



# **BEHAVIOUR POLICY**

## **WOODSEATS PRIMARY SCHOOL**

<b>Date Agreed by Governors</b>	<b>September 2018</b>
<b>Date of Next Review</b>	<b>September 2019</b>



## Behaviour Policy

Good behaviour is essential for good learning - children cannot learn if they do not form good relationships and are not able to engage with their lessons.

Here at Woodseats, we aim to provide a happy and secure environment in which all children feel valued and able to learn and so reach their full potential. We strive to help children develop the social skills which they need to work successfully with others, and our ethos is such that it encourages children to adopt attitudes and values which they need to be successful in their future lives. In order to achieve this all teachers and support staff need to have high, consistent expectations of behaviour and to model such behaviour themselves.

### **We value:**

- The right to feel safe and be safe in our body and feelings
- The right to learn to the best of our ability
- The right to be respected and be treated with dignity at all times
- The right to an environment of justice and a sense of fairness
- Time to reflect and listen and learn together after incidents, sharing feelings in regard to how incidents are managed
- The right to make reparation
- Equality of opportunity and accessibility for everyone

### **We believe that:**

- Pupils who feel safe, valued, cared about and successful tend to respond more positively and appropriately and are more able to reflect on their behaviours and choices constructively.
- When pupils are treated consistently they are more able to distinguish between desirable and undesirable behaviour.
- Where there is a positive ethos in the school and classroom there will be an atmosphere of mutual respect and an enhancement of self-esteem.

### **Aims:**

- To adopt a positive approach to teach children skills to manage their own behaviour and feelings.
- To create a calm, caring, co-operative atmosphere, where everyone is happy, safe and secure.
- To promote positive attitudes and create an environment conducive to learning.
- To raise the pupils' self-esteem through praise and celebration of achievements.
- To reward good behaviour and respond appropriately to unacceptable behaviour.
- To foster a partnership between parents and staff in implementing the behaviour policy.

## **Procedures**

### *Teaching and Learning*

Learning is the central focus of all we do. We strive to create a stimulating environment and conditions that facilitate every aspect of learning. Routines give a sense of security and consistency and are crucial to the establishment of effective teaching learning.

### **Woodseats Rules:**

Woodseats Primary School staff, governors and pupils agreed the follow set of Golden Rules:

- **We show respect and good manners at all times**
- **We follow instructions with care and thought**
- **We care for everyone and everything**

These are actively promoted and displayed in all classrooms and around school. They are promoted weekly through R Time sessions which take place in every class and involve all members of staff. The rules are discussed regularly with the pupils and referred to when an adult speaks to a child about either positive or negative behaviour.

Each half term a different theme will be promoted as follows:

- 1) Respectful
- 2) Ready to learn
- 3) Resourceful
- 4) Responsible (including rights)
- 5) Resilient (including relaxing)
- 6) Reflective

Previous themes will be revisited during the year.

We understand the procedures within the school do need to be adapted to the needs of children with SEND. For example visual reminders for those with communication difficulties.

### **Appropriate behaviour is rewarded and celebrated through:**

- Celebration assembly- children are nominated for outstanding effort in their learning throughout the week.
- Verbal praise
- Positive notes home
- Break time green cards given to pupils when children are seen following the rules. Adults are encouraged to give at least four out during lunchtime. A reward is then given to the whole class when they have collected 50 green cards
- Class rewards for following the rules. These include a marble Jar reward which takes place when the children have 150 marbles in their class jar. The class agree what the reward should be.

### **Positive Behaviour is also rewarded by:**

Star Learner of the week ~ Each teacher chooses a pupil as Star Learner of the Week and the child receives a certificate for this during Friday's celebration assembly; parents are invited to watch the child receive the award.

It is important that all staff in school work together to achieve good behaviour at all times and not see it as someone else's responsibility.

## Prevention

We choose preventative strategies to diffuse and de-escalate potential incidents. We try to minimise the occurrences of challenging behaviour by:

- Establishing positive relationships with pupils.
- Creating a positive supportive classroom environment.
- Having well planned meaningful lessons differentiated to meet the needs of all pupils.
- Teaching the children strategies to deal with anger and frustration.
- We also maintain the importance of confronting anti-social, aggressive behaviours that disrupt both the individuals learning and that of their peers.
- We recognise that pupils may test boundaries in their desire to feel safe. Adhering to rules and routines provides security and consistency for our pupils.

## Dealing with behaviours that challenge

### General principles

1. The routines we establish and Rules/ Classroom charters are revisited regularly
2. Children should be given a clear reminder about making the right choices. Options may need to be given to some children. This may include giving the child 'take up time' to allow the child time to make a positive choice.
3. We try to be as positive as possible and to show empathy with the child. We aim to give positive feedback (including positive notes home) regularly.
4. We consciously model strategies for dealing thoughtfully with difficulties
5. We are alert to good thinking and making positive choices and compliment it explicitly
6. We try to remember to concentrate on the **primary** issue that is the one that requires our response initially. We avoid arguments.
7. If a serious incident occurs a Post Incident Learning sheet will be completed with or by the child. The child(ren) will be encouraged to choose a logical consequence in agreement with a member of staff. This consequence should take place as soon after the incident as possible. An incident sheet will be completed and records kept of all incidents. Consequences will include:
  - Withdrawal of use of playground equipment or involvement in structured playtime games for a specified time.
  - Pay back of learning time during break times/lunchtimes
  - Restorative work through Post Incident Learning Sheets and /or writing letters of apology etc, an agreed time of 'community service' eg litter picking.

All serious incidents are recorded on CPOMS and where necessary Parents are informed of incidents their child has been involved in. A bullying Incident Log will be completed on any type incident (racist, homophobic, religion, gender etc). Parents will be informed when Log is completed.

### Head Teacher/SLT role:

Implement the behaviour policy consistently throughout school.

- Report to governors on the effectiveness of the policy.
- Keep a record of all reported serious incidents using CPOMS
- Make decisions on and implement exclusion as necessary (fixed-term or, in extreme cases, permanent) following serious incidents.

## **We also use the following when appropriate**

- A child may be asked to work in another classroom or room for a specified time
- In consultation with parents/carers and child an Individual behaviour Plan (IBP) or Pastoral Support Plan (PSP) may be drawn up to support the child. This would usually be suggested when a number of serious incidents have been recorded on an individual child.
- In extreme circumstances, fixed term exclusion may be incurred. In all cases, the individual needs of the child will be taken into account when all such decisions are made.

## **Who can use Reasonable force?**

All members of school staff have a legal power to use reasonable force.  
This power applies to any member of staff at the school.

## **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit or damages school property.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

## **In all such circumstances:**

- The Headteacher will be involved immediately.
- Parents/carers will be informed.
- An appropriate consequence will be put in place.
- A full record of the event will be made and review of the event will take place
- Exclusion will be sanctioned only when the usual means of maintaining good order in the school community have not effected a significant improvement in conduct.

## **Parent/school liaison:**

Parents are informed of our behaviour policy in the School Prospectus and on the school website; in this way they are advised of procedures should they have any queries about behaviour issues.

Parents are informed of achievements through Positive Notes Home and are invited to view their child receiving their award during Star Learner of the Week Assembly on a Friday.

Parents are always requested to support the school in applying the behaviour policy and will be informed of any concerns the school has regarding their child's behaviour.

## **Equal Opportunities:**

The staff and Governors of Woodseats Primary School will ensure that all children, irrespective of factors such as disability, gender, social or cultural background, religion or ethnic origin, are given opportunities to realise their potential. Pupils with Special Needs will be supported appropriately by all staff liaising with

parents/carers. Procedures for these children will be planned, these will include such things as PHPs, PSPs, home/school books and other strategies considered to be appropriate.

**Other Relevant Policies:**

This policy should be read in conjunction with:

Positive Handling Policy

Exclusion Policy

Staff/Pupil Disciplinary Policy

Health & Safety Policy

Safeguarding Policy

Anti-Bullying policy

To be implemented: September 2018

Reviewed annually