

Woodland Community Primary School
Behaviour Policy

Aims

- To provide a shared, consistent and commonly agreed approach to behaviour management
- To provide a system to reward and encourage good behaviour, through a positive approach
- To reduce instances of poor and inappropriate behaviour
- To build self-esteem
- To encourage self-discipline and self-motivation
- To teach children to accept responsibility for themselves and their actions
- To foster an attitude of respect and care for others
- To provide a calm, secure and positive environment
- To celebrate success
- To raise standards of achievement

Teachers' powers

(DFE advice to HT and staff)

When reading this policy, please be aware that teachers have the following powers:

- Teachers and all paid staff in school have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow reasonable instruction. The sanction will be in line with those set out in this policy.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can discipline pupils for misbehaviour outside school.
- Teachers have a legal power to impose detentions outside school hours.
- Teachers can confiscate pupils' property.

How we promote good behaviour

Children are given clear guidelines of the appropriate behaviour and expectations in all areas based on our Behaviour Policy which all staff expect the pupils to abide by.

The policy is applied equally before school activities, playtimes, lunchtimes, lesson times, school trips and clubs that happen after school and during holidays.

The behaviour policy is supported through a variety of different strategies which include our:

- planned curriculum work
- SEAL (Social and Emotional Aspects of Learning) curriculum
- planned assemblies
- teaching and learning styles
- well organised school routines
- high expectations and consistency from all staff
- specific support for those experiencing difficulty

Rules

- ☺ Do as you are asked first time
- ☺ Always do your best
- ☺ Be kind and polite to everyone in school
- ☺ Use a quiet voice in school
- ☺ Always walk in school

Class teachers will have agreed class rules with their pupils that reflect those above.

A positive approach

- ✓ At all times we try to speak to the children in a positive way.
- ✓ We speak about the behaviours that we want to encourage, rather than suggesting those which we do not.
- ✓ We draw attention to examples of good behaviour and children keeping to the rules, but minimize the attention given to children who show poor behaviour.
- ✓ We use “Do” expressions, rather than “Do not”
- ✓ We promote a calm atmosphere in school where all shouting is discouraged and where children move around in a quiet and orderly way.
- ✓ We use music and other strategies to promote a calm mood.
- ✓ We start and finish each day and each session, where possible, with a positive thought or comment.
- ✓ We celebrate achievement in good behaviour and communicate this to the children and parents at every possible opportunity.

Rewarding good behaviour

We reward our children in a variety of ways including:

- Good to be Green charts in every class
- Smiles, stickers, stamps, certificates, verbal praise
- Effort chart & stickers
- Table/team points that earn rewards
- Treat box for those children following the rules and routines consistently
- Daily certificates or notes to go home
- Weekly WOW! assembly
- WOW! Awards (end of each week and term)
- Letters and positive postcards to parents
- Texts to parents
- Always children chosen every week by staff

Good to be green – Class management and reward system

At Woodland Community Primary School, the ‘Good to be Green’ behaviour management strategy is used to reward good behaviour and sanction poor behaviour.

At the start of a term, each child has a green card which they need to try and keep for the half term. Adults within a class should always ensure that the Good to be Green display is ready for the start of each day. Children can keep their green card by behaving in an appropriate manner at all times in line with the schools code of conduct. Teachers and other adults should draw attention to the Good to be Green display on regular occasions so as to praise the children ‘on green’. Children who keep their green card status for a half term will be rewarded at the half term WOW! Assembly.

If children are behaving in an inappropriate manner they are given a verbal warning in the first instance. Staff should also be mindful of the behaviour management strategies given in appendix 4.

Inappropriate behaviour includes:

- Deliberate, continued defiance
- Rudeness
- Verbal abuse to adults or children

- Deliberate damage to school or other people's property
- Answering a member of staff back (or other adult working in school)
- Misuse of equipment, causing danger to others
- Continual flouting of the school rules
- Deliberate misuse of the internet

If a child continues to misbehave following their verbal warning, they will be given a yellow 'formal warning' card which is displayed in the classroom. This card will remain in the Good to be Green display for all class members to observe.

If the child's behaviour improves they will have the opportunity to earn back their green card by showing the teacher that they are behaving correctly.

If a child's behaviour continues to deteriorate, they will then be given a red card.

At times, it may be necessary to give a child a straight red card. Behaviour that warrants a straight red card includes:

- Violent behaviour of any kind towards either a child or an adult.
- Inappropriate, swearing or foul language.

Consequence of having a yellow card –

Consequence of having a red card – time out in link class

Consequence of having 3 red cards – Referred to head teacher to be dealt with as they feel is appropriate.

Reward for keeping a green card.

Children who keep their green card all week are awarded a 'Good to be Green' stamp or sticker.

Children who keep their green card for the entire half term are rewarded with a 'Good to be Green' certificate.

Celebration assembly – WOW!

Our weekly celebration assembly celebrates success and high standards in work, attitudes and behaviour. Parents and Carers are always welcome at this event.

Awards include:

- 1 shining star certificate per class;
- 1 WOW! of the Week per class;
- Good to be Green certificates at the end of each half term;
- 100% attendance at the end of each term;
- WOW! Of the term certificates at the end of each term;
- Always Children selected.
- VIP table for lunchtime stars (decided by MDS).

Each Class teacher presents their own class certificates.

Additional Sanctions to support class teachers manage behaviour

- Loss of part of playtime (Only a whole playtime if approved by a member of the Senior Leadership Team)
- Loss of up to 15 minutes of a pupil's lunch break (Only a whole lunchtime if approved by a member of the Senior Leadership Team)

- Phone calls to and meetings with parents and carers to discuss behaviour.
- Letters to parents and carers regarding a pupil's behaviour.
- Representing the school – if a pupil cannot follow school rules in class and around school serious consideration should be given to the appropriateness of that pupil representing school at another setting.

Next Steps

A. Monitoring number of yellow and red cards

The number of yellow and red cards a child receives in a week will be closely monitored by the Class teacher by means of recording it in the Good to be Green log, and it is the Class teacher's responsibility to seek advice, liaise with parents/carers and inform appropriate line managers of any concerns.

A member of the senior management team will collate weekly records.

Parents and/or Carers will be invited in for a meeting if a problem is noted regarding their child's behaviour in school.

B. Class exclusion

As the result of persistent disruption or rule breaking, children may be given a class exclusion for part of or for whole days.

They will spend an agreed amount of time supervised by the Headteacher or an appropriate member of staff, with work provided by the class teacher. The Headteacher will ensure that there is a member of staff with the pupil at all times. Full day class exclusions will include lunchtime and playtime. Parents will be informed on these occasions and a record kept in school by the Nurture Leader.

C. Fixed term exclusion – at home

At the discretion of the Headteacher a child may be given a fixed term exclusion at home. LA procedures are followed.

D. Permanent exclusion from Woodland Community Primary School

Permanent exclusion is a very serious sanction that would only be considered if all other options had been exhausted or a particular incident could not be resolved in any other way. The Governors and Head teacher of Woodland Community Primary School take such decisions with great care and thought and actively seek to find alternative solutions. At all stages of this process, appropriate and necessary regard for LA, DfE and DDA requirements is had.

E. Exceptional circumstances

In the event of pupil being responsible for a more serious incident than earlier stages of the suggested sanctions may be bypassed. Again, appropriate and necessary regard for LA, DfE and DDA requirements is had.

Examples of behaviours which would be classed as exceptional are:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;

Care & control – Physical intervention techniques

Physical intervention will be used when pupils behave in an extreme way that puts themselves or others in danger; seriously disrupts a lesson or they persistently refuse to obey an order to leave the classroom. In these situations reasonable force may be used to manage a situation as outlined by The Education Act (1996) and the Rochdale LA Policy is strictly adhered to.

The staff at Woodland Community Primary School are trained in appropriate approaches to positive handling. In the event that de-escalations approaches fail, and as a last resort, restrictive physical interventions may be used by the Headteacher, Deputy Headteachers, Learning Mentor or Nurture Leader.

Other staff should not handle children in such instances; they should immediately inform the Headteacher, Deputy Headteacher, Learning Mentor or Nurture Leader and remove themselves and other children from the vicinity of the child in question.

In the event of an incident involving physical contact the parents/carers of the pupil will be informed and post-incident support outlined if necessary. A record of such intervention will be completed and kept by the school.

Additional needs for behavioural, emotional and social development (BESD)

We recognise that we may need to employ further strategies for children who have Special Needs and whose behaviour cannot be improved or managed through the use of our routine strategies.

We follow procedures for Special Needs for these children, seeking support from the LA and the Educational Psychology Service as appropriate. (See Special Needs Policy)

Individual Behaviour Plans (IBPs) are written for all pupils at School Action, School Action Plus or Statemented with regard to additional needs for BESD.

This may include a Pupil Support Plan and/or a CAF developed in consultation with the parent, pupil and other appropriate staff.

These Plans are shared with all staff working with the young person.

Staff Support Systems

To minimize the chance of malicious allegations, staff should ensure they follow the LA guidance 'Safer Working Practices.'

Allegations will be investigated in accordance with the LA policy 'Managing Allegations in Schools.'

Parent Support

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents/carers into school and make them feel valued.
- Clearly define the role of parents/carers in school, matching interests and skills to activities.
- Develop good communication between parents/carers and school.

Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. If parents/carers and school work together we believe that the discipline and behaviour of children will be maintained and respected by all.

Parents/carers can help in the following ways:

- By ensuring that children arrive punctually for the start of the school day.
- By ensuring that children have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all children are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.

- By ensuring that children show a proper regard for other people's property, buildings and the environment.
- By ensuring children's regular attendance at school and avoiding unnecessary absence.
- By informing the School Office if a child is unable to attend school for any reason. If a child is absent and parents fail to inform the office, a First Day Response will be made.

Searching, screening and confiscation

Staff will follow the advice given in the DFE publication 'Searching, screening and confiscation.'

Dealing with hate motivated incidents

Hate motivated bullying and incidents may take many forms such as of physical assault, intimidation, verbal abuse, property damage, propaganda and incitement.

Examples of hate motivated incidents include

- Refusal to co-operate with others on the grounds of their race, colour, gender, ethnicity, sexual orientation or that of their family;
- Racist remarks or jokes;
- Assault;
- Promotion of hate material;
- Hate graffiti;
- Name calling.

The way in which a hate motivated incident is dealt will depend on a range of factors including the seriousness of the incident, the age and understanding of the children involved and the context. The school's behaviour policy sanctions will be applied to the situation as appropriate involving discussion with the pupil's parent or carer.

It is important that all incidents are dealt with quickly, sensitively and consistently. This will include;

- Supporting the victim;
- Explain to those responsible and any onlookers what is unacceptable about the incident;
- Plan action for the bully and the victim;
- Contact parents of those involved;
- Record the incident and action taken using the racist incident monitoring form which is help in the Hate Incident Log File in the Inclusion office;
- Inform Governors termly;
- Report the incident to the LA using the Hate incident monitoring process.

Dealing with bullying

We believe that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is bullying?

There are a number of definitions of bullying but all definitions include the following characteristics: -

- that it tends to be repetitive or prolonged
- that it involves an imbalance of power

The main types of bullying are:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumors, teasing

Children have described bullying as:

- ☹ Being called names
- ☹ Being teased
- ☹ Being pushed or pulled about
- ☹ Having your bag and belongings thrown around
- ☹ Having rumors spread about you
- ☹ Being ignored and left out
- ☹ Being forced to hand over money
- ☹ Being attacked because of your religion or colour

The important thing is not the action but the effect on the victim. No one should ever under-estimate the fear that a bullied child feels.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Preventing bullying at Woodland Community Primary School

At Woodland Community Primary School Primary school we adopt a pro-active approach to bullying. Through assemblies, the school Rules, and recognising and modeling positive behaviour we are committed to ensuring that the school community work together to create a happy, safe, caring and stimulating learning environment. We continually reinforce the importance of treating others well rather than simply reacting to incidents when they occur. We raise awareness of bullying through the school curriculum, particularly P.H.S.E., and ensure children have the opportunity to talk about bullying through circle time.

Dealing with bullying - Guidance for children:

If someone you know is being bullied:

- Don't rush over and take the bully on – you don't want other people to think you are a bully!
- Let a teacher or adult know what is happening
- Try to be a friend to the person being bullied
- Refuse to join in
- **Ask for help**

If you are being bullied;

- Always remember if you are being bullied you **can** do something about it
- Remember it is not your fault
- Practice what you want to say
- Write down what is happening
- Don't give up
- Ask your parents to visit the school
- Talk over what to do with a friend, a teacher, mum, dad, guardian, or someone you trust
- Remember, at Woodland we listen carefully to children when they tell us they are being bullied
- Take control, tell us your views and opinions
- **TELL, TELL, TELL**

Dealing with bullying - Guidance for staff

At Woodland Community Primary School we believe that bullying is unacceptable. All staff need to be alert to bullying both inside and outside the classroom. It is the responsibility of everyone to report acts of bullying as soon as they arise. This is a telling school.

*To be seen to act is as important as taking action.
Silence and secrecy nurture bullying.*

If you come across bullying what should you do?

- Ensure the victim is safe and being cared for
- Take the incident seriously
- Take action as quickly as possible
- Reassure the victim, don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.

Taking action

- Complete an incident form (see appendix 2) with the person reporting the bullying. (This should be done by the member of staff in whom the victim has confided or jointly with the parent and pupil if reported in this way.)
- Ask the school administrator to copy the incident form as a matter of urgency to:
 - the victim's Class teacher to be filed in the class behaviour management file;
 - the Class teacher(s) of the alleged bullies;
- The Class teacher of the victim will investigate the report of bullying, working with other staff as appropriate;

Check you have done all the points above – particularly relating to the victim;

Possible outcomes

The bully (bullies) will always be asked to apologise.

The parents or guardians of the victim and bullies will be involved whenever possible.

In serious cases class exclusion or even school or fixed term exclusion will be considered.

Whenever possible, the pupils will be reconciled.

After the incident / incidents have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

Dealing with bullying - Guidance for parents and carers and other members of the community:

If you suspect that bullying may be happening that involves pupils from Woodland Community Primary School please take the following action:

- Encourage the victim to tell a parent, guardian or teacher;
- Report it to a member of school staff;
- If appropriate let the parents of the victim and/or bully know;

Appendix 1

Behaviour management strategies - Progressive interventions

In dealing with minor inappropriate behaviours that affect the smooth running of the class the approach should be progressive using a range of intervention strategies beginning with low level and progressing to higher level strategies, if required. Teachers will use non-confrontational techniques. Pupil's personal space will not be invaded – leaning over the pupil, standing too close, moving quickly towards the pupil. Staff will not use confrontational gestures – finger wagging, prodding, banging desks, hands on hips and leaning forward.

Low level intervention strategies

Non-verbal signals:

A 'look', a nod, a frown, fingers to lips, gentle movement of hand, to return pupil to task etc

Pause:

Putting a pause after calling the pupil's name and before giving the direction helps to gain and then sustain attention.

Repeat: Repeat the direction. If necessary repeating the pupil's name a couple of times.

Positive directions: Teacher directs the pupils to what she wants them to *choose* to do, rather than what she wants them to stop doing.

Allow take up time:

Allowing pupils time to follow the directions.

Reaffirming the rule that is being broken:

What's our rule for lining up, Neil?

Or

We've got a rule for answering questions, Stephanie and I expect you to use it.

Planning to ignore the behaviour:

Plan:

- the kind of things you are able to ignore
- how long you can ignore it for
- what you will do if ignoring doesn't work

It is important to combine the ignoring of the behaviour with emphasising and praising students who are behaving well.

Giving brief instructions:

- *Ian sit down now, thanks*
- *Back to work now Jenny, thanks*

Whenthen:

- *When this part of the lesson is over then you can explain your side to me*
- *When you're in your seat then I'll check your work*

- *When we've got our coats off then we'll have a story on the carpet*

Medium level intervention strategies

Refocusing with questions:

- *How are you getting on?*
- *You need to finish this by the end of the lesson. Are you on target?*
- *Is there a reason you are out of your seat?*
- *Do you need some help here?*

Maybeand:

A powerful strategy for those situations where the teacher senses the pupil could become argumentative.

T: Andrew facing this way and listening. Thanks.

P: But I was only

T. Maybe you were and I want you to face this way and listen. Thanks.

The rule of three:

If you repeat an instruction more than three times without increasing seriousness you are actually teaching the pupils that its OK not to do as you ask.

Step 1: Steven, facing this way and listening. Thanks.

(Delivered with more assertion, increased eye contact and maybe a non verbal gesture.)

Step 3: Steven, if you choose to keep talking you're also choosing to take a warning. I want to see you facing this way and listening now. Thanks.

Using humour:

Relaxed humour is a very powerful way to diffuse conflict, however this must not become sarcasm which is totally unacceptable.

'Double what' questions:

Michael, you're out of your seat, what are you doing?

What should you be doing?

You should be Back to work now. Thanks.

Removing the audience:

Taking the pupil to one side to speak quietly, or squatting or kneeling down to their chair level and giving them a whispered reminder of the instruction helps to take the sting out of situations and maintains the pupil's self-esteem. Sometimes it may be necessary to take them to just outside the room, but make sure that if you are in the doorway you are facing the class rather than the pupil.

Giving simple and realistic choices:

- *Emma if you choose to keep talking you are choosing to have a warning.*
- *Sasha, if you choose not to finish your work in class you are choosing to finish it in playtime.*

Following up on the pupil's choice:

If a pupil's choice is the consequence outlined then it is imperative you follow it through.

High level intervention strategies

High emotional arousal and confrontation often accompany high level strategies. It is essential to stay calm.

- State specifically what you want the pupil to do
- Use the 'rule of three' and emphasise they will have the right of reply when calm
- Matter of factly state the consequence of continuing the conflict
- Agree you can't make them
- Give take up time
- Apply the consequence and expect compliance
- Return to the start, increasing the immediacy and seriousness of the consequence.

Using in class withdrawal:

If possible move the pupil in class, ideally away from others. If this is not practical you may consider some kind of 'Time Out'.

Giving a choice:

Give the pupil a choice between compliance or deferred consequences. This may be a parental contact or involvement of parents and or another colleague such as the key stage leader or deputy headteacher. Follow through with the consequence.

Appendix 2

Record of Bullying Report

Date of initial report:

Name of staff member completing report:

Role in school:

Name of person making report (if different from above):

Contact number if member of the community or parent or carer:

Outline of incident as reported:

Include names of any pupils involved and dates and times of reported incidents.

Record of discussion with alleged victim(s):

If more than one involved ensure they are spoken to individually.

Record of discussion with alleged bully (ies):

If more than one involved ensure they are spoken to individually.

Decision of person recording information:

- Incident is part of a pattern of bullying or investigation indicates it could be the start of a bullying pattern. Refer to Headteacher or Deputy Head teacher for guidance on next course of action. (PTO)**
- Incident was a one off and there are no concerns that it is the start of bullying.**

If a school based incident use behaviour policy to sanction if outside school inform parents of all involved and ask for their support in following up on the incident.

Date investigation completed:

Confirm all involved parties have been informed of the outcome including the referrer.