

**WOODHOUSE
PRIMARY SCHOOL**



**‘COMMITTED TO
EXCELLENCE’**

BEHAVIOUR POLICY

**SEPTEMBER
2016**

Introduction

At Woodhouse Primary school we are pleased and proud of the behaviour of our pupils. The majority of our pupils behave exceptionally well and this stems from the positive and supportive ethos of the school which has been established and promoted over many years. High expectations are in place and children staff and parents are aware of what they are, in line with our motto of 'Committed to Excellence'.

We firmly believe that the best way of ensuring our expectations is the positive reinforcement of good behaviour and this forms the basis of this policy. We do understand however that on occasion the behaviour of pupils is not what we would wish and this policy also includes the actions we take to help pupils improve their behaviour.

This policy has been written after consultation and discussion with all staff and governors. It documents and reflects the agreed practice within school. It can not be implemented in isolation and is closely linked to other policies e.g. Equal Opportunities, Anti-bullying, Child Protection and Attendance.

Rationale

Good behaviour and discipline are key foundations of good education. Without a calm, orderly and respectful atmosphere effective teaching and learning cannot take place.

Aims and expectations

It is a primary aim of our school that every child feels valued and respected, and that they know they are treated fairly. We aim to promote an environment where everyone feels happy, safe and secure.

We aim to convey clearly to children the values which we want them to have, that they understand our expectations of behaviour and meet these.

All children are supported to have a clear and acceptable understanding of what is right and wrong, to have self esteem and self discipline and to appreciate and respect others in school and in the society around them.

The primary aim of the Behaviour Policy is not a system to enforce rules but as a means of promoting good behaviour and relationships through the values shared in our 'Woodhouse Way'.

Look after the people, places and things in our school.

Challenge yourself, do your best and never give up.

Be proud of the things that you and others do.

Work and play and get along together.

For our children we provide:

- A safe secure environment conducive to effective and stimulating learning
- Consultation about school behaviour guidelines and expectations
- Adults within school setting a good example
- The freedom from physical and verbal abuse in school
- A fair, consistent, clear and calm approach to discipline from the school
- A clear set of guidelines and expectations about their behaviour in school which are regularly discussed and modelled.
- The right to be listened to.

Adults in school are entitled to:

- Work and teach throughout the day without undue disruption caused by children's unacceptable behaviour
- Insist on a high standard of acceptable behaviour from children
- A safe secure environment conducive to effective and stimulating learning and free from physical and verbal abuse
- Expect parents to help prepare their children to meet the schools' expectations and behave in ways acceptable to the school community
- Identify the causes of the child's unacceptable behaviour, help modify it and seek help and support from others in so doing
- Implement agreed sanctions when children behave in unacceptable ways, including exclusions from school in extreme circumstances.

Parents are entitled to:

- Know that their children are taught in a safe and secure environment
- The school's highest expectations of their child's potential in all areas of school life
- Regular information and consultations with the school about their child's progress and behaviour
- A clear set of guidelines and expectations about children's behaviour in school
- Early notification from school of any problem with their child's behaviour
- Opportunities to help the school address their child's behaviour.

Children will

- Walk quietly and calmly throughout the school at all times.
- Listen to others carefully without interrupting.
- Follow instructions the first time
- Be caring, respectful and co-operative
- Use an appropriate tone of voice and body language.
- Ask adults for help when there is a problem.
- Learn to respect other people, their possessions and the school environment.
- Complete learning tasks to the best of their abilities.
- Use a suitable classroom voice.
- Keep to the school routines.
- Behave politely at meal times.

- Show good manners at all times
- Follow the Woodhouse Way

Staff Will

- Provide a safe and secure learning environment.
- Be prepared to listen and hear everyone's point of view.
- Intervene early to make sure everyone is safe.
- Use a calm, but firm voice to discuss the situation without prejudging what has happened.
- Reward good behaviour as often as possible and appropriate.
- Apply sanctions fairly, justly and consistently.
- Work in partnership with parents and carers.
- Reinforce the Woodhouse Way.
- Maintain the school routines.
- Develop class routines through consultation with children.

Parents/Carers Will

- Make sure their child attends school regularly and punctually.
- Make sure their child is dressed appropriately for school and has any necessary equipment.
- Discuss the school rules with their child.
- Talk to their child about their behaviour.
- Listen to their child's point of view whilst also considering the other side.
- Talk to their child's teacher if they are concerned about a behaviour issue.
- Talk to their child's teacher if the school is concerned about a behaviour issue.

3. General Strategies to manage behaviour

- Create a happy caring environment.
- Establish boundaries of acceptable behaviour by establishing with the children the 'Woodhouse Way' 'children will' and good behaviour at lunchtime list.
- The use of a calm manner by all staff when dealing with behaviour issues.
- Recognising and rewarding achievement to promote self-esteem.
- Discussion and reflection recognising that children need to be heard.
- Use of agreed strategies to reward good behaviour.
- Create behaviour plans to modify problem behaviour with the involvement of parents, teachers and children.

The majority of behaviour in school is managed by the positive reinforcement of good behaviour, primarily through praise and reward.

Rewards

1. Smiles and praise by all staff in recognition of good behaviour.
2. House Points and reward cards Bronze 25 points, Silver 50, Gold 100 and Platinum 200.

3. Class rewards to be decided by each class and given when the whole class have behaved in a positive way. E.g. lining up well, good team work, working quietly. The whole class has an agreed reward when they have received around 30 class rewards.
4. 'Woodhouse Wonder' badges given at weekly assembly to reward consistent hard work/good behaviour in the week. Links to 'The Woodhouse Way'.
5. Headteacher awards given at the end of each term for good behaviour over a long period.
6. Gold stickers given by the headteacher for excellent work.
7. Golden letters sent home for particularly good behaviour, effort or achievement.

Where there is conflict between children the school uses the principles of Restorative Practice to find a child-appropriate resolution to problems.

Inappropriate behaviour – *May get no further than Stage 2 unless persistent*

- Wasting resources.
- Wandering around the classroom inappropriately.
- Not completing learning tasks
- Dropping litter, throwing or flicking objects in the classroom
- Mistreating playground equipment.
- Deliberately distracting others.
- Calling out or shouting in class.
- Unsocial behaviour at the lunch table.
- Telling lies.
- Swearing as part of general conversation.
- Teasing or deliberately 'winding up' other children.
- Answering back.
- Unhelpful, uncooperative behaviour.

More serious incidents – *May go straight to Stage 3*

- Blatant refusal to accept adult's instructions
- Vandalism, including writing graffiti on walls, desks or books.
- Leaving the classroom without permission.
- Spoiling other children's work, including making fun of another child's work.
- Misuse of toilets and wash areas.
- Interfering with another person's property.
- Threatening or intimidating behaviour to peers, including swearing at another person.
- Arguing with an adult, including walking away when adult is talking
- Inappropriate physical contact. E.g. pushing, elbowing.

Very serious incidents - *Straight to stage 4*

- Theft.
- Running out of school.
- Physically violent behaviour (fights and physical attacks on others).

- Racist, homophobic language or behaviour.
- Inappropriate touching.
- Bullying (i.e. repeated and persistent threatening, intimidating or harming behaviour).
- Refusal to follow safety instructions, serious misuse of equipment.
- Stone throwing or any dangerous play.

Sanctions

Sanctions should be applied consistently and fairly. All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for not accepting inappropriate behaviour.

Stage 1

- Reminders of the expected behaviour.
- The child should be given a choice to stop the inappropriate behaviour or be given a sanction
- Refer to agreed codes of conduct.

Stage 2

- Being asked to move away from other children
- Missing 5 minutes of play or lunchtime.

Stage 3

- Miss a whole playtime
- Being sent to another teacher or a member of the Senior Leadership Team
- Inform parents in person or by telephone

Stage 4

- Send child to headteacher or SLT
- Complete 'Consequence Cloud' (appendix 1)
- Consider whether a behaviour target card or behaviour action plan is needed.
- Meet with parents

Stage 5

- The headteacher will request parents' attendance to discuss incidents and sanctions. Sanctions may include internal exclusion (removal from class / playground), fixed term or permanent exclusion.

After the session, inappropriate behaviour should be discussed individually with the child and recorded in class behaviour logs. (appendix 2). Behaviour logs will be reviewed regularly by teachers and the SLT.

The class teacher should discuss repeated behaviour issues with the Assistant or Deputy Head and then the Headteacher. Repeated or serious inappropriate behaviour should be discussed with parents. Parents and the school will work together to help the child improve their behaviour. This may include daily feedback, targets charts or behaviour action plans.

In extreme circumstances the sanction discussed with parents may be exclusion. Should this need arise, school will follow National Guidelines and liaise with the Local Authority.

Where children need additional support to help manage their behaviour provision is established through consultation with the child, parents and class teacher. This may also include advice from the school's SENCO or external agencies. This support is also available for staff requiring guidance in managing behaviour.

The consistent school approach ensures effective transition. However effective strategies for managing the behaviour of individual children will be passed to the next teacher and receiving school.

Lunchtimes

The midday assistants are familiar with and follow the school's behaviour management policy and the high expectations of good behaviour. Incidents of unacceptable behaviour are dealt with in-line with the agreed policy and reported to the class teacher.

Good Behaviour at Lunchtime

- Line up quietly and sensibly to collect your lunch
- Use good manners at the table
- Use cutlery and don't speak with your mouth full
- Pick-up or wipe up any dropped food.
- Follow the instructions of the midday assistants and show respect
- Keep voices to a sensible volume.

Approved by Governing Body: 14th October 2016

Policy review date : October 2017

What happened?

Why did it happen?

Consequence
Clouds

What needs to happen next?

What might happen because of what I did?

What could I have done to stop it?

Woodhouse Primary School



Dear

I am writing to let you know that we are particularly proud of

because

I would ask that you discuss this letter with your child and let him/her know how pleased we are.

Yours,