

Woodland Federation Behaviour Policy

February

2022

Rationale

As school communities, we believe that it is every child's right to learn in an effective, safe and caring environment and to feel valued. To this end, we believe that a child needs to be involved from the outset in agreeing acceptable behaviour.

We also believe that a child is able to make choices and needs to realise the rewards and consequences for their behaviour.

Policy is applicable to all pupils for the entirety of the school day.

Aims

- To encourage children to respect themselves, each other, their teachers and the environment
- To encourage children to take responsibility for their own behaviour
- To treat children fairly and justly, taking account of different needs
- To ensure that the children are able to access learning in a safe and secure environment
- To enable children to take responsibility for their own learning
- To ensure that teaching meets the needs of all children and is effective and creative

Principles

- Social interaction based on mutual respect is fundamental.
- Pupils must develop self-control and respect for themselves, others and property.
- Appropriate behaviour must be taught. Adults must model this for pupils to learn. The Three Basic School rules are non-negotiable.
- All members of our community must feel physically and emotionally safe, to be respected and property must be safe. All have the responsibility to allow others around us to feel safe.
- Pupils have the right to learn and staff have the right to teach and support pupil's learning without undue interference, disruption or threat of verbal or physical aggression.
- Where concerns arise intervention should be early, the least intrusive necessary and non-judgmental.
- An assertive discipline approach will underpin our expectations.

The Three Basic School Rules

1) Follow instructions with thought and care

2) Show good manners at all times

3) Care for everybody and everything

Objectives

- Children will be involved in deciding important values that help them to have respect for themselves, each other and the environment
- Children will learn to make appropriate choices for their behaviour. They will receive positive feedback whenever relevant
- Children will be spoken to and explanations will be given for identified inappropriate behaviour. Children will have the right to respond appropriately and redeem their behaviour
- Children will begin to learn that equality does not necessarily mean that all children are treated in the same way. They will be asked to support their peers to make appropriate choices
- Children will learn that it is their inappropriate behaviour that is the issue and not them
- Children will learn that their behaviour is important to others and that they need to make appropriate choices to ensure that they and others are safe
- Children will learn that by choosing appropriate behaviour they will learn more effectively

Organisation

Throughout the schools we believe that 'Positive Behaviour' is important. To enable us to achieve this we have agreed that strategies used will be slightly different in Foundation and key stage 1 and 2.

These become 'class values' that will be displayed prominently to refer to during the course of the year.

Rewards and Sanctions

Within the federation, we believe that good behaviour must be encouraged and unwanted behaviour modified through having a structured and consistent system of rewards and sanctions.

Rewards are far more powerful than sanctions in modifying behaviour as they deal with the underlying self-esteem that is often the root cause of poor behaviour.

Rewards

- Staff attention and praise is the most powerful motivator
- DOJO points
- Golden time of half an hour per week.
- Special certificates which are earned for including, but not limited to, good class work, kindness and attainment
- Learning Leaves
- Sent to another member of staff with work for praise

Class recognition – class teachers can decide spontaneously that the class deserves a reward for a specific reason. This could include additional playtime (for whole class or groups if TA is available to supervise)

Praise and special mention in Celebration/whole school Assembly or in class both by adults and sometimes by other children.

Show / share work or behaviour with another significant adult (for example, previous class teacher)

Positive rewards

An enhanced positive reinforcement system providing concrete reward for appropriate behaviour choices.

Individual and class DOJO points are awarded and a class treat is given when the agreed number has been achieved.

Certificates will continue to be awarded once a week in the established categories. Award of these will remain at the discretion of the class teachers or SLT member.

Sanctions

It is important that staff remember to give children a series of options about their behaviour. Types of inappropriate behaviour, thresholds of sanctions and clear consequences for inappropriate behaviour are made explicit. Sanctions will include:

- Loss of golden time
- Time out in a paired class
- Lunchtime detention

BEECON: our in-house approach to behaviour

Fundamental Principles:

In order to learn how to behave appropriately children need to be able to articulate their thoughts, feelings and emotions. They need to be able to recognise and name their feelings and more importantly understand their responses to them. Restorative conversations with others helps them to learn how to temper their emotions effectively and discuss their actions in a safe environment.

- Building self-help skills with contiguous cells to construct resilience, autonomy and sense-of-self
- Individual empowerment underpinned by protected characteristics within their social context
- Enlightenment with cognitive oracy
- School community approach
- Triage targeted support based on presentation of behaviours in school
- Tailored home plan using the same approach where necessary
- Hexagonal oracy cards to give child language skills to communicate need
- Cumulative approach – adults and children build on their own and each other's ideas and chain them together into coherent lines of thinking
- Classroom display for constant reinforcement

Should the behaviour continue to give cause for concern parent/carers will be notified and they will be asked to come into school to meet with the class teacher and the Head- Teacher. Teachers will log any behavioural issues on CPOMS.

Parent/carers will be asked to support the school either by coming in to discuss progress or and sharing the behaviour care plan. The child will be asked to try to evaluate their own behaviour and this will be recorded and shared with the parent/carers.

In Key Stage 2, class values are discussed and agreed at the beginning of the academic year by the class and the teacher and they are displayed.

Roles and Responsibilities

It is vital that all staff remember that they are role models for children both in how they interact with pupils and in how they interact with other people in front of children.

All Staff

All staff will follow the 'Positive Behaviour' approach. Training will be offered to ensure that it is consistent across the school, including lunch times. Assemblies will include SCARF alongside Spiritual Moral Social Cultural (SMSC). Staff will identify children who may benefit from small group support and intervention with a TA. All staff participates in continual professional development incorporating the latest behaviour training.

- Are expected to treat pupils with respect and speak to them in an appropriate manner
- They are expected to listen to pupils and not jump to conclusions
- Are expected to recognise and praise good behaviour and to deal with inappropriate behaviour

Class Based Staff

All class based staff; both teachers and teaching assistants are responsible for promoting a positive attitude to pupils in the class towards following the agreed class rules. The need to do this by encouraging children to make the right choices in their behaviour and to avoid backing children into corners or developing conflict. Staff need to be constantly recognising and rewarding good behaviour, both with tangible physical rewards such as credits, certificates etc. and through praise.

Teachers

Teachers have to ensure that certain administrative tasks are carried out within their class. These include:

- Ensure that children's lessons are well planned so that all pupils are challenged but capable of success
- Develop consistent routines that reinforce appropriate behaviour within the classroom in accordance with this policy and guidance
- Ensure that the learning environment is stimulating and organised so as to engage and motivate children in their learning
- Track the academic progress and personal development of pupils
- Maintain records on CPOMS on children whose behaviour is giving cause for concern
- Agree a set of class rules (based on the basic school rules) with their pupils which are displayed in the class to be referred to regularly as needed. These are more

powerful if they include pictures of pupils from the class modelling the correct behaviour.

- Maintain communication with parents about their child's behaviour

Senior Leadership

The senior leadership of the school need to ensure that the following are provided:

- Staff are appropriately trained in behaviour management
- School environment encourages pupils to behave appropriately
- Pupils and parents are informed about the school's approach to encouraging positive behaviour
- All staff are regularly involved in discussions over pupil's pastoral welfare.
- Once a term Key Stage meetings should involve teachers and teaching assistants to discuss pupil's needs and support.
- A strong Personal Wellbeing and Citizenship programmed takes place in the school based on current good practice
- All new staff are inducted into the school's approach when they join
- School systems are regularly reviewed to ensure that they are succeeding in encouraging desired behaviours
- Where necessary staff are trained and authorised in the use of restraint and that where restraint is used that appropriate records are kept and parents are informed and staff are debriefed
- Good links are maintained with outside agencies

Governors

- Monitor in conjunction with the staff CPOMS records.
- Have regular discussions with the Head Teacher, teachers, teaching assistants, midday supervisors and pupils about their opinions of behaviour. This may be done through staff questionnaires.
- Monitor exclusions and racist behaviour incidents. These will be reported to the LA.

The governing body will also need to make sure that they have a Pupil Discipline Committee, which is properly formulated according to regulations, which can hear any appeals over pupil exclusions

Persistent Problems/Parental Roles

If there is no noticeable improvement in behaviour following the initial contact with parents, then the class teacher will inform the deputy / Executive head teacher who will meet the child (use professional judgement about the length of time that needs to elapse. Two days will usually not be enough. Two weeks might feel OK). The deputy / executive head teacher will then write to the parents inviting them to a formal meeting to discuss their child's behaviour and the possibility of writing a BCP. This meeting will be with the deputy head teacher, class teacher, parents and, if appropriate, the pupil.

It might be appropriate at this stage (if judged by the school to be potentially effective) to agree rewards/sanctions to be applied at home. Arrangements for this will be between the head teacher and parents.

If there are persistent behaviour problems highlighted by CPOMs then the following responses will be triggered:

- Evidence needs to be collected on the child's behaviour by the use of ABC (antecedents, behaviour, consequences) forms so that it is possible to identify trigger points and patterns.
- Parents will be invited in to discuss their child's behaviour in more depth and to decide how best to address this in school. This may be through a rewards system, a behaviour contract or other means. It is important that anyone dealing with the child knows the procedures that are being followed with them. It is vital to work with parents and to keep them informed at all times.
- It may be appropriate to involve a range of members of staff at this stage including any classroom support staff who work with the child, midday supervisors, SENDCo etc. It is also important to keep the SLT informed.

Behaviour Support Service/Individual Behaviour Contract

If the problem is not resolved then it is appropriate to take advice from the Behaviour Support Service. A referral form will need to be filled in and parents will have to sign to give their permission. Initially this may involve observations being carried out on the child.

An individual Behaviour Plan may be drawn up with the child and parents and the Behaviour Support Service. This will identify the child's strengths as well as weaknesses and plan a structured way forward for the child.

Serious Misbehaviour

This includes rudeness to staff, serious verbal or physical aggression and bullying. This behaviour is fully investigated, recorded and monitored via CPOMs. Appropriate sanctions are agreed in partnership with parents.

Racial and bullying incidents will not be tolerated. They will be entered on to the county pre-forma by the Head Teacher. Parent/carers will be informed.

Violence will not be tolerated in any setting. Immediate loss of play or lunch time will be the sanction. Children who are acting in a violent way towards adults or other children can be handled in accordance to PIPs guidelines. Any children who have a history of or display repeated violent behaviour must have a behaviour care plan which will be distributed to all staff and be displayed in the staff room.

If the further reward/sanctions and/or BCP are ineffective, then fixed term exclusion and/or referral to the Educational Psychologist will be considered. These options will be communicated to parents in writing.

The expertise of the Educational Psychologist or the Behaviour Management team will be used if the above system does not prove to be successful for an individual, with the consent of the parents. Should this prove to be unsuccessful and if the behaviour of the child causes risk to other children then the parent/carers will be asked to remove the child for an agreed period of time. The County will be notified.

If there is no improvement in behaviour, then a fixed term exclusion will be made. This is a serious step and one that will only be made if every effort has been made to support the child in changing his/her behaviour.

If on return from a fixed term exclusion, there is no significant improvement and the behaviour continues to disrupt other pupils' learning or compromises safety, then application for a managed move or permanent exclusion will be made.

Team Teach

In certain situations where either the child is in danger or they are putting others in danger then it may be appropriate to restrain them. This is a last resort and only done if other strategies have failed. De-escalation is always preferable to restraint where this is possible. All teachers are by law empowered to restrain but if possible it is recommended that only those who have received training ever restrain pupils. In addition teaching assistants who have undertaken Team Teach training are also empowered to restrain. When pupils have been restrained it is vital that accurate records are kept in the Team Teach log, that parents are informed and that staff involved are debriefed by the Team Teach co-ordinator.

Bullying

The school defines bullying as organised and/or persistently making a pupil or pupils intentionally unhappy. This can be through name calling, intimidation and threatening behaviour or physical assault. Staff all keep a close eye out for signs of bullying. It is important that they not only deal with this, but also report it to a member of the Senior Leadership Team and the child's teacher, so that instances of bullying can be monitored.

Children will be taught strategies to discourage and counter bullying. This will be done throughout the year using relevant schemes of work and the SCARF programme (Safety, Caring, Achievement, Resilience, Friendship). Children will also be reminded regularly through assemblies and PHSE themed learning that an open climate is needed to discourage bullying.

Staff within the federation regularly remind pupils that they must tell someone if they are being bullied. This can be another child who will help them tell an adult, their parent or a member of staff. It is vital that pupils are encouraged to tell someone if they are unhappy so that the situation can be dealt with appropriately.

When staff deal with bullying it is important that very clear messages are given out. The bully needs to understand about the unacceptable nature of their behaviour and the impact that it had on their victim. The victim needs to know that this has been clearly spelt out to the bully as have the consequences if they persist in their unacceptable behaviour.

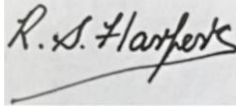
If children persist in bullying then it is vital that parents are kept informed about the situation. They need to work with the Federation to help their child cease to bully. If bullying persists then it will be treated as any other unacceptable behaviour and may result in the full range of sanctions used by the Federation including internal isolation, removal of lunchtime play and in extreme cases exclusion.

Bullying is always regarded as serious misbehaviour.

Ratification

Reviewed – March 2022

Next Review – March 2023



SignedChair of Governors

Signed Head Teacher

Date.....02.03.22.....

Appendix 1:

| Appropriate Behaviour | Inappropriate Behaviour |
|--|---|
| a) Learning Well 2 – 5 Credits | a) Not listening Minimum – 1 strike Maximum – 2 strikes |
| b) Listening to and following instructions first time 2 – 5 Credits | b) Making wrong choices Minimum – 1 strike Maximum – 2 strikes |
| c) Following 3 basic school rules (below) 5 - Credits | c) Talking at the wrong time Minimum – 1 strike Maximum – 2 strikes |
| d) Kindness to others 5-10 Credits | d) Not following instructions Minimum – 1 strike Maximum – 2 strikes |
| e) Having respect for others 5-10 Credits | e) Impolite or rude to others Minimum – 1 strike Maximum – 2 strikes |
| f) Being helpful to others 2-5 Credits | f) Using bad language/calling others names Minimum – 1 strike Maximum – 2 strikes |
| g) Keeping the class and school tidy 2 – 5 Credits | g) Not completing homework Minimum – 1 strike Maximum – 2 strikes |
| h) Looking after thing 2 – 5 Credits | h) Not using equipment properly Minimum – 1 strike Maximum – 2 strikes |
| i) Thinking of others 2 – 5 Credits | i) Deliberately upsetting others Minimum – 1 strike Maximum – 2 strikes |
| j) Being cheerful and happy 2 – 5 Credits | j) Not following safety rules Minimum – 1 strike Maximum – 2 strikes |
| k) Topic Work 10 Credits | k) Not following basic 3 school rules Minimum – 1 strike Maximum – 2 strikes |
| l) Making a difference to others' understanding 5 – 10 credits | l) Not completing tasks Minimum – 1 strike Maximum – 2 strikes |
| m) Taking responsibility 2 – 5 credits | m) creating noise or fuss Minimum – 1 strike Maximum – 2 strikes |
| n) Resilience to learning – good learning behaviour 2 – 5 credits | n) Not having uniform or PE kit Minimum – 1 strike Maximum – 2 strikes |
| | o) HITTING OR HURTING OTHERS Minimum – 2 strike Maximum – immediate final strike |
| | p) a) "PICKING ON" others/bullying Minimum – 2 strike |

The Woodland Federation – Winkleigh Primary School Behaviour Policy Covid-19 Appendix June 2020

Following the recent implementation of Covid-19 lockdown rules which have meant the vast majority of school pupils have been educated at home, The Woodland Federation schools are currently planning for the possibility that they will welcome back children from Reception Year, Year 1 and Year 6.

School leaders are carefully considering the health, safety and wellbeing of staff and all children attending our schools. If a child is unwell or showing the symptoms of Covid19 - as defined by current government guidelines the main symptoms of coronavirus are:

- a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal)

or if the school has information that parents are not following current government guidelines, including social distancing out of school, they will expect the child to remain at home and offer provision and support remotely informing relevant partner agencies. This will include establishing regular contact with the family until such time as they have adhered to the guidelines enabling the now well or symptom-free child to return to school. Leaders will use their professional discretion, working with relevant partner agencies and the Local Authority should other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children.

The Woodland Federation will work to identify children who may present behavioural challenges on their return to school. We will all be working on the basis that we want to find ways in which to accommodate all children successfully. This may of course include children who prior to lockdown were at risk, but also children who have had difficulties or even traumatic experiences whilst away from school and children who will find returning to a school, quite different from the one they left; confusing, unpredictable and challenging.

In line with our requirement for acceptable behaviour, additional areas for acceptable behaviour around our schools at this time will be as follows:

We expect children to:

- Follow any altered routines for arrival or departure
- Follow school instructions on hygiene, such as handwashing and sanitising and wearing clean school uniform each day
- Remain in their bubble (the group allocated to them before they return to school) for learning and social activities – they may not, under any circumstances move between bubbles
- Move around the school following specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch routines)
- Follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- Tell an adult immediately if they are feeling unwell in case they are experiencing symptoms of corona virus
- Follow rules about sharing any equipment or other items including drinking bottles
- Follow amended expectations about break and play times, including where children may or may not play
- Use toilets and cloakroom facilities appropriately – only one child in any school toilet at a time.
- Follow clear rules about coughing or spitting at or towards any other person
- The current credit reward system and credit shop will not be used during for the time being, instead adults will record merit points for each child, which will be converted into individual rewards.

Our traffic light system will remain in place with some slight alterations:

- step 1 - a verbal warning

- step 2 – reduced social activity for 10 minutes
- step 3 – detention – previously a lunchtime detention, but now isolation for 30 minutes at any time that is manageable
- step 4 – exclusion – this will be in conjunction with a child who compromises the health or safety of any other person within the school setting and discussed with parents, partner agencies and the local authority

Schools will identify any reasonable adjustments that need to be made for pupils with more challenging behaviour.

Where there is a significant breach or persistent breaches of the school behaviour policy, school leaders can consider exclusion as a response in line with the Department for Education guidance – ‘Exclusion from maintained schools, academies and pupil referral units in England.’

This appendix to be read in conjunction with the school behaviour policy and the Devon County Council guidance regarding fixed and permanent exclusions available on the school website.