

*'Growing together,
Learning forever'*



Woodstone Community Primary School **Behaviour Policy**

Date: November 2023

Date for review: November 2026

Signed by the Chair of Governors:

A handwritten signature in black ink, which appears to read 'S. Young'.

INTRODUCTION:

This policy, which was drawn up by all staff (teaching and non-teaching) reflects our school mission statement, aims and values as well as the principles set out by the Governors within their behaviour principles written statement.

DEVELOPMENT

This policy was developed in consultation with the teaching and non-teaching staff, Governors and children, using the recommendations from the EEF guidance report 'Improving Behaviour in Schools' (2019). The responsibility for the implementation of this policy lies with the whole School community (including parents/carers) with overall responsibility for monitoring and evaluation being undertaken by the Headteacher.

SCHOOL AIMS, VISION & VALUES

MISSION STATEMENT:

Growing together, learning forever.

Aims

We aim to promote high achievement where children work independently & collaboratively

Offer broad & challenging opportunities which enable ALL children to achieve their full potential in an ever changing world by promoting equality of opportunity for ALL including between disabled and other people

Operate as a team - where Staff, Governors, Parents/carers and members of the community recognises the importance of partnership in education

Develop high self-esteem and sense of worth alongside high standards of behaviour which will allow effective learning to take place

Strive to develop independent thinkers and highly motivated lifelong learners

Teach children an understanding of and respect for their own and other beliefs and cultures and an awareness of the wider world and the important role they have to play

Offer staff development and training - recognising the impact high quality training has upon raising standards within school

Nurture all aspects of a child's development, emotionally, academically and socially

Ensure a bright, stimulating, challenging and happy learning environment where everyone feels valued, safe and secure

Our School Values

At Woodstone we have five school values which underpin all policies, procedures and the day-to-day running of our school for all stakeholders including children, staff, parents/carers and Governors. These are:

WE TRY OUR BEST

WE SUPPORT EACH OTHER

WE KEEP EACH OTHER INFORMED

WE ARE PROUD OF OUR SCHOOL

WE LISTEN TO DIFFERENT OPINIONS

The development of this policy and our approach to behaviour management is underpinned by all five school values.

POLICY AIMS

At Woodstone, we promote good behaviour for learning and nurture children to become respectful, well-behaved citizens who are motivated, ready to learn and well-prepared for the next stage of their education and later life. We want children to actively participate in creating a school atmosphere where everyone is welcome, where we celebrate what we have in common, appreciate and nurture differences and where there is a zero-tolerance approach to bullying, harassment, or violence. We want to develop children who consistently demonstrate good behaviour, positive attitudes and a strong commitment to their learning. We aim to develop children's emotional literacy enabling them to articulate their feelings, understand their own and others' emotions and provide them with the skills they need to self-regulate, cope with difficulties and accept challenges. Our policy is understood by all stakeholders and is applied fairly and consistently to all children by all members of staff.

SCHOOL RULES

Our 3 school rules are simple, child-friendly and easy to understand and are a pivotal part of our whole school approach to managing behaviour. All stakeholders were involved in developing the school rules and they underpin all aspects of school life.

Our school rules are:

- Show good manners at all times
- Follow instructions straight away
- Care for everything and everyone.

Following these rules makes our School a fairer and happier place to be for both children and adults. They are displayed in all classrooms and throughout the school and children are reminded of them regularly.

THE ROLE OF ADULTS

We recognise that positive relationships between adults and children are vital for managing behaviour and creating a positive learning environment. The class teacher and support staff play a pivotal role in establishing and maintaining discipline within the classroom, however all adults are expected to act as role models and display the same high levels of behaviour, respect and personal conduct that is expected of the children at all times. This includes office staff, lunchtime supervisors, classroom volunteers and any other adults in school. The Headteacher is responsible for ensuring that all staff are well-equipped to manage behaviour through necessary training and support. Effectively supporting children to manage their behaviour requires a partnership between home and school and parents/carers are expected to support the school in doing so. In addition, parents/carers are expected to reflect the high standards of behaviour and personal conduct expected of the children and other adults when on the school site.

CURRICULUM

Here at Woodstone we provide a challenging, stimulating and engaging curriculum which actively promotes children's engagement in their learning. We believe it is crucial that teachers plan tasks which provide an appropriate level of challenge, considering the children's zone of proximal development allowing them to

experience success and positively supporting their behaviour for learning. Through our PSHE and character curriculum, we educate children about their emotions, ensuring they are equipped with the skills to self-regulate, manage their feelings and behave appropriately in a range of situations as well as recognise inappropriate and dangerous behaviour.

PROACTIVE STRATEGIES (REWARDS)

We celebrate and value positive behaviour for learning from all of our children. We use a variety of reward strategies that are appropriate to the context, age and maturity of the child. Examples of these are praise, positive comments, displaying good work in our Golden Book assembly, stickers, stars and recognition of 'impeccable' behaviour. As suggested by the EEF, putting in place clear reward systems can improve behaviour and therefore each class has a reward system which is developed alongside the children considering their age, interests and the dynamics of the class. Some classes have a peg system or use Class Dojo as well as collaborative reward systems, such as pom-pom jars, which build up to a whole class reward. These methods ensure our children are well motivated and in turn contribute to the high standards of behaviour we expect.

Rewards which are effective are personal to the child receiving them and those giving them. Simple recognition for good work and/or sustained effort is greatly appreciated by children and adults. The following list indicates examples of where different types of proactive strategies might be used:

1. Praise from the adult working with the child. This should always focus on the behaviour as opposed to the child e.g. "thank you for showing calm, quiet walking down the corridor, well done" or "your use of adjectives in this paragraph is super". Phrases such as "good boy/girl" are less effective as they do not clearly identify the behaviour being praised.
2. Stickers, stars and/or marbles in the jar (in line with the class system) from the adult
3. Praise from another member of staff i.e. the child may go to another teacher/teaching assistant in another room. Children can also take their work or be acknowledged for good achievement by the Headteacher/Deputy Headteacher. This could also involve stickers being given by these other members of Staff.
4. Recognising children's behaviour, work or achievement in our weekly Golden Book Assembly (see below).
5. Children being recognised as 'impeccable' for behaviour which goes above and beyond the norm.

GOLDEN BOOK ASSEMBLIES

At Woodstone school assemblies are an important time for us to come together and celebrate good work, positive behaviour or other achievements in life. Every Friday the whole school come together for our celebration 'Golden Book' assembly. Children from each class are invited to the front of the assembly and recognised for a special achievement such a good piece of work, showing excellent behaviour for learning or improving in a particular skill or by 'living' the school values. By keeping

Careful records, we ensure that all children are included in our Golden Book assemblies during each term. Children mentioned in the Golden Book will receive a sticker and a certificate. We celebrate both in school and out of school achievements, such as children bring in badges and certificates from activities such as swimming and judo etc. We value everyone and recognise all kinds of achievement therefore we also mention events or achievements in the lives of staff, for example passing an NVQ, driving test or degree.

REACTIVE STRATEGIES (SANCTIONS)

At Woodstone Primary School we use proactive strategies to promote good behaviour far more than reactive strategies once poor behaviour has occurred. We all aim to be positive rather than negative and use a variety of strategies which aim to minimise misbehaviour. We follow the 5:1 principle as recommended in EEF guidance report, whereby adults aim to make 5 positive comments towards a child for every 1 negative comment. We also recognise that behaviour is a form of communication and always address the behaviour directly and not the child.

In addition we also:

- Make sure each child knows the behavioural expectations and how to enact these
- Demonstrate excellent classroom management skills
- Encourage and develop self discipline in all of our children
- Reward children for good work, achievement and behaviour

Unfortunately, there are times when a child's behaviour does not meet expectations. If this is the case then we will adopt a range of strategies to respond. The level of progression which we follow during such incidents is indicated below however, it must be remembered that each incident involves individual children and each individual needs to be handled appropriately. Therefore, as a staff we need to know our children and despite which stage we are implementing the sanctions need to be fair, firm and consistent. The child should always be supported to understand how their behaviour is not adhering to the school rules and made aware of what the appropriate behaviour should be.

STAGE 1:

- Use positive peripheral praise towards the other children behaving as expected
- Wait quietly for the child to realise that you have noticed
- Make eye contact with the child
- Show disapproval
- Move towards the child
- Ask the child a question to draw them back into their learning

If the misbehaviour continues

STAGE 2:

- Speak quietly to the child at an appropriate distance i.e. not invading their personal space

- Name the child in a firm voice
- Identify the misbehaviour and ask the child to behave correctly – i.e. a positive statement such as “*Please can you do this*” rather than “*don’t do that*”.
- Point out and remind the child of the relevant class and school rules

Incidents resulting in sanctions at Stages 1 and 2 (including if they happen outside of school hours) could effectively be dealt with a member of the support staff working in the classroom. A teacher will always be involved from Stage 3 onwards.

STAGE 3:

- The child may be removed from the class, for example, to work alone in the quiet room or corridor, or to stand quietly alone for a few minutes in the playground etc. (always with supervision)
- Privileges or opportunities may be withdrawn for a time i.e. not allowed to play on the field
- Kept back at playtime or lunchtime (always with supervision)
- Repeated incidents may be reported to parents/carers

If the inappropriate behaviour persists, then the process will move to Stage 4.

Should the behavioural incident be more serious, stage 4 strategies may be implemented straight away. More serious incidents could include:

- Persistently unkind or unfair to other children
- Child-on-child abuse of any kind (see Child Protection Policy)
- Bullying of any kind (see Bullying Prevention Policy)
- Hate crimes/racism/homophobia
- Stealing
- Deliberate damage to school or other’s property
- Being persistently rude to adults in School
- Deliberately & persistently breaking the school rules
- Fighting
- Persistently disruptive behaviour in the classroom
- Constantly refusing to do as asked

STAGE 4:

- The child will be sent to the Headteacher or in their absence the Deputy Headteacher. The Headteacher will discuss the behavioural incident with the child and identify the specific behaviour that was unacceptable in the context of our school rules and school values. They will conduct a restorative conversation with the child (see below) and details of the incident, sanctions and subsequent restorative conversation will be recorded onto CPOMS.
- The Head or staff named above will apply further sanctions as appropriate to the incident and the child.
- Parents/carers may be kept aware during this stage by an informative conversation or letter explaining that the situation has been dealt with but that we value parental support.

- An agreed behaviour contract e.g. behaviour chart, may be set up at this stage, the aim being to modify poor behaviour by rewarding good behaviour. This chart would be shared between the Headteacher, The Deputy Headteacher, the class teacher(s), the parents/carers/carers and the child.

This would then be followed by Stage 5.

STAGE 5:

- If behaviour does not improve with a behaviour chart/contract then parents/carers would be asked, via a letter, to come in to School to formally discuss the situation.
- Governors will also be made aware of the situation but individual names of children will not be shared with Governors.

It would be hoped that no situation would ever get beyond Stage 5. At this stage, close liaison will have already been set up between home and school so parents/carers are kept informed about their child's behaviour. However, serious cases would have to move to stage 6.

STAGE 6:

- Outside advice will be sought e.g. educational psychologist advice and assessment/Early help etc.
- A child could be excluded at lunchtime or for part or the whole school day for a set period of time
- Finally, with no other options available a child would be permanently excluded from School. This final decision would be taken by the Woodstone Primary School Governing Body.
- If a permanent exclusion is likely, the school will refer to the Exclusion Policy.

Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.

RESTORATIVE CONVERSATIONS

At Woodstone we aim to promote positive behaviour for learning, encourage children to take responsibility for their actions and understand how their actions affect others. In addition, maintaining positive relationships between adults and children is vital to supporting positive behaviour for learning, therefore adults dealing with a behavioural incident from stage 3 onwards will follow any sanction with a restorative conversation with the child/children involved. These conversations promote accountability, aim to help children to understand the impact of their behaviours and support them to make better behavioural choices in the future. These conversations are an important aspect in our approach to behaviour management, particularly in trying to break cycles of poor behaviour. An example of the suggested structure of a restorative conversation is included in appendix 1, however adults may adapt the structure depending on the age and maturity of the child/children involved.

INCLUSION

Whilst the above strategies will be appropriate for supporting most children, some children may need a more tailored approach. These may be children with additional and special educational needs or those for whom managing their behaviour and regulating emotions is more challenging. Any tailored approach will follow the same principles set out in this policy and will be applied fairly and consistently by all members of staff.

CHILD ON CHILD ABUSE

At Woodstone, we have a zero-tolerance approach to all forms of abuse, including child on child abuse. We recognise that children sometimes display abusive behaviour towards others and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. Such matters will be dealt with in line with the Leicestershire and Rutland Safeguarding Children Partnership guidance and the latest Keeping Children Safe in Education. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. As with any safeguarding concern, all reports of child on child abuse will be recorded onto CPOMS.

HIERARCHY OF RESPONSIBILITY

The order of responsibility for dealing with serious incidents is:

1. Mr Mullins (HT) /Miss Clement (DHT)
2. Miss Barnes (SLT)
3. Miss Williams/Mrs Kennedy

PHYSICAL RESTRAINT

There may be extremely rare occasions upon which physical restraint of pupils is deemed necessary, reasonable and justifiable. If required two members of staff will undertake training in Physical Restraint (Team Teach). As far as reasonably practical, only these two members of staff will be called upon to carry out restraint. Restraint of pupils would only be taken in the circumstances outlined in the law relating to this subject (see Section 550ZB(5) of the Education Act 1996: the Use of force to Control or Restrain Pupils).

EXCLUSIONS

The school follows the DfE guidance on exclusions and, as such, a pupil may be excluded from school at lunchtime if his/her behaviour is so serious that he/she represents a danger to himself/herself or others. If a pupil is being disruptive in lessons and his/her behaviour is so serious that he/she represents a danger to others or is significantly stopping other children in the class from learning, the Headteacher may need to exclude the pupil from the school for a fixed period of time. Such action would always be reported to the Chair of Governors.

EQUALITY STATEMENT

At Woodstone Community Primary School we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

MONITORING OF THE BEHAVIOUR POLICY

The Headteacher will continually monitor the application and effectiveness of this policy. The policy will be reviewed a minimum of every 3 years and approved by the Governor Behaviour, Welfare and Safety committee.

LINKS TO OTHER POLICIES

This policy has been written to complement a number of other policies and should be read and understood alongside the following:

- Bullying Prevention Policy
- Behaviour Principles Written Statement
- Child Protection Policy
- SEND Policy
- Exclusions Policy
- Equality Information and Objectives
- Positive Handling

APPENDIX 1 – RESTORATIVE CONVERSATION TEMPLATE



Whilst the structure and overall principles of the restorative conversation will be applied consistently, the specific questions and discussion points may be adapted dependent on the specific incident, age and maturity of the child.