



Woodhouse Community Primary School

WOODHOUSE COMMUNITY PRIMARY SCHOOL



Behaviour Policy 2022 – 2023

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

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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 reach their full potential and support growth into becoming independent, responsible members of the community. We are a fully inclusive school that supports the needs of every child. Children with SEND will be treated equally and receive the same high expectations, whilst fully appreciating the needs of individual children. Adaptations will be made to support those needs.

We believe that the attitudes and behaviour of our pupils is influenced through the organisation within school 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.

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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 people are aware of the guidelines and routines in operation within the school:

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

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. EYFS will follow an adapted approach, applicable for their ages and development.

Behaviour rewards will happen at the end of each term for children who have not been on the step tracker more than once in the term.

Good Book:

Children who complete outstanding work, show personal achievement, or demonstrate good citizenship will be added to the Good Book. Staff members will bring the children and their work to a member of SLT, during the afternoon sessions, to allow them to showcase their work.

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This is then shared with the whole school in Celebration Assembly, every Friday, and a photo of the child with their work is sent to parents / carers via Dojo.

Dojo Points:

Whole school Dojo Points (an electronic rewards and parental communication system) can be awarded for various achievements e.g. everyone having read at home, uniform, 100% attendance that week, quietly lining up etc. Dojos are collated by class and appropriate rewards are agreed by each class. Dojos are shared via an app with parents / carers, who can also comment back to school.

Lunchtime Supervisors will hand out laminated Dojo monsters to the children who need a point and these can be handed to the class teacher at afternoon registration and added onto Dojo. Each class will decide on individual rewards to be set for achieving specific amount of points e.g. 50, 100, 200, 300. There will also be three whole class treats (which will be agreed on moving up morning to work towards), one each term.

Dojo is only to be used for a positive reward scheme. Points are not deducted but parents/carers will be made aware their child has made a poor choice by class teacher at the end of the day. Negative behaviours are to be set at 0 points so children do not lose points but parents/carers can see if negative behaviours have occurred.

Children's points will be reset to 0 termly.

There will be a weekly randomizer for a dip in the box for children that have been well behaved – The teacher will bring name of the child who has won the lucky dip on post it notes to celebration assembly.

House Points:

Each pupil (years 1 – 6) are in a team where their house points each week are counted and shared in celebration assembly. At the end of each half term the points are totalled and the team with the most points is rewarded with an activity of their choice. House points are awarded for those teams collecting the most dojos that week.

Attendance Awards:

Good attendance and punctuality are collated and shared by a member of SLT every Friday. 100% attendees / non-lates are rewarded with extra Dojo points. Those children who have had 95% + attendance for the whole term will be rewarded.

- Classes can gain gold coins (class of the week for attendance) with an end of term treat for winning class.
- Bronze, Silver, Gold certificates and rewards to be given at the end of each term – according to the attendance tracker in school (see Attendance policy).
- Gold (medal) / Silver (pen) / Bronze (pencil)

Additional awards may be used for improved attendance for individuals / classes.

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Pupil of the Week:

Each class teacher chooses a 'Pupil of the Week'. The class teacher chooses a pupil who has stood out in any aspect of school life. Each pupil chosen will have their achievement read out and a trophy is presented during Celebration Assembly, which they will look after in school until the following week. The parents / carers of children who will be awarded Pupil of the Week will be invited into whole school assembly. Class teachers will speak and organise this with the parents / carers on the Wednesday. Pupils of the week will be shared on school newsletter, Dojo and school FB page (for those with permissions).

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. The activity will change termly and be based on the interests of the children at that time.

Celebration Assembly:

Celebration Assembly takes place each Friday when rewards (above) from throughout the week are celebrated. The assembly will be led by a member of SLT. We will also celebrate Handwriting/Presentation, School Games and maths (EYFS/KS1), achievements that have happen outside of school (e.g. sporting events) as well as birthdays too.

Strategies to maintain good behaviour:

- Consistent use of praise/sanctions by all adults in school.
- Consistent application of agreed school rules.
- Consistent practices e.g. 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.
- The use of bronze, silver and gold medal charts will be used within classrooms. Staff will identify children that have done good things, within the school day. This could be work, being kind, trying hard with good behaviour.
- Children can move themselves from step 1 back down, if the adult feels they have shown understanding and improvement in their behaviour.

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c) SANCTIONS

Sanctions are imposed for unacceptable behaviour.

Unacceptable behaviour may be defined as:

- Rudeness / Disrespect
- Aggression (verbal and physical)
- Disruption
- Vandalism
- Bullying
- Stealing
- Unacceptable personal standards of work
- Choosing not to follow the school rules / Refusals

Sanctions for unacceptable behaviour:

- Verbal warning
- Step 1- child physically moves name to Step 1
- Step 2- child physically moves name to Step 2
- Once moved to Step 2, s/he will be asked to have 'time out', with a gentle reminder to discuss any issues, reflect on their behaviour verbally through a conversation (a side ways step to try and reduce any further incidents)
- Step 3- child physically moves name to Step 3: Time Out within own class to complete their work.
- Step 4- child physically moves name to Step 4: Time Out to partner class (the class within the key stage phase – Years 1&2, Years 3&4 and years 5&6) to complete their work, for a short period of time, allowing them to reset. At this step, children can also request to have time out with KO or NS (if available) to support their regulation and ensure they do not move further up the step tracker.
- Step 5-session in Restart room (pm). A phone call home to parents / carers. A Report Card completed daily for 1 week, signed by HT/ SLT daily.
- A session in Restart can also be issued by staff for a one-off incident deemed by that staff member to be of a serious nature, i.e. a physical assault on another child, use of deliberate inappropriate language, verbal abuse, deliberate disobedience, continuation of ignoring school rules.
- These incidents could result in an immediate suspension if there is threat of harm to self or others, or for persistent deliberate breaches of school rules on repeated occasions.

Restart:

- Any child sent to Restart must be entered on CPOMS.
- Children to complete verbal conflict resolution with the adult in restart.
- Behaviour Report Card given to the class teacher.

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- Staff member covering Restart to enter data on to the office 365 report sheet, just add child's name and NS will calculate percentages.
- Letter to be sent home to parent/carer.
- Any resources needed are to be located on the Restart notice board.

Other sanctions:

- Loss of playtime. Pupils supervised by staff.
- Letter/phone call home.
- Pupils not being invited to school clubs / activities.
- Parents invited into school for meeting.
- Suspension.

Should a pattern of behaviour arise, the school will:

- 1) have close contact with the parents/carers
- 2) formulate a PSP in conjunction with parents and other appropriate agencies
- 3) involve Behaviour Support/ Educational Psychology Service
- 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/ suspension – for exclusions of up to 5 days work will be set and marked by the school on a daily basis. This can only be actioned by the HT (DHT in the absence of HT). 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) Liaise with the Local Authority Behaviour Panel to request further advice, support and guidance
- 9) Discussions surrounding the suitability of a Managed Move
- 10) Ultimately permanent exclusion

At each point LA guidance and advice will be followed.

Procedures following a Fixed term Exclusion (suspension):

- (i) Exclusions up to 5 consecutive days – work set at home.
- (ii) Exclusions for longer- an alternative School

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

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Woodhouse Community Primary School

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.

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 i.e. drugs.

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

Use of restrictive interventions:

All teaching and learning staff have completed the level 1 Team Teach qualification. This focuses on the initial stage of de-escalation. In extreme circumstances, further trained staff may use Team Teach with restrictive interventions (see Appendix 1). When a pupil is endangering himself/herself or others, or refusal to comply, means he/she is disrupting the learning of others, trained 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 in the bound book, found in the main office. The incident will be recorded on CPOMs, with the incident number found in the bound book. The incident should be reported to the headteacher and the LA, using their monitoring procedures.

If a pupil's behaviour surpasses the level of acceptability i.e. 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 e.g. when on an educational visit.

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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 situations 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).

K Edmenson

Consultant Headteacher

Policy reviewed March 2023

To be reviewed July 2023

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Team Teach Trained Staff 2022 / 2023

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 <p><i>Mrs V Curry</i> <i>Deputy Headteacher</i></p>	 <p>© Tempest</p>	 <p><i>Mrs J Nichols</i> <i>Assistant Headteacher</i></p>	 <p><i>Mrs V Redfearn</i> <i>Teaching Assistant</i></p>
Vicky Curry	Leanne Hayes	Jade Nichols	Vicky Redfearn

 <p><i>Mr C Sanders</i> <i>Teaching Assistant</i></p>	 <p><i>Mrs N Sugden</i> <i>Learning Mentor</i></p>	 <p><i>Mrs C Taylor</i> <i>Teaching Assistant</i></p>	
Chris Sanders	Nicola Sugden	Claire Taylor	

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