

Woodlands Community Primary School

Behaviour Policy



Ratified by Governors	
Date for Review	November 2016
Signed – Chair of Governors	
Signed – Headteacher	

Introduction

The children, staff and parents who make up our school community are of equal importance. Each of these groups have rights within the community and expectations from it.

The aim of the 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 towards all other members of the school community.

The type of behaviour expected from each member of the school is:

caring and kind
polite and friendly
helpful and respectful
calm, attentive and hard-working
be confident and resilient

The standards of behaviour should be visible in all areas of the school.

Legislation relevant

Education Act 1996

Education and Inspections Act 2006

The Schools (Specification and Disposal of Articles) regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations
2012
Health and Safety at Work etc Act 1974

The Benefits of Good Behaviour

Children:

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-confidence and self-esteem
- make progress with their school work

Adults in school:

- create a calm and positive learning environment
- work effectively without inappropriate disruption
- attempt to meet the needs of all children
- demonstrate a positive attitude to parents and children
- develop personally and professionally
- ensure all of the above are consistent

Parents:

- feel confident that their children are growing socially, personally, academically and emotionally
- know that their children will receive support when they need it
- feel confident that their children are exposed to good models of behaviour
- feel they are in partnership with the school

The values that we seek to promote at Woodlands include:

- good manners
- honesty
- reliability and integrity
- respecting the rights and property of others
- acting considerately to one another
- helping those less fortunate and weaker than ourselves
- taking responsibility for our own actions
- self-discipline and self-respect
- punctuality
- respecting and valuing equality and cultural diversity of our community

Values school rejects include:

- Bullying (see anti-bullying policy)
- Vandalism
- Cheating
- Deceit

- cruelty (mental, physical and emotional)
- irresponsibility
- dishonesty

These values reflect those of the society of which the school is a small part.

Encouraging Good Work and Good Behaviour

The encouragement and reward of good standards of behaviour and good work is the responsibility of all teaching and support staff and volunteers. 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. The children should be aware of the procedures for the recognition and reward of excellence in academic work, effort and good behaviour.

We use many strategies from 'Assertive Discipline' which focuses upon, and rewards, positive behaviour. Children with I.B.P.s have some modifications made for them in order for them to achieve. Liaison with Mrs Skillen enables school to give support to children for whom the general discipline plan does not cater. Time is taken at the beginning of each school year to remind the children of the expected standards of behaviour.

Each day a member of staff chooses a child to be 'child of the day'. This child is rewarded with a specific praise sticker.

Throughout (except F1) the school there is a celebration assembly each week (star of the week). Teachers choose two members of the class who have demonstrated an excellent attitude to learning during the previous week. These children's photographs are displayed in the hall.

Within Key Stage 1 and 2 (Years 1 to 6) a house system operates across the classes. 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.

Children from each year group will be chosen by staff to be (subject) student of the year. These awards will be presented at a celebration assembly at the end of the year.

Throughout the school, if children display positive behaviour regularly, in a notable way, or achieve highly in a work task the class teacher may refer them to the Headteacher for a 'Headteacher Award'.

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 conform to the expected standard of behaviour.

Strategies for Managing Problem Behaviour and Negative Attitudes to Work

Unacceptable behaviour is dealt with initially at classroom level, following the guidelines of the Assertive Discipline Programme. Children who are in the red traffic light system (Good To Be Green) at the end of the day will lose 5 minutes of Golden time for that week. This is a short weekly session of craft/ICT activities to be planned by class teacher. Children missing Golden time will have their name included on a Golden Time thermometer.

More serious incidents will be recorded in a class critical incident book .

The Woodlands Way

It should be the aim of everyone in our school to act with care, courtesy and consideration towards others at all times. Each class will have a Code of Conduct displayed.

The rules are-

- Always listen to others
- Walk sensibly inside school
- Keep hands, feet and objects to yourself
- Be kind and show respect
- Speak politely
- Use our learning time effectively

All classrooms also display the rewards to be gained from choosing to behave in a considerate way

These are:

- Praise
- Child of the day sticker
- Golden Time
- Stars
- Stickers
- Marbles
- Certificates
- Class treat

Consequences of not choosing to follow the Rules are -

1. A warning
2. Child in yellow traffic light system
3. Child in red traffic light system
Child in red at end of day miss 5 minutes of Golden Time. If child is in red for five consecutive days, all but 5 minutes of Golden Time to be lost. End of each day, children are to return to green to enable them to have a fresh start. If they miss Golden Time children will watch the activity and join in when their missed time is finished.
4. Involvement from Senior staff (this can happen straight away if misbehaviour is severe).

Playtime and Lunchtime

The system has been adapted for use over non-structured times.

Unacceptable behaviour is:

- being unkind
- ignoring instructions more than once
- being cheeky, answering back
- rough/physical play (even unintentional is not acceptable eg wrestling)
- messy eating. For example, flicking food, dropping it on floor intentionally
- leaving others out of a game

Sanctions

Stand on line missing part or all of playtime depending on severity of incident. Length of time at teacher/lunchtime supervisors discretion. As a general rule maximum of 10 minutes KS1 and 15 minutes KS2

More serious incidents such as deliberate violence towards someone and directed inappropriate language to be dealt with by senior member of staff/ senior lunchtime supervisor.

Class teacher informed incident discussed with senior members of staff and /or Head Teacher . Appropriate action taken

Rewards

Stickers

Names in book for Top Table (F2, KS1 & KS2 lunchtime). Dinnertime staff to inform Lunchtime supervisor.

Foundation Stage

The system is adapted to make it more age appropriate for Foundation Stage children.

Foundation Rules

1. Take turns and share.
2. Use your listening ears.
3. Have kind hands and feet.
4. Have helping hands
5. Use your talking voice
6. Walk in school

Rewards

- Verbal praise
- F1 stickers, stars on chart and child of the day
- F2 stickers, stars on chart, star of the week and child of the day

Sanctions

- Reminder of appropriate behaviour
- Warning
- Time out based on age
- Picture of child on red traffic light system

- Teacher to speak to parent
- For more serious misbehaviour the child may get moved to another classroom and/or taken to a member of senior staff.

Screening, searching and confiscation

New powers for screening, searching and confiscation came into force in 2012 with national guidance to support schools. This behaviour policy supports the guidelines issued.

School can search a pupil for any item if the pupil agrees.

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 are:

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Indecent 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 can include mobile phones or electronic MP3 devices.

The School recognises the obligations under the European Convention of Human Rights (ECHR) and specifically would seek to ensure that the response of the school is always justified and proportionate with regard to searching of a young child taking note of the right of the child to have a reasonable level of personal privacy.

If a member of staff suspects a pupil has a banned item in his or her possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in this policy.

What the law says:

! The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

! 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

l 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

l A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

After the search

The power to seize and confiscate items – general

What the law allows:

l Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

1) The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2) Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Statutory guidance for dealing with electronic devices

1) Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

2) The member of staff must have regard to the following guidance issued by the Secretary of State¹² when determining what is a "good reason" for examining or erasing the contents of an electronic device:.

In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

3) If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Also note:

Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

Telling parents and dealing with complaints

1) Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

2) There is no legal requirement to make or keep a record of a search.

3) Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

4) Complaints about screening or searching should be dealt with using the school complaint policy which is available on the school web site or from the school office upon request.

Behaviour outside school

Subject to the school's behaviour policy, the teacher may discipline or issue an exclusion to a pupil for inappropriate activity:

- when taking part in any school-organised or school-related activity or when travelling to or from school or
- when wearing the school uniform or
- when they are identifiable as a pupil of the school or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Communication with parents

Parents to be informed once a year of behaviour policy. This will happen in the Autumn term.

Children with individual needs

There may be some children for whom this behaviour plan is inappropriate as they have particular needs. See individual IBPs or PCP.

Exclusion

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

Monitoring and Review

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.