

Wood End First School



Behaviour Policy

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WOOD END FIRST SCHOOL

Behaviour Policy

1. Introduction

Not only is a child's behaviour a part of the whole child, the development of which needs fostering alongside the other parts, but acceptable behaviour is essential if the child is to maximise the benefits to be gained from the curriculum in this social setting. Although reference to behaviour is made in other school policies, documents and guidelines, this document sets out to draw together all these strands.

Wood End First School works closely with parents to help children who have behaviour difficulties. We also use outside agencies to support us, e.g. Educational Psychologists, Behaviour Support Team, Children and Family Practice, CAMHS, School Nurses and Health Visitors. Parents receive a Behaviour Parent Guide and Restorative Practice Parent Guide at the induction session. These are also available on the school website and in the school reception area. All adults in school work together to support children's behaviour and it is a weekly item on the teacher briefing agenda.

2. Statement of Principles for Behaviour

At Wood End First School we aim to:

- Create an environment in which children feel secure.
- Create an orderly climate where children can learn and develop to their full potential.
- Ensure that all children are treated equally irrespective of ability, race, religion, culture, country of origin, social class, family composition or economic or housing status.
- Ensure that everyone is treated with respect (both children and adults).
- Encourage by praise and rewards, behaviour which ensures a positive learning environment and a harmonious atmosphere.
- Act firmly and swiftly, but fairly, with all incidents of poor behaviour, bullying or racial harassment according to the procedures laid down in the Behaviour Policy.
- Provide behaviour support for vulnerable pupils, i.e. those with SEN, physical or mental health needs, migrant and refugee pupils and looked after children according to their individual needs.
- Ensure that children whose behaviour is unacceptable receive the support required to modify their behaviour.
- Encourage children to take responsibility for their own behaviour and to understand the consequences of their actions for themselves and others.

- Develop in children a sense of respect for themselves, their property and the property of others, and for the environment both in school and in the wider community.
- Encourage parents to understand and support the school in achieving these aims.

(Agreed by CPP 19th November 2012.)

3. Wood End Golden Rules

(Revised by children and staff in 2013.)

Behave this way
Every day

Help and care
Ask and share
Pull together
Polite – whatever
Yes!

BE HAPPY

4. Rewards and Celebration

Positive behaviour management is a strategy used by all staff in school.

There are four tree teams in school that are vertically grouped and all adults award tree team points throughout the week. The children work towards Bronze badge 50 points, Silver badge 75 points, Gold badge 100 points, Platinum badge 125 points. Each week, each class teacher nominates children to be super learners and the behaviour recording chart records daily children who have reached the star, super learner or moved down to time out. This information is analysed by the Headteacher each term. At lunchtime children can earn golden tickets and each Monday a winner from each class can choose a prize.

5. Restorative Practice

At Wood End we have adopted Restorative Practice. The most important part is the emphasis of a listening culture, the way adults talk and listen to children is very important. The children understand that everybody will have their say and everybody will be listened to and respected. The types of language, questions and comments to use are displayed on a handy card that all staff have and there is an alternative question crib sheet for staff.

Circles are a very important part of behaviour and communication in the school and each class aims to have at least one circle each day.

6. Sanctions

All classes have the same sanction chart (Appendix 1):

- Warning – sad face.
- Time out and miss 5 mins Treasure Time.
- Sent to Headteacher and miss 10 mins Treasure Time.

After lunch, the children have a fresh start back on the smiley face. Each morning and afternoon a recording sheet is completed and given to the Headteacher at the end of the week. Records are kept and children who frequently move down the sanctions are monitored and if necessary referred to Behaviour Support. In extreme circumstances, the Headteacher or her Deputy can exclude a pupil on a fixed term basis or permanently. All appropriate guidance should be followed.

At lunchtime, the Restorative approach is used and if necessary the Senior Midday Supervisor has time after lunch to resolve situations. The time out sanction is used when the child stands with a Midday Supervisor for short periods. If a serious behaviour incident occurs or children do not follow the three lunchtime golden rules, the child is brought in to see the Headteacher or the Deputy. These golden rules are:

- Children are not allowed in the building unless they have a card.
- If a child is asked to speak to an adult they must do so.
- If a child is asked to stand by an adult for time out they must do so.

7. Monitoring

The Headteacher keeps data from weekly behaviour sheets taken from the daily sanction chart and lunchtime incidents. These are analysed and where children are consistently breaking the golden rules this will be discussed with the child and possibly the child's parents and outside help may be requested.

8. Anti-Bullying Policy

The school operates an Anti-Bullying Policy. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. The elements of bullying are the:

- Nature of the actions
- Severity
- Frequency
- Motivation

All incidents of bullying will be dealt with quickly and adults in school will be alert to behaviour that may suggest a child is being bullied.

9. Other Policies

Please also read:

- Safeguarding and Child Protection policies
- Inclusion
- Confidentiality Policy
- Midday Supervisors Guidelines
- Guidelines for dealing with and reporting prejudice-based incidents and hate crimes in school
- Restrictive Physical Intervention Policy

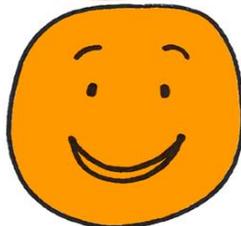
Implemented: June 2017

Review date: As necessary

WOOD END FIRST SCHOOL Sanction Chart



Sent to Mrs Wilson
for being a Super Learner!



You have not followed the school rules.
An adult will talk to you.

time out



You have continued not
to follow the school rules.
Miss 5 mins Treasure Time.



Sent to
Mrs Wilson

Miss 10 mins
Treasure Time.

Restorative Practice

Restorative Practice is the commitment of all adults to build respectful relationships and a calm, positive environment.

How do we do that?

- This is done by having regular Circle Time, which ensures that everyone is listened to and has a voice. The circle leader encourages everyone to follow the agreed circle expectations. Adult-only meetings are all started with a circle.
- The circles focus on feelings, experiences, ideas and hopes.
- Time is spent on analysing adult body language and verbal language to ensure that we are dealing with all behaviour in a fair, firm and respectful manner.
- Using key questions such as ‘what happened?’ ‘How do you think felt when that happened?’ ‘What do you think needs to happen now to make things better?’ The adults help children to verbalise and take responsibility for their actions. We are teaching children that their actions have an effect on others and that there are consequences.
- Build respectful relationships with parents/carers and the wider community.

What is the purpose of Restorative Practice?

- To provide everyone with a sense of belonging to a community (e.g. school, class, group etc).
- To teach lifelong social skills, such as taking responsibility for own actions, listening and respecting differences.
- Improve behaviour and provide a calm environment so that each child can engage with learning.
- Less stress for everyone.

Where can I find out more about Restorative Practice?

- Speak to any member of staff or the school Lead Practitioners, Mrs Rayner and Mrs Hall.
- Visit the Restorative Foundation website www.restorativefoundation.org.uk

O:\WPDOCS\Parent Guides\Parent Guide - Behaviour.pub



Parent Guide

Behaviour



Wood End First School

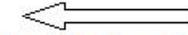
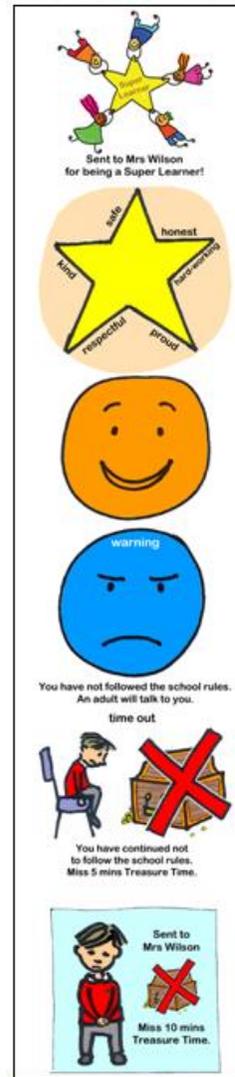
Wood End has a detailed Behaviour Policy which is reviewed regularly. Any parent wishing to read the policy may borrow it to read at home or it is available on our school website: www.woodend.org.uk. This booklet is a summary of that policy and given to every new parent.

Helping children to behave is a partnership between school and home. It is important that both school and home have similar expectations. If there is a problem, it is important that we work together and show the children that we support each other.

Most children do not display behaviour problems in school. Children are naturally lively and we have no intention of squashing this natural enthusiasm. They have rapidly developing, enquiring minds and they need to test boundaries if they are to develop in a normal, healthy manner. In all respects, Wood End endeavours to create opportunities for children to learn in a manner which is appropriate to the age and level of each individual child.



The school operates a reward system which recognises and rewards children displaying good behaviour. Each child is a member of a tree team (Ash, Elm, Lime and Oak) and earns points for their team.



Our Behaviour Chart

This chart is displayed in each classroom. The children can see how their behaviour affects where their name is placed on the chart.

The School Rule RAP

*Behave this way
Every day*

*Help and care
Ask and share
Pull together
Polite - whatever
Yes!*

BE HAPPY

(Formulated by the staff and children of the school.)

Circle Time

At Wood End we use circles every day in class, in meetings, at playtime and lunchtime. Circles build connections between people, help us to find out about each other and what is important to us and establish shared understanding of community values.

What is Circle Time?

It is a dedicated time when the whole class/group sit together in a circle without any physical barriers. One person leads the circle and ensures that everyone is abiding by the circle rules of listening to each other and taking turns to speak. A circle starter will be introduced and ideas modelled if necessary. Each child will then have a turn to talk. An object is often used as a talking piece so that everyone knows whose turn it is to speak. Circles generally focus on feelings, preferences, hopes and dreams.

What is the purpose?

- Giving everyone a voice
- Different ideas and opinions are valued
- Enhance relationships and establish a respectful community
- Connection and similarities
- Build confidence and self-esteem
- Develop social skills
- Increase vocabulary

When are they held?

Usually they are held first thing every morning, 'check-in' circles. Circles are also run at the end of each lunchtime. Some lessons use circles and sometimes classes hold 'check-out' circles at the end of the day. Occasionally circles are used to resolve issues or conflicts. All adult meetings start with a circle too.

Example circle starters

- "What is your favourite colour / toy / TV programme?"
- "What makes you laugh/smile?"
- "Tomorrow I am hoping to..."
- "The best thing about today was..."
- "What makes a good friend?"

Try circle time at home, in the car or out and about, and have fun making your own circle starter ideas. Let the children decide and discover more about each other.

If you would like a pack of circle starter ideas to use at home, please contact Mrs Rayner or Mrs Hall.

O:\WPDOCS\Parent Guides\Parent Guide - Restorative Practice.pub



Parent Guide

Wood End First School

Restorative Practice



Restorative Practice

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School, Families and Community Working Together

Restorative Practice is a method that helps everyone learn how to build good respectful relationships. It also provides a learning opportunity to understand how our actions affect others and the need to take responsibility for them.

By holding regular 'Circle Times', children are given the opportunity to gain lifelong skills in the following:

Respectful language

Helping to improve communication and strong connections.

We try to please those we care about.'

Learn about the effects of words and actions on others

A fair and firm way to deal with misunderstandings.

What is Restorative Practice?

Take responsibility to make things right

Find out what happened — who has been affected — take responsibility

Building strong relationships which help us to learn to make the right choices.

Respectful relationships: the heart of well-being, achievement and success

