

Woodlands Community Primary

School Behaviour Policy



Ratified by Governors	
Date for Review	
Signed – Chair of Governors	
Signed – Headteacher	

The root of our behaviour policy is one where the focus is kindness, community and altruism. At Woodlands, it is important that this ethos is deeply embedded with all staff, children and within the community with everyone recognising that this ideology is the foundation of our school. This means that these values are at the core of each lesson, embedded into the curriculum, reflected on during reflection time, taught during RSHE, followed during PE and practised on the playground.

The research

There are three main areas of research we considered when writing our policy:

- The link between behaviour and learning
- Behaviour as a form of communication
- The effects trauma has on behaviour

The aim of our school is to provide an atmosphere in which children can develop and grow socially, personally, emotionally and academically. The level of success the school has towards achieving its aim is influenced by the children's attitude to work and their behaviour. Therefore, one of the roles of a school is to teach children how to behave and our policy reflects this.

We recognise that behaviour is a form of communication and staff have been trained in both Dix's behavioural theory and the research surrounding ACEs and their effect in behaviour. A theory that has been well researched and is recognised by both behavioural psychologists and education research alike. Because of this, there are embedded opportunities for children to talk through behavioural choices, reflect upon what happened and to self regulate before behaviour escalates.

Written to reflect the children in our school, each aspect of the policy adheres to a trauma informed approach. We are aware that the children who arrive in our class may have experienced Adverse Childhood Experiences (ACES) or suffer from separation anxiety. We have a deep understanding of the link between the behaviour children may display, the effects this has on children's learning and how this behaviour may be influenced by trauma.

The policy was written in accordance to the following legislation:

Education Act 1996

Education and Inspections Act 2006

The Schools (Specification and Disposal of Articles) regulations 2012

The School Behaviour (Determination and Publishing of Measures in Academies) Regulations 2012

Health and Safety at Work etc Act 1974

Encouraging Good Work and Good Behaviour

Woodlands behaviour policy is one built on positivity and kindness. It is a fundamental part of our ethos that all staff model a kind attitude and an altruistic mindset at all times.

Recognition and praise of children's efforts and achievements is vital to the development of a school in which positive behaviour is valued by the children. Every opportunity should be taken to praise a child or children and staff should not be limited to the opportunities listed below. Kind words, a sticker, a text message home to parents or a visit to other staff members to celebrate a child's individual achievements should be taken whenever possible. In addition to these more informal celebrations there are systems in place to encourage this positive behaviour mindset.

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour we want
MODEL the behaviour we expect

PRACTISE behaviour
NOTICE behaviour and any changes in behaviour
CELEBRATE positive behaviour
CHALLENGE unacceptable behaviour
CREATE conditions for excellent behaviour

Celebration assemblies:

Throughout the school (with the exception of F1) there is a celebration assembly each week (star of the week). Teachers choose a member of the class who has demonstrated an excellent attitude to learning during the previous week. These children receive a certificate to take home, and a headteacher sticker. Once a year, in July, a child from each year group will be chosen by staff to be the student of the year. Several children will be chosen in year six. These awards will be presented at a celebration assembly at the end of the year and the parents of these children invited to hear why their child has been chosen.

DOJOs and Stars for good work:

Within Key Stage 1 (F2, Year 1 and Year 2) children are awarded stars by their class teacher for good work. When a child has 10 stars displayed they can exchange their stars for a prize and then begin their tally to 10 again. These stars are prominently displayed in class.

In Years 3 to 6 stars are replaced by dojos. A child can earn a dojo for good work, participation, progress, increased effort etc. These dojos can be saved up and spent in the dojo shop for an item the children want. This reflects our policy on greenhousing behaviour and allows us to meet the needs of some of the children who may require a more immediate reward as well as teaching children the benefits of saving.

Marbles for altruism

Children's contributions to the positive ethos of the school are rewarded by a marble.

These marbles are totalled weekly and at the end of each term the winning house has a treat. A captain and vice captain are chosen from year 5/6 to run this scheme.

Emphasis throughout the school is continually placed upon praise for effort with work and behaviour. All children are encouraged to appreciate the benefits to be gained from choosing to behave with an altruistic, respectful, responsible and resilient mindset.

Strategies for Managing Problem Behaviour and Negative Attitudes to Work.

While we strive to focus on the positive we also recognise that clear boundaries need to be established so that all children feel safe. At the start of the year it is the class teacher's responsibility to ensure that all the children in the class understand what the school rules are. We have categorised them into four areas.

Prosocial- this is the positive behaviour we strive for: altruistic, responsible, resilient and respectful. It is rewarded in the ways already listed.

Unsocial - behavior that negativity affects one's own outcomes (for example: refusal to work, not listening during lessons, drawing on themselves etc)

Anti-social - behaviour that negativity affects their own and others outcomes (for example: shouting out continuously, running in corridors, distracting others, play fighting or throwing things)

Aggressive behaviour - Behaviour designed to intimate, upset or scare others (verbal may include shouting, swearing or extreme hurtful comments while physical may include pushing, kicking, hitting or spitting.)

Each class will be involved in discussing what these behaviours mean and look like creating their own lists.

Behaviour will only be dealt with once the child is calm. Therefore it is policy to also teach

the children how to regulate their emotions. This is done through a class regulation station or may involve children using rainbow room. At the regulation station children will be invited to co-regulate or self-regulate. They will be provided with a range of strategies to help them do this. These strategies (including breathing techniques, tactile toys, mindfulness activities) will also need to be taught in September and revisited when necessary.

Once the child is calm the member of staff will begin a restorative conversation referring to the behaviour, which category it fits and following the flowchart in order to ensure the behaviour is dealt with fairly. The flowcharts are included on the next two pages.

Special consideration for SEN needs.

While it is important that there is consistency in the system, staff will need to use their judgement. This is particularly true when we consider the children with SEN needs for whom some elements of the rules may be more difficult to follow. For example: Can the child with ADHD control the shouting out? (Is it appropriate, helpful or kind shouting out) Is the child with autism aware their comment is anti-social? Did the child with dyspraxia mean to push past or was their spatial awareness out? Has the child struggled with their work rather than refused? Each child's needs will differ and it is important that these elements are listed on One Page profiles and passed onto the next teacher during transition so that they can be considered and, wherever possible, worked on.

Complex behaviours

We recognise that for some children additional support is needed in order for them to follow our schools behaviour expectations. On occasion there may be times that a child needs an individual behaviour plan (IBP). This should be created (whenever possible) with the class teacher, child, the child's parents/carers and, if required, with the behavioural lead and a member of the rainbow team. In this meeting clear SMART targets (no more than 5) will be shared with the child focusing intently on targeted behaviours. There are prototypes below of what these targets may look like. It may be that the child needs a focused pastoral programme or requested support from behaviour specialists such as Gilbrook Outreach. This can be identified within these meetings.

Each day the teacher will assess the child's behaviour against these targets. If a child has met these targets they can feed this back to rainbow team who will give oral praise or a sticker etc and mark off their name. The children who have regularly met their targets will be given time on a Friday with a member of rainbow team to complete a fun activity designed to both reward and improve their social skills ie. cookery, sewing, hot chocolates, games etc. Those children who have not achieved their target will be noted through their absence and a check in with the rainbow team may need to occur. SMART targets can then be sent home to communicate progress with parents. These targets should be reviewed regularly.

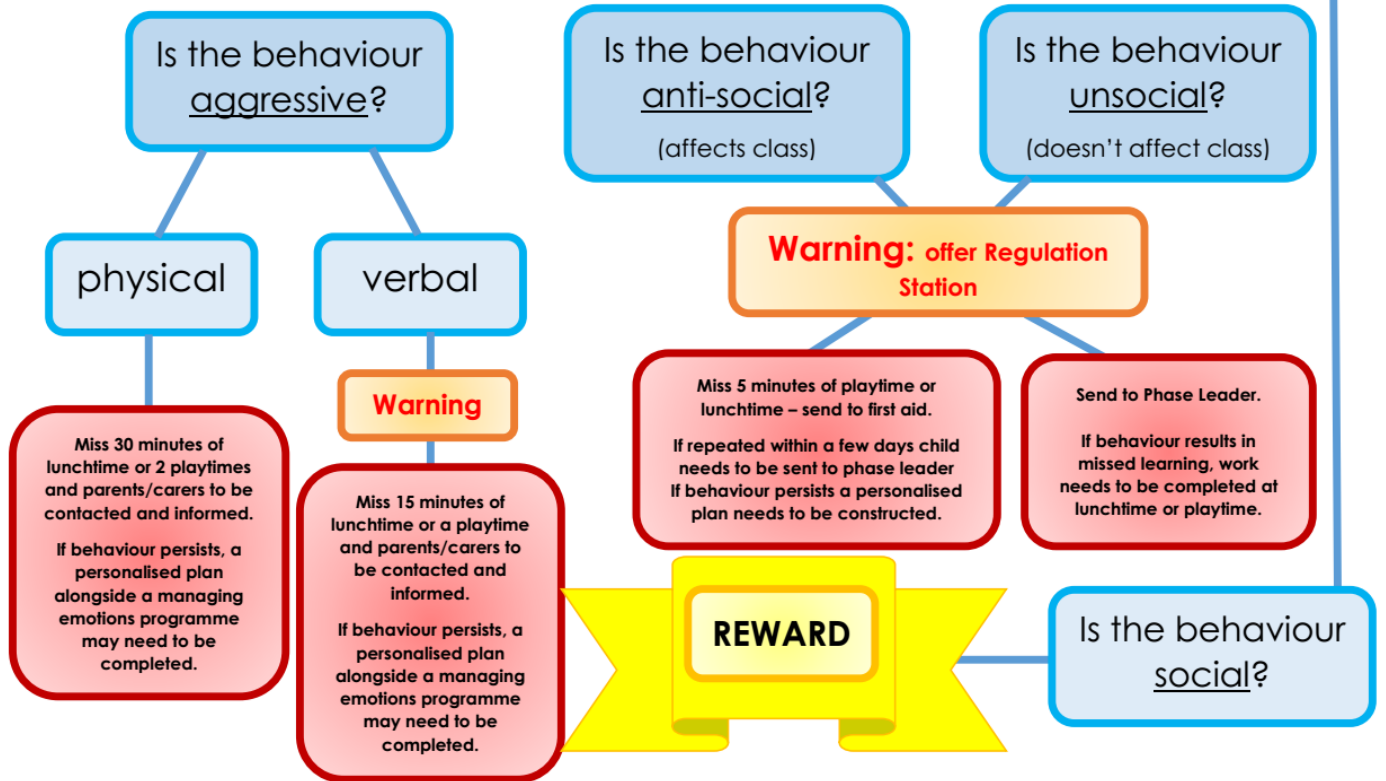
Example IBPs	MON TUES WED THUR FRI					MON TUES WED THUR FRI					
	No physical aggression						To listen during input.				
No swearing						To attempt work set.					
No threatening behaviour						To ask for help if necessary.					
No verbal aggression						To continue to work after help.					
Using the regulation station/area to calm						To use her lifelines if she is struggling when called upon.					

Pastoral Support

We recognise that not all children who need pastoral care will also need an IBP and, with this in mind, staff will also nominate a child from each year group to complete the pastoral activity each week. This could also be an opportunity to help with the transition when children can come off an IBP but still need the reward for continued positive behaviour.

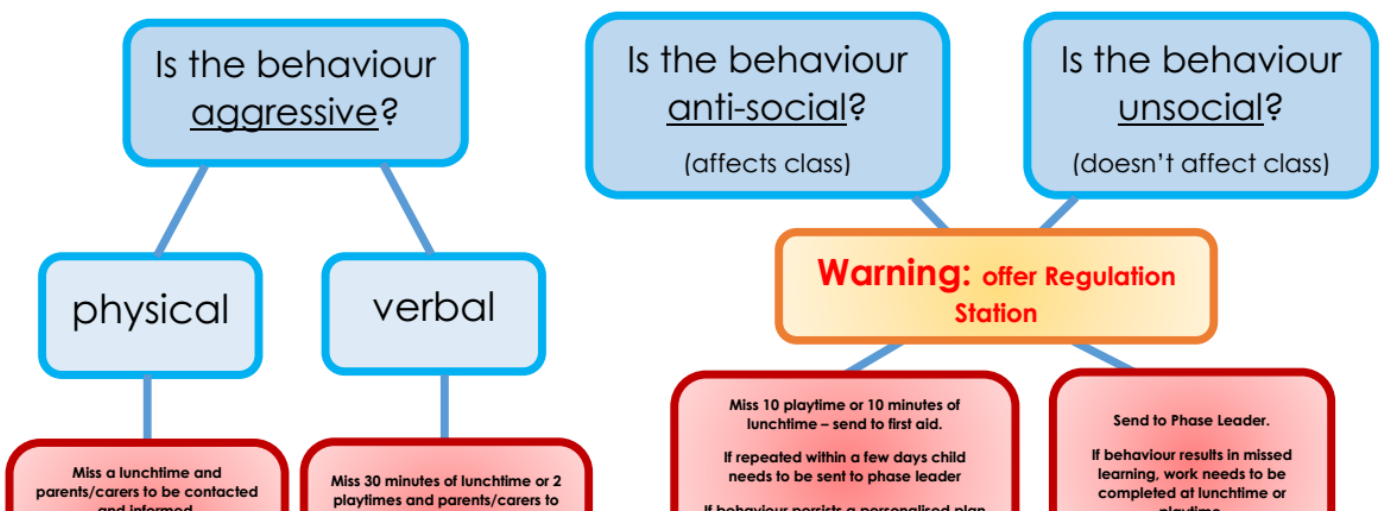
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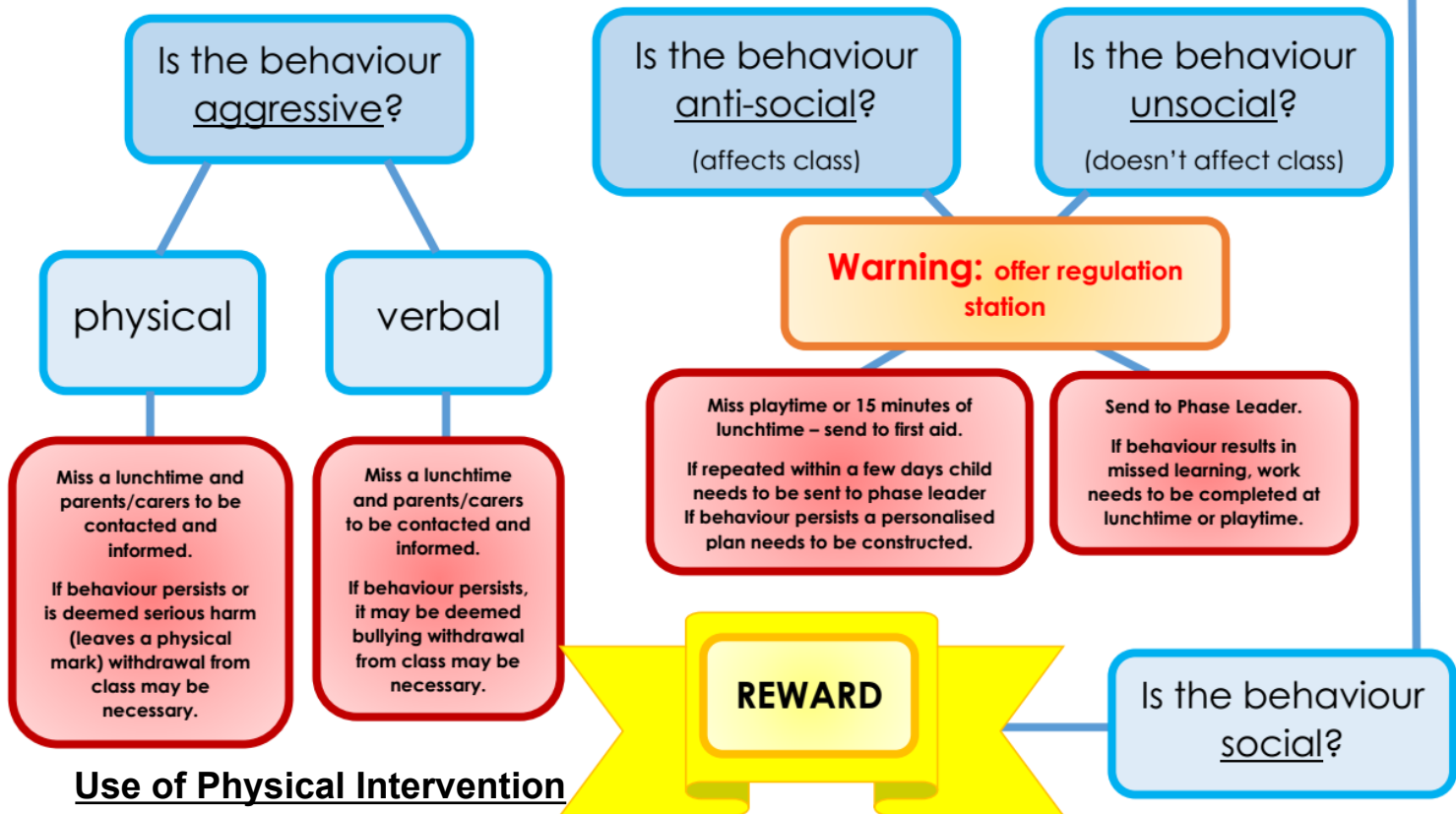
Managing behaviour at Woodlands



LKS2

Managing behaviour at Woodlands





Use of Physical Intervention

There may be rare occasions when it is necessary to use physical intervention to ensure the safety of children or staff in school. At Woodlands Primary School, the DfE guidance, 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' (July 2013) informs our practice. "Reasonable force can be used to prevent pupils from hurting themselves or others. 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."

Screening, searching and confiscation

New powers for screening, searching and confiscation came into force in 2012 with national guidance to support schools that has been updated in 2022 and reviewed in 2023. This section is written following that guidance.

At Woodlands one of our core values is respect and with this in mind all staff recognise that pupils have a right to accept respect for their private life. However, there are times when it may be necessary for the school to use their search, screen and confiscation powers appropriately in order to keep staff and students safe.

Headteachers and staff authorised by them have a statutory power to search pupils or their

possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items as listed by the DfE are:

- o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Fireworks
 - o pornographic images
 - o Any article that the member of staff reasonably suspects has been, or is likely to be: used to commit an offence, to cause personal injury to or damage the property of any person.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for – at Woodlands Community Primary this includes:
- o Electronic devices.
 - o Prescription drugs and medicines (As these should be handed into the office by the parents/carers)
 - o Vapes and E-cigarettes
 - o Mobile phones

If parents/carers deem it vital for older children to bring their phones in in order to communicate with them on the walk to and from school, these mobile phones will need to be handed in on arrival in school and retrieved at hometime. They will be stored in the school office during school hours. School will not accept responsibility for any damage, loss or fault that occurs to any phones at any time.)

The power to discipline beyond the school gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

If the behaviour is criminal or causes threat to a member of the public, the police will always be informed. However, If the child's or children's behaviour could have repercussions for the orderly running of the school. poses a threat to another pupil or member of the public or could adversely affect the reputation of the school sanctions may be applied. We would also ask for parents' support in informing staff if an incident has occurred outside the school that is at threat of continuing inside the school gates.

Child on child abuse

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone

- to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

At Woodlands we recognise we have a duty of care to every child. Child on child (once referred to as peer on peer abuse) will never be tolerated and, at the same time, we will not demonise any child. It is important to recognise as well as a duty of care to the victim of this abuse we also have a duty of care to the perpetrator. Our job as educators is to educate, both within our curriculum as a preventative measure and as part of a restorative conversation, we will always seek to educate and change the behaviour of the perpetrator as well as support and protect the other child or children.

Each incident will be considered on a case by case basis with careful consideration of age, past incidents, SEN needs, the frequency, nature and context. The response to each incident should be proportionate. For example, we might address a 'lower-level' incident such as a sexist comment through education, our curriculum and the way our school promotes respect. The use of exclusion from school will only be in the most severe cases. Any incident deemed as child on child abuse will be recorded on CPOMS and the incident reported to all the parents/carers of the children involved.

Training and review

All staff have had relevant and up to date training on the whole school behaviour management approach. Behaviour management will form part of continuing professional development. The effectiveness of the system in operation is continually monitored and modifications are made to suit changing needs and situations as they arise. At the end of each school year, staff discuss any modifications which they consider to be required. The policy is to be reviewed yearly.

Exclusions

Headteachers have the authority to exclude pupils from a mainstream primary school; these powers are legislated for in The School Discipline Regulations 2012

Alternatives to exclusions are always considered and may include:

- Restorative justice
- Mediation
- Internal Exclusion
- Managed moves

Head Teachers can decide to use a fixed term exclusion or permanent exclusion depending on the individual context of the incident. The Head Teacher will take into account the following when responding to serious breaches of behaviour;

- School's behaviour policy;
- Serious harm to the education and welfare of pupils or others;
- Pupils opportunity to present their case;
- Contributing factors;
- Early intervention;
- Multiple exclusions.

Permanent exclusion can be used under the following circumstances if the Head Teacher is confident that there is evidence that there has been:

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

If an exclusion is made then parents will be notified in writing within a reasonable timeframe. They will be informed of the period of exclusion and reasons, including their right to appeal to the Governing Body Discipline Committee and their right to appeal later in the process to an Independent Review Panel. Parents have legally defined rights within the review process and should contact the school for more information if necessary. For example all parents have the right, when appealing to an independent panel, to request the involvement and advice from an Special Educational Needs expert. More details can be found at www.parentpartnership.org.uk