



Woodland Primary School
'Learning together'

Positive Behaviour Policy

Evidence of intentions and practice - for the information of
staff, governors, parents, LA, OFSTED and DfE

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Approved by:
Finance, Personnel Committee

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WOODLAND PRIMARY SCHOOL

Positive Behaviour Policy

1 Statement of Guiding Principles

- 1.1 This policy outlines the framework for the behaviour, values and attitudes expected of our school community whilst incorporating the key principles of restorative practice.
- 1.2 **We believe that good discipline:**
- Has a positive influence on pupil and teacher morale
 - Contributes significantly to improving attitudes to learning and to raising standards of achievement
 - Is a vital part of the personal, social and emotional development of all pupils
 - Is necessary for the health, safety and well-being of all pupils
- 1.3 **Good behaviour** is conduct, which enables the school staff to carry out its function and enables all pupils to achieve their full potential.
- 1.4 **Poor behaviour** is conduct by an individual, which prevents the expectations of the school and other pupils from being fulfilled.
- 1.5 We believe that pupils should develop self-discipline and show by their actions that they know what constitutes appropriate behaviour, understand what is expected of them and respond accordingly.
- 1.6 The school approach to behaviour management aims to ensure that every teacher, including Newly Qualified Teachers and supply teachers; every child and every parent is fully aware of the acceptable standards of behaviour, positive rewards, possible sanctions for contravening the established code of conduct, and possible strategies for supporting those who may need help in achieving the standards set.

2 Aims and Expectations

- 2.1 To promote the school as a caring community, whose values are built on mutual trust and respect for all and where good relationships are positively encouraged.
- 2.2 To promote an environment where everyone feels happy, safe and secure and which allows children to become positive, responsible and increasingly independent members of the school community.
- 2.3 To ensure that our behaviour management strategies are clear, just and assertive; recognising the **right of teachers to teach** without disruption and aggression, **the right of**

pupils to learn without disruption and aggression and the shared right to be treated with respect.

- 2.4 The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It is expected that all staff will encourage and reinforce a positive climate throughout the school. Our primary aim is about promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 2.5 The underpinning ethos of the school's approach to behaviour management is through **Restorative Practices** and the promotion of **Key Core Values**. Restorative Practice gives the school an explicit framework from which to work. At its core it is about developing a sense of community and about building and promoting good relationships. It is also about managing conflict and tensions by repairing the harm caused when relationships break down.
- 2.6 The key core values have been agreed with staff, pupils and parents and permeate throughout the school's ethos and through all areas of the curriculum. These values are **Respect, Friendship, Care, Honesty and Responsibility**.
- 2.7 Restorative and community building circles are held daily in classrooms (Check-In, Check-Out). These give pupils the chance to share and support each other with any problems they have and encourage the pupils to take responsibility for solving problems and finding ways to move forward. Restorative circles are also held where necessary and for specific problems.
- 2.8 If a problem persists Restorative Conferences may also be held. These may involve a variety of participants ranging from the 'wrongdoer' and their representatives and the harmed parties. The wrongdoer will then have an opportunity to restore the harm caused to all parties and a contract of agreement /letter of understanding will be drawn up.
- 2.9 Our aim is for all children to find school rewarding and with regular praise and good academic achievement, they will also find it a happy place to be. We want our children to grow socially, personally and academically and we believe that good behaviour needs to be carefully developed.
- 2.10 Children learn best when they are clear about what they are supposed to do, why they are doing it and when they are continually and consistently encouraged. Our long-term goal is that children should behave well because this is the **"right" thing to do**, because they are **intrinsically motivated** to do so. We want behaving well to become a pleasure in its own right because relationships with others will be better, because they get more work done and make better progress and because "life is easier that way."
- 2.11 We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. However, the federation does not engage in hierarchical reward systems which are dependent on the supply of extrinsic rewards. Both schools operate a "no sticker" policy.
- 2.12 This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Key Objectives

- To enable all members of the school community to feel valued, respected and secure and to be successful in teaching and learning

- To ensure that each person is treated fairly and well.
- To encourage appropriate behaviour between all members of the school community
- To have high expectations of children in their standards of behaviour
- To encourage a positive, polite behaviour throughout the day in each child
- To praise and reward children for good attitudes to behaviour and work e.g. caring, sharing, cooperating, being patient, self disciplined and polite
- To ensure a whole school consistent approach in managing and organising the whole school day with clearly defined, discussed and accepted routines and parameters for behaviour.
- To set a high example ourselves as teachers, staff, parents and governors in the way we care, share and cooperate with one another.
- To give children a sense of responsibility and teach them to show respect for others
- To provide an interesting, relevant, challenging and varied curriculum so that children are happy to come to school
- To create a visually stimulating and inviting school environment.

4 School Expectations and Routines

4.1 A **traffic light** system will be used across the school to encourage all pupils to demonstrate ‘**green**’ behaviours. (See Appendix 1 for full details). Each class is responsible for devising their own set of **expectations** as to what constitutes “**green behaviour**” linked to our core values: ‘What does green behaviour look like? These are then displayed in classrooms and referred to consistently.

4.2 Parents will be reminded of our expectations and our key values through planned meetings, through newsletters, on the web site and through the admission procedures. Having good routines are a crucial part of effective classroom management. Children need to know what the routines are for all parts of the school day, e.g. entering the classroom in the morning, moving around the school (including going to the Hall for assembly/lunch) accessing and caring for equipment and resources, etc. These routines need to be discussed with the children, referred to and practised frequently. In other words they need to be explicit.

4.3 Rewards

Our aim is to catch children being good, demonstrating ‘green’ behaviour and to reward them appropriately. In this way we are focussing on good role models in order to reinforce good behaviour. All rewards must be earned with informal and formal rewards organised at two levels – individual and class.

4.4 Individual Level

We praise and reward individual children in a variety of ways:

- Teachers use verbal praise to congratulate children. The value of verbal praise should not be underestimated. We can use praise to encourage positive self-esteem, reinforce simple rule following and give emphasis to the “wanted” behaviours rather than to the “unwanted”
- Children are sent to another teacher for praise or to the Head teacher or other members of staff for recognition
- Contact is made with parents either by letter, telephone, Marvellous Me or text messaging to congratulate children
- ‘Good to be Green’ and ‘Headteacher Gold Award’ certificates are awarded at weekly celebration assembly, to which parents are invited
- Children may be given special responsibilities-
- Occasionally certificates/letters may be awarded for achievement or for showing good standards of behavior

4.5 As a restorative school we firmly believe in the benefit of pupil voice and any systems put into place must be discussed with the pupils and be adapted to meet their needs. As a result of this, classes may also have other appropriate reward systems in place e.g. special leader, house points.

4.6 Class Level

- All classes have a twenty piece “jigsaw” sheet on display with each piece of the jigsaw being coloured in at the rate of one/two per day
- Pieces are coloured in to recognise good class behaviour and attitude, good attendance, appropriate movement around school, good conduct in assemblies, etc.
- Each completed sheet leads to a special class reward agreed with the children. These can be additional activities, e.g. extra computer time, PE, additional playtime, Art/Craft activities, etc.

4.7 This is carefully monitored to ensure a consistent approach across the school.

5 Sanctions

5.1 The school uses a number of sanctions designed to support the school’s key values, and to ensure a safe and positive learning environment. The class teacher has to take ultimate responsibility for dealing with inappropriate behaviour and for the pastoral care of the children. When deciding on the sanction to use it is important to make sure it is in proportion to the misdemeanor. We employ each sanction appropriately to each individual situation and according to the following steps:

- We expect children to follow the school’s expectations/code of conduct. If they are not doing so and/or they are disrupting the learning of other children in the class, the teacher will remind them of green behaviour. If the inappropriate behaviour continues they will be moved to amber on the traffic light system. They are then supported to move back into green as quickly as possible
- If, in spite of this support to move back to green, a child continues to disrupt learning, they should be removed from their class to the partner class for the rest of that lesson/session or to the EWB room. Each class must have an exclusion table available in their room.
- The parents will always be informed whenever a child has been removed.
- If the child continues to disrupt the learning of the pupils in the partner class they will be sent to internal isolation for the rest of the session.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. In these situations a child will be taken immediately to the isolation room. This will be by either the class teacher, TA or a member of SLT/behaviour support team.
- We also expect children to try their best in all activities. If they do not do so, we may ask them to redo a task at school in their own time and supervised by the teacher/TA. Work can also be completed at home
- In some cases it may be necessary to seek support from external agencies to promote positive behaviour.
- Exclusion is a final option.
- As class expectations are agreed by the pupils and referred to regularly by all staff, every child in the school knows the standard of behaviour that we expect. If there are incidents of inappropriate behaviour, the class teacher discusses these with the class or the small group involved and solutions are sought.

5.2 The purpose of sanctions is to remind the child and others about what is acceptable and appropriate behaviour within school and the language of choice and consequence should be used. Pupils need to be encouraged to take responsibility for their actions and to recognise the effect their actions will have on others.

5.3 All incidents of **inappropriate behaviour and actions taken** must be recorded on the class Traffic Light Monitoring Sheet. These are monitored weekly by the behavioural support team. Emotional Wellbeing and Behaviour support is put into place for regular offenders.

5.4 Teachers must never use corporal punishment, deprive children of meals or eject children from classes unsupervised.

5.5 Serious Misdemeanours

Any classroom behaviour regarded as particularly serious should be dealt with immediately and reported to the EWB Coordinator/SLT/Headteacher. These would include:

- Assault of another child or of an adult
- Fighting in the classroom
- Serious verbal abuse / aggression towards others
- Theft
- Severe disruption in the classroom

5.6 Anything, which threatens the safety or well being of another child or adult in the school, must be dealt with immediately. Such incidents will be investigated instantly and will lead to the immediate removal of the child by the EWB coordinator / Headteacher / SLT. The child will either be sent to work with another teacher or placed in isolation . Parents will always be informed.

5.7 If a child threatens, hurts or bullies another pupil, this is referred to a member of the behaviour support team or SLT. The EWB coordinator will investigate the incident and record it in the Anti- Bullying Book which is kept in the EWB room. All incidents of bullying are to be treated seriously and the perpetrator must be sanctioned accordingly. This would begin with holding a restorative circle and then might include withdrawal from the playground or the classroom, contacting parents or ultimately it could lead to exclusion. See Anti-Bullying Policy

5.8 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We are proud to be a **“telling school.”** (Refer Anti – Bullying Policy.)

5.9 Remember:

Rewards and Sanctions should be delivered in line with the principle of “RIP and PIP” Reprimand in Private..... Praise in Public

See Appendix 2 for more detailed guidance about sanctions.

6 Positive Handling

6.1 When removing pupils from the classroom all members of staff must pay due regard to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils and to the most recent DfE advice for schools entitled “Use of Reasonable Force” issued in July 2013.*

- 6.2 Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with the above government guidelines on the restraint of children. Several key members of staff have been trained in **Team Teach** and incidents which involve holding or restraining pupils will be recorded. Positive Handling Plans (PHPs) will be put into place for some pupils as necessary.

7 Special Educational Needs

- 7.1 In line with the SEND Code of Practice, the school operates a staged approach to supporting pupils with behavioural problems. These pupils may have access to a more individual positive reward system based on realistic targets, which was originally devised with support from the Primary Behaviour Support Service
- 7.2 These targets are made explicit through the use of Individual Education Plans, (IEPs) which are reviewed twice in the year and parents are also involved. Pastoral Support Plans (PSPs) will be used to support pupils who have had a number of fixed term exclusions or who are in danger of permanent exclusion.
- 7.3 IBPs must be in place for children who exhibit challenging behaviour and who require alternative “small steps” strategies in order to modify their behaviour. The school works closely with external agencies and sometimes referrals to these agencies, e.g. Primary Behaviour Support Service, BEST and the Education Psychological Service may also be necessary.

8 Partnership with Parents

- 8.1 Promoting good behaviour and discipline in pupils should be a partnership between home and school. Parents have a vital role in fostering good behaviour, and parental influence is critical in shaping pupil attitude and behaviour. They will be expected to sign and respect the Home -School Agreement on starting at the school. Parent contracts and parenting orders may be also be used where necessary.
- 8.2 As all pupils are expected to observe the school's positive behaviour and anti-bullying policies it is important for parents and teachers to work together to maintain good behaviour and discipline.

9 Monitoring

- 9.1 The INCO/SLT will monitor the effectiveness of this policy on a regular basis. The Headteacher will also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements on an annual basis.
- 9.2 The school keeps a variety of records of incidents of misbehavior:
- The class teacher records serious incidents of inappropriate behaviour on the Traffic Monitoring Sheet
 - The Behaviour Support Team monitor these and keep appropriate records
 - The Behaviour support team keep records of any incidents and discussions with parents

- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

9.3 The school is exploring the benefits of using a computerised tracking system on SIMS

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

10.1 The staff and governing body will review this policy every year. The staff and governors may, however, review the policy earlier than this, if the government introduces new regulations, or if recommendations on how the policy might be improved are received. This policy will be publicised on the school website and made available for parents on request. It should be read in conjunction with the following policies:

- Special Educational Needs / Inclusion
- Single Equalities
- Anti Bullying
- Attendance and Punctuality

Appendix 1

Traffic Light System

Everyone will be expected to use the traffic light system with our sole aim of keeping children in the green – guiding and supporting them to do so. If they begin to waver then they will be given a positive verbal warning - **‘What should you be doing?’**

If the behaviour continues then they move into the amber at which point it is everyone’s job to get them back into green. Going into amber is **never** a threat so **don’t say**: “if you continue with this you will go into amber.”

It is always about choice and consequence -‘If you make this choice this will happen but if you make this choice this will happen” and be explicit. eg “You need to listen to your teacher to get back into green” Do this quietly. **REMEMBER RIP/PIP**

Children should never be in amber for longer than 5 minutes at any one time before going back to green; having a quiet word and reminding them of their choices should help them make the right choices. **We need to focus all of our efforts on spotting ‘green’ behaviour and supporting children to demonstrate this.** It does not matter how many times they go backwards and forwards, this does not lead to being sent to a partner class. However, **they should know that they may be sent to the partner class or isolation if the poor behaviour continues.** Children will be placed in red if they are disruptive to others or if they are unsafe to themselves or others.

Whilst this will work for the vast majority of children, for our hard to reach pupils; those with behaviour support plans and behaviour targets on their IEPs, then we will follow these steps:

IF BEHAVIOUR IS INTERFERING WITH THE LEARNING OF OTHERS AND YOU HAVE TRIED THE ABOVE THEN:

- The child is taken to your pre agreed partner class by your TA, or if not available then send a note and someone will be found to either take him/her or cover the class whilst you do so
- The child should take work with them to complete independently
- The child is not allowed to ask for help or interrupt the learning in that class
- The child remains in the partner class for the whole session (am or pm)
- If the child is disruptive either on the way to the class or in the class then he/she is taken to isolation; remaining there for the whole session. Here they will sit in silence and complete work. A restorative conversation will take place after the child has shown green behaviour and prior to their return to class.
- If the incident is close to the end of the day then the child must ‘pay back’ the time they have wasted to the relevant adult the next day. Whenever a child is sent out the class teacher must record this and inform the parents
- When the child returns to their own class he/she must sit away from the other children until the adult is satisfied the child is in green behaviour
- The adult involved in the initial issue must reflect on the cause of the incident; try to identify the trigger and be part of the solution
- The person supervising the children in isolation may not always be the behaviour support officer, this role needs to be mainly proactive; supporting and mentoring pupils
- When possible your classroom TA will need to accompany the child. If support is needed urgently send the red triangle to the office to initiate immediate response.
- The “making it right” conversation happens at a later stage when the sanction has been completed

Throughout the whole process we all need to do our utmost to remain cool, calm and collected, to be very “matter of fact”. We need to make it explicit that this is not our choice; it’s due to the choices the child has made.

Remind them: ‘Teachers are here to teach and children are here to learn.’ If they interrupt the learning of others then they cannot remain in the class.

A Hierarchy of Sanctions

- **Ignoring** - if appropriate, **ignore** attention - seeking behaviour and praise others who are displaying green behaviour. Ignoring can be most successful when praise is given to another child.
- **Verbal Warnings** - issue a private verbal **warning** or **reprimand** and remind the child of the expectations.
- Repeat the **verbal warning** a second time. Outline the action you will take if the pupil continues to make the wrong choices. "Make the punishment fit the crime."
- **Traffic Lights** – Moving a child to amber. This may be repeated as many times as the teacher thinks appropriate. This is useful for any inappropriate behaviour where action needs to be taken, e.g. for shouting out, swearing, hitting.

Examples of words to say to the child:

If you make this choice then this will happen or if you make this choice then this will happen...

To get back to green you need to

We will support you to make the right choice/ the right choice about ...

- **Temporary exclusion** from the classroom, (e.g. if the education of other children is being disrupted) or from some lessons, (e.g. if the Health or Safety of the child or of other children is at risk during a PE lesson or in a practical lesson.) If necessary the child will be sent to a **partner teacher** where he/she will be required to work quietly before being returned to class. Sometimes it may be necessary for a member of the behaviour support team or, if available, a member of the SLT to be called to remove a child to the isolation room. If this occurs the child will be withdrawn for an appropriate amount of time and will then be returned to the classroom. This can be repeated if necessary.
- **Informing Parents** – The Behaviour team are usually the first people to contact the parents if the child has been isolated but the adult dismissing the child at the end of the day must also have this discussion with parents to give details of the incident.
- **Detention** - Where a child has not completed work, through periods of time out or isolation, the class teacher will impose a period of **detention** in the classroom. This may be at playtime or lunch – time and **must** be supervised by the teacher. Work may also be sent home.
- **Referrals** – referring behavioural concerns to an appropriate member of the behaviour support Team / INCO (Inclusion Co-ordinator) or ultimately a member of the SLT.
- **External Seclusion** – it may be appropriate for the child to spend some time with outside agencies such as BEST (Behaviour and Emotional Support Team) seclusion unit or the Whitehouse Pupil Referral Unit. Referrals must be made through the EWB coordinator or a member of the SLT. Parental consent must be sought. This is considered on an individual basis and may not be appropriate in all circumstances.
- **Exclusion** - fixed term or permanent exclusion may be imposed in accordance with DfE statutory guidance (September 2012) [Exclusion from maintained schools, academies and pupil referral units in England](#) to be read alongside [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#). This statutory guidance details the legal responsibilities for those who exclude pupils from educational settings.