

Woodlands Primary School

Behaviour Management Policy (including behaviour principles)



Written by	Rita Tarrant Blick
Ratified by Governors	Autumn 2016
Date for Review	Autumn 2017
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Rita Tarrant Blick in order to ensure that it does not have an adverse effect on race, gender or disability equality

Introduction

At Woodlands Primary School we aim to create a safe, calm and happy environment for all school community members. We want everyone to feel valued, respected, confident and safe. This policy is written for every member of the school community to allow a universal understanding of the rationale that underpins it. We want everyone to work together to encourage good behaviour.

The purpose of this policy

This policy provides the agreed framework for the management of children's behaviour in our school. It will inform staff, parents, pupils and governors.

- To set out clear guidelines that are agreed by all staff and understood by the children.
- To support staff so that they are confident to take responsibility for dealing with unacceptable behaviour and for rewarding good behaviour.
- To ensure that our actions will be consistent and are seen to be fair.

Our ethos

At Woodlands Primary School we believe that children develop into responsible learners through living in a school ethos which:

- Values each child as an individual and as part of a family and community
- Promotes the care and welfare of each individual
- Educates each child to achieve the best of their ability
- Provides a lively, stimulating environment
- Creates confidence in, and enjoyment of, learning experiences
- Teaches each child to understand and work towards our school rules

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. The school has a central role in the children's social and moral development. We recognise that we must help children to work towards acceptable standards of behaviour and that these are goals rather than expectations which are fulfilled or not. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. We expect the same high standards of behaviour on educational visits and residential visits as in school.

An appropriately structured curriculum and effective teaching and learning contribute to good behaviour. Lessons should have clear objectives, understood by the children and differentiated to meet individual needs. Marking and feedback should show that the children's efforts are valued and that progress matters.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a huge influence on the way the children behave.

Teaching methods should encourage enthusiasm and active participation for all and teachers should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.

Our key principles

- To encourage respect and self-discipline in all areas of school life.
- To work positively with each child to help their personal, social & emotional development (including the development of social skills).
- To respond positively to appropriate or improved behaviour rather than to focus on unacceptable behaviour.
- To show appreciation of the efforts and contribution of all.
- To reward appropriate or improved behaviour.
- To provide a consistent approach to behaviour management.
- To provide good adult role models.
- To encourage relationships based on kindness, respect and understanding of others
- To ensure fair treatment for all regardless of age, gender, race, ability and disability.
- To work with parents on all aspects of behaviour management.

Our code of conduct

This has been developed in consultation with all stakeholders and in particular with the children.

At Woodlands we...

- respect ourselves and others
- are always considerate, helpful, kind and polite to each other
- set good examples to each other
- listen without interrupting when others are speaking
- do as we have been asked the first time
- think before we speak carefully considering the words we use
- use a sensible tone of voice in and around the school
- walk inside the school building at all times
- respect our own work and property and that of others
- always use equipment sensibly
- respect the rules when playing games ; no play-fighting or playing roughly
- are aware of our surroundings so that no one gets hurt

Our class rules

Class rules are developed by the class teacher with the children and should be displayed in the classroom and regularly updated as necessary. They should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Class rules should:

- be kept to a minimum
- be explained and made clear to all
- be clearly displayed
- be stated positively (telling the children what to do rather than what not to do)
- be consistently applied
- promote the idea that everyone contributes and that everyone is important
- encourage individual responsibility

Our rewards

At Woodlands our emphasis is on rewards to reinforce good behaviour. Rewards motivate and show that good behaviour is valued.

The most common reward is praise, informal and formal, to individuals and groups. Rewards are given for good work, good behaviour, improvements, meeting targets, kind deeds, good manners....etc.

Rewards include:

- verbal praise
- non-verbal praise
- a smile
- applause
- good work shown to other children and teachers
- a mention in the weekly newsletter
- recognition of achievements by key members of staff
- stickers
- Head Teacher awards
- Gold Star Assembly
- 'Golden' time
- informing parents
- lunchtime stickers and the 'Golden Table'
- special privileges e.g. extra Golden time

Our sanctions

Sanctions are used to discourage poor and inappropriate behaviour. . We recognise that each child needs to learn the consequences of their own actions and take responsibility for the way in which they behave. When issuing sanctions we take note of the following:

- The decision to employ a sanction is always made a paid member of staff or by a volunteer on a school trip.
- It must be clear why the sanction is being used.
- Group sanctions should be avoided as they cause resentment.
- It must be made clear what changes in future behaviour are required to avoid future sanctions.
- It is important that the sanction is not out of proportion to the offence (there should be a clear distinction between minor and major offences).
- Ignore minor inappropriate behaviour. (If it's appropriate.)
- The focus should not be on secondary behaviour but rather on the main issue.
- Reflect on previous successful behaviour.
- Use knowledge of the individual child to respond effectively.
- Repair and rebuild afterwards.
- Let the child start anew.
- Use language that judges the behaviour not the child.

Any sanction must be carried through (where possible) by the person who has identified and sanctioned the behaviour. At Woodlands we have a graded response to managing incidents of inappropriate behaviour.

Low level disruption.

In some cases the child may need to stay in at lunchtime or breaktime to catch up on work missed because of disruption. Missed learning may also be sent home. However, they may be able to turn their behaviour around within the lesson. Children should always be given this chance and be praised if they can do so.

Defiance, minor violence, verbal abuse

If this is continuous on the same day or over a period of time parents / carers are informed either face to face or via telephone. The class teacher should make this phone call or arrange a meeting. The Phase Leader [Mrs Newsome / Mrs Chatley] should also be notified. This behaviour will result in one of the following:

- Loss of playtime / some of their lunchtime to fill in a reflection sheet and write a letter of apology if appropriate.
- Being sent to another classroom to work.
- Time out on a bench [if during lunchtime play] and verbal reflection.

Bullying, racism*, major violence, continued defiance or disruption

Where there is continued defiance [as above] on the same day or over a period of time parents / carers are informed either face to face or via telephone. The class teacher should make the phone call or arrange a meeting. The child should miss break time and fill in simple reflection sheet. This phase will also involve Mrs Tarrant-Blick, Mrs Buxton, Mr Burns or Mrs Priestley. This behaviour will result in one of the following:

- An individual behaviour chart or programme outlining clear expectations and goals
- An internal or external exclusion for part or whole day (or more if necessary)
- Conflict resolution, if appropriate.
- A Behaviour Support Plan or Pastoral Support Plan put into place.

All staff refer to 'behaviour chains' in order to ensure consistency of practice. Behaviour during lunchtimes is primarily managed by the midday supervisors or the class teacher and teaching assistant. All behaviour incidences are reported to the class teacher if dealt with by another member of staff.

Behaviour requiring class teacher or Senior Leadership Team intervention is recorded by the member of staff having dealt with it and referred to Mrs Tarrant-Blick. At this stage advice and assistance for the school and for the pupil may be sought from other professionals e.g. a behaviour specialist teacher or an Educational psychologist and it is likely that a behaviour support plan will be in place. This will always be done in consultation with parents and carers.

Bullying

Bullying is behaviour that is:

- Deliberately hurtful
- Repeated over time
- Difficult for the victim to defend him/herself against

It may be:

- Physical
- Verbal
- Indirect (eg. spreading stories)
- Happening inside or outside of school – or on-line (refer to the On-line Safety policy)

In our school we use the following strategies:

- Awareness raising in Assembly.
- Awareness raising in class discussions and circle time.
- Awareness raising among all the staff to look out for incidents and significant changes in children's behaviour.
- Encouraging children to confide in staff when they feel threatened or unhappy or when they think someone else is.
- A positive, caring attitude is promoted as part of the school's ethos.
- Where incidents of bullying occur, the sanctions in this policy are applied. A member of the Senior Leadership Team (SLT) will also see the children involved separately and liaise with parents and governors.

Detention outside school hours

- Detentions outside of school hours are rarely used at this school.
- They are only used as part of a planned, support package as part of an individual child's behaviour support programme and with the agreement of the Headteacher or Deputy Headteacher. Statutory guidance is followed.

Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014 DfE).

Behaviour outside school

Poor behaviour outside school that could have repercussions for the orderly running of the school **or** poses a threat to another pupil **or** could adversely affect the reputation of the school will be dealt with, following this policy, by a member of the Senior Leadership Team (SLT).

Power to use reasonable force

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's Force and Restraint policy).

Malicious allegations against staff

In circumstances where a pupil has made a malicious allegation against a member of staff,

an appropriate sanction, which could include temporary or permanent exclusion, will be employed, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Communication and partnership with parents and carers

We give high priority to clear communication within the school and to a positive partnership with parents and carers. Parental participation in many aspects of school life is encouraged. A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents or carers will be informed and action will be discussed.

- *Racism is considered to be **Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior***