

Woodfield Community Primary School

Behaviour Policy 2016 – 2017

At Woodfield School we expect staff, pupils, parents and visitors to the school to show consideration, courtesy and respect for others and the school environment.

“Our vision is for every learner to have a sense of self worth and feel successful about their achievements in a safe and caring environment”.

Aims

- To create a secure, happy and safe learning environment.
- To develop a clear and consistent whole school approach.
- To raise the awareness of parents and carers of the need for positive behaviour through establishing good relationships and effective means of communication.
- To establish a shared understanding of acceptable and unacceptable behaviour.
- To provide a framework which encourages good behaviour while providing an effective system for responding to problems as they arise.
- To have high expectations of the children.
- To instil in children the need to respect themselves, others and their environment.
- To instil in children the need for self-discipline and control.
- To prepare children for their role in society.

Strategies

Raising children’s self esteem and developing their independence in learning are key to establishing self disciplined children who are eager to learn and who value the key principles of tolerance and respect.

To achieve this staff will:

- Deliver quality first teaching to ensure children are challenged and stimulated; meet their expectations and are involved in their learning process.
- Set clear routines so children understand boundaries; are able to access resources and understand what is expected of them.
- Have a consistent approach across the school which support the children’s understanding of their learning behaviour and general behaviour.
- Support all children and provide extra support for children who may be, for whatever reason, encountering some difficulties in meeting expectations in relation to behaviour.
- Having a growth mindset.

Support Mechanisms

It is essential to recognise achievements however small and celebrate these so that children feel valued.

We will:

- Provide a clear system with rewards and sanctions (Appendix 1)
- Share positive feedback with parents / carers about their child’s achievements through weekly success assembly and informal chats at the end of the day in relation to behaviour, learning, helping others, being responsible and achievement from extra curricular activities.
- Have a whole school house point system which rewards ongoing achievements

'The Woodfield Way' (appendix 1)

- School 'rules' are displayed throughout the school
- Rules will be derived and reviewed through negotiation between the staff, parent forum and the school council.
- The rules are part of the 'home school agreement'.
- Children are reminded explicitly about 'The Woodfield Way' in assemblies and daily in classes.

Managing Behaviour

Quality first teaching manages learning behaviours through effective engagement. All children need praise and this will be part of the whole learning process. Praise is given for effort and perseverance rather than for 'getting the work completed' or for being clever/good'

All classes have 'what makes a good learner ' on display and children are reminded of this regularly.

Assessment for learning and in particular 'conditions for learning' need to be well established so that children are clear about routines and expectations. The following aspects impact positively on classroom behaviour;

The Learning Environment

- Space, accessibility, clear pathways
- Availability of resources, their quality and clear labelling
- Continuity in organisation
- An attractive, stimulating & tidy classroom
- Teaching Strategies
- Being punctual and prepared for lessons
- Remaining calm and consistent
- Clear, displayed rules which are referred to and adhered to
- Use of 'assessment for learning' within lessons
- Building good, positive relationships with children by investing time
- Promoting a positive ethos
- Treating children and those around school, with respect
- Grouping children effectively and providing well differentiated activities which support their learning
- Positioning of self within the classroom, allowing scanning to take place
- Developing independence in learners
- Providing pastoral support in a timely manner
- Constantly reinforcing high expectations

The Curriculum

- Well planned, differentiated work
- Effective, planned and valued use of classroom support
- Clear and communicated lesson objectives and learning outcomes
- Providing a broad and relevant learning experience
- The use of Circle Time or the involvement of our attendance and behaviour mentor; Mrs Heidi Hunter.

Restorative Practice

There are occasions when the child's behaviour is unacceptable within the classroom or around school. When this occurs, we will use restorative practice to help manage conflict and tensions by repairing harm and building relationships. We will ensure that fair processes are used to build trust in our young people which will increase their

voluntary cooperation. Children will have time for reflection and to consider the consequences of their actions on others.

We will inform parents of any unacceptable behaviour so that positive discussions can take place to reinforce our expectations. The meeting will provide pupils with individual targets to support them in preventing such difficulties reoccurring.

Exclusion

Exclusion from school is considered to be a very serious matter and will only happen when all other avenues have been explored.

However, exclusion will be automatic when there is;

- Threatening, or verbally abusive, behaviour towards a pupil, member of staff or a visiting adult
- Dangerous behaviour which causes significant physical damage to other children, or school property, either inside or out
- Continued serious disregard for the school rules

In the event of such behaviour, the Headteacher will make a decision based on evidence from staff, the child and any other witnesses, if appropriate.

At this point, the LA Guidelines regarding exclusion will be followed.

Recording

- Everything regarding behaviour in school is recorded in an I file. Every class has one of these and all are consistent with how behaviour in school is recorded.
- Forms within the I file record and monitor incident involving specific children, these are then used to gain a 'picture' of any patterns or flash points, as well as successful strategies.
- All gathered information are kept to support requests for assistance IES (Inclusive Education Service) at a later date.
- The Headteacher will keep an ongoing record of bullying, racist, homophobic or serious incidents.
- Behaviour support plans and targets will support those children where there is a need to prevent any escalation of inappropriate behaviour. These are all kept in the class I file.

Responsibilities

All staff have a corporate responsibility to monitor behaviour and communicate with colleagues.

Equal Opportunities

All children are expected to behave appropriately and, therefore, will be dealt with according to exactly the same standards and guidelines, regardless of gender, ethnic background or ability.

However, it is understood that some children will require an adaptation to the behaviour management strategies used, in order to accommodate their particular needs. A variety of strategies, including incentives and contracts may be utilised.

Monitoring & Review

- All staff will be consulted at the start of the academic year as to the on-going relevance of this policy.
- Any changes and training requirements arising from this will be the responsibility of the Headteacher.
- It is also the Headteacher's responsibility to consult with the enhanced mainstream school should the need arise.
- Parents will have an additional opportunity to comment about behaviour in the Annual Parental Questionnaire. This, in turn, will influence the Governors and the formation of the School Plan Development

Restrictive Physical Intervention

We recognise that some circumstances may lead to a genuine need to restrain a child, often to protect them from harming themselves or others, or to prevent significant damage to property. However, such intervention will only be considered within the full range of de-escalation and other behaviour management strategies that are available, within the framework of our positive behaviour policy. The welfare of the child will always be the primary consideration. Restraint will only be carried out by appropriately trained staff and will, where possible, have been discussed and planned with parents and the child as a potential strategy within the overall provision plan for a child in advance of its use. All incidents of restraint must be formally recorded in line with an agreed policy.

There may very rarely be occasions when the use of restraint fails to bring about the necessary improvement to the child's behaviour such that their safety, or that of other pupils continues to be at significant risk.

Appropriate behaviour management plans and risk assessments will be put in place and agreed with parents (and pupils where appropriate) for all children displaying challenging behaviour where use of restraint and time away from their learning environment is a possibility.

The following principles will always be rigorously followed:-

1. Work closely with the child, the parents and significant others, including specialist staff, to ensure that a risk assessment provides clear guidance on how to de-escalate and manage high level challenging behaviour.
2. Ensure any room chosen for time away from the main learning environment is a safe and dignified environment which is well supervised.
3. Always ensure that actions are compliant with guidance on use of restraint.
4. Contact the teacher in charge of the local enhanced mainstream school for further specific individual advice and support where required.
5. Maintain clear and up to date procedures to record, report and monitor all serious incidents, including restraint and time away from the main learning environment.
6. Ensure parents are informed as soon as is practically possible, but always within 24 hours, of any incident of restraint or unplanned, exceptional time away from the main learning environment

Reviewed; September 2016 by DHT, Mrs Orla Gibbons