

## WOODCROFT PRIMARY SCHOOL BEHAVIOUR POLICY 2017

### **Inclusion**

Our key values also underpin Woodcroft's school mission statement

*'Together Towards Success'*

**Together** we aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting, community where everyone feels valued.

**Towards** an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

**Success** is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of others; both within the school and its wider community.

### **Values**

At Woodcroft we believe in the following **key values** of:

- **Shared ownership** – everyone is included in the agreement of policy and processes used within the school community. People need to be empowered to find their own solution
- **Equality** of status – everyone is treated fairly and has a voice to be respected; any form of discrimination is addressed
- **Empathy** – developing an understanding of others and being sensitive to their feelings and thoughts
- **Trust** – consistently working towards the creation of an environment that encourages a confidence that others will behave safely, responsibly and honestly
- **Commitment to improving outcomes** for all.

These **key values** are represented for pupils through the **WOODCROFT CODE**

**Everyone should behave so that we feel:**

- › **Safe**
  - › **Respected**
  - › **Able to learn and succeed**
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## **Principles**

Our key values allow us to establish a set of agreed principles:

- The school community should act together in cooperation to establish good order, respect and discipline within an environment that is safe, conducive to learning and free from disruption
- Positive behaviour management is a means to improve learning
- The whole school community is consulted about school-behaviour
- This behaviour policy should not discriminate against any pupil on the grounds of race, gender, disability or sexual orientation
- Praise and, as appropriate, reward is used to support and celebrate pupils' good behaviour
- Sanctions are applied fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children
- Support is provided for pupils' behaviour according to need
- All reasonable measures are taken to protect the safety and well-being of pupils and staff, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- Violence, threatening behaviour or abuse is not tolerated
- Everyone in the school community should model good behaviour and promote mutual respect
- Positive behaviour is constantly promoted through active development of pupils' social, emotional and behavioural skills
- Parents are informed of their child's behaviour, good as well as bad, and, where necessary, support is provided to enable parents/carers to meet their parental responsibilities
- The school works with other agencies to promote community cohesion and safety

## **Rules**

These principles are communicated to the children

<p style="text-align: center;"><i><b>The Woodcroft Code</b></i></p> <p><b>Safe</b></p> <p><b>Be Safe - Act Safe</b></p> <p><i>Listen and follow instructions – think and act sensibly.</i></p> <p><b>Respect</b></p> <p><i>Respect others – remember we are all equally different</i></p> <p><i>Be kind and helpful – take care of everything around you</i></p> <p><b>Learn</b></p> <p><i>Learn to exercise your brain</i></p> <p><i>Have the confidence to take part – try your best to succeed and never give up!</i></p>
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## **Class Rules**

Each class then draws up a set of rules at the start of each academic year that support the Woodcroft Code, under three headings of Safety, Respect & Learning

## **2. Rights and Responsibilities**

This policy provides guidance in relation to the powers and duties provided to establish school discipline as set out in the Education and Inspections Act 2006 (EIA 2006)

### **Summary of Statutory Guidance**

The governing body must:

- Make and review a written statement of principles to guide the head teacher within an agreed timescale e.g. every 2 years. This review to be agreed at committee or full Governing Body meeting and involve prior consultation with staff, parents & pupils.
- Ensure the pupil consultation reflects children's rights under Article 12 of the United Nations convention on the Rights of the Child (UNCRC)
- Ensure under Disability Discrimination Act 2005 (DDA 2005) that disabled pupils are not placed at substantial disadvantage.
- Comply with Equality Act 2006 in its duty to promote the well being of all pupils (EIA 2006)
- Show regard for the need to eliminate discrimination, promote equality of opportunity and foster positive attitudes toward others. This general duty is fulfilled through the school's Single Equality Policy and Action Plan
- Monitor the impact of the behaviour policy on pupils by racial group and gender.
- Have regard for the health and welfare of staff

Appendix 1 contains a set of rights **and responsibilities** that has been agreed by the key stake holders at Woodcroft; school, pupils, parents and parents.

## **3. Rewards and Sanctions**

This section includes:

1. Behaviour management flowchart
2. Attendance at clubs
3. Green Card Protocols
4. Blue Card Protocols



## **Behaviour Monitoring**

Woodcroft uses the following behaviour monitoring mechanisms

<b>Form</b>	<b>Purpose</b>	<b>Completed by</b>	<b>Monitored by</b>	<b>Further action</b>
Green Card	Classroom behaviour warning	Class teachers / TA	Learning Mentor	Complete Card Log Inform parents following 3 cards
Blue Card	Playground behaviour warning	MTS / TA / Teacher	Learning Mentor	Complete Card Log Inform parents following 3 cards
Significant Incident/Exit Form	When pupils need to be withdrawn from setting	Class Teacher then receiving adult	Deputy Head	Submit to DH Decide if Green Book appropriate
Racial / Homophobic Incident Form	Log incidents	Adult who investigates	Local Authority / Governors	Submit to DH Complete monthly return Decide if Green Book appropriate
Bullying Incident Form	Log incidents	Adult who investigates	Deputy Head	Submit copies to Headteacher & DH Complete Complainant Log Decide of Green Book appropriate
Bullying and Serious Incident Complainant Log	Log incidents reported by an individual	Class Teacher	Learning mentor	Victim Support interventions
Serious Incident Form	Investigation of serious incidents	SMT	Head Teacher	Decide if Green book or further action is appropriate
Green Book	Formal behaviour warning and letter to parent	Tiered response dependent; Class teacher/SMT/HT	Deputy Head	Tiered response Parent Meeting Agreed Success Chart targets
Behaviour Plan / PSP	Support pupil through coordinated of intervention strategies	SMT	SMT	Review meeting scheduled

**Good practise of issued cards can be to record in HomeLink books so to inform parents.**

### **Non Attendance at Clubs!**

Pupils cannot attend voluntary after school clubs while on behaviour targets following a Green Book warning:

- › Green Book letter issued
- › Meeting with parent
- › Behaviour Targets established – participation at club linked to targets through agreed time specific criteria
- › Club coordinator informed if club to be incorporated into targets
- › 24hrs notice given prior to removal from club – unless incident was sufficiently serious that parents attended school that day.
- › If Class Teacher feels that it is inappropriate/unsafe for a pupil to attend a club due to behaviour issues then class teacher should contact/or arrange for contact to be made with parents. This should lead to a meeting after school the same day.
- › While on report pupils cannot represent the school in teams, matches or events
- › If pupil fails to achieve targets the report continues following review with parents – *the above procedures repeated if appropriate*

### **Notes**

- Intervention strategies cannot be used as sanctions i.e. those in which a pupil is listed in an intervention planning form

## GREEN CARD GUIDELINES

**Green (Behaviour Warning) Cards are an optional strategy for administration during lesson time by teachers/TAs for repeated low level and anti social behaviour.**

**There is NO automatic link between 123 Magic, Green Cards and Green Book Letters. However, Green Cards are evidence to support a formal behaviour warning.**

**Green cards do not automatically require the pupil to be seen by a member of the SMT/LM but can if it is deemed appropriate.**

### **Step 1: Verbal warning/advice to pupil/123 Magic**

This step may be bypassed for significant incidents. For example; the child has been warned on previous occasions, not following an adult's instructions, rudeness, and aggression. In certain extreme situations a child may be issued with an immediate Green Book Letter or 'exited' from the classroom.

### **123 Magic at Woodcroft (Approach credited to Thomas W Phelan)**

1, 2, 3 Magic is a behaviour management program that has been adopted as a whole school strategy.

#### Basis of approach

There are three steps to effective discipline.

**Step 1 – Controlling unwanted behaviour:** To get pupils to **STOP** doing what you don't want them to do.

**Step 2 – Encouraging good behaviour:** To get pupils to **START** doing what you want them to do.

**Step 3 – Strengthening your relationship:** Reinforce the bond between you and your pupils.

123 Magic relies upon the understanding that a good teacher is 'Warm and Demanding', which is a focus upon the person and production. The 123 Magic approach refers to 'The Little Adult Assumption' that other behaviour management strategies may endorse. This is considered a false assumption, that many adults believe children are basically reasonable and unselfish, with a 'heart of gold'. That by reasoning with a child, about an incident the words will change the child's behaviour.

Thomas Phelan argues that this approach can lead to the 'talk – emotion – persuade – argue – yell – hit syndrome' where there is too much talking and too much emotion. The best way to ensure a child continues to do something you don't like is to take this route, as the child feels empowered, by the negative attention and can make you go through the 'talk – emotion – persuade – argue – yell - hit cycle'. Therefore the first rules of 1, 2, 3 Magic are **no talking** and **no emotion**. Which can be compared favourably to a 'Wild Animal Trainer' which has a training method of gentle, non verbal, repeated and consistent approach. Too much talking can be like water off a ducks back, it just becomes noise to the pupil. Emotion is good when it's positive; 'Warm', when negative it needs restraint. To be 'Challenging' there is no time to talk, just count.

The overall idea of 1, 2, 3 Magic is that the teacher is in charge of the classroom and that the classroom is not a democracy!

#### Benefits of 1, 2, 3, Magic for teachers

- The system is clear and simple, clear boundaries
- Does not waste time, more time to teach
- Teacher does not get exhausted by discipline
- Misbehaviour is treated routinely and not treated as it's the worse thing in the world or a personal insult



- No attention for misbehaviour
- Teacher authority is non negotiable
- Consequence is short and sweet
- Testing and manipulation are identified
- It works on the playground
- Parents can use it

### Presenting Problems

There are two basic kinds of problems students present to their teachers;

- Doing something you want them to **stop**, e.g. frequent minor disruptions, etc
- Not doing something you like them to **start**, e.g. their work, raising their hand, etc

For **stop** behaviours you will use the counting procedure and for **start** behaviours there are a range of strategies to try, from praise and positive reinforcement, simple requests, timed challenges, class currency, natural consequences, timetables for recording success, take up time, etc.

### **Step 2: Green Card**

- For a repeated or significant incidents the pupil is given Green Card (*see steps outlined above*)
- Step 3 is replaced with the issuing of a Green Card followed by appropriate sanction:
  - “You have continued not to follow The Woodcroft Code/Class Rules therefore you are going to receive a Green Card”
  - “What you need to do now in order to avoid further incidents...  
*Appropriate sanctions depend on the setting/pupil; for example...*
    - Time Out within classroom
    - Change places
    - Think about behaviour and discuss it with Teacher
    - Short term target
- In certain circumstances the pupil may need to be removed from the classroom. For example; refusal to follow sanction, continuation of behaviour, rudeness, aggression. In these cases Exit Protocols should be followed.

### **Step 3: Next Steps**

- The Green Card is then recorded by the Class Teacher on the Warning Card Record Sheet. This is retained in the Green File.
- The Warning Card Monitoring Sheet is then collected in by Learning Mentor on a weekly basis – issues can then be discussed with pupils and targets set etc.
- If 3 Green cards are issued in the same term then the Class Teacher sends a note home to parents.

### **Step 4: Interventions to address behaviour**

- a. Targets Set
- b. Parents meeting
- c. Mentor referral
- d. Social skills group
- e. Pupil report
- f. Behaviour Plan/PSP

## **BLUE CARD GUIDELINES**

**Blue (Behaviour Warning) Cards are administered at lunchtime and break time for repeated low level and anti social behaviour.**

**There is NO automatic link between Blue Cards and Green Book Letters. However, Blue Cards are evidence to support a formal behaviour warning.**

**Blue cards do not automatically require the pupil to be ‘sent in’ and they do not necessarily require the pupil to report to member of the SMT**

### **Step 1: Verbal warning/advice to pupil**

This step may be bypassed for significant incidents. For example; the child has been warned on a previous occasion, not following an adult’s instructions, rudeness, and aggression. In certain extreme situations a child may be issued with an immediate Green Book letter.

- A pupil should initially be given a verbal warning. For instance using ‘READY...STEADY...GO’ technique from SEAL units.  
The adult should:
  1. READY
    - Ensure the environment is conducive to conflict resolution i.e. pupil calm, bystanders sent away, etc.
  2. STEADY
    - State what they saw or heard - “I saw you pushing”
    - Ask the pupil about their behaviour - “what happened/what were you thinking”
    - Confirm Woodcroft code - “which part of the code were you not following?”
  3. GO
    - Reinforce sanction for repeat/continuation of behaviour - “If you push again you will receive a Blue Card”
    - Offer support/advice to achieve positive outcome “what do you need to do now?”

### **Step 2: Blue Card Issued**

- For a repeated or significant incidents the pupil is given Blue Card (*see steps 1 & 2. above*)
- Step 3 is replaced with the issuing of a blue card followed by appropriate & immediate sanction:
  - “You have continued not to follow The Woodcroft Code therefore you are going to receive a Blue Card”
  - “What you need to do now in order to avoid further incidents...”  
(*Appropriate sanctions depend on the setting/pupil, for example*)
    - Time Out on play ground
    - Remain with Teacher/MTS for 5 minutes
    - Send to certain part of playground
    - Removal of equipment
- The issuing adult should then hand the card to the teacher at the end of break time/lunchtime
- In certain circumstances the pupil may need to be removed from the playground. For example; refusal to follow sanction, continuation of behaviour, rudeness, aggression, or situation is more complicated and cannot be resolved on the playground.

**Step 3: Learning Mentor intervention**

- The Blue Card is then recorded by the Class Teacher on the Warning Card Record Sheet. This is retained in the Green File.
- The Warning Card Monitoring Sheet is then collected in by Learning Mentor on a regular basis and collated – issues can then be discussed with pupils/targets set etc.
- If 3 Blue cards are issued in the same term then the Learning Mentor sends a letter home to parents requesting a meeting.

**Step 4: Next Steps – Interventions to address behaviour**

- a. Playground targets
- b. Parents meeting
- c. Mentor referral
- d. Social skills group
- e. Success Chart
- f. Behaviour Plan/PSP

**APPENDIX 2**

<b>SCHOOL</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this.</li> <li>• To enforce their school-behaviour policy – including rules and disciplinary measures.</li> <li>• To expect pupils’ and parents’ cooperation in maintaining an orderly climate for learning.</li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external- support services, including the police, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school-behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To ensure the school-behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.</li> <li>• To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and, as appropriate, reward pupils’ good behaviour.</li> <li>• To apply sanctions fairly,</li> </ul>

	<p>consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</p> <ul style="list-style-type: none"><li>• To make <a href="#">alternative provision from day six</a> for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period <a href="#">exclusion</a>.</li><li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of <a href="#">bullying</a> and dealing effectively with reports and complaints about bullying.</li><li>• To ensure staff model good behaviour and never denigrate pupils or colleagues.</li><li>• To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills.</li><li>• To keep parents informed of their child’s behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li><li>• To work with other agencies to promote community cohesion and safety.</li></ul>
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<b>PUPILS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy, with every pupil involved in the consultation process.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>• To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other pupils or staff.</li> <li>• To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>

<b>PARENTS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</li> <li>• To appeal to the head teacher/governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> <li>• To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>• To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any <a href="#">Parenting Contract or Order</a> relating to their child's behaviour.</li> <li>• If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the</li> </ul>

	school at the end of a fixed period <a href="#">exclusion</a> .
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## **Opportunities to Celebrate Achievement**

### **Achievement**

#### **Good Manners Assembly**

#### **Achievement**

- Class teachers have personalised class based strategies to celebrate achievement and progress within their class and across the year group.
- Personal Points are awarded throughout the school, for achievement, behaviour, effort and other forms of positive behaviour
- Bronze, Silver, Gold and Platinum certificates are awarded depending on the number of Personal Points achieved; 30, 75, 150 and 250 respectively. This system is a whole school approach from Y1- Y6.
- In KS2 Achievement Nominations are awarded by class teachers and teaching assistants, to individuals and groups on a half termly basis within an Achievement Assembly.
- Achievement Assemblies are held to celebrate Personal Points certificates, Achievement Nominations and other achievements in and out of school.
- ‘Class of the Week for PE and Music’ is awarded in Achievement Assemblies.
- In KS1 a weekly Achievement assembly is held to celebrate; Achievement Nominations for work and behaviour, Personal Points Certificates, Class Stars of the Week for PE and Music are awarded, Pupils achieving awards are celebrated in the foyer in the ‘Book of Achievement’.
- Foundation Stage award ‘Spotty Dots’ certificates and stickers.
- Yellow cards are awarded by MTS’s at lunchtime and those staff on duty at break times.

#### **Good Manners Assembly (KS1 & KS2) Learning Mentor and Deputy Head**

This special assembly will be to recognise **Good Manners** across the school any time during the school day. Awards and Nominations given will reflect this.

#### **Staff Nominations**

All staff will have the opportunity to nominate any pupils who have impressed them with their attitude and manners. Nominations from all members of staff within the school community will be presented on Special Certificates for each of the areas below.



## **Special Awards Certificates**

Nominees will receive a certificate. Suggested Awards so far are;

1. 'Team Player Award' – Meal Time Supervisors
2. 'Please and Thank you Award' – Kitchen Staff
3. 'Fair Play Award' – PE Coaches
4. 'Outstanding Soloist' – Music Teacher
5. 'Happy Helper Award' – Admin and Welfare Staff
6. 'Pass a Smile' – Caretakers
7. 'Woodcroft Classroom Star' –Teachers and Teaching Assistants to nominate, pupils, groups, school representatives, etc
8. 'Head Teachers Award'

The Good Manners Assembly is to take place each term.