



WOODHOUSE COMMUNITY PRIMARY SCHOOL

Behaviour Policy 2020 – 2021

(This policy should be considered alongside UNICEF Articles 3, 5, 12, 19, 25, 28, 29, 36, 40)

Introduction

Woodhouse Community Primary School is a Rights Respecting School. Article 28 and 29 state that:

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

At Woodhouse Community Primary School we aim, through praise and positive encouragement, to enable every child to develop their full potential and grow into independent and responsible members of the community.

We are a fully inclusive school and as such we embrace and support the needs of every child. Children with SEND will be treated equally and receive the same high expectations. However, staff fully appreciate the needs of individual children and adaptations can and will be made to support those needs.

We believe that the attitudes and behaviour of the pupils is influenced by almost every aspect of the way in which the school is organised and how it relates to the community it serves. The character and identity of our school result from the management of these factors.

All members of staff are trained in using the Restorative Approach to dealing positively and calmly with behaviour issues in school. This approach brings those harmed by conflict and those responsible for the harm into communication with each other to support repairing the harm and work together to find a positive way forward by working together and listening to each other.

AIMS

- To be able to access the United Nations Convention for the Rights of the Child, and to be able to understand key rights.
- To contribute to the social, emotional and moral development of our pupils as members of our school and in preparation for their role as valued and responsible members of society.
- To maintain a school ethos which reflects the positive social and moral values of society.
- To maintain a safe and orderly environment in which adults and pupils may flourish.

- To contribute to the development of each individual's self-esteem and self-discipline.

OBJECTIVES

- To provide clear guidance to parents, staff and pupils regarding the standards of behaviour expected in school
- To provide staff with a behaviour management programme which is fair, consistent and manageable, and the responsibility of the whole school community.
- To recognise, reward and encourage positive models of behaviour
- To share successes and issues with parents
- To ensure that article 28 is adhered to at all times

WHOLE SCHOOL ISSUES FOR THE MANAGEMENT OF BEHAVIOUR

It is essential the following are aware of the guidelines and routines in operation within the school

- Teaching staff, including any supply staff.
- Non-teaching staff
- Pupils
- Parents
- Governors

KEY ELEMENTS TO BEHAVIOUR MANAGEMENT

There are 3 key elements to behaviour management.

- Rules (through the use of class charters)
- Praise and rewards
- Sanctions

a) Rules

Agreed rules exist for the school, both inside and out, and in the classrooms. The pupils are fully involved in the formulation of them each September where their input for whole school rules and class rules is a valuable part of the Behaviour Policy. Following the Rights Respecting model, a Class Charter is displayed in every classroom.

b) REWARDS

Encouragement through positive feedback forms the basis of this policy. Each pupil is a valuable member of the school community and the building of positive self-esteem in all pupils is of paramount importance.

All adults in school will foster this positive approach and children will be rewarded by praise both verbal and written. The whole school from Year 1 to Year 6 follow the 5 Step behaviour approach.

Good Book:

Children who complete outstanding work, show personal achievement or demonstrate good citizenship may be rewarded with a visit to the Headteacher where their name is written in the Good Book. This is shared with the whole school in Celebration Assembly every Friday and a photo of the child with their work is sent to parents via Dojo.

Dojo Points / Rainbow Tickets:

Dojo Points (an electronic rewards and parental communication system) and Rainbow Tickets can be awarded for various achievements eg. Everyone having read at home, uniform, 100% attendance that week, quietly lining up etc. Rainbow Tickets are put into a pot and drawn out in Celebration Assembly weekly where the winner chooses from the Prize Table. Dojo's are collated by class and appropriate rewards are agreed by each class. Dojos are shared via an App with parents, who can also comment back to school.

House Points:

Each pupil is in a team where their house points each week are counted and totalled and the winning team has the team cup presented in celebration assembly. At the end of each half term the points are totalled and the team with the most points is rewarded with extra playtime with the Headteacher.

Attendance Awards:

Good attendance and punctuality is collated and shared by the head teacher every Friday. 100% attendees / non-lates are rewarded with extra Dojo points. Those children who have had 100% attendance for the whole term are entered into a prize draw at the end of each term. *NB Some of these procedures are suspended due to the current pandemic.*

Celebration Assembly:

Celebration Assembly takes place each Friday when each class teacher chooses 'Pupil of the Week'. The class teacher chooses pupils who have achieved in any aspect of school life and they read out their achievement to the school and then the child's photograph, with their work, is displayed on the Celebration display in the Main Entrance for the rest of the week.

Pupil of the Week:

Pupil of the Week will be chosen from each class each week as the pupil who has been outstanding in any aspect of school during that week. A trophy is presented during Celebration Assembly to the pupil to look after in school until the following week.

Outstanding Behaviour Awards:

Termly awards will be given for pupils with who have not had their names placed on the Step Chart throughout the term. This may be a trip to a local soft play area or park or a party. *NB this will restart in Spring Term 2021* or as soon as Covid 19 allows.

Strategies to maintain good behaviour:

- Consistent use of praise/sanctions by all adults in school
- Consistent application of agreed school rules • Consistent practices eg. lunchtime rotations etc.
- Restorative Approach used by all staff in dealing with issues surrounding behaviour.
- Hypothetical challenging behaviour can also be tackled through discussion and role play through PSHCE lessons.

c) SANCTIONS

Sanctions are imposed for unacceptable behaviour.

Unacceptable behaviour may be defined as:

- Rudeness
- Aggression, verbal and physical
- Disruption
- Vandalism
- Bullying
- Stealing
- Unacceptable personal standards of work
- Choosing not to follow the school rules

Sanctions for unacceptable behaviour:

- Verbal warning
- Step 1- child physically moves name to Step 1
- Step 2- child physically moves name to Step 2
- Step 3- child physically moves name to Step 3; Time Out within own class
- Step 4- child physically moves name to Step 4; Time Out to partner class to complete a Think Sheet
- Step 5-session in Restart room- (*this is currently morning or afternoon session in partner class after speaking with SLT (am or pm), text/ phone call to parents; Report Card completed daily for 1 week, signed by HT/ SLT daily.* Step 5, (visit to Restart), can also be issued by staff for a one-off incident deemed by that staff member to be of a serious nature, ie, physical assault on another child, use of inappropriate language, verbal abuse, deliberate disobedience, ignoring school rules, etc. These incidents can result in an immediate fixed term exclusion or for those of a very serious nature a permanent exclusion.

Due to Covid – 19 – Steps four and five cannot happen due to bubbles needing to remain as a whole – the risk assessment states children will remain in either their bubble with the named staff or in isolation with a non-teaching member of SLT. Step 4 will also take place with SLT. The child will have a conversation with SLT and sanctions will be put in place, working in the HTs office or DHT's office.

Other sanctions:

- Loss of playtime. Pupils supervised by staff.
- Letter/phone call home
- Parents invited into school for meeting • Ultimately – fixed term exclusion.

Should a pattern of behaviour arise the school will:

- 1) have close contact with the parents/carers
- 2) involve Behaviour Support/Educational Psychology Service
- 3) formulate a PSP in conjuncture with parents and other appropriate agencies
- 4) compile a risk assessment
- 5) involve the support of Behaviour Crisis Support Team
- 6) discuss the implementation of a Parenting Contract with the Parent where school and the Parent agree targets and terms. This will be agreed with Governors and reviewed regularly
- 7) fixed term exclusion – for exclusions of up to 5 days work will be set and marked by the school on a daily basis. The PSA will liaise with the family to provide this support. For exclusions for 6 consecutive days or longer the school will provide suitable full-time education from and including the 6th day of the exclusion through another setting discussed with the Local Authority
- 8) Discussions surrounding the suitability of a Managed Move
- 9) Liaise with the Local Authority Behaviour Panel to request further advice, support and guidance
- 10) Ultimately permanent exclusion

At each point LA guidance and advice will be followed.

Procedures following a permanent exclusion:

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this. From the 6th. day of a permanent exclusion the LA is statutorily responsible for ensuring that suitable full-time education is provided.

Procedures following a Fixed term Exclusion:

- (i) Exclusions up to 5 consecutive days – these may be covered by the The Centre.
- (ii) Exclusions for longer an alternative School

Behaviour outside of school:

Behaviour of students outside of school where the school can be associated with that behaviour eg. pupil wearing school uniform, and where the school's name can be brought into disrepute will be addressed by the school following the usual in school behaviour system.

Power to search:

The headteacher will use the power to search pupils only in extreme circumstances where the pupil could potentially be concealing a weapon. This will be conducted in a private place with two staff members present and be the same sex as the pupil. The police will be involved should there be any other reason to search a pupil ie, drugs.

The headteacher also reserves the right to search bags and trays belonging to pupils without their consent.

Use of restrictive interventions:

In extreme circumstances where a pupil is endangering himself or others or a refusal to comply means he/she is disrupting the learning of others trained staff may use Team Teach.(see Appendix 1) Only staff authorised by the Headteacher may use restrictive interventions and parents will be informed immediately after the event. All incidents involving restrictive interventions will be documented and reported to the headteacher and the LA using their monitoring procedures.

If a pupil's behaviour surpasses the level of acceptability, ie. an incident occurs of a very serious nature then permanent exclusion will be considered immediately with the support of the Governing Body.

Expectations of the pupils

Good behaviour is the expectation from all pupils at all time. In order to achieve this, pupils will be encouraged to:

- understand and respect other people and their points of view
- understand differences and accept them
- be polite
- be considerate
- be supportive to each other
- be patient and take turns
- do as they are asked immediately
- understand accountability
- understand that behaviour outside of school reflects on the school and that in certain cases sanctions will apply for bad behaviour outside of school eg. when on an educational visit.

Expectations of the staff

Staff must create an atmosphere of security, understanding and mutual respect. A well prepared, stimulating classroom with clear planning and Learning Objectives, shared with the pupils to include appropriately differentiated tasks generates good behaviour. All staff will be good role models from whom our pupils will learn respect

and grow in self-esteem. All staff will deal calmly with behaviour issues using the Restorative Approach in which they have been trained.

The staff will:

- start each day/session with a 'clean slate'
- be there to greet class as they line-up everyday
- be well prepared for all lessons
- provide positive and constructive feedback
- set clear expectations of classroom routines and standards of tidiness
- value pupils contributions both orally and written
- be consistent
- speak appropriately
- praise achievements for all pupils
- develop positive relationships with all pupils
- be perceptive and defuse difficult situations
- use humour
- follow school procedures
- support difficult situation through a range of materials
- share their difficulties with the peers/Learning Mentors/SMT for support

In conjunction with the LM / PSA / HT, behaviour will be monitored throughout the school each week and track causes and concerns. The results will then inform the planning of activities to address patterns/diffuse causes/identify key times or trigger points.

This policy is to be used alongside the school's Anti-bullying Policy to support it and complies with guidance from the DFE publication 'Behaviour and Discipline in schools' January 2019 (appendix 1)

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Headteacher

Policy reviewed Feb 2021

To be reviewed September 2021



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