



Wood End School

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Behaviour Policy

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Adapted from:

‘Learning Together, Respecting Each Other’

‘Wood End School is an inclusive school and respects and values the diversity of the community’

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Behaviour Policy

Introduction

The safety of our pupils is of paramount importance to everything we do at school and the Behaviour Management Policy is one of many policies at Wood End relating to safeguarding of pupils. This positive behaviour policy has been developed in consultation with the whole school team. This policy aims to provide a consistent approach and a clear understanding of expectations at the school. The behaviour policy creates the learning climate, which enables all members of the school community to work and learn together.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school.
- Wood End is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils parents and carers and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher and senior staff are expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionately and reasonably, taking into account Special Education Needs, disability and the needs of vulnerable children, and offering support as necessary.
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse towards the school's staff will not be tolerated.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

A Positive Approach

Promoting positive behaviour and the day-to-day management of pupils is the responsibility of all staff in the school. Pupils should be encouraged to develop an understanding of right and wrong and what behaviour is acceptable and what is not, in a positive way. Developing inter-personal relationships is essential and staff should be able to demonstrate positive regard and foster good relationships with pupils. A positive approach makes allowances for the fact that pupils take time to learn and will make mistakes. It emphasises what pupils are doing well, rather than focusing attention on their mistakes and inadequacies. Ultimately, its aim is to enable pupils to begin to manage self-discipline, to take responsibility for their own actions and treat others – and themselves – with care and respect.

A positive approach will:

- Establish and maintain clear boundaries
 - A simple set of rules has been established and agreed by pupils and staff to ensure that expectations are clearly understood and enable everyone in the school the opportunity to follow consistent approaches in promoting positive behaviour and a safe environment.
 - Teachers also encourage their class to develop their own class rules.
 - These are simple and few, appropriate to the age and development of the pupils, and focus on positive statements rather than negative.
- Reward positive behaviour
 - Pupils need to know that what they are doing or the way they are behaving is appropriate and the use of praise and rewards is significant in the learning process for every pupil. They can be used by an adult or peer to reinforce desirable behaviours, encourage the acquisition of skills and contribute to the development of pupils' self-esteem and confidence.

Praise

Praise that is effective should be whole-hearted, attentive and genuinely enthusiastic. It can reinforce positive work, attitudes or behaviour. Positive feedback may be simply given through non-verbal means (eye contact, facial expression or gesture), verbal praise (positive comments or encouragement) or written (in a workbook or home-school book) and should make clear 'why' and 'what' he or she is being praised for. When a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child. It is the duty of all adults to promote and encourage positive behaviour and not just react to that which is unacceptable

Rewards

Rewards may offer further encouragement to help shape desired behaviours or actions. Pupils may be rewarded individually with House Points, as a whole class through Golden Time or through an age appropriate class system.

Rights and responsibilities

We believe all pupils own their own behaviour (YOYOB). We value each and every individual within the school community in an atmosphere where **everyone** feels valued as part of the school and community, as encapsulated by our motto 'Learning Together, Respecting Each Other'. We encourage everyone's contribution to shaping a welcoming, safe and fair learning community for all.

Positive approaches to classroom management

The whole school curriculum provides opportunities to model and practise positive behaviour management but there are also planned opportunities within the curriculum to facilitate the development of personal and social skills, building self-esteem and independence through elements of the PSHE (personal, social and health education) curriculum and to develop a greater awareness of moral, social and cultural issues through the RE curriculum, and promotion of British Values,

The learning environment

How activities or lessons are planned and carried out will substantially affect pupil participation and response. The following pointers are associated with effective teaching and learning:

- Noise level – different classroom activities should be conducted at different levels of acceptable classroom noise
- Decide how to group pupils in order to maximise effective teaching
- Ensure that the activity begins on time with all pupils engaged
- Ensure reward systems and other visual cues are in place
- Ensure that different pupils' abilities are acknowledged beforehand
- Ensure even attention is spread around the room
- Praise effort continually by giving feedback on pupil performance – verbal or tangible
- Enable pupils to ask for help
- Ensure all materials are available before the activity begins
- Set clear transitions between one activity and another. If possible, bring pupils together as a group at the beginning and end of activities

Behaviour strategies and the teaching of good behaviour

Behaviour management is seen as an integral part of the curriculum, essential to effective teaching and learning and includes those arrangements that are made to encourage good behaviour in pupils, the quality of life in the school, the functioning of the school as an orderly community and the self-discipline of the pupils. The school positively encourages good behaviour with its 'Good to be Green'.

- All children start the day on green
- Children to be clear and understand why they move from green to yellow or red
- Children return to green when they adapt their behaviour or at the beginning of each session in FS/KS1 or the start of the afternoon in KS2
- Golden Time to be used as the main consequence in KS1 and 2
- In EYFS 5 minutes thinking time to be taken out of free choosing
- SLT to be involved if behaviour warrants it.

Unacceptable behaviour and what the school does when pupils misbehave

Teachers, Teaching Assistants and Midday Supervisors have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They can impose any reasonable disciplinary penalty in response to poor behaviour. Headteachers can also decide to exclude a pupil for a fixed period or to permanently exclude the pupil. All adults and pupils at Wood End are encouraged to discourage any unacceptable behaviour. Pupils understand that some behaviours are undesirable, some serious and some very serious

- **Verbal Warning** – the teacher gives the pupil a verbal warning if their behaviour is not acceptable
- **Moving to Yellow** – If behaviour continues, a yellow card is issued and the child is reminded of the behaviour they are demonstrating that you are unhappy with. If the child takes responsibility for their behaviour and decides to make the correct choice acknowledge this, remove the yellow card and child goes back to green.
- **Moving to Red** - If the behaviour continues a red card is issued and five minutes of Golden time is lost (In EYFS 5 minutes thinking time to be taken out of free choosing) and the child is moved to a suitable location within the classroom to reflect on their behaviour and be given the chance to rectify their misconduct. If pupils continue to choose to misbehave they are sent to the Key Stage Leader, Deputy or Headteacher as appropriate. Parents are informed.
- **Instant red card**–This would include physical violence, vandalism, dangerous refusal to follow instructions, swearing, abuse of any kind, stealing, extortion, bullying, spitting, exposing themselves.

Lunchtime behaviour

- **Verbal warning** – the MSA gives the pupil a verbal warning if their behaviour is not acceptable
- **Moving to Yellow** – If behaviour continues, a yellow card is issued and the child stands for 5 minutes at designated area. Restorative conversation is had. After 5 minutes the child is allowed back to play.
- **Moving to red** If the behaviour continues or there is any physical violence, vandalism, dangerous refusal to follow instructions, swearing, abuse of any kind, stealing, extortion, bullying, spitting or exposing themselves then a red card is issued. The child is sent to the white post and must fill in a reflection sheet. A red card means a child will miss the next playtime. Class teacher or member of SLT will deal with the incident depending on severity.

Restorative conversation

Following an incident, adults will ask children three questions:

- What happened here?
- How can we sort out/make it better?
- How can we stop it happening again?
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The aim is to sort out the issues and allow for meaningful apology.

Special Educational Needs

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and that staff are expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, and the needs of vulnerable children, offering support as necessary. We recognise for a small number of children whose social, emotional and behaviour needs are greater than those encompassed by the whole school rewards and consequences system. A more personalised approach is necessary in order to support them in their ability to regulate their own behaviour.

Searching pupils

School staff can search pupils with their consent for any item. The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Pupil support systems

The school provides differentiation of provision for those with poorly developed behaviour management skills, including nurture groups, counselling, individual or whole class intervention support from the Behaviour Support Team, and Pastoral Support Plans.

Bullying and harassment

The school finds incidents of racism, sexism and bullying totally unacceptable and has zero tolerance towards such incidents. Measures to prevent all forms of bullying are in place and any such incidents fully investigated (see Anti Bullying Policy).

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policies, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Liaison with parents and carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the Behaviour Policy in the school prospectus and at the initial Parents Meeting, and we expect parents to read these and support us. A copy is updated and made available in the school office and on the school website every September.

Liaison with other agencies

Wood End has close links with various agencies and has quick and efficient referral arrangements for securing external support e.g. from Behaviour Support Teams, Education Support Centres, Primary Support Bases.

At Wood End School there are behaviour expectations made of the whole school community.

We expect everyone: -

- to realise that we are all different and all equally valued
- to respect the right of the individual, to value positively their gender, race, religious or ethical conviction
- to be polite and offer support to each other
- to be honest and truthful
- to understand that everyone has the right to work and play in a place that is safe
- to take care of our school
- to always walk quietly and sensibly around the school
- to work hard

Staff are expected:

- To be fair and consistent in dealing with inappropriate behaviour
- Ensure the school rules are adhered to at all times
- To have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their abilities
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour therefore creating a positive environment throughout the school
- To treat all children equally, irrespective of gender race or religion
- To ensure a safe environment in which we can all work and play
- To listen to children carefully and to hear their point of view, dealing sensitively with children in distress and deal with any incident appropriately
- To value all of the children's achievements to consider each new day as a fresh start

Expectations of children:

- Everyone in our school is always kind and respectful to others
- To always behave in a safe and sensible way so they do not hurt themselves or others
- To care about and look after school property and things that belong to ourselves and to other people
- To listen when someone is talking to us
- To help everyone to learn by allowing them to get on with their work
- To encourage enthusiasm and willingness to do well and succeed
- To follow our whole school values
- To come to school dressed in school uniform and equipped for learning
- To have the appropriate kit for PE/Sports
- To not be wearing nail varnish and ensuring any jewellery is appropriate (e.g stud earrings)

Parents can help by:

- supporting the children to lead positive lives, respectful of the needs and differences of others
- being positive about their children's learning
- contacting the class teacher if they are worried by anything concerning their child's education or letting us know if you have a grievance so that we can sort it out together
- supporting their child's learning and to cooperate with the school
- ensuring their children arrive at school in good time
- ensuring that their children remember to bring the things they need in school, (reading bag with books, PE kit, completed homework)
- reading the newsletters and other information that comes home so that they can discuss events that are going on at school
- ensuring the children get plenty of sleep and nourishment before they come to school
- by reading to and reading with the children at home
- supporting the school's behaviour policy
- being respectful to all staff, parents and children

We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (See Complaints Policy). We expect parents to keep us informed of behaviour difficulties they may be experiencing at home and also to inform school of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family/divorce.

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents and pupils are asked to sign following their child's admission to a school. The Home School Agreement outlines the responsibilities of the parent and the school; including those around behaviour and attendance. Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school

Procedures for evaluation and review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports incidents of unacceptable behaviour to the governing body. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of incidents that occur at break or lunchtimes. 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.

Monitoring, review and evaluation is built into the annual school self-review cycle through: questionnaires by pupils, staff and parents, School Council feedback, Classroom observations etc.