



Wood End School

Behaviour Policy

BEHAVIOUR POLICY

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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.

The 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 booklet at the Induction session. 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:

- 1 To create an environment in which children feel secure
- 2 To create an orderly climate where children can learn and develop to their full potential,
- 3 To 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.
- 4 To ensure that everyone is treated with respect (both children and adults).
- 5 To encourage by praise and rewards, behaviour which ensures a positive learning environment and a harmonious atmosphere.
- 6 To 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.
- 7 To 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.
- 8 To ensure that children whose behaviour is unacceptable receive the support required to modify their behaviour.
- 9 To encourage children to take responsibility for their own behaviour and to understand the consequences of their actions for themselves and others.
- 10 To 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.
- 11 To 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. Children receive awards throughout the year, Bronze for 50 tree team points, silver for 75 tree team points, gold for 100 tree team points and Platinum for 200 tree team points.

On the sanction chart in each class children have the opportunity to move up to the star.

Each week there are two stars of the week chosen in the class. On a Monday afternoon in assembly they are awarded a certificate and their parents are invited to attend. Children who do not get below the warning on the sanction chart earn all their treasure time on a Friday afternoon.

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, warning, sad face, time out, time out in another class, sent to Mrs Baron. 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 Head teacher 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. Children who have moved below the sad face lose 5 minutes of their treasure time on a Friday. In extreme circumstances the Head teacher 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 3 lunchtime golden rules

- 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

The child is brought in to see the Head teacher or her Deputy.

7. **MONITORING**

The Head teacher 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**

Wood End First School operates an Anti-bullying policy

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone:

The elements of bullying:

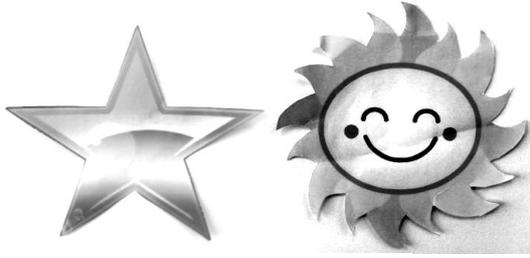
1. the nature of the actions,
2. the severity,
3. the frequency and
4. the motivation.

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

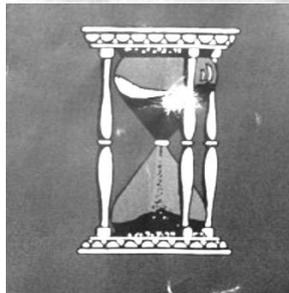
- Safeguarding and child protection
- Inclusion
- Confidentiality
- Midday supervisors
- Guidelines for dealing with and reporting prejudice based incidents and hate crimes in school
- Restrictive physical intervention policy



- Warning



- Sad face chart



- Time out



- Time out in another class



- Mrs Baron will speak to you



Wood End School

Children's Behaviour Booklet



A brief description of the procedure for alerting parents when children are displaying behavioural difficulties.

- When there is concern about a child's behaviour in school the class teacher will contact the parents to discuss the problem and consider appropriate measures for helping the child.
- Children who display regularly any of the following behaviour: unprovoked aggression, swearing, insolent, behaviour towards an adult including disobedience, behaviour that puts themselves or others in danger, verbal abuse including racial abuse, inappropriate behaviour of a sexual nature, damage or misuse of the environment or equipment will have their name reported to the Headteacher. The Headteacher will monitor incidents and invoke sanctions, parents will be kept informed. The final sanction that can be invoked is exclusion either temporary or permanent.

Restorative Practice is used when dealing with incidents

Staff in school use restorative justice practice when dealing with behaviour incidents. This involves us taking the time to listen to all children involved in a situation and then the children together agreeing what should happen and what actions could be different next time. It is a very fair and respectful process because all involved have an opportunity to have their say and all are expected to listen to other people's opinions and feelings.



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)

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.

Guidelines for pupil strategies when dealing with bullying

Any child who is bullied should be encouraged to develop the following strategies for dealing with this.

We do hope that all parents will discuss this with their child.

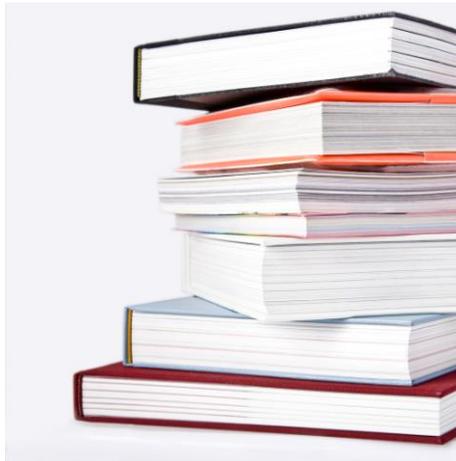
- Tell the other child that they do not like the behaviour being displayed and ask them to stop.
- Move away from the other child, play with others that they are friends with.
- Tell an adult about the child who is bullying them.
- Stay near to an adult and/or find friends who are not threatening.

If the undesirable behaviour continues the child should speak to an adult of their choice in a quiet moment. (The child will be reassured that they and the adult together will decide the action taken.)



Wood End school has a detailed Behaviour policy reviewed in 2010. 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 school endeavours to create opportunities for children to learn in a manner which is appropriate to the age and level of each individual child.

A LIFE IN YOUR HANDS

*If children live with criticism,
They learn to condemn,
If children live with hostility,
They learn to fight,
If children live with ridicule,
They learn to be shy,
If children live with shame,
They learn to feel guilty,
If children live with tolerance,
They learn to be patient,
If children live with encouragement,
They learn confidence,
If children live with praise,
They learn to appreciate,
If children live with fairness,
They learn justice,
If children live with security,
They learn to have faith,
If children live with approval,
They learn to like themselves,
If children live with acceptance and friendship,
They learn to find love in the world.*

Dorothy Law Holte

What Do 'Your' Children Live With?

Parents Pocket guide 1