



## Whole School Behaviour Policy

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## WOOD LEY COMMUNITY PRIMARY SCHOOL

### WHOLE SCHOOL BEHAVIOUR POLICY

**Our aim is to create an environment where each child is motivated to learn and develop as a person and one where standards are high. The school community involves all staff, governors, children and parents/carers working for the good of individuals and the whole school.**

**Good behaviour and discipline in schools are essential to successful teaching and learning.**

The aim of the Wood Ley Whole School Behaviour Policy is to:-

- achieve a positive behaviour approach towards ensuring the development of acceptable and appropriate behaviour at these levels, whole school, group and when working as individuals
- build self esteem, self worth and confidence so all members of the school community feel valued
- encourage pupils to show respect for other people, their property and their environment
- support the basic virtues of honesty, fairness and politeness
- provide an open and caring environment in which pupils learn and grow, encourage co-operation and to value all members of the group, whether at work or play
- provide support for colleagues and parents in developing a positive behaviour approach when responding to individual pupil or staff needs
- provide firm and positive home/school links
- at all times the staff should set a good example

The ethos of Wood Ley School is to reinforce good or improving work and moral behaviour through praise. In addition, the basic virtues of honesty, fairness and politeness will be promoted. Self-discipline and responsibility for one's own actions will be developed as the pupils mature. We have a clear focus on developing good relationships between staff and pupils to ensure children feel valued and supported. Getting to know children as individuals enables staff to identify which factors might affect their behaviour and what we can do to address them.

- Our aims will be achieved by encouraging all staff to play an active role in promoting good behaviour.
- The well being of all pupils and staff is a priority, therefore incidents of bullying, racial or sexual harassment will be regarded as totally unacceptable and will be acted upon immediately.

➤ *Refer to the Anti Bullying Policy*

#### **Classroom Strategies for Developing a Positive Approach**

At the beginning of the school year and the onset of each new term, the class teacher will discuss with the class the school rules, which will be displayed clearly in the room. Discussion should include reasoned arguments, so the pupils understand and come to some consensus of opinion as to why certain rules are necessary.

The 'rules' should be written in a positive manner, avoiding 'do not' phrases and pupils should be reminded of 'the rule' as a form of positive reinforcement.

Early Years/Foundation classes display a reduced list of the school rules, which they may wish to reword to create the class rules, to suit their own classes, but follow the general whole school approach.

The rules will be discussed with pupils and staff on an annual basis, with the purpose of reviewing and revising them, where appropriate. Rules are based around the core school rules:

- We are kind and helpful
- We treat others with respect
- We work hard
- We look after property
- We listen to people
- We treat others how we would like to be treated.
- We are honest.

These are revisited regularly, at least at the start of every term.

It is important that the pupil's develop a sense of responsibility for their actions and that there will be consequences for unacceptable behaviours.

Opportunities should be taken to celebrate success. We are mindful that not all pupils appreciate public recognition and an individual arrangement may need to be made. Team points, dojo points (KS2) and stickers are awarded to children in school and we encourage parents to give positive reinforcement at home.

The achievement wall and assembly are a means of celebrating both class and individual success. Achievement awards will be presented in assembly and a follow up celebration tea party provides an opportunity for pupils to share their awards and reinforce positive behaviour.

### **Whole School Positive Behaviour Strategies**

On admission to school children will be placed into school teams; red, blue, green and yellow. Care will be taken to allocate family members to the same team. Our 'team' approach engenders a sense of belonging and responsibility and we provide opportunities for the older pupils to work with younger pupils.

- Stickers and individual praise will reinforce positive behaviours and attitudes.
- When individuals are awarded class dojo points, these are recorded on the class dojo and children can cash in their points for rewards.
- School value tokens and certificates are given to children who have demonstrated the school value of the half term, they are invited to collect a special value token from the headteacher. A reward celebration is held at the end of the half term for children who have been awarded tokens and certificates, they can select a book from the school vending machine.

## **Sanctions – 'the teacher has the right to teach and a pupil has the right to learn'**

This statement underpins the process of developing a positive reinforcement policy. By ensuring that there are consequences to actions and that the approach is fair, it is hoped that the pupils will develop a sense of responsibility for their actions. With increasing maturity, it is hoped that the pupils will internalise their behaviours and as an outcome, show respect for the peers and adults.

Sequence of responses:-

- verbal warning
- pupil's name is written on the classroom whiteboard
- mark against pupil's name on the classroom whiteboard
- three marks on the whiteboard – a detention is issued. Pupil loses a minimum of one playtime, used as an opportunity to complete missed work. Detention will take place in the meeting room under the supervision of the duty teacher. The unacceptable behaviour will be logged in the detention book and a reflection task issued to the pupil to complete during the detention period. The log will be kept in the behaviour file in the meeting room. Teachers have a legal power to put pupils under 18 'in detention'. Parental consent is not required for keeping children in. Staff must act reasonably. When keeping a child in at break or lunchtimes, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- if the behaviours continue, the pupil will see the Headteacher, or available member of the Senior Leadership Team
- if appropriate behaviours will be shared with pupil's parent/carer
- a record of detentions will be recorded on the school welfare and behaviour log which will enable senior leaders to track behaviour and monitor intervention needed.

Each day is a new day for each pupil. As far as possible behaviours and consequences should relate to the day in which the incident occurred. Key Stage 1 and Foundation teachers will break the day into am and pm sessions. The teachers will take into account each pupils' needs, everyone should be able to value the system as being 'fair for all'.

The teacher is the facilitator of good behaviour. How teachers communicate, develop their authority, respect and compliance and how they convey their expectations to the pupils is an important area of teaching.

- Wait in a confident manner.
- Speak in a low and confident voice, it has greater impact than shouting.
- Only start a lesson when everyone is paying attention.
- Communicate in a clear and concise way, ensuring that instructions have been understood by all.
- Be aware of and differentiate for the pupils with special needs.
- Reinforce the expected behaviour without using a confrontational approach or language.
- Avoid yourself or the pupil having to lose face.
- Don't ask the question 'Why are you....?' Say 'What are you doing? What should you be doing?'
- Be consistent and fair in your approach.
- Take time to analyse situations correctly, so that the wrong pupil is not reprimanded.

- Ensure that you have all that you need for the lesson and plan for possible disruptions, so those situations can be avoided.
- Encourage pupils to modify their own behaviours and facilitate the movement from external to internal controls of behaviour.
- Circle Time should be used to facilitate discussions relating to behaviour and relationship issues. Ensure pupils respect each other's opinions. We should be developing the moral values of the pupils.
- To improve poor work, ensure the pupils know the time limits of the task and that the targets set for the task are achieved. Reward the completion of tasks appropriately.
- Tactically ignore off task behaviour and reinforce good work and attitudes.

### **Strategies for dealing with disruptive individuals, groups or classes**

These strategies are applied to the above groups and the information obtained can be used to develop individual/group/class behaviour plans. Early intervention is essential and it is important that staff work together to support pupils and colleagues. Consistency and coherence is crucial to the success of a positive behaviour policy.

- Draw up a behaviour profile or observation sheet. This is a record of on/off task behaviour and it should indicate when certain behaviours are occurring, the curriculum area/time of day and the supervising member of staff. When observations have been completed a pattern of behaviour will be evident and this will lead to informed target setting, monitoring and evaluation. The triggers to specific behaviours can be identified and staff should consider changes to classroom management as a remedy.
- With the support of the SEN Co-ordinator and senior leaders, draw up an Individual Education/Behaviour Plan, using self-evaluation target setting. ( Behaviour Ladder) These can be of a pictorial design to cater for all abilities. They should be clearly understood by everyone.
- Poor behaviour may be the only means by which pupils feel they can draw attention to themselves. Ensure that any underlying problems have not been missed.
- At the beginning of the academic year, class teachers will be issued with a Parent/Teacher/Pupil contact book,( reading log) in which teachers can record any informal discussions or information. It is important that all entries are dated. The 'open door' policy of the school supports the home/school links, as all staff are available at the end of the day for a 'quick chat', when a time and date can be made should further discussions be necessary. The Headteacher, Senior Leadership Team and class teacher should be kept informed of all developments.
- Should unacceptable behaviour persist the class teacher, Headteacher, Senior Leadership Team and SEN Co-ordinator should discuss the situation with parents/carers as soon as possible, so that positive home/school links are developed and maintained. The Parent/Teacher/Pupil contact book should be initialled and dated by parents/carers and the class teacher .A record of the discussion and action plan arising from the parent / carer meeting should be added to the welfare and behaviour log and paperwork kept in the pupil's personal folder in the secure filing cabinet in the HUB.
- The class teacher should consider the use of a low stimulus work station, in the classroom, so that on task behaviour can be reinforced.
- Time out' is an effective isolation process. It can allow for a situation to be defused and it can support colleagues. 'Time out' should be used sparingly or it will lose its impact. As

part of a behaviour plan, therefore by prior arrangement, a pupil can be sent to a supporting colleague, where work will be completed. The pupil should not be sent on their own, but accompanied by a responsible pupil, ensuring they arrive at their destination.

- The 'Red Card' should be used to summon assistance. A responsible pupil is sent to the delegated member of staff with a clear message. All staff, teaching and non-teaching, use the red card system.
- Staff should be aware of Attention Deficit Disorder, Attention Hyperactive Disorder and Autistic Spectrum Disorder when evaluating a behaviour profile. Early identification is essential.
- Positive reinforcement of the 'rule' or desired behaviour is encouraged, focusing on achieving targets.
- When everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships with all those involved. The focus must be restoring any harm done, and using the incident primarily as a "teachable moment."
- Community service in school will be used as a restorative means of reinforcing school values and re building relationships. This will be sanctioned by a member of the senior leadership team following a meeting with the pupils involved.

#### **Use should be made of the key restorative questions:**

##### **To the harmed**

- What's happened?
- What were you thinking at the time?
- What have you thought about it since?
- How have you and others been affected?
- In what way?
- What do you think needs to be done to make things better/right to help you move on?

##### **To the harmer**

- What's happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who was affected?
- How were they affected?
- What do you think you need to do to make things right?

Tools such as Comic Strip Conversations may be helpful in this process.

The child/children should be reminded of the school rules and/or classroom and asked how they can put things right. Consequences should be appropriate; they should be natural or logical consequences to fit the act. We need to make it clear that it is something the child has done that is disapproved of and not the child themselves. Consequences must be followed through or we risk teaching children that what we say can be safely ignored.

**Individual Education and Behaviour Plans** should include clear targets and self-evaluation. A contract can be drawn up between the pupil and the class teacher to enable the pupil to take ownership of their actions and assist in the development of a sense of responsibility. In the case of

dealing with pupil's with identified behaviour difficulties a personalised approach should be used to address their individual needs rather than trying to simply apply the universal system. Daily report card can be used for a limited time where behaviour is graded throughout the day and pupil work towards a positive outcome.

## **Conduct within School**

### **Attendance**

- Pupils are expected to attend school every day and arrive from 8.40am. The school day starts at 8.50am. Punctuality is important.
- Parents are encouraged to walk to school, with their child/ren, when ever possible.
- Parents arriving by car, park at Mid Suffolk Leisure Centre, Chilton Fields or outside the school, away from the school entrance.
- Parents and pupils should use the pedestrian access and **not** cross the car park .
- The Headteacher/Senior Leadership Team will be on duty outside the main reception area of the school from 8.40am each day and will guide the pupils through the Key Stage Two side gate and into their classroom, via the outside door. Teachers will be available to greet pupils, in the classroom, from 8.40am.
- Pupils who have 1:1 teaching assistants to support behaviour and learning will be greeted at the gate area by their teaching assistant.
- Parents/Carers should contact the school, by telephone, or use the online parent mail reporting service if pupils are absent and send a letter of explanation as the pupil returns to school. If a telephone message has not been received by the school, the school will contact Parents/Carers, at the earliest opportunity, to confirm a pupil's reason for absence. Any persistent absences will be followed up with the Educational Welfare Officer (EWO).
- If a pupil is late arriving at school, they should enter via the main entrance, so that they are met by a member of staff.

### **In School**

- Pupils should enter (and leave) the classroom areas in a quiet and safe manner.
- Pupils should walk around school at all times.
- Pupils are expected to work quietly and complete the tasks set and should not disturb others. Everyone has the right to learn and teachers have the right to teach.
- All staff should ensure that the standard of behaviour is high and discipline is consistently applied. If there are differences in what is considered to be acceptable behaviour, these should be discussed at a whole staff meeting, when a common approach can be adopted.
- Pupils should be courteous and polite to their peers, adults and visitors.
- At all times staff should ensure that the pupils are developing their self-esteem and confidence.
- Pupils should be given opportunities to develop a sense of responsibility by caring for the school, the community environment and their peers.
- Every member of staff should make it clear to the pupils how they should respond to questions, as this may vary according to the curriculum area.

## Play times

- Children are not allowed inside school at playtimes, unless they are supervised or have a responsible duty such as librarian.
- Pupils must ask permission to go to the toilet.
- Children who have to stay in at playtime, for medical reasons, should stay in the Library.

## Wet playtimes

- Each Class has a selection of quiet games or materials. Equipment should be labelled to show that it may be used at these times.
- Staff on duty share the responsibility of supervising the children in their classrooms.

## On Leaving School

- The class teacher will escort pupils to the playground. Year 5 / 6 children leave school on their own through the green gate if parental permission has been given.
- Any pupil who has not been collected will be taken to the Library. If there is a long delay the parent, followed by the named person will be contacted.
- Parents and pupils are requested to leave by the footpaths.

## Procedures within School

- The supervising staff will deal with minor incidents.
- More persistent or serious unacceptable behaviour will be dealt with, within the following framework.
- Initially by the class teacher,

Use target setting and rewards to modify behaviour

Contact and involvement of parents/carers

Support of SEN Co-ordinator

Inform Headteacher/Senior Leadership Team.

## Persistent Misbehaviour

Inform Headteacher/Senior Leadership Team

Instigation of a School Based Action Behaviour Plan or Pastoral Support Plan

Completion of a school behaviour log, sanction such a **detention** awarded where pupil completes a **feelings reflection log** or carries out **school based community** service.

Continued involvement of parents/carers.

*All behaviour logs must be completed by the teacher or teaching assistant witnessing the incident and passed to the headteacher. A record of the incident will be placed on the school welfare and behaviour log and the paperwork will be placed in the pupil's personal file in the secure filing cabinet in the HUB.*

## Serious Violent Misbehaviour

Seek advice from outside agencies and incorporate into above plan. A risk assessment form will be completed outlining hazards, triggers, risk rating and procedures in place to reduce risks.

Ultimately the sanction of exclusion may become necessary and the Headteacher will consult the Local Authority and Governing Body ensuring the appropriate guidelines have been adhered to. (Education Act 1997)

## Exclusion

- Exclusion should be a last resort and it should be seen that intervention support measures have been tried before exclusion is considered. The exception to this is, if the behaviour is of such a severe nature, that exclusion is the only option. After the incident has been discussed with parents, a letter should be sent to them, clearly stating the reasons for the exclusion and the arrangements for the pupils return to school. The Headteacher should also observe the guidance given in the Social Inclusion document, referring to the 'Pastoral Support Programme' and 'Exclusion from School – Suffolk LA Guidance to Schools'.
- Before a pupil returns to school a Re-integration meeting will be held on the morning of the planned return. This meeting will be held by the Headteacher or in her absence a member of the Senior Leadership Team, SEN Co-ordinator, the class teacher, the pupil and the parents/carers. This will ensure a smooth and positive re-integration back into school.

## Use of Physical Restraint

Physical restraint may be necessary where pupil/s are engaged in behaviour which may cause harm to themselves, others or property. The staff may use physical restraint to protect the child and or others.

- *Refer to the Use of Physical Restraints Policy*

The following points should be considered:-

- No more than minimum necessary force should be used, taking into account all circumstances.
- Such interventions should only be used if they are likely to succeed.
- If possible one or more adult should be present (Red card system).
- The purpose of the intervention is to restore safety and restraint should not continue for longer than is necessary.
- Seek to avoid injury and do not put yourself at risk.
- Withdraw to a quiet area in school, for example the library.
- Parents should be informed immediately of the reasons as to how and why restraint was necessary and the incident should be recorded by all those involved in the situation and the reports handed to the Headteacher.
- If a pupil is known to have behaviour problems a risk assessment should be discussed, agreed upon and shared with all staff. Action plans such as class evacuation etc. should be planned for.

- Any pupil who requires complex or repeated physical management should have a prescribed written policy that should be included in the Individual Education Plan and is agreed by the pupil, where understanding permits, parent/carer and staff. Under such circumstances all staff should be informed as to the correct procedure for managing the pupil.
- Any injuries to adults or pupils should be recorded on the non accidental injuries form.

### **The Use of Reasonable Force**

What is reasonable force?

- 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. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/elbow through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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 upper arm/elbow out of a classroom.
- 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.
- 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.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force. 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.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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. We will make reasonable adjustments for disabled children and children with SEN.

Telling parents when force has been used on their child.

A member of the Senior Leadership Team will speak to parents about serious incidents involving the use of force and consider how best to record the incidents.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

### **What happens if a pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Health**

- All medicines will be sent to the school office, with the exception of inhalers and these will be kept in the classroom, available for individual pupils use (see Asthma Policy).
- A list of pupils' medical needs will be placed in class registers.
- In the case of administering medication parents/carers must complete the 'Medical Form'. The Headteacher will administer medication when necessary (four times a day). Parents will be encouraged to administer medication, wherever possible.
- There are disposable gloves for use when there is bleeding. Gloves and materials should be placed in a disposable bag before placing in the bin.
- Issues regarding First Aid should be referred to the trained First Aiders. The current list will be displayed in the staffroom.
- The Safeguarding Officers are Mrs S Renwick, Mr J Grocott and Mrs Spinks.
- The designated persons for Prevent are Mrs S Renwick and Mr J Grocott.

## **Special Educational Needs**

The Local Authority suggests that children with special needs, where possible, should be educated in a mainstream school. Staff should ensure that the pupils' needs are met by appropriate target setting. Early identification is essential through careful monitoring of educational and behavioural progress. Colleagues should express any concerns to the SEN Co-ordinator so that support and guidance can be obtained from outside agencies.

## **Monitoring and Evaluation of the Success of the Policy**

The success of the Policy will be determined by annual evaluation of how far the school community has moved towards achieving the aims.

All staff, at a staff meeting, will carry out the evaluation. The staff will take into account the following information:

Feedback from – Children, Staff, Governors, Parents/Carers, Outside Agencies

**Good behaviour is the result of co-operation between school and home.**

## **Equality and Diversity**

It is our policy that all children will be treated equally irrelevant of race, gender or disability in the implementation of our behaviour policy.