

# Policy for Good Behaviour



Woodcote Primary  
School

(Incorporating Anti-bullying statement)

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## INTRODUCTION

At Woodcote School we promote a positive atmosphere in which individuals are encouraged to share & co-operate.

### **We encourage: -**

1. Children, parents and teachers to co-operate with each other to create a happy, secure learning community.
2. Children to take responsibility for their work, behaviour and belongings.
3. Children to respect others and work and play together in harmony.
4. Children and adults to be polite, honest and trust each other.
5. Children and adults to respect school property and the property of others.

### **Our Behaviour Policy is based upon the following principles: -**

1. Our aim is to maintain a happy and secure community based on thoughtfulness and consideration for others.
2. Children need to learn to use self - control and to develop personal responsibility.
3. Children have the right to learn and teachers have the right to teach.

## SCHOOL RULES

**Our rules are based upon some things that we cannot tolerate from anyone in school. These are as follows: -**

1. Aggressive or anti-social behaviour, including biting, scratching and fighting (including pretend fighting)
2. Offensive language, including swearing, racist / sexist insults and name calling
3. Bullying or 'ganging up' in any form
4. Insolence, rudeness, defiance or refusal to co-operate with instructions given by an adult in school
5. Stealing or dishonesty

### **Our rules are: -**

1. I will listen to others and follow instructions
2. I will speak politely and always tell the truth
3. I will show and treat others with respect to others at all times
4. I will respect my own property and that of others
5. I will work hard, always try my best and learn from my mistakes.

## **Our Ethos**

Woodcote is a happy school with a positive ethos. We take pride in our diverse cultural community and believe that all children can be encouraged to do their best in a positive, hardworking, learning environment. We value each child as an individual and work hard to foster resilience, adaptability, thoughtfulness, respect, enquiry, co-operation, communication and morality.

## **ALL CHILDREN CAN BEHAVE WELL.**

**THESE SCHOOL RULES WILL CONTINUE TO APPLY BEFORE AND AFTER SCHOOL HOURS WHILST CHILDREN ARE ON SCHOOL PREMISES AND WHILST WEARING SCHOOL UNIFORM TO AND FROM SCHOOL.**

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITY**

The Inclusion Manager is responsible, as the key person for vulnerable children and is available to staff and parents for support when dealing with discipline. In line with the Equality Act 2010 with regards to Special Educational Needs, reasonable adjustments are made in the application of the Good Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour related learning difficulties. This will prevent a disproportionate impact of the school's disciplinary framework on those vulnerable pupils.

Pupil specific arrangements for vulnerable (or potentially vulnerable) pupils will be considered on an individual basis by the Classteacher, Inclusion Manager or Headteacher (where appropriate) and all relevant staff will be informed of any amended disciplinary framework for such children. Children at this stage may require a Behaviour Support Plan. If behaviour escalates then such cases may necessitate intervention by behaviour outreach specialists and at this point a Pastoral Support Plan will be put into effect and monitored.

## **HOW WE ACHIEVE OUR AIMS**

The best way to encourage a child to behave is by making them aware of what they are and are not allowed to do at school. Our aim is to create consistency for the children so that there are no conflicts of understanding. We encourage all stakeholders (not just staff but parents, pupils and visitors) to 'catch' good behaviour. Examples of our rewards and incentives can be found on Appendix 1

Where problems occur our approach in the majority of cases is to discuss the matter with the children concerned and then decide upon an appropriate course of action. If a child persistently misbehaves or is having difficulties of a more serious nature the matter is usually discussed between a senior leader and the child's classteacher.

Our aim is to keep punishments to a minimum so as to increase their effect when used. We also aim to make them appropriate to the misdemeanour (See Appendix 2 – Discipline Statement). If a child is involved in a serious misdemeanour his/her parents will usually be informed that day either in writing or verbally. If that misdemeanour involves the damage or destruction of school property, parents will be charged for repair or replacement costs.

In some instances the school may need to take more serious action. Initially this may be in the form of monitoring the child via a report book or Behaviour Support Plan. The report book is a means of communicating on a daily basis with parents the way that their child has behaved. The aim is to note in detail all instances of behaviour, both good and bad to build up a more detailed

picture. Where the report book is used it will always contain details of achievements throughout the day as well.

Our most serious punishment is that of excluding a child from school. This involves liaison with the school governors and reporting the matter to the Local Authority (LA). The use of exclusion is rare at Woodcote School.

## HOW PARENTS CAN HELP THEIR CHILD RESOLVE DIFFICULTIES

We encourage parents to tell their child to seek assistance from a teacher or adult immediately if they have difficulties they cannot resolve independently, e.g. if they have been hurt or upset by anyone. If they are unable to resolve their conflicts an adult will help them. If parents are aware that a "problem" has not been resolved, they are advised to make an appointment to discuss this with their child's teacher. Teachers are usually available at the end of the day. If this does not resolve concerns parents can then arrange to meet with either the Assistant Head teacher or Deputy Headteacher. If these approaches do not resolve concerns an appointment to meet the Headteacher is made.

We remind parents that no matter how upset they may be the most effective way of dealing with a concern is to report the matter to the school and discuss it with us. We also emphasise that we do not tolerate parents shouting at or abusing any member of staff and under such circumstances will always exercise our right to ask the parent concerned to leave the premises until a calmer discussion can take place.

We are committed to resolving all concerns to satisfaction. We all have to be realistic, however, and on some occasions this may take time.

(See concerns flowchart for further information)

## MONITORING

It is the responsibility of The Governing Body and Headteacher to monitor the effectiveness of this policy and attached appendices and if necessary make recommendations for improvement.

Last consultation with stakeholders June 2013

Next consultation with stakeholders due June 2015

Reviewed Sept 2013

Next review Sept 2015

## APPENDIX 1

There can be no doubt that most children will try harder if they feel their efforts are recognised and rewarded. At Woodcote Primary School we use three levels of reward:

1. Class rewards such as stickers, sticker charts, fantastic fish or points charts. These are to be decided by the children with their teachers and can lead to tangible rewards such as certificates. Children can be nominated to receive a 'Star of the Week' for exceptional good work; effort or behaviour, presented in the weekly Achievement assembly.
2. House points. All children from Years 1-6 will be allocated to a house. Anyone can give a child house points and these all count towards a house cup which will be awarded weekly to the house with the greatest number of points. House points are a low unit currency and can be given readily and frequently.
3. Golden awards. These are high value and are given for exceptional effort or achievement. For each block of 10 golden awards achieved, children receive a small gift.
4. The Golden Table. Meals supervisors can nominate children every week, whose behaviour at lunchtime has been exceptional. These children can then choose a friend to sit with them at The Golden Table which has a tablecloth and flowers and share lunch with a senior leader.
5. In key stage 2 children are awarded blue and red beads for good behaviour in communal areas and this is totalled every fortnight and the class awarded a prize. In Key stage 1 children are awarded teddy tokens for good behaviour and the winning class awarded a prize.

The rewards and incentives strategy is further supported by informal contacts with home such as letters or phone calls to share good news.

This strategy is aimed at rewarding those who always make the effort and try hard as well as providing an incentive for those who find this more of a struggle. **It will not be used to reward children for conforming to expected behaviours, routinely demonstrated by the majority of children each day.**

## APPENDIX 1A

# Guidance for using 'Fantastic Fish Sticks' in the EYFS & 'Teddy Bear Tokens' in KS1

### Fantastic Fish Sticks

- Individual Fantastic Fish points will continue to be given out to children in both Nursery and Reception. They will continue to win their individual prizes within the classroom.
- Whole classes now have an opportunity to win Frank the Fish for the week!
- Any member of staff can give the whole class/large group a Fantastic Fish Stick. We are focussing on the class's behaviour in any public space e.g. lining up in the outdoor area, walking up to/from lunches, assembly, lining up at the end of lunchtimes...
- There will be a chart on display outside Yellow Class and every time you award a class, it is your responsibility to put a 'stick' (line) on the class's chart.
- You cannot take away a Fantastic Fish Stick.
- The winner of Frank will be the class with the highest amount of fish sticks.
- The class will be awarded Frank in Celebration Assembly on a Friday.

### Teddy Bear Tokens

- Whole classes will continue to win Wilfred the Bear for the week!
- If there is a tie, two classes can share Wilfred across the week.
- Any member of staff can give the whole class a Teddy Bear Token.
- We are focussing on the class's behaviour in any public space e.g. lining up in the classroom, walking up to/from lunches, assembly, lining up at the end of playtimes, lunchtimes...
- You can give a Teddy Bear Token to individuals for exceptional behaviour e.g. walking quietly and sensibly in the corridor, holding a door open for an adult, having impeccable manners...
- If you award a class/individual a token, it is your responsibility to put it on that class's rod.
- You cannot take away a Teddy Bear Token.
- The winner of Wilfred will be the class with the highest amount of Teddy Bear Tokens.
- The class will be awarded Wilfred in Celebration Assembly on a Friday.
- Wilfred will now come with a scrap book; each class can elect a monitor to write up/draw a picture/add photos of Wilfred's week with the winning class.

## APPENDIX 1B

### Key Stage 2 Information for teachers.

#### Behaviour - Rewards

***It is anticipated that more blue beads should be given than red***

#### Star of the Week Rewards

- Winner to select from the following
  - ✓ Bring a relative to school
  - ✓ Head teacher for an hour
  - ✓ Golden time in classroom
  - ✓ Use laptops in assembly with friend
  - ✓ Prize box
  - ✓ Wear whatever you like to school
  - ✓ Sit next to a friend for a day
  - ✓ Have seconds a lunch with a friend
  - ✓ Bring a toy /teddy ( no electrical)
  - ✓ Help teach the class
  - ✓ Take a friend in early for lunch
  - ✓ BE allowed to draw for an hour in the classroom
  - ✓ Play in a brother or sisters playground with a friend
  - ✓ For fruit snack have any snack of their choice
  - ✓ Pick lesson anywhere in the school to be in for an hour
  - ✓ Spend an hour in Woodies
  - ✓ Bring mum/relative in for an hour
  - ✓ Spend an hour in old class teachers class

#### Bead Rewards – Anticipated to be about hour- per class

- Class to select a reward from the following
  - ✓ Lesson of their choice
  - ✓ Golden time (play games etc)
  - ✓ Cooking activity
  - ✓ Orienteering
  - ✓ Extra play – could be on the field in summer
  - ✓ Pyjama day
  - ✓ Litter patrols
  - ✓ Exciting ‘whizz, bang’ (We would need to get someone in to do or work out a bank of lesson with resources)
  - ✓ Bring toys into school to play with at play time
  - ✓ ICT session and play games on computer
  - ✓ Visit to high school - Lesson in high school classroom (dependant on high school agreeing)

#### Rewards for House Points at the end of a term

- ✓ Winter – Film in hall with popcorn (afternoon)
- ✓ Spring- House sleep over (evening)
- ✓ Summer- Picnic on field (afternoon)

## Bead system (per class) - For behaviours in public areas only NOT for behaviour in the class.

- Staff suggested a visual reward system.
- ✓ Beads placed in tubes which are located in the library areas.
- ✓ Blue beads will be given for acceptable behaviour with a Red bead given for poor behaviour.
- ✓ No children to put the beads into the tubes. Teachers need to collect any that are physically given, and keep track of any that are given verbally. Teachers will have pots in the classroom to keep them and will need to transfer them to the tubes at a convenient time.
- ✓ These will be totalled on a two weekly basis and a reward selected by the class given from a menu (below).

### Main Focus

- ✓ *Children should speak to **all** adults in a respectful tone*

### Around the school

- ✓ Walk sensibly around the school
- ✓ Single, silent, straight line (all heads forward)
- ✓ Line up silently (not quietly) in lines in the play ground
- ✓ Hold doors open for adults
- ✓ Stop in lines to let adults pass
- ✓ Enter and leave assembly in silence

### Entering a classroom

- ✓ Knock on doors and wait for an adult to answer (this may take some time as adult may be teaching)
- ✓ Children should listen to the opinions of adults without interrupting (no answering back)
- ✓ Children should wait for adults and others to stop speaking before they answer/speak

### Line up at play time

- ✓ Single, silent, straight line (all heads forward)
- ✓ Lining up silently (not quietly) in lines in the play ground
- ✓ Coats to be collected when the equipment is put away
- ✓ Adults to say 'line up in silence' not quietly as confusing for children
- ✓ All classes to go in at the same time in the morning

### Lunch and break

- ✓ *Current arrangements stay the same -hall passes etc.*

Blue beads will NOT be given for behaviour in class or for doing jobs.

### Lunch Supervisors & Behaviour of the Week

- ✓ Include in bead system
- ✓ Have laminated posters around school with the behaviour focus of the week
- ✓ The focus will relate to the personal learning goals from IPC.

### What the adults need to do

- There was a feeling that some adults reward more than others. Some adults did not feel confident to identify children who are not doing the right thing as they either weren't sure of rules or other adults might be offended. Lunch supervisors are having a difficult time, they need to be able to reward along with the teachers.

All to be consistent about rewarding and be confident that they are able to reward/give sanctions.

- ✓ Beads - Teachers can award other classes and their own class.
- ✓ Teachers not to 'chat' to children in the corridor
- ✓ Adults not to chat outside assembly – stand back behind double doors if need to speak quietly
- ✓ Adults not to leave assembly until all classes have gone.

### Rewards

- Teachers are keen to keep house points and individual class rewards that they have in place
- House Points to be used to reward own classes and rewards for good work. Behaviour rewards are an addition to the house points we use at the moment.

### Sanctions

- There was a feeling that there is an inconsistency in sanctions applied so we could make more of the following:
  - ✓ Detentions to be held outside on playground (5 mins etc.) per infraction. This would save adults all supervising in classrooms. If adults want children to re-write work they will still need to work in classroom but for everything else it can be outside. This ensures that the children see that all receive the same sanction. Hopefully this will start to promote child self-regulation as they see others having fun.
  - ✓ Teachers to send note with children to duty teacher for amount of time
  - ✓ All children to be told they must not talk to those children who are sanctioned

## APPENDIX 2

### DISCIPLINE STATEMENT

All teachers operate a system in their own classrooms of rewarding children for appropriate school behaviour. Children may receive rewards such as stickers, fantastic fish, house points or a golden award. Class teachers also send children to receive praise from other teachers, the Deputy Headteacher and the Headteacher. Each classteacher will nominate a pupil for the weekly 'Star of the Week' which is presented in the Achievement assembly. This may be used as a reward for behaviour not just academic achievement.

By rewarding positive behaviour and attitudes, children begin to develop self-esteem. However, we realise that there may be times when unacceptable behaviour does occur and we will need to implement some form of sanction. Punishments and sanctions are always in proportion to the misdemeanour and carried out promptly. Staff will not use 'blanket' sanctions but will discipline the child or children involved.

Children are all taught to understand the school rules and are made aware of the consequences of breaking them. This is an important part of helping children to develop self-control.

### WHAT HAPPENS IF A CHILD MISBEHAVES?

A staged process of response is used depending on the severity of misdemeanour. Each of these stages is overlapping and relies on the judgement of adults on the scene. The majority of incidents are dealt with immediately and informally by classteachers and other adults at the time of the incident.

Staff will ask the children a series of questions:

1. What are you doing?
2. What should you be doing?
3. Which rule do you need to think about/which rule have broken?
4. What are you going to do now/next time?

#### *Minor Misdemeanours*

These form the bulk of playground problems, misbehaviour in corridors and other areas of the school and some incidents in classrooms. The following process is used in these cases:

- Children may miss part of their play time and stand at the side of the playground.
- The adult or teacher on duty/in charge will talk through the incident with everyone involved
- They may then use exclusion from a particular game or activity for the rest of that playtime
- If the adult has a concern about the nature of the misdemeanour, the attitude of the pupil or any other concern they will report this back to a senior leader who may decide upon further action such as referring the matter to the Headteacher or discussing the problem with the child's parents.

*Because of the minor nature of these incidents and the frequency with which they may occur, the emphasis at this stage is on discussion and adult discretion.*

#### *Major Misdemeanours*

These are less common. These will usually include incidents of pupil insolence, rudeness or failure to co-operate with an adult. Certain behaviour such as, fighting, swearing or physical/verbal intimidation and acts or persistent, repeat or serial misdemeanour will *a/ways* be treated under this heading. The following process is used in these cases:

- The adult or teacher on duty/in charge will talk through the incident briefly with everyone involved. If they decide that a major misdemeanour has occurred they will refer the matter to a senior leader. If the misdemeanour has occurred at lunchtime it will also be recorded in the class behaviour book so that the classteacher is made aware, and any patterns of misbehaviour can be identified more easily.
- The senior leader will fully investigate the matter and document it. Depending on the severity of the incident and the pupil's past conduct record, they may take a range of courses of action:
  - Impose a sanction (Appendix 3)
  - Report back to classteacher for reference
  - Pass back to classteacher to inform parents
  - Write a letter to parents personally outlining incident
  - Ring parents before end of day and invite them in to discuss incident
  - Pass to Headteacher for consultation or further action

(This list represents an ascending order of responses depending on the judgement of the senior leader about the severity of the incident).

- Most incidents of major misdemeanour will be reported to parents and will be recorded in the school incident log (see appendix 4.) The decision to make an entry in the incident record will always be taken by either the Headteacher or the Deputy Headteacher. At this point a decision will be taken as to whether a Behaviour Support Plan or further support needs to be put in place.

#### *Misdemeanours which could lead to exclusion*

These are very rare at Woodcote School. They will usually be incidents of a very serious nature such as bullying or racism or where the safety of the pupil themselves or those around them has been seriously threatened (including *any* physical or verbal attack on adults in school.) This might include maliciously discharging fire equipment or bringing a harmful object such as a knife into school. In these cases the following will happen:

- All incidents of this nature will be dealt with by either the Headteacher or Deputy Headteacher who will make a thorough investigation and record this. In addition to this they may also take independent written statements from adults and other children who may have been involved
- The parents of the child will always be contacted immediately and an arrangement made to meet them in school within 24 hours
- The Head or Deputy may choose to do one of 3 things:
  - Discuss the matter with a professional agency
  - Discuss the matter with Chair of Governors/school adviser
  - Exclude the child from school
- All incidents of this nature will be logged in the school incident log

## APPENDIX 3

### MOST FREQUENTLY USED SANCTIONS

- **Missed playtime** (missing one of the breaks either by staying in with the classteacher or, more usually, by standing in an area of the playground throughout break or spending it walking beside the adult on duty) -  
Used when a child has:
  - broken the playground rules
  - broken other rules where loss of privilege is seen as appropriate
  - distracted others in the class
  - talked in assembly
- **Letter of apology**  
Used when a child has:
  - upset or hurt another child
  - been rude or insolent to an adult
- **Punishment to fit the crime**  
Used when a child has:
  - wilfully damaged property or made a mess, such as cleaning tables which the child has drawn on
- **Time out to another class**  
Used when a child has:
  - disrupted the class
  - failed to settle to work
- **Sent to senior leader**  
Used when a child has:
  - persistently, repeatedly or serially misbehaved
  - been rude, insolent or failed to co-operate with an adult
  - attacked another pupil
  - endangered others
  - threatened or bullied others
  - wilfully stolen or damaged school property or that of others

(In these cases the senior leader will use the process outlined earlier in this statement and may take a range of actions as appropriate, including any of those outlined above.)

**This is by no means a definitive list of sanctions used at Woodcote but it does describe those most commonly used.**

**Adults at Woodcote Primary do not use whole group or blanket sanctions. They take care to use sanctions only on those individuals who breach our rules.**

#### **Restraint**

Children will only be physically restrained if their behaviour is deemed to be a danger to themselves or others. They will be restrained in accordance with the non-statutory advice by the Department for Education in accordance with the Education Act 1996 and the Education and Inspectors Act 2006 and the school's Control and Restraint Policy.

## APPENDIX 4

### BEHAVIOUR INCIDENT LOG

<b>Name of victim/s</b>		<b>Name of Perpetrator/s</b>	
<b>Date and Time</b>		<b>Place of Incident</b>	
<b>(Circle as appropriate)</b>		<b>Recorded on Sims: Yes/No</b>	
Observed behaviour	Discussion	Disclosure (by whom)	
<b>Details of incident:</b>			
<b>Signed:</b>		<b>Name:</b>	
Passed to <b>Headteacher</b> <b>Deputy Headteacher</b>		<b>Date</b>	
<b>Incident Recorded under Sims Category (circle)</b>			
Assault – Pupil	Bullying	Damage – Property	Defiance
Disruptive Behaviour	Fighting	Racist	Theft
Verbal abuse – Pupil	Verbal abuse - Teacher	Homophobic	Other (Severe)
<b>Action taken / sanction / outcome</b>		<b>Parents informed? Yes / No</b>	
<b>Signed</b>		<b>Date</b>	

## APPENDIX 5

### ANTI-BULLYING STATEMENT

We have a responsibility to provide a secure and safe environment so that all may come to school in the confident knowledge that they will be protected from bullies. Everyone at Woodcote is valued.

#### *What is bullying?*

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone or a group by an individual or other group. We recognise that bullying is often, but not always, **persistent** in its nature. (Equality Act 2010 refers)

Bullying behaviour encompasses physical, verbal and non-verbal abuse. Examples may include:

Physical - hitting, punching, pinching, interfering with others' property, intimidation

Verbal - name calling, taunting, sarcasm, threatening, intimidating, degrading or humiliating behaviour swearing, racist/sexual/homophobic remarks

Non-verbal - rude gestures, ignoring, graffiti designed to embarrass, deliberate exclusion from games, activities or groups, turning others against someone or ganging up

Cyber Bullying – See Separate Statement and e-Safety Policy

Pupils or parents troubled by bullying must discuss their concerns with members of staff as soon as possible and the following procedure will be acted upon:

- Incidents must be reported to class teachers (both of victim and bully) and logged
- The classteacher will then report the matter to a senior leader
- Parents will be informed by class teachers of serious concerns. The Headteacher/Deputy Headteachers will be informed and investigate allegations with the children involved. They will contact the parents of the bullying child immediately and ask them into to school to discuss the matter.
- A child found bullying will be excluded from activities where the safety and welfare of others is in jeopardy
- If bullying continues, the child will be excluded from school

All incidents of bullying will be treated as excludable misdemeanours as described in the discipline statement (appendix 1).

Incidents identified as racist, sexual, homophobic or gender linked are logged and a record kept.

Pupils are encouraged, however, to learn how to deal with bullying themselves by gaining appropriate strategies to develop confidence and coping with negative peer pressure. In particular, appropriate, immediate reporting to an adult in school is strongly encouraged.