



Positive Behaviour and Relationships Policy



Woodcote Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

MANTRA

Positivity

Staff have a responsibility to be positive in their relationships with pupils and supportive of each other.

Rigour

We have a responsibility to ensure every moment a child is in our school will be spent productively. Through thorough use of evidence, we will enable all children to make excellent progress.

Aspiration

Our motto is Safe - Happy - Learning.

All members of staff aim to promote an extraordinary school day to develop independence and creativity.

Commitment

We put children first.

Energy

Staff are prepared to go the extra mile to provide the best possible education for their pupils. Our aim should always be to provide for the pupils of our school what we would want for our own children.

Standards

We will maintain a relentless focus on raising standards of achievement so that all pupils have opportunities to achieve their full potential. We expect all staff to maintain the highest professional standards at all times.

At Woodcote Primary School, we understand that all behaviour is a means of communication. We believe that children who resort to less than positive behaviours are simply trying to express an emotion and it is our job to find out what they are trying to tell us.

We believe in talking to children about the poor behaviours seen and always refer to the *behaviour* rather than the child, so that they know they can change the way they behave. We strongly believe that every child wants to behave well and be successful in both their relationships and in their learning.

Our *Positive Behaviour and Relationship Policy* ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to behave in a manner that allows teachers to teach and pupils to learn.

We have high expectations of behaviour from all our pupils and adults. To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management)
- Taking responsibility for the consequences of our behaviour(s)
- Having respect for the rights and beliefs of adults and of other pupils
- Working co-operatively
- Honesty and fairness

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities.

Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. They are:

- Treat each other with respect
- Keep your hands and feet to yourself
- Listen to and follow instructions
- Take care of our school by looking after our resources and keeping it clean and tidy.

At the beginning of each academic year, teachers agree with pupils a set of class expectations. These are displayed in the classroom to be used as a point of reference for maintaining high standards of behaviour for anyone working in that room, and they are revisited and revised at the start of each half term.

Playground Expectations

- We show respect to everyone by listening and being fair.
- We look after our playground equipment.
- We following the rules and help each other out.
- Our playground is a safe place to be.
- We keep our hands and feet to our self.

These expectations have been selected by our children and are displayed around the school.

Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Consistent Adult Behaviour

At Woodcote Primary School, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We Do Not Shout

At Woodcote, we believe that there is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.

Shouting implies a lack of control and staff have regular training on how to manage behaviour positively and how to speak to children who are repeatedly exhibiting challenging behaviour. We believe that there is always a reason for challenging behaviour of every kind and that as the adults we are responsible for finding out the reasons and adjusting our behaviour and the environment to support the child in developing the skills they need to take responsibility for their own behaviour. We also acknowledge that adults will sometimes need support in doing this and so we have clear lines of communication to ensure that staff feel supported by the SLT (Senior Leadership Team). We also believe strongly that working in partnership with parents/carers is key to supporting individual children and so endeavour to contact parents/carers at the earliest appropriate time to communicate how we can work together.

We Always Refer to the Behaviour and Not the Child

When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave. They are not a 'naughty/bad' child – they have simply chosen an inappropriate behaviour and need help in choosing to behave positively.

We never use the word such as 'stupid' to describe behaviour because children can confuse the use of these words to mean that they themselves are 'stupid' and this causes distress, confusion and conflict.

“It Takes a Whole Village to Raise a Child.”

Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community. We have regular assemblies on ways we can contribute positively to the local community. We always act upon any complaints from the local community and speak to parents and children (for example if a child has been seen to be misbehaving on their way home from school). We strongly believe in welcoming children back to see us when they are at secondary school and we will contact their secondary school if we have any concerns about their behaviour or well-being when we see them.

Non-Confrontational Approach

All staff at Woodcote Primary School will use a non-confrontational approach when speaking to the children and the rest of the school community. All new staff to the school will receive training to ensure consistency across the school and the highest standards of behaviour continue.

Behaviour Outside of School

If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately. For example, it will be addressed in assembly or by a meeting with the parents. We expect our children's behaviour to be excellent at all times as they are representing our school.

Rewarding Pupil Commitment when Following the Expectations Set - Positive Rewards

We work on the principle 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:

ClassDojo

We use ClassDojo as both a reward system and as a means to interact and engage with our families across the whole school, from Reception to Year 6. ClassDojo is our only whole school behaviour system to reward individuals; no other systems are used in our classrooms. We do though appreciate that some of our children will benefit from alternative ways of encouraging them to follow the expectations set and this is something that members of SLT put in place where they feel there is a particular need, for example a sticker chart.

What sort of behaviours do we reward using ClassDojo?

As with any other reward system, we focus on the positives. For consistency, we have standard ClassDojos across the school to promote positive behaviour which are awarded with specific points. These also include our 6 values: Respect, Creativity, Truthfulness, Resilience, Self-Belief and Responsibility.

We focus on a different value each half term, and the points will be changed to reflect this, to encourage children to demonstrate this value even more!

Once awarded, ClassDojos are never taken away.

Midday Supervisors (MDSs) are able to reward children using the 'Lunchtime ClassDojo'. Our MDSs do not have access to iPads, so class staff input the ClassDojos on their return from lunch. Trust is given to our children for this to happen!

How we recognise and reward the children who have earned the most ClassDojos?

ClassDojo Leaders collect the names of the top two children in each class each week who have achieved the most ClassDojos. These children are then entered into a raffle and a draw is made every half term, with a prize of a £10 voucher rewarded.

Class Marble Jars

These are used in each class to reward good class group behaviour such as good lining up and good movement around the school. When the Marble Jars are full, the children decide on the reward they would like, i.e. pyjama day, video afternoon, mufti day...

The Golden Table

Our Midday Supervisor Team nominate children each week, whose behaviour at lunchtime has been exceptional. These children then choose a friend to sit with them at The Golden Table as a reward. The Golden Table is laid with a tablecloth, flowers and squash.

Achievement Celebration Assembly

This is a time for everyone in the school community to acknowledge the achievements of all our children. Each week, our teachers and teaching assistants award a certificate to a child/children in their class who have worked really hard or who have demonstrated our school values, for example resilience to complete a piece of work.

We ensure that throughout the year, every child in each class receives at least one certificate because every child can excel in at least one area.

The school ensures that all children's achievements throughout the school year are acknowledged as appropriate to their needs. The school recognises that children's needs vary greatly and therefore rewards are given in a variety of circumstances. The Celebration Assembly is also an opportunity to say well done and award any certificates gained in the areas of sport, music, drama or any other of the many competitions our children enter.

Consequences

It is, of course, necessary to give consequences to children who consistently break the rules. These consequences are not intended to humiliate or make an example of a child. The aim is to help the child think about his/her actions and take responsibility for changing their behaviour. This is very important in the classroom because a lack of good learning behaviour leads to disruption and ultimately affects the ability of the rest of the class to concentrate as well as take time away from the teacher to do their job and teach all the children.

There is a clear system and progression of consequences as a result of continuing to not follow the expectations set, which show disapproval of unacceptable behaviour and maintain the safety and happiness of the school community:

Stage 1 Behaviour

| Behaviour issue | Consequences | People Involved | Support Offered |
|--|---|----------------------------------|---|
| Talking in class Talking whilst lining up Not listening to an adult Name calling Being off task Inappropriate/silly behaviour | Non-Verbal or verbal reminder of how to behave and follow the expectations Spend 5 minutes alone in a Timeout Space in the classroom Spend 10 minutes of playtime with a teacher. Sent to partner class with work for 30 minutes | Pupil Class Teacher/Adult | Consistent use of rewards and consequences Circle time activities Lunchtime clubs |

Stage 2 Behaviour

| Behaviour issue | Consequences | People Involved | Support Offered |
|--|--|---------------------|--|
| Persistent low-level behaviour | Sent to SLT | Pupil | Consistent use of rewards and consequences |
| Fighting | Recorded in the Behaviour Book | Class Teacher | Circle time activities |
| Swearing and inappropriate language | Daily/weekly report card set up by CT/pupil/parent/carer | Member of SLT | Lunchtime clubs |
| Refusing to follow directions from staff | In school isolations | Deputy Head Teacher | Support of SLT Member/Learning Mentor |
| Rudeness to teachers and other adults | Communication with parent/carer | Head Teacher | |
| Wilful damage to property | | Parent/carer | |
| Preventing other children from learning | | | |

Stage 3 Behaviour

| Behaviour issue | Consequences | People Involved | Support Offered |
|--|---|------------------------|---|
| Two incidents of Stage 2 behaviour in a day | Daily report card set up by SLT /learner/parent | Pupil | Consistent use of rewards and consequences |
| Disrespectful behaviour to members of staff and other adults | Referral to SLT/Headteacher | Class Teacher | Circle time activities |
| Bullying | In school isolations | Member of SLT | Lunchtime clubs |
| Biting/violence | Fixed term exclusion (and reintegration meetings) | Parent/Carer | Well Being Plan put in place with individual reward system set up. Shared with families also. |
| All behaviours that puts other children's safety at risk | Communication with parent/carer | Head Teacher | |
| | | Executive Head Teacher | |
| | | | If appropriate, referrals made to the following services: Place2Be, CAMHS team, EP, Social care |

Stage 4 Behaviour

| Behaviour issue | Consequences | People Involved | Support Offered |
|--------------------------------------|---|--|---|
| Extreme violence | Part time education programme with support from parents | Pupil | Alternative arrangements for education from day six onwards |
| Carrying an offensive weapon | Fixed term exclusion | Parent/Carer | |
| Repeated racist/homophobic behaviour | Permanent exclusion | Class teacher | |
| Repeated bullying incidents | Communication with parent/carer | Head Teacher Executive Head Teacher | |

We will make clear to learners what standards of behaviour we expect and offer them support to help them understand and improve their behaviour. All adults use consequences consistently throughout the school.

It is very rare for children to be sent to the Head Teacher or member of SLT but when this happens, each case is dealt with individually and sensitively.

In School Isolation/Fixed term Exclusion

The sanction of isolation or fixed term exclusion will be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial/homophobic abuse
- Bullying
- Being in possession of drugs at school
- Being in possession of a weapon at school

The following can be applied:

1. In-school isolation in which a child is removed from her/his class and placed with another teacher for a given period of time.
2. Fixed term exclusion where a child is not permitted to attend school for a fixed period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend Woodcote Primary School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed term exclusion will be used as punishment.

Permanent exclusion is the ultimate sanction and will be used when:

- All other avenues of support have proved unsuccessful – details of this are available from the Assistant Headteacher for Inclusion.
- A child's behaviour or demeanour puts the well-being, safety, and dignity of all others in jeopardy.

Reintegration of Excluded Pupils

All pupils being reintegrated following exclusion will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include allocation of a Key Worker, clear systems of rewards and sanctions, communication procedures and liaison with parents. All reintegration meetings are to have minutes taken.

Action to be taken in Racial/Homophobic/Sexist Incidents involving Pupils

All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher who will record these and inform the appropriate authorities.

In **all** such incidents the following will occur:

- The seriousness of the incident will be explained to the child.
- Details of the incident will be gathered from everyone involved.
- The child will be expected to apologise to the victim.
- A record of the incident will be made.
- A decision will be made about the discipline to be employed.
- The parents/carers of all the pupils involved will be advised in writing of the incident and the action taken.

The following is the hierarchy of discipline measures that will be implemented:

- 1) In addition to the above, a verbal reprimand and loss of playtimes.
- 2) The discipline measures outlined above and up to 1 day of in-school isolation.
- 3) A longer period of in-school isolation.
- 4) Significantly serious incidents involving prejudice and discrimination, such as those involving ongoing harassment or violence, will result in a pupil being excluded from the school premises.

The Head Teacher will consider, in consultation with the Chair of the School Board the child's age and/or understanding of the abuse before determining the severity of the discipline and may in serious incidents bypass this hierarchy of discipline measures to ensure the well-being and respect of all our pupils.

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|---|--|
| <p>Autumn 1</p> <p><i>Robo-Respect</i></p>  | <p>Autumn 2</p> <p><i>Sunny Self-Belief</i></p>  |
| <p>Spring 1</p> <p><i>Resilient Riz</i></p>  | <p>Spring 2</p>  <p><i>Truthful Trudy</i></p> |
| <p>Summer 1</p> <p><i>Responsible Ray</i></p>  | <p>Summer 2</p> <p><i>Creative Cam</i></p>  |