



## Behaviour Policy

<b>Date of Policy Creation:</b>	January 2020	<b>Review Date:</b>	September 2020	<b>Responsibility:</b>	FGB
<b>Acting Head of School</b>	Jo Marwood	<b>Signed:</b>		<b>Date:23.09.2020</b>	
<b>Chair of Governors</b>	Paul Haslan and Bridget Tayan	<b>Signed:</b>		<b>Date:23.09.2020</b>	

### Policy Review

<b>Date:</b>	<b>Notes:</b>
January 2020	1 <sup>st</sup> adoption of new policy
September 2020	Review and amendment of policy completed
July 2021	Review and amendment of policy

### **Rationale**

This behaviour policy is designed to support the way in which all members of the school can live and work together in an environment in which everyone feels happy, safe and secure.

### **Introduction**

Our positive behaviour approach is the foundation for an effective learning and teaching environment in which all members of the school community can feel respected, safe and secure. The school behaviour policy reflects the school values and is inclusive of all stakeholders.

In order to promote positive behaviour choices we have adopted positive approaches to behaviour management which are based on our school values

We have high expectations of all the pupils at Woodfield and will work as a team to promote this positive behaviour.

### **Our values**

*Inspiring Learning Together* to develop the *RESPECT* character traits

Resilience

Empathy

Self-awareness

Positivity

Excellence

Communication

Teamwork

## Woodfield Community Primary School

Our vision is to provide a respectful, collaborative and safe environment within our community, where every child feels recognised and valued – a place where inspirational, high quality teaching means that our children will develop an enthusiasm for learning and where all of their successes and achievements will be celebrated.

### General aims of this policy

At Woodfield, we aim to develop an ethos in which staff and parents work together for the welfare of the children, and where children adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. We aim to listen to all children and discuss issues before sanctions are put in place. It is important to discuss poor behaviour choices with pupils, and where appropriate make plans to meet individual needs. We encourage children to be polite, well mannered, dependable and empathetic towards each other in order to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Woodfield Community Primary School and to feel that it is a place where they are safe to learn without disruption.

It is important that we all understand what behaviour is expected. Equally, unsafe or poor behaviour choices and the consequences of such behaviour must also be clearly stated. From the outset, we recognise that there is a distinction between emotionally affected behaviour (which may be caused by a specific learning need) and poor behaviour choices.

The general standard of behaviour at Woodfield is the collective responsibility of the whole staff. Every time a child makes an unsafe or poor behaviour choice it must be addressed. These aims are best achieved in a hardworking, positive, nurturing atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible. We always aim to emphasise the positive rather than criticise.

### Rewards for positive behaviour

- Team Points- to be given to children daily - for displaying the Woodfield values in class and around the school. Children may be awarded a Team point by any member of staff. The child will move up one place on the visual chart and Team points will be added to Class Dojo. Each child is part of a Woodfield Team – their points are accumulated weekly. If a child is at the top of the visual chart, Team points can still be added to Class Dojo.
- Each Team has a Team Ambassador from Class 3 who is voted for at the beginning of the academic year. At the end of each half term, the team with the most points earns a choice of activity. Team totals from each class will be collated during celebration assembly and displayed in the hall.
- Class reward time awarded by a class teacher to the whole class for displaying the Woodfield values consistently, as a team, over the course of a week.
- Star of the Week – to be given to one child per class and celebrated during our weekly Celebration Assembly. Parents to be invited in to the assembly/ to join via Zoom, and a ‘Good News’ letter sent home
- Headteacher’s Awards - to be given to children in recognition of their success and to be celebrated during our weekly Celebration Assembly. Parents to be invited in to the assembly/ to join via Zoom and a ‘Good News’ letter sent home
- Growth mind-set certificates - to be celebrated during our weekly Celebration Assembly- these will focus on one value per half term.

# Woodfield Community Primary School

## Classroom Behaviour Visual chart



Smiley sun: I've been making consistently positive choices all day. 3 Team points.



Sun: I'm making lots of positive choices. 2 Team points.



Sun and Cloud: A fresh start. Every day brings great potential – you set the weather for your class. Everyone starts the day on a sun and cloud. 1 team point

**WARNING STAGE** – Children are given kind, gentle reminders to help them stay on the sun stages by making positive choices. This 'invisible' stage relies heavily upon a teacher's relationship with their class and an understanding of each individual's current circumstances and needs. This is the most important stage of the behaviour system, with staff going 'above and beyond' to include and engage ALL children in their learning, with an emphasis on all children helping to 'set the weather' in their classroom by working collaboratively to set high standards. The cloud stage must be a last resort, used when all options have been explored to remain positive and include the child in the classroom learning.



Cloud: Children have continued to find it difficult to make good choices, despite the gentle and positive reminders. The aim should be that the cloud stage is temporary for a child, with them moving up the chart in recognition of improved choices.

**NB: It is the role of the staff to strive to support all pupils to climb up the behaviour chart. If a child is placed on the cloud stage, staff will do all they can to help them to make better choices. If, despite constant and patient encouragement to make better choices, a child stays on the cloud stage, then a consequence is triggered.**

### Consequences of being on the 'cloud stage'

**Reflection Time.** Staff to complete a Reflection form to indicate the reason for reflection/ overview of incidents. Where appropriate, the pupil may complete these.

- Children to spend 10 minutes with a member of staff to take part in reflection time. This may take place during morning or afternoon playtime, or during afternoon assembly, depending on when the cloud stage has been used. This will be an opportunity for a member of staff to carry out restorative practice with a child, discussing their behaviour with them. Examples of restorative questions:

1. What happened?
2. What were you thinking/how were you feeling at the time?
3. What choices could you have made?
4. Who has been affected by your actions? What impact have your actions had?
5. What do you think needs to happen next to make things right?
6. What strategies will you use to help make a positive choice?

## Woodfield Community Primary School

Children will complete a restorative practice slip if appropriate which is returned to the class teacher to file. Teachers will have discussions with parents if required, this should be recorded on CPOMs.

### Unacceptable Behaviour

We recognise that despite all our efforts to maintain a positive atmosphere some pupils may exhibit displays of unacceptable behaviour.

- Showing disrespect to an adult in school.
- Verbal intimidation of peers.
- Misuse of property either school's or another person's.
- The use of swear words or gestures.
- Physical attacks on other children or adults in school.
- Disrupting the education of other pupils.
- Endangering the health and safety of themselves or others by failing to comply with guidelines about how to move around school and moving into "out of bound" areas.
  
- SLT team to be consulted if behaviour is deemed serious (see guidance below on major incidents).
- Consequence- incidents could result in the SLT enforcing a loss of privilege, e.g. missing play with peers.
- Any involvement of the SLT for a specific child or behaviour incident should be recorded on 'CPOMS' – the school's secure safeguarding platform and parents should be informed.
- If there has been a significant loss of learning time to discuss these incidents it maybe required for this learning time to be made up at playtimes, lunch times or before or after school. In the case of before or after school, parents will be informed and the time will be made up the next day.

### Behaviour outside the classroom

- Positive – Team point – all staff are empowered to award the children points.
- Negative – all staff have a responsibility to remind children about their choices, with reference to the Woodfield values. Class teachers to be informed by the staff member, in person, so **the class teacher** can decide on whether the child is to be moved down 1 stage.
- Major incidents – straight to SLT.

### Major incidents

All major incidents will involve the SLT and will include a phone call home to speak to parents/carers or invite parents/carers in to school for a meeting.

Examples of behaviour that are considered 'major incidents':

- bullying behaviour
- fighting
- prejudicial language or behaviours
- serious challenge to authority
- verbal abuse to another person
- impulsive injury to another person
- malicious physical assault on another person
- significant damage to school property

When a child has had to spend a significant period of time away from class, a member of the SLT will speak to the rest of the class about what has happened.

# Woodfield Community Primary School

## Fixed-Term & Permanent Exclusions

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

## Searching without consent

The law states that knives or weapons, alcohol, illegal drugs and stolen items (referred to in Section 550ZA of the Education Act 1996 as 'prohibited items').

## Establishing Grounds for a Search

1. Teachers can only undertake a search without consent of the child or SLT if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item, or they believe there is significant risk associated with the item(s). The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
3. School staff can view CCTV footage in order to investigate an incident or to make a decision as to whether to conduct a search for an item and act in accordance with the Data Protection Act 1998.

## Extreme Behaviour

Any behaviour which falls into the following categories may trigger exclusion either temporary or permanent:

- Verbal assault.
- Physical assault.
- Damage to property.
- Theft.

All records of behaviour will be kept in line with GDPR guidance

## Woodfield Community Primary School

### Use of reasonable force

Woodfield CP School adheres to and implements the following DfE guidelines (2011) regarding the use of reasonable force:

#### What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### 2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### 3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### What about other physical contact with pupils?

- (i) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- (ii) Examples of where touching a pupil might be proper or necessary:
  - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - b. When comforting a distressed pupil;
  - c. When a pupil is being congratulated or praised;
  - d. To demonstrate how to use a musical instrument;
  - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - f. To give first aid.

The staff, Headteacher and governors will expect the support of parents in implementing the behaviour policy.

On all matters of behaviour the Headteacher will, after due investigation, make the final decision which is non negotiable. Only in the case of exclusion is there a right to appeal, of which parents will be notified should be need arise.