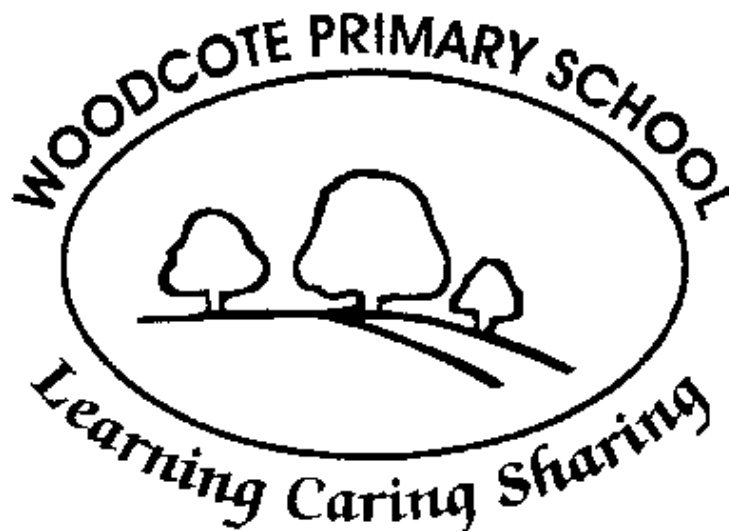


Woodcote Primary School

Behaviour Policy



Date Adopted: November 2022

Reviewed: November 2024

Chair of Governors:

Headteacher:

Woodcote Primary School

Behaviour Policy

Woodcote Primary School recognises its duty of care under the Equality Act of 2010.

Aims of this policy

To promote

1. A consistent approach to positive behaviour management with clear expectations
2. The development of a positive attitude in a safe, supportive and secure environment
3. A mutual sense of pride in our school community
4. A happy and purposeful environment for learning
5. A welcoming atmosphere based on high expectations for mutual respect
6. A team where everyone has a right to be happy, safe, individual and equal

This policy includes:

1. Golden Rules & Classroom Rules
2. Rewards and Celebration of Achievements
3. Moving Around the School Building
4. Expectations for Playground Behaviour
5. Procedures for dealing with Poor Behaviour
6. Withdrawal
7. Monitoring Behaviour
8. Bullying and Exclusions

School Golden Rules

Woodcote Primary School has 5 School / Golden Rules for working together:

1. We respect everyone by speaking politely and showing good manners
2. We walk quietly and calmly around the school
3. We take responsibility for our actions and belongings
4. We listen carefully and follow instructions calmly
5. We take pride in ourselves and our school

These should be displayed in the classroom on the five fingers of a hand as a reminder of our minimum expectations. Children should also be given a smaller version of the hand to colour in a "finger/rule" when they show behaviour above and beyond that rule.

Classroom rules

Classroom Rules are established in each individual class each September. They are based around the School Golden Rules and take into account anything specific for that class e.g. particular layouts of rooms or demographics of pupil needs. These should be displayed clearly on the wall and used as a reminder of expected behaviour when necessary. Individual class behaviour rewards e.g. marbles in a jar are used where appropriate and Lunchtime Supervisors and Teaching Assistants can award these as they see fit.

Rewards and Celebrations of Achievement

We use a team point system. Each child is a member of a team (along with their siblings) and they earn team points for their attitude to their work. The team points are collated by a team of year 6 pupils who announce the achievements of all 5 teams in our Friday assembly and a cup is presented each week to the winning team captains

A weekly sharing assembly is held which the whole school attends and pupils are encouraged to share any of their achievements from in or outside of school. Whilst these are usually related to work or activities, celebrations of good behaviour are also shared e.g. at sporting events. Photographs are often used in the school magazine which is written up three times a year by year 6 if appropriate, the Village Correspondent. They will also be posted on the school website and / or twitter account (with regard to safeguarding) to celebrate with the wider world.

Moving around the school building

All pupils are expected to move around the building at a walking pace, with a quiet regard for on-going lessons and others' use of the premises as they move about. Pupils are expected to be polite and helpful towards each other in school. Good manners are encouraged throughout their school life and when moving around it is expected that pupils will wait for adults to use doorways first and step back to allow them to pass. When entering another room they are expected to knock, wait for acknowledgment and then speak clearly and politely.

Lunchtime behaviour in the hall or over at Langtree is expected to be as good as at other times of the day. Lunchtime supervisors are members of staff with as much responsibility and empowerment to monitor behaviour and encourage respect for the School Golden Rules.

Playground behaviour expectations

Pupils are expected to treat each other fairly and with respect when sharing the playground space at break times. Areas are sometimes set aside for organised games and the children will be made aware of any "zones" in force at any given time. The Snug is provided as a quiet space for chatting and engaging in quieter games such as puzzles and colouring. Pupils are expected to sit and play quietly and calmly whilst in the Snug. Year 6 playground leaders are encouraged to model good play and friendships.

At the end of playtime a bell is rung and children are expected to stop what they are doing and stand quietly until the adults are clear that every child is aware of the end of the break and listening. The children will be expected to walk quietly and calmly to their classroom lines when instructed, where their teacher will collect them.

Children are encouraged to stay outside for the duration of the playtime to get some exercise and fresh air. Children needing the toilet should use the main block toilets off the KS2 corridor. Children should not be in the building during break times for other reasons, unless accompanied by an adult.

At lunchtimes children can be asked to step to the side of the playground for 5 minutes before re-joining the playtimes. This 5 minutes (which can be altered if appropriate) is in

place for pupils to reflect on their behaviour and decide to uphold the School Golden Rules whilst out at play.

Procedures for dealing with poor behaviour in school

When a situation occurs the adult will make a judgement as to the severity. Any minor incidents will be treated fairly and in a quick and efficient manner to develop and restore good behaviour. Talking things through will be expected, along with an understanding of how pupils can avoid this happening again and an appropriate apology.

If it is felt that more needs to be investigated or that this is a repeat of poor behaviour, the pupil could be asked to fill out a "**Think Sheet**" (Appendix 1) and return this to the teacher to be passed to the Headteacher. The Think Sheet will be used for self-reflection and the pupil will be given time for this reflection, conversation with an adult and possibly ELSA (Emotional Literacy Support Assistant) time if deemed appropriate.

Peer mediation techniques are employed. This enables pupils to understand the other point of view and learn how their actions may be perceived by others.

More serious incidents will involve the **Headteacher**.

If the incident is serious, the **parents** will be consulted and their support sought to resolve the situation. Where this procedure fails it may be necessary to involve a Behaviour Support Specialist or follow the OCC guidelines on pupil **exclusion** from school for either a short or longer term. Governors will be available for discussion if circumstances warranted such a course of action.

Classroom sanctions

1. A pupil will be given a warning and an opportunity to return to the expected good behaviour
2. A subsequent reminder will be given if the poor behaviour persists
3. The pupil will be offered an opportunity for space to reflect and return calmly to the appropriate good behaviour
4. If the pupil is disrupting others, the adult will provide a safe space for the pupil to rebalance their behaviour and complete their own work. This may be working in another space in the school or another class for a period of time
5. The pupil *may* be required to use break time to make up the learning time if a significant amount of time has been missed and / or their work may be sent home for completion

Procedures for withdrawal

Withdrawal of pupils from lessons is only used for those pupils whose behaviour seriously affects the learning of others and who refuse to do as asked.

For withdrawal to be effective the pupil:

- should not be sent to a more desirable situation
- should not be subjected to an audience or shamed in any way

- should be withdrawn for a short time only - otherwise an internal exclusion should be considered

Monitoring behaviour

Incidents of poor behaviour are logged on CPOMs (Child Protection Online Monitoring system) written by the adults working with the pupil/pupils involved. Think Sheets are filled out by the children involved and are filed with the Headteacher or directly onto CPOMs linked to the incident report. Appendix 2 of this policy is a Behaviour Record Sheet. This is not always necessary but can be used to frame the recording of an incident and can then be stored as above.

All negative behaviour is reported on **CPOMS** to enable

- easy access for staff who need to be alerted to the behaviours
- easy tracking of behaviours where necessary
- links to be made with any possible safeguarding information

Children should report any problems at lunchtimes to the Lunchtime Supervisors. They will follow the policy and report to the teacher if necessary.

The Headteacher and the Senior Leadership Team uses all this information to track any trends and analyse trigger situations in order to lessen the opportunity for poor behaviour to happen again and to support the pupils in promoting good behaviour throughout the school day.

Governors are informed of any trends and the School Improvement Plan is reviewed to reflect any adjustments that need to be taken as a whole school.

Bullying

Bullying is not acceptable in any form and will not be tolerated at this school whether verbal, physical, cyber or emotional. Behaviour is discussed in assemblies and also Relationships and PSHE lessons. We aim to work in an atmosphere of trust and cooperation where children feel they can discuss problems of this nature with adults in the school.

Where children require extra support through talking therapies, teachers can request that our Pastoral Support Assistant or Emotional Literacy Assistant works with the child for a period of time to help develop a change towards positive behaviour. The school has a separate anti-bullying policy.

The Headteacher and Deputyhead are the designated leads for Safeguarding / Child Protection. In their absence, the School Business Manager can also be approached and is trained to this level in Safeguarding. Any concerns over a child's well-being or treatment should be reported to one of them. They will then pass on any information to any appropriate professional / outside agency should this be necessary. The school has separate Whistleblowing and Safeguarding policies.

The use of Physical Force in school

We do not advocate the use of physical force in our school as technique for dealing with inappropriate behaviour. Wherever possible we would model good behaviour and techniques to diffuse and calm any situation that arises. However, we recognise that this may, in some situations, not be enough.

Woodcote Primary School complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' 2010. This Guidance states clearly the following:

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.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Separate pupils found physically fighting
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment

Any requirements to use reasonable force should be recorded and, whenever possible, signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained whenever possible.

We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Review of this policy

This policy will be reviewed every two years unless a significant change is required sooner.

Think Sheet



Name: _____

Class: _____

Date: _____

What I did:



Why I did it:

What school rule did I Break?



What can I do to put it right?



Pupil (with the poor behaviour) Name:	Date:	Class:
Time of Incident:	Place where it took place:	
People present:	People directly involved:	
Description of incident:		
Was any one injured – if YES – how were they hurt and what injuries have occurred?		
Person completing this report:	Date Handed to Headteacher:	

Following this, who was informed?	Any further consequences?
Is this incident following any particular pattern for this child?	
Further information / notes / guidance for the future	