



WOODNOOK PRIMARY SCHOOL **BEHAVIOUR MANAGEMENT POLICY**

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Safeguarding Governor	Juliette Brookfield
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Valuing and Respecting each other is at the Heart of our Woodnook Ethos.

Woodnook Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone in the Woodnook Family are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our school values of ; Friendship, Aspirations, Independence and Respect and everyone is expected to demonstrate these values at all times.

We recognise that promoting positive relationships with children and parents is invaluable as we develop a partnership role in pupil's development at school.

INTENT:

Woodnook Primary School:

Our school provides the knowledge and expectations of behaviour to help our children to live harmoniously in a diverse society and to grow as law abiding citizens, who can make the right choices.

WE:

- Know all our children well, their circumstances and their needs.
- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach and model good behaviours.
- Provide a clear value led system of managing behaviour that is consistent across the school.
- Ensure all adults use consistent language to promote positive behaviour.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Expect good behaviour outside the school gates ie trips/ whilst wearing our uniform.
- Train our staff regularly to understand triggers of behaviour ie ACEs/ trauma/ specific needs ie regulation/ASD / communication difficulties.

Purpose of the Behaviour Policy:

- To provide simple, practical procedures for staff and children that foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices and why.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention and a good role model
- To take into account different children's needs and experiences ie ACES/Trauma

IMPLEMENTATION

All staff must:

- Follow the school policy.
- Have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability.
- Take time to welcome the children at the start of the school day.
- Speak in a calm and polite manner.
- Encourage children to do the right thing and praise these right choices.
- Know their classes well and develop positive relationships with all children.
- Remain calm and treat all children with respect.
- Model good behaviours.
- Not let their own emotions affect their responses to poor behaviour.
- Treat children in the same manner they would expect to be treated by others in school.
- Adapt Positive Behaviour approaches to support individual needs ie charts/ space for time out/ small and frequent positive responses.
- The class teacher has a duty to report to parents and carers regarding concerns about the behaviour or welfare of a child. Behaviour procedures may follow between school and parents. For example – home school behavioural diary.

Pupils must:

- Respect all adults and all children in the school.
- Set an example to their peers especially the older children, setting the example and expectation of behaviour to the younger children.
- Learn to make the right choices to stop repeated behaviours and sanctions occurring.
- Remind other children if they are showing the incorrect behaviour – tell them to set the example.
- All children should work hard to achieve the range of rewards.

Promoting Good Behaviour

At Woodnook Primary School we use a range of approaches & systems to encourage, reward positive and model good behaviour.

1. Nurture

We have the knowledge and experience to remain calm, be a good example, listen to children, show respect, give them space to calm down, treat children as we treat each other and to love and care for each child.

2. Stop and Think

STOP & THINK: we use STOP & THINK to encourage children to make the right choice, to give them time to reflect before acting and to give them the opportunity to show that we are actively encouraging the right choice is made.

If children don't make the right choice regarding their behaviour after receiving a stop and think card, they will spend time with an adult reflecting on their behaviour.

Children will complete reflection sheets which are based on the Woodnook Values.

3. Individual Support:

Individual support is given to those who find behaviour difficult. This may be in the form of individual charts with expected behaviour broken down into small steps/ time out space / social skills time/ support time/ jobs and responsibilities.

4. Behaviour Certificates:

Weekly celebration assemblies take place, when children from each class are given certificates for a particular positive quality which has been noticed that week including examples of good behaviours.

5. Golden Ticket:

At the end of every half term, teachers will choose one child from each class to receive the Golden Ticket in the awards assembly. This will be for a child who always demonstrates our Woodnook Values. The reward will be a trip out eg, bowling, cinema, trampoline park.

6. Weekly Dinner Time VIP Children:

Each week the Play Leaders choose two children from each class who have demonstrated the school values during lunchtime. These children are served their lunch on the VIP table on Friday and eat with the headteacher.

Mental Health & Wellbeing:

We recognise that sound mental health and wellbeing has a positive affect on children's behaviour and choices.

- INSIDE OUT: An outside agency works with children with a wide range of needs including ACES/ behaviour/ low self esteem/ anxiety.
- LEARNING MENTOR : we have a trained learning mentor who works with children on emotional aspects to their learning.
- Training: staff are trained are on a wide range of mental health including ACES/Trauma/ Bereavement.
- PSHE Curriculum :The aims of the curriculum are to give children the information they need to make good decisions, now and in future, about their own health and well-being. To help the children to recognise issues when they arise in themselves and in others and how to seek support. To understand that mental health and well-being and physical health are interlinked.
 - To promote pupils' self-control and the ability to self-regulate.
 - To reduce stigma attached to health issues, including mental health issues.

- OPAL Play: There are many proven benefits for schools which carry out the OPAL Programme. These include: more enjoyment of school, less teaching time lost to disputes between children, less accidents and greatly improved behaviour.

IMPACT:

At Woodnook we can see the impact of our behaviour policy and thorough staff training through:

- A calm environment when you walk around school with happy children who are working hard.
- Low exclusions sustained over a number of years.
- The role models of the staff are consistent.
- The respect the children hold for the policy.
- The enjoyment the children gain from praise.
- Parental and Pupil Questionnaire responses.
- The high standard of manners, greetings and responses from all .
- The high standard of behaviour, commented on, outside school on trips and by visitors to the school.
- Talking to children about their own individual behaviours and the ability to reflect on their behaviours.

Extreme Measures:

Power to search and the Confiscation of inappropriate items

School staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably.

At school we maintain the right to search pupils for property or items that are deemed inappropriate or dangerous in school.

School staff have the power to search without consent for 'prohibited items', which include:

- Knives / weapons
- Alcohol
- Stolen items
- Illegal drugs
- Cigarettes
- Vapes
- Pornographic images
- Any article used to or likely to be used in an offense or that could cause damage to property or personal injury
- Mobile phones
- Any item that has been banned by the school rules which has been identified in the rules as an item which may be searched for

Items found may be confiscated by the Headteacher and if deemed appropriate returned to the parent or if dangerous may be passed on to the Police.

Use of reasonable force in school

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

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

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.

The DFE produce detailed guidance on 'Use of reasonable force – see the link below www.gov.uk/government/publications/use-of-reasonable-force-in-schools

All reasonable force is logged and recorded.

Exclusions

Exclusion of pupils is the ultimate sanction. This is a sanction that may be used if other systems have not been effective or in case of extreme behaviour.

An internal exclusion may be appropriate if a child displays ongoing behavioural concerns.

The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child.
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Exclusions take the form of **a suspension** or **permanent** exclusion: A suspension may take the form of a lunchtime exclusion, implementation of a part-time timetable or an exclusion for a designated number of days. All pupil exclusions at Woodnook Primary School are reported appropriately to the Local Authority and follow Local Authority and National guidelines for administration and legal responsibility.

If a child is at risk of exclusion, parents will be notified and invited to a meeting with the Headteacher to try to support the school and pupil to avoid the situation deteriorating and to put a plan in place to improve pupil behaviour.

The process of exclusion that we follow is based on a legal framework that can be complicated to understand. Please contact us if you would like any help in understanding this process.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head teacher.

Record keeping

Record keeping can be important to support staff in identifying possible triggers ie ABC log and this may be required as evidence for future support from outside agencies.

School maintains records in a number of forms including (but not limited to) :

- Logs of racist incidents
- Logs of bullying incidents
- Records of serious incidents on CPOMs
- PSPs

- Behaviour chronologies
- CPOM records
- Use of Reasonable Force
- Record of all exclusions
- Reports for outside agencies

Roles and Responsibilities

The Governing Body:

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The Head teacher:

- It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher has the responsibility to exclude in extreme measures.

Parents and Carers:

We recognise the crucial role that parents have to play in promoting good behaviour in school. We have positive relationships with parents, and expect them to support the implementation of the Behaviour Management Policy and to promote our **School Values**.

Links to other Policies:

- Child on Child Abuse Policy
- Anti-bullying Policy
- SEND Policy
- Complaints Policy
- Online Safety Policy
- Whistle Blowing Policy
- Safeguarding Policy
- Staff code of conduct
- School Attendance Policy
- Curriculum Policies ie PSHE

Appendix A- sanctions

<u>Behaviours</u> <u>Not an exhaustive list, but could include:</u>	<u>Consequences</u>
- Answering back to a member of staff - Lack of manners - Rude/disrespectful behaviour - Disturbing/talking in assembly - Not looking after school equipment - Disturbing carpet time/teacher talk - Refusing to complete work - Disrupting lessons	Remind children of the expectations. Praise positive behaviour. Inappropriate behaviour is managed fairly and consistently across the school. A consistent approach to managing inappropriate behaviour is fundamental to effectively improving pupil behaviour. USE OF THE STOP AND THINK IF THE REMINDER ISN'T EFFECTIVE -STOP & THINK A PUPIL RECEIVES A 'STOP AND THINK ' CARD IF THEY ARE FAILING TO DEMONSTRATE THE SCHOOL VALUES. THIS GIVES THEM A CHANCE TO ADAPT THEIR BEHAVIOUR. IF THE PUPIL DOESN'T REFLECT ON AND CHANGE THEIR BEHAVIOUR THEY WILL SPEND TIME COMPLETING A REFLECTION SHEET WITH AN ADULT AT PLAYTIME OR LUNCHTIME.
	<u>Additional staff involvement:</u> If a child continues to disrupt the class or doesn't follow instructions, they should be sent to a parallel class for a period of time to complete a reflection sheet. 3D to 3/4W 3/4W to 4M 4M to 6H 6H to 5F 5F to 5B 5B to 3D
Continuation of low-level behaviours after time in a parallel class. Use of bad language. Hurting another child. Damaging school property.	<u>Additional staff involvement:</u> KS2 children to be sent to Key Stage Leader/SENCO/Headteacher. EYFS and KS1 children to be sent to Head Teacher/SENCO. Parents must be informed at this stage.
- Extreme use of bad language (which may be directed towards a child or member of staff) - Hitting/ kicking staff	<u>Additional staff involvement:</u> <u>Sent to Headteacher or another member of SLT</u> <u>Sanctions may include:</u> HT/AHT to agree on appropriate sanction. Sent to the Head teacher or Assistant Head to explain their actions

- members - Stealing - Racist incidents - Homophobic incidents - Bullying - Severe disruption of lessons / learning times - Bringing into school a banned / unsafe item (e.g. knife, drugs) -Anti-social behaviour within the local community whilst wearing the school uniform (or easily identifiable as a member of our school)	• Parents informed • Apology to the person concerned either verbally or written (depending upon the age of the child and the circumstances) • The Head teacher may wish to enforce an exclusion either – in school, temporary or permanent. <u>Headteacher to determine number of days of 'internal exclusion or fixed term exclusion'.</u> • The Police may need to be informed. If another 'Serious Incident' occurs, the number of days of exclusion will increase.
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Other related school policies and documents

Other documents which also relate to Behaviour management in school are listed below, these include :

- Anti-bullying Policy
- Home School Agreement
- Online Safety Policy
- Whistle Blowing Policy
- Safeguarding Policy
- Staff code of conduct
- School Uniform and Appearance Policy
- School Attendance Policy
- Curriculum Policies ie PSHE