent approach to behaviour management;
- Clear rules, rewards and consequences within school which are made known to all children, staff and parents.
- Ensuring that all children are treated fairly, consistently and with respect.

Rights and Responsibilities

CHILDREN	
Rights	Responsibilities
▪ To be treated with respect	▪ To behave respectfully to others
▪ To be safe	▪ To behave in a way which keeps self and others safe

<ul style="list-style-type: none"> ▪ To learn 	<ul style="list-style-type: none"> ▪ To attend school regularly and punctually ▪ To be willing to learn ▪ To allow others to learn
<ul style="list-style-type: none"> ▪ To make mistakes 	<ul style="list-style-type: none"> ▪ To own mistakes ▪ To allow others to make mistakes
<ul style="list-style-type: none"> ▪ To be listened to 	<ul style="list-style-type: none"> ▪ To give opinions in a constructive manner ▪ To listen to others

STAFF	
Rights	Responsibilities
<ul style="list-style-type: none"> ▪ To be supported by peers and managers 	<ul style="list-style-type: none"> ▪ To ask for support when needed ▪ To offer support to colleagues and managers
<ul style="list-style-type: none"> ▪ To be listened to ▪ To share opinions 	<ul style="list-style-type: none"> ▪ To listen to others ▪ To give opinions in a constructive manner
<ul style="list-style-type: none"> ▪ To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> ▪ To model courteous behaviour ▪ To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> ▪ To be made fully aware of the school's systems / policies / expectations 	<ul style="list-style-type: none"> ▪ To seek information and use lines of communication
<ul style="list-style-type: none"> ▪ To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> ▪ To support others developing their skills in promoting positive behaviour and good attendance ▪ To acknowledge areas of own behaviour management skills which could be developed ▪ To try new approaches

PARENTS / CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> ▪ To be treated with respect 	<ul style="list-style-type: none"> ▪ To behave respectfully towards others
<ul style="list-style-type: none"> ▪ To be kept informed about their child's progress 	<ul style="list-style-type: none"> ▪ To make sure their child attends school regularly and punctually ▪ To talk to their child about what he/she does in school ▪ To talk to teachers if they have any concerns about their child's learning or wellbeing
<ul style="list-style-type: none"> ▪ To be listened to 	<ul style="list-style-type: none"> ▪ To listen to others
<ul style="list-style-type: none"> ▪ To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> ▪ To absorb information and share concerns
<ul style="list-style-type: none"> ▪ To have concerns taken seriously 	<ul style="list-style-type: none"> ▪ To share concerns constructively

Classroom Management

Each class will negotiate five expectations for their class at the beginning of each year. These will reflect the whole school rules. The children should be actively involved and generate their own expectations which should be written positively rather than 'Do not...' statements. The children should be given rewards and know that they can benefit from displaying positive behaviour. Parents should be made aware of the class expectations.

Woodnook Rules

We will always treat others as we would like to be treated ourselves.

This means:

Allowing others the right to learn by:

- Arriving in class on time
- Listening carefully to adults and other children
- Following instructions
- Helping others
- Being quiet when necessary
- Being sensible

Allowing ourselves and others the right to feel safe by:

- Walking sensibly when in school
- Playing in a way that is unlikely to harm others
- Showing consideration to others - opening doors for others, allowing people to pass
- Keeping our hands, feet and unkind words to ourselves

Allowing others the respect that they deserve by:

- Speaking politely to everyone
- Using good manners - thanking others when they have helped you
- Listening to others points of view and allowing them the opportunity to have their say

Respecting property by:

- Tidying up after yourself -putting litter in bins, returning equipment etc.
- Looking after other peoples and schools possessions
- Keeping the school graffiti free

Rewards

Good behaviour should be modelled and delivered (through the PSHCE/ SEAL curricula) to ensure that children understand what constitutes good behaviour. Strategies should be taught which will enable children to regulate their behaviour and reflect on their actions.

The school has a 'postcard' system which informs parents of their child's achievements including positive behaviour. Each class also has their own reward system to promote positive behaviour decided by the teacher. Each class has the opportunity to 'win' an attendance party each half term. Individuals with 100% attendance will be rewarded at the end of each term and at the end of the school year.

Sanctions

For further guidance see Appendix 1

Traffic lights

Each class follows the 'traffic lights' system. The children's names are placed on the green light. If they misbehave they are placed upon amber which acts as a warning. If the behaviour improves they are moved back to green. If the behaviour persists the child is moved onto red and they lose a playtime which is used as reflection time for the child to examine their behaviour and think of how they can help to resolve the situation.

Serious incidents

These may include:

- Assaulting a teacher
- Actual and threatened behaviour
- Any actions which compromise the safety of others
- Possession of dangerous weapons or substances
- Actual and cyber bullying
- Racial intolerance
- Sexualised behaviour

All serious incidents will directly be referred to the head teacher and dealt with accordingly and will require discussions with the parents and possible exclusion. All types of serious incidents will be dealt with on an individual basis.

Exclusions

Only the head teacher has the power to exclude a pupil from school. He / she may exclude a pupil for one or more fixed periods or permanently in extreme cases.

Work will be provided after the first day of exclusion and alternative supervised school provision (at Hollins) after day 5.

Exclusions are decided individually, depending upon severity and frequency of behaviours exhibited. Parents are informed at each stage of the exclusion procedure.

Preventing Bullying

Please refer to the school's Anti-bullying policy for further details.

Whilst we recognise the bullying occurs in every school we will do our utmost to 'nip it in the bud'. We will actively promote positive behaviour to allow us to create an environment which will ensure good behaviour, allow pupils to support one another and take responsibility for their own and others social and emotional well-being. This will be achieved through the implementation of this policy and direct teaching through the ICT(cyber bullying), PHCE and SEAL curriculum. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Confiscation of inappropriate items

There are two sets of legal provision which enable school staff to confiscate items from pupils:

1. *The general power to discipline* enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of any confiscated items provided they have acted lawfully and reasonably.

Confiscated items are usually kept safe by the teacher in their drawer or cupboard and returned at the end of the day or that week. Electrical (or expensive items) should be handed to the Headteacher who will keep them safe until a responsible adult collects them for the child.

2. *Power to search without consent* for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offense, cause personal injury or damage to property.
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Power to use reasonable force

School staff have a legal power to use reasonable force. Force is usually used to control or restrain it must never be used as a punishment. Force can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Staff will physically separate pupils found fighting. Disruptive pupils who refuse to leave the room when instructed to do so may be physically removed

Staff should always avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of school staff have a legal power to use reasonable force. This power can also apply to people whom the Headteacher has put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organized visit.

Roles and Responsibilities

- The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The Headteacher has the responsibility of deciding the standards of behaviour, how those standards will be achieved, the school rules, disciplinary penalties for breaking the rules and rewards for good behaviour.
- All staff and pupils are expected to adhere to this policy.
- Parents/ Carers are expected to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We will do our utmost to build a supportive dialogue between home and the school and we will inform parents/ carers as soon as we have concerns about their child's well-being or behaviour and if appropriate will provide Mentor support.

School support systems

We aim to support all our pupils to ensure that every child succeeds during their time at Woodnook School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

Behaviour charts to enable celebration of good behaviour

Increased communication between home and school

Individual behaviour plans (IBPs)

Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers

Small group work or 1:1 support in self-esteem, emotional literacy, anger management etc.

Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour

Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

Staff should not try to cope alone with persistently poor behaviour asking for support from colleagues is not a weakness team work is seen as a strength of the school.

Consultation, monitoring and evaluating

The Headteacher and Senior Leadership Team monitor the effectiveness of this policy on a daily basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary makes recommendations for further improvements. Behaviour of a persistent or severe nature should be logged in the 'Behaviour, Bullying and Racism diary which is kept in the Headteacher's office.

This policy will be reviewed by staff and the governing body on a yearly basis.

Complaints Procedure

Any concerns or complaints should be directed to the Headteacher or Deputy Headteacher. If concerns cannot be resolved at this informal level parents/ carers can raise their concerns formally through the school's complaints procedure. Copies of the schools complaints procedure are available from the school office.

September 2016.

Rewards and Sanctions

Rewards:

To reinforce good work/learning behaviour and attitude we use:

- Verbal Praise 'catch them being good'
- Thumbs up
- Merit / Star of the week certificates given during the Friday assembly
- Postcards home
- Display to reinforce good work
- Children sent to the Head/ Co-ordinators to show their work
- Attendance parties
- Individual class rewards – raffle tickets/ lucky box etc
- Move to the star
- Dinosaur stickers (EYFS)

Sanctions:

Stage	Examples of Behaviour	Strategies	Comments
Stage 1	Swinging on chair Name calling Silly noises/ disruption/pen tapping Shouting Running inside the building Lack of attention during lessons Ignoring instructions Gum chewing Throwing objects Play-fighting (one off) Insufficient /poor quality work Non -compliance of dress code	Quiet reminder Calm restatement of rules Non verbal signals eg eye contact pointing Change of seating Warning with clear boundaries Ensure that the child knows what they have done wrong and clearly explain what is considered to be acceptable behaviour. Repeat/ complete at playtime Speak to parents/ removal of activities eg: trips where others see the child as an ambassador of the	Praising desired behaviour can have a positive effect on those not behaving. Whenever possible speak to the child without an audience to prevent the situation from escalating.

	<p>Failure to follow agreed class rules</p> <p>Lying/Blaming</p> <p>Play-fighting</p>	<p>school, Withdrawal of Eid / Christmas parties-time appropriate. Ask the child to remove inappropriate jewellery/ wear pumps when footwear compromises the child's safety.</p> <p>Remind the child of the agreed class rules</p> <p>Quiet discussion with the child</p> <p>5 minutes (maximum) time out during the playtime</p>	
Stage 2	<p>Persistent stage 1 behaviour</p> <p>Rudeness</p> <p>Affecting others learning</p> <p>Inappropriate remarks to other pupils</p> <p>Minor challenge to authority</p> <p>Damaging school's/ pupil's property</p> <p>Leaving class without permission</p> <p>Harmful/ offensive name calling</p>	<p>Move to amber (after 3 warnings)</p> <p>Discuss with the child why this is happening</p> <p>Liaise with mentor/ previous teacher</p> <p>Move the child to another area of the classroom/ single desk</p> <p>Inform parents depending upon the frequency of occurrence.</p> <p>Send to Quiet Room</p> <p>Child may be referred to a member of the Leadership Team</p>	<p>Incidents to be recorded in the class sanction book</p> <p>Deputy Head to check the Quiet Room log weekly (to check for consistency) and speak to persistent offenders</p> <p>Parents informed if children in the Quiet Room for three separate incidents</p>
Stage 3	<p>Persistent stage 2 behaviour</p> <p>Persistent swearing</p> <p>Throwing objects with intent to harm</p> <p>Continual playfighting</p> <p>Harming someone so they need medical help</p> <p>Stealing</p> <p>Repeated refusal to complete set tasks</p> <p>Highly offensive</p>	<p>Sent to the Headteacher</p> <p>Telephone call to inform parents</p> <p>Loss of playtimes/ lunchtimes</p>	

	remarks to children Pushing/ over aggressiveness		
Stage 4	<p>Persistent stage 3 behaviour Bullying Fighting Racism Violence Destructiveness Leaving the school without permission</p> <p>Vandalism of the toilets – loo roll throwing/ blocking urinals</p> <p>Continued or more serious cheek/ challenge to authority</p>	<p>Headteacher informed meeting with Parents / Carers and Mentor Racist incident form (reported to the authority)</p> <p>Loss of break periods</p> <p>Ban on representing the school and / or trips outside the school fixed period</p> <p>Internal exclusion from lessons</p> <p>Designated toilet breaks</p>	Situation to be monitored by Lead Mentor, Teachers and Headteacher
Stage 5	<p>Persistent stage 4 behaviour Persistent verbal abuse to a member of staff</p> <p>Physical abuse to any member of staff/ adult</p> <p>Malicious physical assault on another pupil</p> <p>Serious and willful vandalism</p> <p>Misuse of drugs</p> <p>Sexual assault</p> <p>Very serious challenge to authority</p>	<p>Exclusion for morning or afternoon to include a lunchtime - fixed period</p> <p>Exclusion for a fixed term</p> <p>Police involvement</p>	

Stage 6	Repeated stage 5 behaviour	Governor disciplinary sub-committee convened. Permanent exclusion from school	

A behaviour support plan should be operated to allow support, intervention and parental involvement before stage 5 is reached.

When issuing sanctions 'shades of grey' must be considered. What is considered inappropriate behaviour for one child might reflect an effort to improve for another. Sanctions imposed should be short, sharp and appropriate, it is pointless to impose a long punishment eg; loss of playtimes for a week as it can result in a 'nothing to lose' attitude resulting in the child's behaviour deteriorating further.

Always deal with the primary behaviour rather than the secondary behaviour some children may smirk with embarrassment (which although inappropriate) should not be allowed to become the main focus of attention.

Five positive comments should be made to each negative comment.

If a child tries to involve you in an argument ensure that you don't engage, calmly repeat the initial behaviour that has concerned you rather than allow yourself to become side-tracked.

When reprimanding a child ensure that they know that it is their behaviour that you don't like rather than the child.

Ensure that 'arguments' are picked carefully ignore some inappropriate behaviours rather than allow one child to dominate the class.

**Woodnook Primary School
Incident Record**

Name: Date: Time:

Staff Reporting: Class: Location:

Antecedents: (a description of events leading up to the incident)

De-Escalation Techniques used: please tick

Verbal advice and support

Reassurance/calm talking

Humour

Distraction

Options offered

Removal of objects

Time out offered

Time out directed

Negotiation

Other (please specify) Behaviour: (abusive/violent/absconding/damage to property/assault/disruptive)

Specify

Consequence: (consistent with the School Behaviour Policy and Support Plan)

Action taken/Sanction imposed:

Woodnook Primary School
Choices Chart

Name _____

Class _____

WC	8.55-10.30am	Playtime	10.45-12.00pm	Lunchtime	1.00 – 2.15pm	Playtime	2.30 - 3.30pm	Comments
Mon								
Tue								
Wed								
Thur								
Fri								

My Targets:

-

-
-

If I achieve my targets my reward will be:

Signed _____ Pupil Signed _____ Teacher