

# Policy for Good Behaviour



## Woodcote Primary School

(Incorporating Anti-bullying statement)

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## INTRODUCTION

At Woodcote Primary 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: -**

- I will listen to others and follow instructions
- I will speak politely and always tell the truth
- I will show and treat others with respect to others at all times
- I will respect my own property and that of others
- 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 Assistant Headteacher for Inclusion is 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 and Disabilities, 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, AHTs, Deputy Head of School or Head of School (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 in 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 sanctions 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, where possible, 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 home-school contact book or Behaviour Support Plan. The contact 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 positive and negative to build up a more detailed picture. Where the contact book is used it will always contain details of achievements throughout the day as well.

Our most serious sanction 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 Primary 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 an Assistant Headteacher or Deputy Head of School. If these approaches do not resolve concerns an appointment to meet the Head of School 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 2015

Next consultation with stakeholders due June 2018

## APPENDIX 1 – SCHOOL REWARDS/RECOGNITIONS

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 a range of rewards:

1. **Class rewards** such as stickers, sticker charts, chance cards or house points. These are to be decided by the children with their teachers and can lead to tangible rewards such as certificates.
2. **Class Marble Jars** are used in each class to reward good class group behaviour such as good lining up and good movement around the school. When the Jars are full the children decide on the reward they would like, i.e. pyjama day, video afternoon, mufti day...
3. **House points.** All children from Years 1-6 will be allocated to a house. Anyone can give a child house points, in multiples of 5 (up to a maximum of 50), 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. The winning house for each term will have a 'reward' decided upon by the children. Houses will also be used for collaborative Cross Year Group PSHE Sessions Monthly.
4. **Star of the week.** Children can be rewarded with 'Star of the Week' for exceptional effort, achievement following good practice/struggle, or making progress in their classwork or behaviour. Star of the week can also be presented to children for exhibiting one of the 6 school values. Certificates will be presented in the weekly Achievement Assembly.
5. **NEW - Merit Awards** are for individual achievements, effort and attainment, or for exhibiting the school values. Children are awarded merit awards which they collect to earn bronze (20), silver (40) and then gold (60) badges. When children get their gold badge they also receive an individual award (to be selected). These should be high value awards for individuals with children maybe taking two years to collect all 60 merit stamps.
6. **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 as a reward.

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

**Rewards will also be given with a Growth Mindset Focus** (for effort and progress made). 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. We will not give rewards to children for conforming to expected behaviours, routinely demonstrated by the majority of children each day

## 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 or Senior Leaders. 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. 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:

What are you doing?

What should you be doing?

Which rule do you need to think about/which rule has been broken?

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 or walk around with an adult on duty.
- 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 Head of School 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 *always* be treated under this heading. The following process is used in these cases:

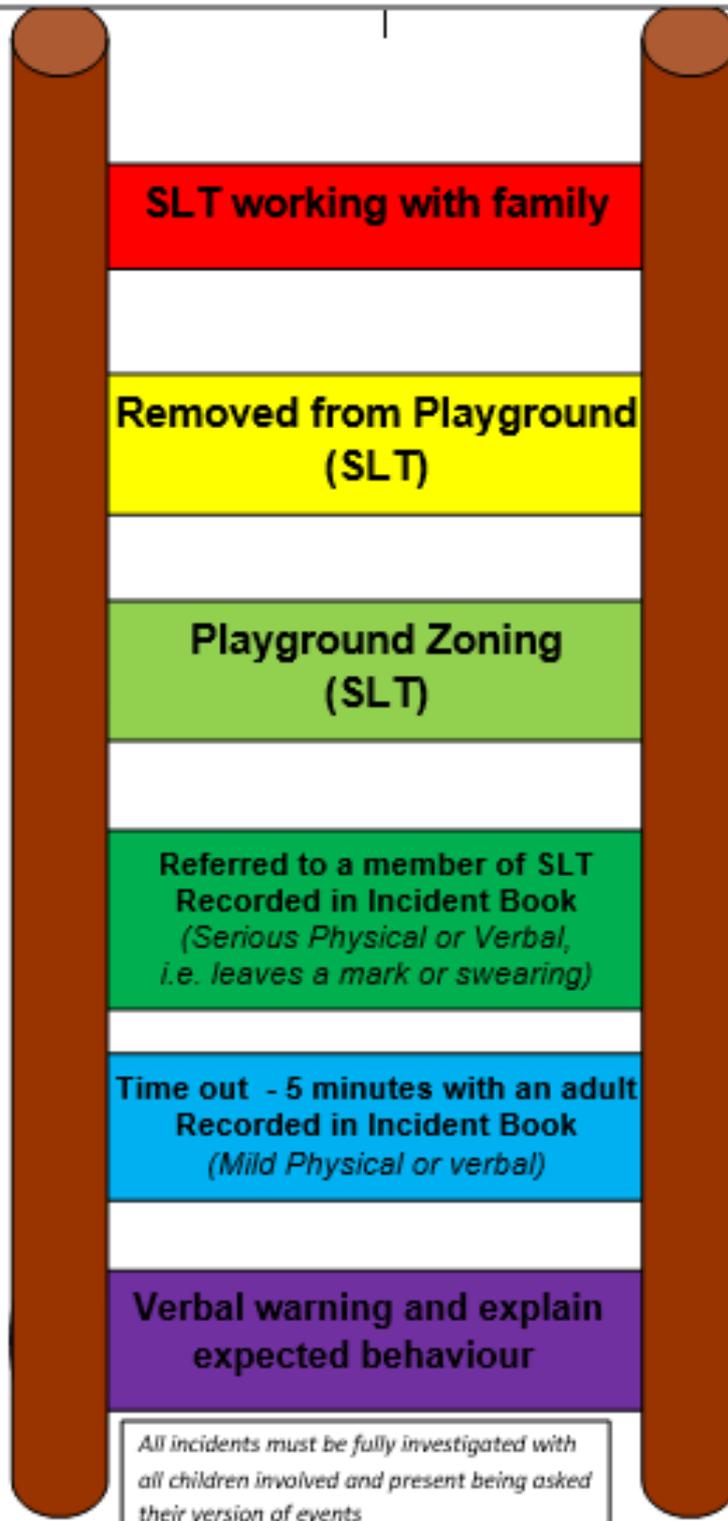
- The adult or teacher on duty/in charge will talk through the incident briefly with everyone involved. If they decide that a major misdemeanour has occurred they will refer the matter to a senior leader. If the misdemeanour has occurred at lunchtime it will also be recorded in the class behaviour book 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:
  1. Impose a sanction (Appendix 3)
  2. Report back to classteacher for reference
  3. Pass back to classteacher to inform parents
  4. Write a letter to parents personally outlining incident
  5. Ring parents before end of day and invite them in to discuss incident
  6. Pass to Head of School 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).
- 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 a senior leader. At this point a decision will be taken as to whether a Behaviour Support Plan or further support needs to be put in place.
- Decisions made by senior leaders following an investigation will be final.

## MISDEMEANOURS WHICH COULD LEAD TO EXCLUSION

These are very rare at Woodcote Primary 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 pupils/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 a Senior Leader, 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 may choose to do one of 3 things:
  1. Discuss the matter with a professional agency
  2. Discuss the matter with Chair of Governors/school adviser
  3. Exclude the child from school
- All incidents of this nature will be logged in the school incident log

# Lunch and Break Time Ladder



## Woodcote Primary Teaching Positive Behaviour Management - January 2018

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour (see school rewards). Throughout our curriculum and teaching, pupils are taught to collaborate, listen and respect each other's opinions. Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. Serious physical or verbal behaviour should immediately be referred to a member of the SLT.

### Behaviour Management Steps and Sanctions (In Class)

To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address negative behaviour of most children (see individual plans if appropriate):

#### Low Level Disruption

e.g. Talking/out of seat/noises/pushing etc.

ACTION: Minimal low key response by Teacher/TA:

- Praise other children
- Eye contact (stern stare, raised eye brow)
- Assertive body language (crossed arms, frowns etc.)
- Name/pause technique
- Being close and whispering a firm reminder
- Gentle touch on shoulder/pat on back
- Reminder of school rules/expectations
- A quiet word
- Direct them to their seat
- Quiet unobtrusive 'What should you be doing?' or 'Are you okay?'
- Not allowing them to sit with friends
- Have a lining up order for assemblies/break times
- Use of questioning – what should you be doing? Which school rule are you breaking?

#### Beginning to Challenge

e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour/deliberate disruption e.g. trying to distract other pupils from their work, kicking another child under the table, etc.

ACTION: Response managed by Teacher/TA:

- Seat somewhere separate from class group for 5/10 minutes – 'time out'
- Set a time limit for improved behaviour
- Reminder of expected behaviour
- Child to apologise
- Informal conversation with parent/carer
- Break time detention – in class with teacher for 5/10 minutes
- Send to another class with work for 5/10 minutes (if already had 'time out' in class)

#### Serious

e.g. violence/damage to property/refusal/persistent rudeness/bullying type actions etc.

ACTION: Response usually managed by SLT

- Miss the whole of break/lunch time
- Escorted to the AHT for the Key Stage
- Email/letter home
- Possible internal exclusion
- Possible removal from playground short term (if behaviour is impacting in playground also)
- Letter of apology
- Meeting with Parents/carers with SLT and class teacher to put in place low level behaviour plan

#### Very Serious

e.g. behaviour is creating a health and safety risk/ fighting and physical harm to other children or staff/ verbal abuse to other children or staff/ serious theft/ persistent bullying etc.

ACTION: Taken to SLT Immediately

- Missed breaktimes/removal from playground
- Email/letter home
- Meeting with parents/carers with SLT and class teacher to put in place full behaviour plan
- Possible internal exclusion
- Possible involvement of P2B or Inclusion AHT

### Lunch and Break Time Behaviour (See separate document)

NB: Timeouts should be as follows - EYFS/KS1 5 minutes, KS2 10 minutes

# Incident Record

3 records in incident book – Parents called in to discuss behaviour, with a member of SLT and Classteacher



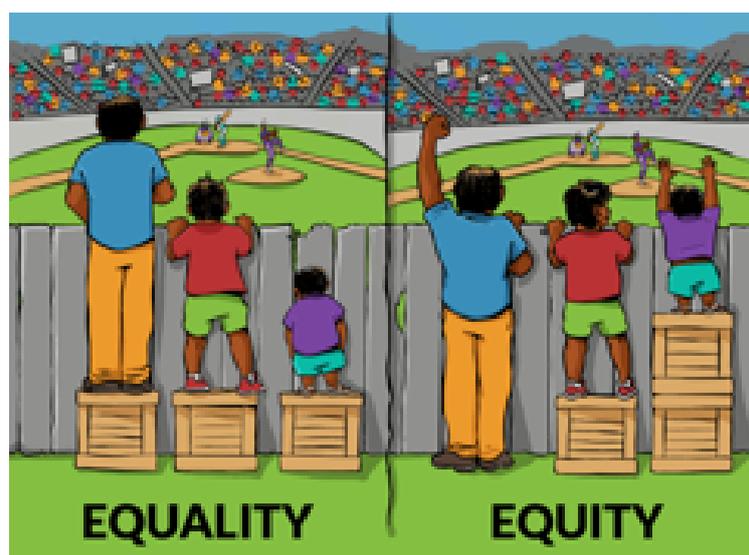
A further record in incident book – Parents called in to discuss behaviour and simple behaviour plan put in place, such as playground zoning (as appropriate)



A further record in incident book – Parents called in to discuss behaviour and full behaviour plan put in place, such as removal from playground (as appropriate)



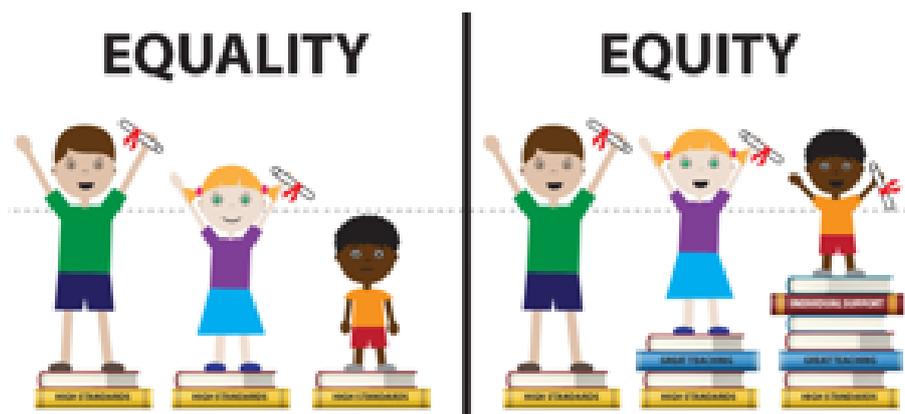
Further record in incident book – Parents called in for weekly meetings regarding behaviour and agreed sanctions and actions put in place



Concerns are sometimes raised where staff feel that a small handful of children, of the 735 in school, have individualised behaviour plans based on their needs and that approaches are not consistent and/or these children are receiving 'special treatment' or are being 'rewarded' for bad behaviour.

A small number of children have individualised plans to support improvements in their behaviour so they can be included in (or access) the school day and to support their learning development. Different strategies, opportunities or experiences might be put into place because their needs are different. Just as we adapt our approaches for children who have learning or other emotional needs such as 1:1 learning support or P2B – this is Inclusion. On the surface, this may appear 'unfair', but these are the steps that have been identified to address the specific needs of the individuals, following discussions with the class teacher and support staff, assessments, observations and guidance from behaviour support experts, in order to support these specific children and those around them. This is not an 'easy' option, and wherever possible, SLT are working with these children's families to improve the situation for them so they can be integrated, and to support their peers and staff. These children may be given additional jobs, or activities, have amended timetables, or access to additional support, to address their needs, for example, to build a child's self-esteem. However, the benefits and improvements to other children's learning/play environments and support for the adults working with them is also carefully considered as a priority. Most strategies and arrangements are put in place to allow the other children in the class to learn or play safely and allow the adults to do their jobs.

This small group of children may not have needs that are evident (such as dyslexia or autism for example) but they all have a significant emotional and well-being need from their past or current circumstances. They have all been or are going through things that none of us would wish to go through, and we have to take these circumstances into account, and look at what is behind the behaviour. Any decisions which are made take many factors into consideration, and are evaluated and reviewed regularly (and we can't always get it right straight away). Sometimes it is not appropriate or possible to share all information with staff about a child, but we can reassure everyone that decisions are not taken lightly and there will be a reason behind why something is happening, which you may not be aware of. If you want to talk to a member of SLT about any of these children, please feel free to do so.



Adults at Woodcote Primary School do not use whole group/class 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 - 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?*

*The ABA (Anti-Bullying Alliance) defines bullying as:*

*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.*

*Bullying can be physical, verbal or psychological.*

*It can happen face-to-face or online.*

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/Head of School 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 2).

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.

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