

Behaviour Policy and Practice

At Woodborough Wood's Foundation Church of England (Aided) Primary School we aim to provide a high quality education to enable every child to reach their full potential within an inclusive and nurturing Christian community

At Woodborough Wood's we believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of the school's behaviour policy.

We have due regard for our duties under the Equality Act 2010. Through the delivery of this policy we will ensure we eliminate discrimination, advance equality of opportunity and foster good relations between all stakeholders and members of the global community.

This policy sets out the practice that **all** staff will employ when managing the behaviour of pupils at Woodborough Wood's even when they are not at school or in the charge of a member of staff. Although it is a policy that determines what the expectations of **pupil** behaviour are and how it is managed, the expectations set out in this policy should be adhered to by **all** stakeholders not just pupils. We believe that pupils learn by example and it is expected, therefore, that **all** adults in the school will model exemplary behaviour.

All of our pupils are individuals. As we differentiate the curriculum for them in so far as possible, so this policy will be differentiated in the best interests of every individual pupil - especially those with Special Educational Needs - and the school community as a whole.

All parents who have children on roll at Woodborough Wood's will be asked to sign a Home/School Agreement (Appendix 1) following their child's admission to the school. The agreement is also signed by the head teacher and outlines both the child/parent's entitlement and the school's entitlement. The current Woodborough Wood's Home/School Agreement dictates that the school should establish a code of behaviour which ensures a safe and caring environment and that parents support this code of behaviour. This policy and practice is that code of behaviour.

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody as risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; forced marriage and honour based violence; and child exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and that it is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Introduction

In order for teachers to be able to teach and children to be able to learn, it is important that children feel emotionally and physically safe in their classrooms and the school as a whole.

All stakeholders at Woodborough Wood's are committed to building positive and trusting relationships with each other. We believe that we need to invest the time and effort to get to know our pupils and to **teach** them the behaviour and academic skills necessary for success. This means, we will approach the management of behaviour with as much thought and planning as we would the delivery of any other lesson.

Woodborough Wood's Five Expectations

At Woodborough Wood's we have Five Expectations:

1. We learn to listen carefully and speak politely to everyone
2. We try to work hard in class and not interfere with the work of others
3. We move around the school quietly
4. We show respect to others, 'hitting back', 'fighting' and 'bullying' are not tolerated
5. We help to keep the school buildings safe, clean and tidy. Sweets, glass, bottles, sharp instruments and cans should not be brought into school.

In order to achieve the five expectations we believe that children need:

- to know what the behavioural expectations are
- to be taught responsible behaviour
- clear boundaries
- positive recognition and support

A Proactive Approach

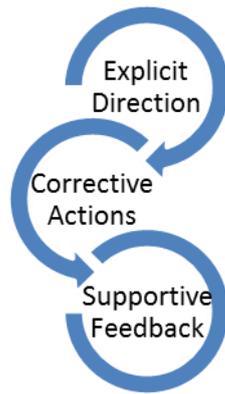
Staff at Woodborough Wood's should not wait for poor behaviour to occur before developing a plan of action. They should determine ahead of time the corrective actions they will use when children are disruptive. They should plan to positively support (reinforce) pupils when they behave appropriately and they should teach their pupils how they expect them to behave.

Proactive responses are productive because they stop undesired behaviour, model socially acceptable behaviour and put the responsibility on the pupil for choosing the appropriate behaviour. Most importantly they support consistency in the approach to managing behaviour.

At the core of the proactive approach there is:

- A discipline plan
- The teaching of responsible behaviour

The behaviour management cycle:



Discipline Plans

Every class teacher should have a discipline plan for their class which they should share with anyone else who teaches their class or supervises them at other times e.g. support staff.

A discipline plan sets out what is expected of pupils and determines the supportive feedback and corrective actions that will be taken in the event they are needed.

Plans consist of three parts:

1. Class expectations
2. Supportive feedback
3. Corrective actions

All three should be clearly and prominently displayed together in every classroom.

Class Expectations

Class expectations will be written at the start of each academic year. The class teacher should work with the pupils in their class to compose no more than five positive expectations which are observable and can be enforced **at all times**.

An example of class expectations in EYFS/KS1:

1. Do use kind hands and kind words
2. Do listen to members of staff
3. Do have good manners
4. Do try your best
5. Do tidy up after yourself

An example of class expectations in Key Stage 2:

1. Do follow instructions
2. Do be honest
3. Do be kind and caring
4. Do persevere and complete tasks to the best of your ability
5. Do respect everyone and their belongings

Behavioural Narration

When pupils do not comply with specific directions it is easy for teachers to focus on the pupils who are not doing what they should be doing. This creates a negative environment in the classroom and sends the message that the best way to attract attention is by engaging in inappropriate behaviour. At Woodborough Wood's this is not the message we want to communicate - we aim to keep the emphasis on the positive by focussing on those pupils who are doing what they are supposed to do. This technique is called behavioural narration. E.g. the teacher gives a direction as follows: 'Everybody please line up for assembly.' Now they look for

pupils who are following directions and point out their actions by narrating the appropriate behaviour: 'Andrew is lining up quietly. Ellen is in line, too.' This technique reinforces the positive behaviour of pupils who are following the directions and reminds the pupils who are not yet following them what they should be doing and keeps the emphasis on the positive rather than the negative. The goal is to acknowledge every pupil every day.

Supportive Feedback - Positive Reinforcement

'Catch them being good!' Supportive Feedback is the sincere and meaningful attention that is given to a pupil for behaving according to expectations. It motivates pupils to choose appropriate behaviour, increase pupil's self-esteem, dramatically reduces negative behaviours and creates a positive atmosphere. While supportive feedback is positive in nature, it is not evaluative or judgemental like praise can be. The goal of supportive feedback is to help pupils make good choices for their own sake, not staff approval!

Examples are:

- Verbal recognition - staff should avoid excessive praise, using behavioural narration in its place. Praise is judgemental. Feedback is non-judgemental.
- Individual rewards such as:
- Positive notes and phone calls home
- Stickers
- Peer recognition
- Sharing work
- Responsibilities
- Assign special privileges
- Teacher/teaching assistant helper
- Child/Star of the week board or similar
- Round of applause
- Worker of the day
- Special mention in celebration assembly
- Head teacher's award
- Letter from the head teacher

Whole class rewards:

- Class certificates
- Class letter home
- Special mention in assembly
- Extra play
- Picnic lunch
- Free time
- Trip
- DVD

Corrective Actions - Sanctions

Corrective actions are put in place when children choose not to meet the five expectations or follow their class expectations. See Appendix 2 for examples of low, mid and high level behaviours. Corrective action should never be harmful. The action will be something the pupil does not like, but it must never be physically or psychologically harmful. The behaviour is always the focus for corrective action and not the child as a person. Children who find this aspect of

achievement challenging need support in order that they can be helped to improve. Personal criticism is destructive and damages relationships.

When a child needs corrective action they are given a ‘reminder’ each time. There are five possible reminders each day. Parents are not informed every time a child receives a reminder. However, when a child is consistently receiving reminders throughout the week, the parent should be informed sooner rather than later.

Communication between parents/members of staff may take place in the following ways:

- A note
- A conversation between parent and member of staff
- A letter, telephone call or direct personal email (head/deputy head teacher only)
- A meeting between parent and member of staff

If a child is consistently reaching fifth reminder then they will be referred to the head teacher.

Example of corrective actions:

Reminder	Recorded	Action
1		Verbal warning
2	Name to be put on the rainy cloud from the sunshine	Child to place their name from the sunshine to the rainy cloud
3	Name to stay on the rainy cloud	Time out with a 3-5 minutes timer
4	Name to be put on the thunder cloud teacher to keep record	Time out in paired class classroom (15m)
5	Name to stay on the thunder cloud teacher to keep record	Time out with the head note to Parent/Carer

Break time and lunch time sanctions

To ensure continuity midday supervisors will follow a similar order of sanctions.

- ❑ A verbal reprimand by the midday supervisor.
- ❑ A reminder that their behaviour is unacceptable.
- ❑ The child may be asked to play elsewhere for a period of time (e.g. 5 minutes)
- ❑ A child may be asked to stand with the midday supervisor a set period of time (e.g. 5 minutes).
- ❑ The child may be sent to the head teacher’s office with another adult or child. The child will be asked to work outside the head teacher’s office. If this is the case, a letter will be sent home to the parents.

During time out, pupils will continue with their class work so as to minimise the disruption to their own and others learning. When they are on their fifth reminder they will complete a reflection sheet (see Appendix 3 for example).

Every pupil starts every day with a clean slate. Teachers may make a record of reminders given as this is useful for tracking and monitoring pupil behaviour.

The Teaching of Responsible Behaviour and Explicit Direction

In order for a discipline plan to work it must be taught to pupils. When we want to acquire a new skill we must teach it or be taught it. If we want pupils to meet the five expectations and the class expectations then we must teach them to them.

This lesson will take place on the first day of every academic year and will be revisited at the beginning of each term or more regularly as deemed appropriate by the class teacher. It should be re-taught every time pupils repeatedly misbehave or the classroom/session seems to get out of order:

1. Explain why expectations are needed (rights and responsibilities)
2. Teach the expectations
3. Check for understanding
4. Explain the supportive feedback that will be used when pupils follow the rules
5. Explain why you have corrective actions
6. Explain the corrective actions
7. Check for understanding

The beginning of the school year is filled with 'first times'. The first time the children line up, the first time they move into their English or Maths groups, the first time they have to collect resources etc. School staff, especially teachers should consider if pupils know what the expectations for these activities are.

It is essential that all staff give clear directions at all times and that children are trained in routine procedures such as lining up, responding to the register, collecting resources etc. so that they know what is expected. Routines must be taught – pupils will not just 'know' what is expected of them.

Once pupils are clear on the expectations and routines, the discipline plan is used to action the behaviour management cycle:

Beyond The Behaviour Management Cycle

When a pupil consistently reaches reminder five or exhibits high level behaviours consistently or those behaviours which the head teacher, or their representative, considers would not be productively managed within the behaviour management cycle, it may be necessary to employ one of the following or similar sanctions:

Sanctions:

Parents should be informed immediately before any of the following sanctions are to be employed.

- Class teacher – report card
- Head teacher – report card

Only the head teacher or their representative can authorise the following:

- Seclusion – during break/lunch
- School service (like community service)
- Exclusion from the premises at lunchtime

Only the head teacher, or their representative:

- Formal exclusion (temporary or permanent)

Woodborough Wood's is an inclusive school with a Christian foundation and formal exclusion will be a last resort.

In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Governors Discipline Committee must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

If there are more than 5 days, but less than 15 days in one term, the Discipline Committee must convene a meeting to consider the exclusions between the 5th and 50th school day after notification of the exclusion; if the parents requests such a meeting.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

In extreme circumstances the Head Teacher may permanently exclude a child should their behaviour be in serious breach of the school's behaviour/discipline policy and all other alternatives to modify the child's behaviour have been explored.

All exclusions are done in accordance with **Exclusion from maintained schools, Academies and pupil referral units in England** (2012).

If a pupil chooses to exhibit the behaviours outlined as high level in Appendix 2 they will be sent to the head teacher, or their representative.

Should a pupil make an allegation against a member of staff that proves to be unfounded and malicious then permanent exclusion may be applied.

Handling Policy

Reviewed Oct 17 due regard has been given to the equality legislation

Is based on the principle that physically handling of young people is used only in the most extreme situations and where two members of staff are present. Staff have a duty of care to ensure the safety of the children, themselves and property. Physical intervention will only be used as a last resort when all other de-escalation strategies outlined below have been exhausted and there is imminent risk of harm to self, others or property. Staff have received approved and accredited training which is regularly monitored and reviewed in line with current Local Authority guidelines.

Out of school hours

Incidents which take place out of school hours and school activities will only be considered by the school if it is judged by the Head Teacher and the Governors Discipline Committee to be a matter which brings the school into disrepute.

Confiscation of inappropriate items

The 'general power to discipline' enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. It also gives the power to search without consent for 'prohibited items' including:

- 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

If these items are found, a report will be made to and the items handed directly to the police. Otherwise it is for members of staff to decide if and when to return a confiscated item.

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The head teacher may use such force as is necessary when conducting a search, without consent, for the items above, with the exception of any item banned in addition by the school rules e.g. collectables.

Governance

The governors and SLT share a strong commitment through this policy to tackling inappropriate pupil behaviour in the school. Governors believe that work in this area should be dealt with by the school's educational professionals.

The governors take their responsibility to support staff in the workplace as a core governance role. Employees should feel well supported by the SLT and governors in this area. The head teacher will give a report on pupil behaviour to the full governing body each term.

Pupil behaviour will be managed in the following stages:

Stage 1: Class teacher support

Stage 2: Class teacher with SLT support

Stage 3: Head teacher support

Reviewed Oct 17 due regard has been given to the equality legislation

Stage 4: Head teacher, SLT and Agency support where appropriate

Links with other School Policies and Practices

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- DFE statutory guidance
- Anti-Bullying
- Safeguarding and Child Protection
- SEN/Inclusion
- Accessibility Plan
- Complaints Procedure
- Disability and Equality (Equality Act 2010)
- E-Safety Policy
- Home/School Agreement
- Dealing with Allegations of Abuse Against Teachers and Other Staff

This policy and practice complies with the advice and guidance provided in the DFE's Behaviour and Discipline in Schools: A Guide for Head Teachers and School Staff. It would be good practice for all staff to familiarise themselves with this document and the suggested linked documents.

Consultation and Participation

The policy has recently undergone a comprehensive and rigorous review and rewrite. Following governor approval, the Policy will undergo a period of consultation for parents before being formally adopted by the full governing body.

Parent and pupil surveys are conducted regularly in which parents and pupils have an opportunity to give their views on the standard of behaviour in the school and specifically how the school deals with alleged incidents of bullying i.e. how effective this policy is in practice.

Monitoring and Review

All staff will then review this policy once every year as well as responding to trends that suggest the need for earlier review.

Policy last reviewed by: **Mr S Hopwell – Head Teacher** Date: **July 2016**

Formally adopted by Governors: _____ Suggested Date of Next review (Annually): _____

HOME-SCHOOL AGREEMENT

Dear Parents,

In the 1998 School Standards and Framework Act, all schools like ours are required to have a home-school agreement. Amongst other things the Act says that:



A home-school agreement is a statement explaining: the school's aims and values; the schools responsibilities towards its pupils who are of compulsory school age; the responsibilities of the pupil's parents; and what the school expects of its pupils



The governing body invite parents and any pupil, whom they consider to have sufficient understanding of the agreement as it relates to him or her, to sign the declaration as an indication that he or she acknowledges and accepts the school's expectations of its pupils



The governing body must review the agreement from time to time



Breaches of the terms of the agreement will not be actionable through the courts



A child must not be excluded from school, nor should a child and/her or her parents suffer any other adverse consequences on account of his or her parents' failure or refusal to sign and



Parents' willingness or unwillingness to sign the agreement must not influence in any way admissions to the school.

SO WHY HAVE A HOME-SCHOOL AGREEMENT?

The guidance from the department of education continues:

Parents are the child's first and enduring teachers. They play a crucial role in helping their children learn. Children achieve more when schools and parents work together. Parents can help more effectively if they know what the school is trying to achieve and how they can help. Home-school agreements will provide a framework for the development of such a partnership.

Ofsted carried out a survey to help get this process right and found that:



The most successful and workable agreements arise out of, and are clearly linked to, the school's policies and practices. They are part of a whole school approach to parents and pupils.



The agreement provides clear expectations for all the partners involved. Parents in particular, feel more confident about what is expected of them



Pupils are given responsibilities as well as rights and feel some control over their contribution



The agreement provides a good starting point in discussion with pupils, parents or staff when difficulties arise. It also provides a regular method for reinforcing agreed good behaviour and attitudes

SOME OTHER CONSIDERATIONS

The parent-school handbook explains some of the statements in more detail (e.g. homework and behaviour). You might like to go through the agreement with your child. We will be going through it with them at school. We want as many children as possible to sign it. The children decided on their statements through a whole school assembly, the statements link to our school aims. Mothers and fathers who are separated, but maintain parental responsibility should receive an agreement

The spaces for signatures allow space for up to four children's signatures, one or two parents, the head teacher and chair of governors. An appropriately altered agreement will be provided for any child in local authority care or living with carers rather than parents.

The home-school agreement is a statement of good intent and faith between the partners who sign it. We hope, like us, you think it is a good idea and want to sign. However, if you really object it is not compulsory, but failure to sign does not provide exemption from normal rules that apply to everyone else within school.

Two copies of the agreement will be sent home for your signatures. One of these should be sent back to school while you keep the other.

Yours sincerely

Mr Hopwell

Our school mission statement:

Recognising its historic foundation, the Woodborough Wood's Foundation Church of England (Aided) Primary School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with St Swithun's Church and Nottingham and Southwell diocese. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Our vision

Woodborough Wood's Foundation Church of England Primary School will ensure every child achieves their best by knowing and valuing each child's personal strengths and gifts. We will provide all our children with a creative, educational experience of the highest quality within our hope and trust in Christian faith, values and beliefs. We believe in serving the children, parents, carers and community as a committed, harmonious, caring team. We strive to provide an exciting, challenging, broad and balanced curriculum. We nurture each child so they leave our school with a wonder of the world, their understanding deepened and their minds enriched, so that they love learning and embrace the challenges of the future.

Our school aims:

- To place people first and value everyone equally because we are all made in the image of God
- Help teach children the importance of faith and develop their spiritual understanding, whatever their belief, by learning in a Christian school.
- Maintain and develop the excellent relationships between the children, parents, staff, governors, St Swithun's Church, Woodborough, Southwell Diocese and the wider world.
- To encourage everybody in the school to learn effectively, to listen to others and to celebrate achievements in an atmosphere of security, honesty and humility
- Provide a happy, caring and calm school that promotes a family atmosphere.
- Deliver a challenging, creative, fun curriculum that meets the needs of all our children.
- To help each child achieve their very best.
- Enjoy and enrich our musical, dramatic and artistic traditions.
- Encourage a healthy and active lifestyle.
- Develop the skills of communication, independence, problem solving and understanding how others feel.
- Encourage a respect for ourselves as well as others, the environment and the wider world.
- Try as individuals and as a school community always to do our best.
- Encourage support for each other.
- Develop the attitudes necessary to prepare the children for the responsibilities, experiences and opportunities throughout life.

A. The School will:

- 1. Work hard to achieve its aims and values*
- 2. Respect and value your child as an individual*
- 3. Encourage high expectations and pride in work and achievements*

4. *Provide a safe environment in which to work*
5. *Make work purposeful, fun and stimulating*
6. *Encourage your child to enjoy and achieve*
7. *Promote a healthy lifestyle*
8. *Nurture your child's personal well-being*
9. *Contact you if there is a problem*
10. *Listen to your views and concerns*
11. *Keep you informed through regular newsletters and the school website*
12. *Prepare your child as fully as we can for their future*

B. As a parent I will:

1. *Ensure the regular attendance and punctuality of my child*
2. *Arrange family holidays during school holidays*
3. *Attend teacher/parent meetings and help my child meet any targets set*
4. *Help my child with home/school learning and return any set work on the required day*
5. *Inform the school of any problem which might affect my child's work or behaviour*
6. *Ensure that the school always has up to date telephone numbers in case of emergency*
7. *Ensure my child wears full school uniform, clearly named*
8. *Support the school's policies for behaviour and use of social media*
9. *Park responsibly when visiting the school*
10. *Speak with respect about the school*
11. *Uphold the values of the school*
12. *Support school community events where possible*

C. As a child I will:

1. *Work hard to make my work the best it can be*
2. *Be a friend to everyone in school by sharing, caring and smiling*
3. *Be polite and well mannered*
4. *Work as a team to make our school as successful as it can be*
5. *Listen to others when they are speaking*
6. *Respect everyone in the school and treat everyone as an equal*
7. *Say sorry if I've upset or hurt anybody*
8. *Try to make others happy*
9. *Always be willing to help others*

SIGNED BY

CHILD(REN)

PARENT(S)

SCHOOL ... *S G Hopwell*

Appendix 2

The following three levels of behaviours were collaboratively determined by teaching staff. The revision of these levels will remain part of the ongoing consultation process with **all** staff and will be incorporated into the planned policy revisions.

LOW LEVEL BEHAVIOUR

- Talking over another person
- Not following instructions
- Snatching
- Calling out
- Ignoring adults/Instructions

MID LEVEL BEHAVIOUR

- Unkind words to other children
- Throwing/breaking equipment
- Misuse of equipment
- Answering back
- Rudeness
- Disrespectful to other people
- Use of inappropriate language
- Inappropriate physical behaviour
- Not telling the truth

HIGH LEVEL BEHAVIOUR

- Racial or Discriminative Remarks
- Bullying (physical, verbal, cyber*, written or emotional),

- Leaving room without asking
- Swearing
- Spitting
- Stealing
- Deliberate physical violence to others
- Acts of aggression or victimisation directed toward a vulnerable group/child
- Consistent mid-level behaviour issues (despite range of support and intervention)

ANY REPORTS OF BULLYING WILL "TRIGGER" AN IMMEDIATE INTERVENTION BY THE HEAD TEACHER.

*Cyber-Bullying is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, mobile telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or

3. Has the effect of substantially disrupting the orderly operation of the school.

Appendix 3

Reflection sheet

I am Sending Out:

Name:		Class:	
To: _____ (Class)		On (date): ____ / ____ / ____	
From my class for the session: (please tick):			
A	1	Before Assembly	For:
M	2	After Assembly	
	3	After playtime	
P	4	before playtime	
M	5	after playtime	
Teacher: Name: _____			
Signed: _____			
1. What did I do? I have been sent out because		2. Which class/school rule/s did I break?	3. Why did I do it? I did it because
4. How do I feel ? I feel _____, because		5. What will I do to make things better ? I will	

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Reviewed Oct 17 due regard has been given to the equality legislation