



Behaviour Policy

Updated Oct 2016

Related Policies:

Aims and Ethos statement
Anti-Bullying Policy
Safeguarding policies

School Ethos

The head teacher expects an ethos where every child has a right to learn without disruption. Good manners and politeness are key features of our school and all stakeholders are committed to expecting the best. Our ethos statement is:

‘We strive to establish a caring community, whose attitudes and values are built on mutual trust and respect for all. Our intention is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We promote an effective learning environment, so that everyone can feel happy, safe and secure. We endeavour to show compassion, understanding, good manners and conduct in all that we do so that Woodside School and all the people within it are proud of where they belong.’

Our Values-suggested and agreed by children in consultation with staff, parents and Governors
Friendship, Respect, Self-Belief, Determination, Tolerance and Courage

How are children’s achievements and behaviour rewarded?

Positively reinforcing the behaviour we expect and maintaining good relationships is the most effective way of maintaining our positive ethos. Lots of shouting is not a feature of our school.

Rewards include:

- Lots of verbal, non-verbal and written praise
- Individual class systems of stickers/stars
- Class Dojo in each class
- Dojo certificates in Celebration Assembly, with a hall display
- Celebration assembly and certificates for class work and behaviour

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure the behaviour policy is implemented consistently throughout the school and to report to governors 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 and staff in the school and to support staff in the implementation of the policy.

Where children are disruptive or their behaviour does not reflect the school values, teachers and the head are swift to deal it. The Head Teacher keeps records of all reported serious incidents of misbehaviour and any internal exclusions, although these are rare.

The Head Teacher alone has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Local Authority guidelines on exclusions would be followed in this event.

If individual children require a personal behaviour plan and positive handling is a likely strategy, the Head Teacher is responsible for ensuring staff have adequate training. Positive Handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of Positive Handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. Please see our separate Positive Handling Policy.

The role of teachers

Teachers have responsibility for the behaviour management of pupils registered to their class. Teachers should:

- a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

Teachers are therefore expected to follow the guidelines in this policy and to maintain good discipline when the pupils are both in class and when moving around the school. Teachers may keep behaviour logs of individual children. Class Teachers undertake a pastoral role for children. We have a Family Support Worker, who provides effective support to individuals and parents, sometimes for specific needs such as family upheaval or bereavement. Guidance from outside agencies is sought when dealing with particularly sensitive issues.

The role of teaching assistants

Teaching assistants contribute enormously to the good behaviour of children demonstrated in our school. Teaching assistants should follow the guidelines in this policy under the direction of the class teacher. In the case of poor behaviour, this should be reported to the class teacher in the first instance.

The role of the mid-day supervisors

We expect high standards of behaviour at all times of the school day. Midday supervisors have a really important role in rewarding and praising children for good table manners and politeness during lunch time. The midday supervisors can always seek help and advice from the Head Teacher during lunch time. If a child does misbehave in the dining hall or in the playground, the midday supervisors need to inform the child's class teacher at the end of lunch time. Lunchtime problems are rare, but persistent inappropriate behaviour during lunchtimes could result in a meeting with parents.

The role of parents

The school places considerable value and emphasis on working with parents to support their child's learning and development. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We ask parents to keep us informed of circumstances which may cause pupils to be upset or which may have an impact on their performance in school. We respect requests for confidentiality.

We explain the school rules in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If parents have any concerns, they should initially contact the class teacher.

The role of the governors

The governing body has the responsibility of reviewing and monitoring the effectiveness of this policy. It is the responsibility of the Chair of Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. In the event of any exclusions, the LA procedures are adhered to.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Equality Statement

The school recognises that it has to make special efforts to ensure that all groups prosper, including those with special educational needs; who have difficulties accessing the school's or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or in adequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parent expectations; with emotional, mental and physical well being needs; who exhibit challenging behaviour; who come from ethnic minority groups including travellers, refugees and asylum seekers.

Date this policy was adopted: Oct 2016

Signed by Chair of Curriculum and Standards committee _____

Review date: Oct 2017

Inappropriate behaviour
Guidance for staff and student teachers

Behaviour	Consequence (Sanction)	Who is involved?
Level 1 First negative behaviour incident. Behaviours such as not listening when required; distracting other children; wasting time; interrupting; not trying.	A verbal warning and reminder of the school's five values, expectations and reward system. The child could be moved away from the group for a short period of time appropriate for the child (e.g. to a place where they can think about their choices.)	Class teacher Teaching Assistant
Level 2 Continuation of inappropriate behaviour so there is a disruption to learning within the class or that children are complaining of problems at play times/lunch times.	The class teacher must investigate the causes and the incident(s). Reminders of the school's five values, expectations and reward system. Appropriate sanctions include a loss of free time (e.g. playtime at break or at lunch time.)	Class teacher Teaching Assistant
Level 3 The inappropriate behaviour continues or a behaviour that requires a more severe consequence occurs (swearing, overt physical behaviour etc).	Pupil is 'Timed Out' to another class. This may result in a pupil taking work to be completed whilst in another class or being completed at break or lunch times. Pupils may also lose other free time. Parents may be informed at this stage.	Class teacher Teaching Assistant
Level 4 The inappropriate behaviour continues or a behaviour that requires a more severe consequence occurs (swearing, overt physical behaviour etc)..	As above and if three 'Timed Out' sessions occur, the class teacher involves Key Stage Leader and parents will be informed.	Class teacher Teaching Assistant Key Stage Leader Parents
Level 5 Wholly inappropriate behaviours such as severe physical or verbal abuse to another pupil or adult; persistent temper tantrums; serious bullying incidents and non-accidental damage to property/equipment result in pupils to be automatically removed from the class or playground.	When any of these behaviours occur the class teacher and key stage leader must fully investigate the causes and the incident by recording the views of all those present/involved. The Head Teacher will be involved in managing the incident. Such behaviour may result in the pupil being excluded either internally or externally for a fixed term period (decided by Head Teacher). Parents will be informed and a meeting will be arranged to meet with class teacher/key stage leader and the Head Teacher.	Class teacher Teaching Assistant Key Stage Leader Head Teacher Parents

The discretion and professionalism of teachers is always taken into account.
 Lunchtime 'detention' is spent with senior leaders.

Inappropriate behaviour

<h2>Level 1</h2>	<p>A verbal warning.</p>
<h2>Level 2</h2>	 <p>Miss free time.</p>
<h2>Level 3</h2>	<p>Take work to a different area.</p> 
<h2>Level 4</h2>	 <p>Inform Key Stage Leader, Head Teacher, parents and carers.</p>
<h2>Level 5</h2>	<p>Exclusion either internally or externally!</p> 