<u>Woodcroft Primary School</u>

Behaviour Policy

Sept 2023

Contents:

Statement of intent

Woodcroft believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

These key values are represented for pupils through the **Woodcroft Code**.

Everyone should behave so that they feel:

- **Safe**
- **Respected**
- **Able to Learn and Play**

Signed by:

	Headteacher	Date:	
_____	Chair of governors	Date:	_____
_____			_____

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

- **Home School Agreement**
- **Anti-Bullying Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Child Protection Policy**
- **Exclusion Policy**
- **Policy for use of Reasonable Force**
- **Complaints Policy**

2. Roles and responsibilities

2.1. The **governing board** has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's **Complaints Policy**.

2.2.   The **headteacher** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.

- Determining the school rules and any disciplinary sanctions for breaking the rules.

- Publishing this policy and making it available to staff, parents and pupils.

- Reporting to the governing body on the implementation of this Behavioural Policy,.

2.3.   The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.

- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.

- Leading CPD on mental health and behaviour.

2.4.   The **SENCO** is responsible for:

- Collaborating with the governing body, headteacher and the Behavioural and Pastoral Leads including Mental Health Lead, as part of the SLT, to determine the strategic development of behavioural policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behavioural policies to support pupils with SEND.

- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.5.   Teaching staff are responsible for:

- Being aware of the signs of behavioural difficulties.

- Planning and reviewing support for their pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

- Planning lessons to establish school and class norms and routines

- Being responsible and accountable for the progress and development of the pupils in their class.

- Being aware of the support provided to any pupils with behavioural difficulties.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO/Headteacher/Behaviour and Pastoral Leads.

2.6.   All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.

- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

   Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

2.7.   Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

3.1.   For the purpose of this policy, the school defines **"serious unacceptable behaviour"** as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of banned items

- Truancy

- Refusing to comply with disciplinary sanctions

- Theft

- Swearing, racist remarks or threatening language

- Fighting or aggression

- Verbal abuse

- Persistent disobedience or destructive behaviour

- Extreme behaviour – e.g. violence, running away from school, vandalism

- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

3.2. For the purpose of this policy, the school defines "unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness

- disruption and talking in class

- Failure to complete classwork

- Rudeness

- Lack of correct equipment

- Refusing to complete homework, incomplete homework, or arriving at school without homework

- Disruption on public transport

- Use of mobile phones without permission

- Graffiti

3.3. "Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity or repetition of the behaviour.

4. Smoking and controlled substances

4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

4.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

5. Prohibited sexual harassment

5.1.   The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

5.2.   Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity

- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

5.3.   The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

6. Items banned from the school premises

6.1.   The following are examples of items banned from the school premises (this is not a complete or exhaustive list):

- Fire lighting equipment:
    - Matches, lighters, etc.

- Weapons and other dangerous implements or substances:
    - Knives
    - Laser pens

- Other items:
    - Liquid correction fluid
    - Chewing gum
    - Caffeinated energy drinks / glass bottles
    - Aerosols including deodorant and hair spray

6.2.   All members of staff can use their power to search without consent for any of the items listed above.

6.3.   Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

6.4.   Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

6.5.   A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

6.6.   A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

6.7.   The school is not liable for any damage to, or loss of, any confiscated item.

6.8.   Parents will be informed of any confiscated item and may be required to collect the item from the school office.

7. Effective classroom management

7.1.   The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines (Norm Behaviours - Feedback 2) that are understood by all pupils.

- Establish agreed rewards and positive reinforcements.

- Establish sanctions for misbehaviour.

- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.

- Make effective use of the physical space available.

7.2.   Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the Home School Agreement and Woodcroft Code which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.

- Arrive for lessons on time and fully prepared.

- Follow reasonable instructions given by staff.

- Behave in a reasonable and polite manner towards all staff and pupils.

- Show respect for the opinions and beliefs of others.

- Complete classwork as requested.

- Hand in homework at the time requested.

- Report unacceptable behaviour.

- Show respect for the school environment.

7.3.   Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective

classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules - linked to the Woodcroft Code
- Routines and Norms of Behaviour
- Praise
- Rewards

Classroom rules

7.4.   Teachers establish classroom rules at the beginning of the academic year which define what is acceptable behaviour and consequences if rules are not adhered to.

7.5.   Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

7.6.   Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

7.7.   Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

7.8.   Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

7.9.   Rules are placed on the classroom wall to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

7.10.   Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

7.11.   At the beginning of the school year, once the classroom rules have been devised, pupils review Home School Agreement (Home Link Book) which they are required to read and sign – for younger pupils, parents will read this with them and sign on their behalf.

7.12.   All rules outlined in the Home School Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

Routines and Norms of Behaviour

7.13.   The school understands that pupils work best when there is an established routine and norm of behaviour, and that most behavioural problems arise as a result of a lack of consistency.

7.14.   Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily, as necessary.

7.15.   Norms and Routines (see Appendix 5 Norm Behaviours - Feedback 2) may include activities such as the following:

- Morning Arrival Routines / Soft Start
- Direct Instruction
- Transition between Lessons/Activities
- Health, Hygiene and Safety
- Seating Plans
- Moving around the classroom
- Movement around school during lessons
- Independent Activity
- Stop/Start Signals
- Accessing and using equipment
- How to get help
- Playground expectations
- Whistle/Lining up Routine
- Lunch Time Routine
- In the DiningRoom
- Wet Lunch Times/Playtimes
- Perfect Presentation in my books
- End of Day Dismissal
- Journey to and from school

The teachers teach the norms and routines to the class to ensure they understand it.

7.16. Norms can often be communicated as classroom routines; simple 'tangible' behaviours that are the bricks of the class culture, shared with all pupils.

7.17. Teachers explain the rationale behind the norms to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the norms.

7.18. Teachers ensure that the norms remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Praise

7.19. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive environment, and value amongst pupils.

7.20. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.

- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.

- Praise is related to effort, rather than only work produced.

- Perseverance and independence are encouraged.

7.21. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

7.22.   Praise that is given is always sincere and is never followed with immediate criticism.

7.23.   Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

7.24.   The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.

- **Consistent** – consistently rewarded to maintain the behaviour.

- **Achievable** – keeping rewards achievable to maintain attention and motivation.

- **Fair** – making sure all pupils are fairly rewarded

7.25.   The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.

- **Physical** – material rewards, e.g. tokens, stickers or certificates, (see Appendix 6 – Opportunities to Celebrate Achievement)

- **Activity** – activity-based rewards, e.g. extra play, 'Golden Time', etc.

7.26.   Teachers may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Tokens and stickers

- Raffle tickets

- Certificates

- 'Golden Time'/Free time

- Positions of responsibility

- Class celebrations

- Lucky dips

- Phone calls and emails home

- Extra breaktime

8. Positive relationships and approach

8.1.   Positive relationships are key to establishing good behaviour and productive environments. The school promotes relationships that allow staff to understand their pupils and create a strong foundation from which learning can take place.

8.2.   Teachers will use a number of approaches to develop positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.

- Clearly explaining and modelling to pupils what is expected of them, (norms and routines)

- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.

- Focussing on using positive language when interacting with pupils.

8.3.   Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.

- Encouraging pupils to treat others with respect by modelling the desired behaviour.

- Informing pupils of the importance of treating others the same way they like to be treated.

- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context, e.g. 123 Magic!

- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

8.4.   The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient.

8.5.   The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

8.6.   Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE

- Counselling

- Positive classroom management

- Developing social skills

- Working with parents
- Peer support

The classroom environment

8.7.   In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

8.8.   Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.

- Seating those who frequently model poor behaviour away from each other.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

- Ensuring that pupils are facing forward towards the board and the teacher, (from twos to fours) - though increased opportunity for group work lower down the school should be considered.

8.9.   Wherever possible, teachers avoid standing with their backs to pupils and ensure they have a full view of the room at all times.

8.10.   Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

8.11.   Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset.

9. Understanding behaviour

9.1.   Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A):** what happens before the behaviour occurs.

- Behaviour **(B)**: the behaviour that occurs.

- Consequence **(C)**: the positive or negative results of the behaviour.

9.2.   Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

9.3. When conducting the ABC analysis, **(Appendix 7 Behavioural Management Observations Review Form)** staff will ask themselves the following questions to ensure the analysis is effective:

- Are you aware of potential underlying causes of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What strategies can be implemented for behaviour change?
- Do you need to monitor the pupils' behaviour patterns?

9.4. A Success Chart is developed for each pupil displaying ' -unacceptable behaviour' once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

9.5. Necessary staff members (Learning Mentor & SLT) will be familiar with the pupil's **Success Chart** to ensure staff are equipped to deal with instances of negative behaviour.

9.6. Pupils with a Success Chart report to the Behaviour Team (Learning Mentor & SLT), at break and lunchtimes to review the Success Chart.

9.7. Pupils take a copy of the Success Chart home to parents weekly.

9.8. Pupils, staff and their parents are involved in the development of the Success Chart, and this is reviewed by the pupil and their teacher.

De-escalation strategies

9.9. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct, non emotive language
- Describe the behaviours you observed
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupils a choice to enable them a way out of confrontation, e.g. that if they stop the behaviour then the x will occur, if they continue then y
- Rephrasing requests made up of negative words with positive reinforcement phrases, e.g. "if you don't return to your seat, I won't

help you with your work" becomes "I can see you are out of your seat, I would like you to return then I will be able to help'

10. Intervention

10.1.   In line with the school's **Policy for Use of Reasonable Force**, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

10.2.   Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil

- A pupil tries to, or does, conduct deliberate damage or vandalism to property

- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects

- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others

- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit

- Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

10.3.   All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

10.4.   The headteacher and other authorised members of staff (Team Teach Trained - positive handling) are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives

- Weapons

- Stolen items

- Any articles that have been used, or could be used, to commit an offence or harm

10.5.   Though members of staff can search for all the items listed in Section 6 of this policy, reasonable force will only be used, if necessary, to search for the items listed in 11.5.

10.6.   Any physical intervention used will be conducted in line with the **Policy for Use of Reasonable Force.**

10.7.   Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

10.8.   After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

10.9.   Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

10.10.   When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

11.   Managing behaviour (Appendix 1 – Managing Behaviour Flowchart)

11.1.   Instances of poor behaviour are taken seriously and dealt with immediately. All members of staff use 123 Magic (stop behaviour system). 1, 2, 3 Magic is a behaviour management program (see **Guidelines for 123 Magic at Woodcroft**) 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.

11.2.   Where de-escalation strategies are not effective, the Learning Mentor and SLT can be called upon for support or to remove a pupil. It is desirable for pupils to be in lessons. Pupils will only be returned to class when the Learning Mentor or SLT is confident that they are ready to resume and the class teacher is ready to receive the pupil back. Class work can be set for the pupil to complete outside the classroom supervised by the Learning Mentor or SLT.

11.3.   A record of all serious behaviour incidents are made on Arbor - Behaviour Log (School Management System) to help identify behaviour issues and share the information with staff, parents and outside agencies.

11.4.   After an initial incident of negative behaviour, the following sanctions can be implemented depending on the nature of the incident:

- The pupil is sent to the Learning Mentor, a member of SLT or the headteacher.

- The receiving member of staff investigates the incident and decides whether or not it constitutes challenging behaviour.

- If the receiving member of staff deems the behaviour to be challenging, they will record the incident in the Arbor - Behaviour Log, as well as on the pupil's Success Chart if they have one.

- The pupil will be moved to the Learning Mentor who will determine the length of the period spent with her as well as any detention time.

- A Blue or Green Card or a Green Book letter (serious behavioural incident) may be given. If a Green Book letter is given the pupil's parents will be invited into school to discuss the incident. If appropriate a Success Chart will be agreed at this meeting.

- Victims of any challenging behaviour will receive a written apology or a verbal apology if appropriate, plus anyone affected by the incident. The Learning Mentor may offer additional support to a victim.

11.5.   Following a second incident of challenging behaviour, the following sanctions are implemented:

- A Green Book letter (serious behavioural incident) will be given. The pupil's parents will be invited into school to discuss the incident. The Success Chart will be reviewed at this meeting.

- Victims of any challenging behaviour will receive a written apology or a verbal apology if appropriate, plus anyone affected by the incident. The Learning Mentor may offer additional support.

- Sanctions during break and lunchtimes may be set, as long as they don't impinge on the curriculum.

- Removal from activities at break and lunchtime may be appropriate.

- Pupils will not be able to represent the school while on a Success Chart, (see Appendix 2 Sanction of Non-Attendance at Clubs)

11.6.   Following a third or fourth incident of challenging behaviour, the following sanctions are implemented:

- The Learning Mentor, Deputy Head and SENCO will consider if a Behaviour Support Plan should be put in place.

- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
  - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
  - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.
  - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a Behavioural Support Plan will be created to outline the necessary provisions in place.

- The headteacher will consider whether the pupil should be excluded (for a fixed term) in line with the school's **Exclusion Policy** and determine the length of the exclusion.

Following a fifth incident of challenging behaviour, the following sanctions are implemented:
- The headteacher will send a Green Book letter to the parents, requesting a meeting.
- The headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- The pupil will have a Behavioural Support Plan in place.
- Parents will be made aware, in writing, that a further incident could result in a fixed term or permanent exclusion.

11.7.   For punishments to be lawful, the school will ensure that:
- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
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- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

11.8. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

12. Internal Exclusions

12.1. The school may decide to move pupil/s to a separate room away from other pupils for a limited period.

12.2. The school will only move pupil/s where absolutely necessary, and where the process outlined in section 12.1& 12.2 of this policy has been followed and has failed to resolve the behaviour issue.

12.3. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time.

12.4. The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.

12.5. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

13. Detentions

13.1. The school will use detention as a sanction, during break and lunch times.

13.2. Parental consent is not required for detentions and, therefore, the school is able to issue detentions as a sanction without first notifying the parents of the pupil.

13.3. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. The Learning Mentor & SLT will usually supervise detentions.

13.4. If the detention is during lunchtime, pupils will be allocated time to eat, drink and use the toilet.

14. Behaviour off school premises

14.1. Pupils at the school must agree to represent the school in a positive manner.

14.2. The guidance laid out in the Woodcroft Code and the Home School Agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

14.3. Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing a school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- Could negatively affect the reputation of the school.

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

- Could disrupt the orderly running of the school.

14.4. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's **Anti-Bullying Policy**.

14.5. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

14.6. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the **Complaints Policy**.
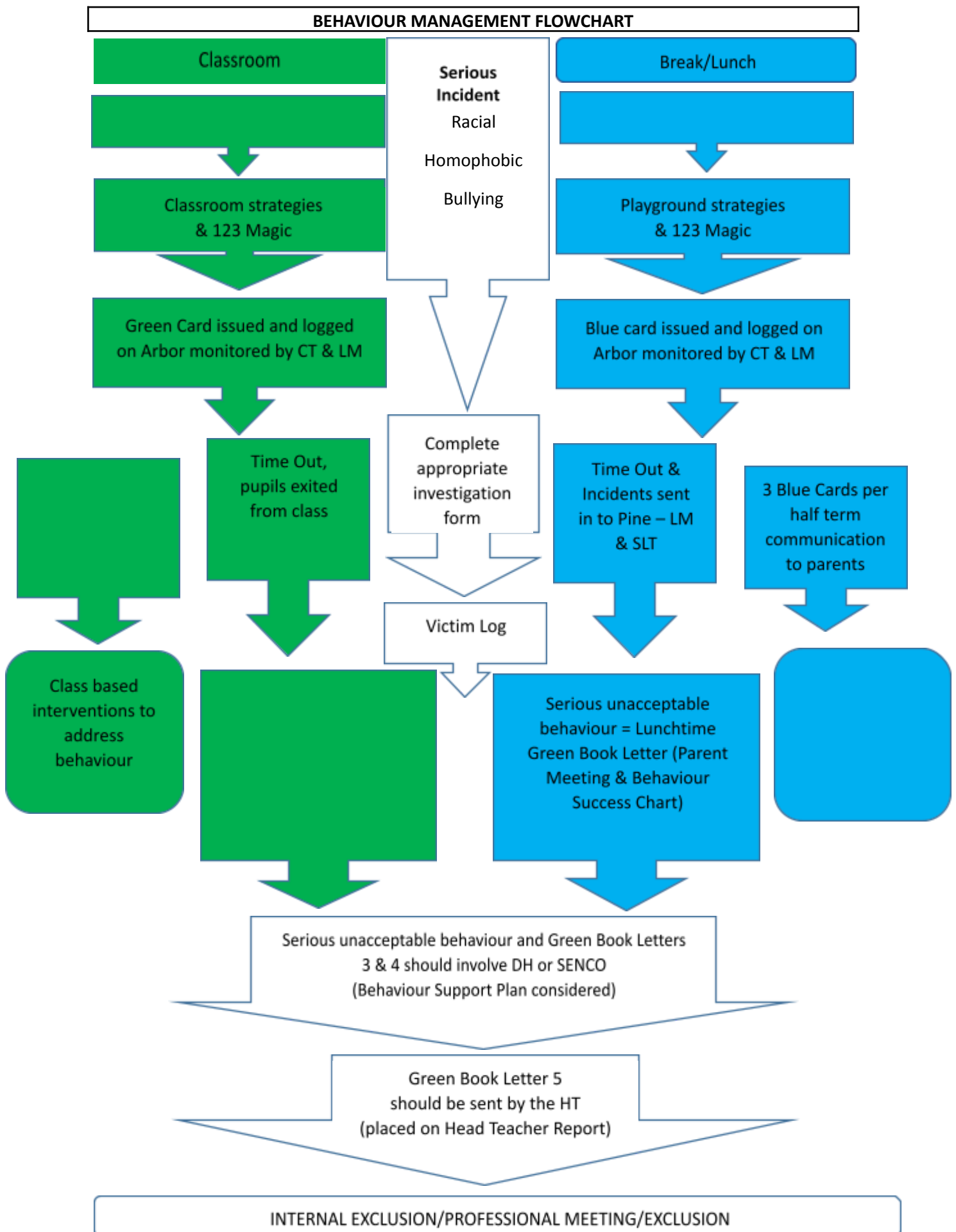
15. Staff training

15.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

15.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

15.3. All staff members are provided with sufficient training in strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

15.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

15.5. Specific staff are trained in the approved methods of physical intervention (Team Teach Training - positive handling) in line with the school's Policy for use of Reasonable Force.

16. Monitoring and review

16.1. This policy will be reviewed by the Deputy Headteacher and Learning Mentor on an annual basis, who will make any necessary changes and communicate these to all members of staff.

16.2. The next scheduled review date for this policy is Sept 2022.

Appendix 1 Managing Behaviour Flowchart

BEHAVIOUR MANAGEMENT FLOWCHART

Classroom	Serious Incident	Break/Lunch
	Racial	
	Homophobic	
	Bullying	

Classroom strategies & 123 Magic

Playground strategies & 123 Magic

Green Card issued and logged on Arbor monitored by CT & LM

Blue card issued and logged on Arbor monitored by CT & LM

Complete appropriate investigation form

Time Out, pupils exited from class

Time Out & Incidents sent in to Pine – LM & SLT

3 Blue Cards per half term communication to parents

Victim Log

Class based interventions to address behaviour

Serious unacceptable behaviour = Lunchtime Green Book Letter (Parent Meeting & Behaviour Success Chart)

Serious unacceptable behaviour and Green Book Letters 3 & 4 should involve DH or SENCO (Behaviour Support Plan considered)

Green Book Letter 5 should be sent by the HT (placed on Head Teacher Report)

INTERNAL EXCLUSION/PROFESSIONAL MEETING/EXCLUSION

Appendix 2 Sanction of Non-attendance at clubs

Following an unacceptable behaviour incident resulting in a Green Book letter pupils will be suspended from voluntary after school clubs for an agreed number of sessions. Reintroduction to extracurricular activities will be conditional to successful achievement of their behaviour targets:

1. Green Book letter issued
2. Meeting with parent
3. Behaviour Targets established inc. participation at club linked to targets through agreed time specific criteria
4. Club coordinator informed
5. 24hrs notice given prior to removal from club – unless the incident was sufficiently serious that parents attended school that day
6. If the Class Teacher feels that it is inappropriate/unsafe for a pupil to attend a club due to behaviour issues then the class teacher should contact/or arrange for contact to be made with parents. This should lead to a meeting after school the same day
7. While on a Success Chart pupils cannot represent the school in external events or activities
8. If pupil fails to achieve targets the report continues following a review with parents – the above procedures repeats if appropriate

   Notes

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

   Paramount is what is in the child's best interest. This decision should be made in collaboration with the class teacher and staff member running the club.

Appendix 3 Success Chart

Name
Success Chart

My Targets
1. To keep my hands and feet to myself.
2. To ignore people who are trying to upset me.
3. To ask an adult for support when I need it.
4. To follow instructions from all adults.

Green - achieved!
Yellow - 1 reminder
Red - 2 reminders

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LESSON 1	○○○	○○○	○○○	○○○	○○○
Transition Time	○○○	○○○	○○○	○○○	○○○
BREAK	○○○	○○○	○○○	○○○	○○○
Transition Time	○○○	○○○	○○○	○○○	○○○
LESSON 2	○○○	○○○	○○○	○○○	○○○
Transition Time	○○○	○○○	○○○	○○○	○○○
LESSON 3	○○○	○○○	○○○	○○○	○○○
Transition Time		○○○		○○○	○○○
LUNCH	○○○	○○○	○○○	○○○	○○○
Transition Time					
ASSEMBLY	○○○	○○○	○○○	○○○	○○○
Transition Time					
LESSON 4	○○○	○○○	○○○	○○○	○○○
Transition Time					

Appendix 4 Home School Agreement (Home Link Book)

Agreement for Pupils
I will do my best to:

- Follow the Woodcroft Code

- Work hard and listen carefully to instructions

- Be polite and helpful to other children and all adults

- Always wear school uniform

- Bring all the equipment I need every day

- Do my homework regularly and bring it back to school on time

- Take good care of the school environment and each other.

> **The school day begins at 8.45am and finishes at 3.15pm.**
>
> It is vital that your child attends school regularly and on time. Children should arrive in good time, 10 minutes early, at 8.45am. Registers are taken at 8.55am.
>
> Children who arrive after this time **must report to the main office** and are marked late.

Signed: _____ (Pupil)

Appendix 5 Norm Behaviours

<u>Developing the Classroom Behaviour Culture</u>

Memorable Behaviour Management

Class culture can be defined as 'the beliefs and values' held in the classroom. In effect, what matters and what doesn't, what is valued and what is ignored. These values are demonstrated by a set of social norms. These are everyday tangible behaviours (some desirable and some not so).

Norms are NOT the same as rules on your wall! They are the accepted behaviours that truly reflect your expectations. It is easy to create unintended 'negative' norms. e.g. do you 100% enforce your expectation for talking during lessons?

The know - teach - maintain model

We need to think of behaviour management as a **curriculum for brilliant conduct.** Good behaviour needs to be taught and not told. It needs to be demonstrated as well as stated. To do this we follow the know - teach - maintain model.

- **Know** the define the exact norms you want to build into your culture
- **Teach** the norms and demonstrate; don't just not tell them
- **Maintain** norms should be constantly and consistently modelled by everyone inc. staff
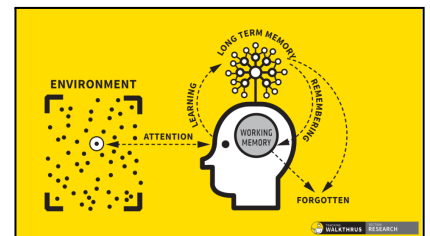
Every day, normative messages need to be repeated, and upheld for it to be sincere. They have to be lived. That means lots and lots of real life physical things pupils are expected to do automatically.

There must be a response when a norm is broken - never let things slide! When you ask for something to be carried out - FOLLOW THROUGH - only then does the norm become real.

Consistency

Your responses must be highly consistent OR you normalise inconsistency. Pupils must feel the teacher believes in the norms and believes in the child. They must understand that norms are for their benefit - like being part of a class club. Norms are valuable for everyone.

Norms can often be communicated as classroom routines; simple 'tangible' behaviours that are the bricks of your class culture.

Norms must be broadly consistent across the school. They must be known, agreed and upheld by EVERYONE. Everyone must challenge behaviours that do not meet our norms. It is also imperative that adults model the norm behaviour.

123 Magic

At Woodcroft we use 123 Magic in the first instance if a child has broken a norm.
Arbor

If a pupil's repeated negative conduct breaks a norm it is recorded on Arbor and escalated to SLT

Do you THINK you have HIGH expectations?
- Can you verbalise your standards as norms?
- Do you watch other staff- how do your standards compare with others in the school?
- Are you challenging everything that crosses your boundaries?
- Do you reflect on the impact of your own adult behaviour?

Appendix 6 Opportunities to Celebrate Achievement

★ [Achievement Assembly]

[Achievement Assembly]
- ★ 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.

Appendix 7 Behavioural Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What effective strategies could we implement to help the pupil achieve their targets?

Additional comments

Annex A: Government Guidance applied to Woodcroft Primary School

The Government has issued guidance for schools preparing for wider opening in order to adapt behaviour policies. Please refer to ...

https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools

Adaptations to Woodcroft's Behaviour Policy are:

- **following any altered routines for arrival or departure**
  - *Please refer to drop off and pick up guidelines as part of the school COVID-19 Risk assessment*
- **following school instructions on hygiene, such as handwashing and sanitising**
  - *Children will be expected to wash their hands on arrival at school, before and after breaktime, between activities, before and after eating, and after using the toilet. The adult in charge may also request additional handwashing points as necessary.*
- **following instructions on who pupils can socialise with at school**
  - *Non-Key Worker Provision' pupils will only mix with their 'Bubble Group' for the week. No groups will be mixed at any point either across age, or across different year groups. Adults (teachers, teaching assistants and meal time supervisors) will be delegated a Bubble Group, and will not mix across different groups. 'Key Worker Provision' pupils will remain with their school closure group, and will not mix with the other pupils.*
- **moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)**
  - *Pupils remain in areas close to their classrooms and use agreed nearest toilets. Corridors are narrow and will be marked to allow pupils to move up and down following signs and keeping socially distanced when possible.*
- **expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands**
  - *The expectation about sneezing, coughing and tissue disposal is 'Catch it, Bin it, Kill it'. Dispose of all tissues in pedal bins. Avoid touching your face. 'Catch it, Bin it, Kill it' posters displayed in all shared spaces.*
- **tell an adult if you are experiencing symptoms of coronavirus**
  - *Children are to immediately tell an adult if they begin to feel unwell.*

- **rules about sharing any equipment or other items including drinking bottles**
    - *Follow class rules about access to communal equipment, but do not share personal items including drinking bottles.*
- **amended expectations about breaks or play times, including where children may or may not play**
    - *Year Groups will be allocated designated break times to minimise numbers of children on the playground and to ensure limited contact. Each Year Group will be allocated a set of equipment.*
- **use of toilets**
    - *Toilet areas will be monitored by staff to ensure no overcrowding and toilet times will*
- **clear rules about coughing or spitting at or towards any other person**
    - *Any child **purposely acting in an unsafe manner**: coughing, sneezing, spitting, making inappropriate physical contact will be dealt with in accordance with the behaviour policy.*
- **clear rules for pupils at home about conduct in relation to remote education**
    - *Pupils remaining at home will continue to learn vai Woodcroft Online and utilise Google Classroom and/or physical packs from teachers in school. Weekly safeguarding checks will remain in place.*
- **rewards and sanction system where appropriate**
    - *123 Magic, Personal Points, etc*
- **Identify any reasonable adjustments that need to be made for students with more challenging behaviour.**
    - *Individual risk assessments in collaboration with SENCO, parents, pupils and Leadership will need to be completed.*

Annex B: Principles for Staff

- **Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.**
    - *Staff will need to inform the school, self isolate and be tested if they suspect they are showing symptoms of Covid19.*
- **Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.**
    - *Follow same procedures as the pupils (see Annex A)*
- **Use the 'catch it, bin it, kill it' approach.**

- ○ *Any item to be binned should be disposed of in pedal lidded bins only, to help prevent the spread of germs.*
- **Avoid touching your mouth, nose and eyes.**
  - ○ *Avoid touching your face.*
- **Clean frequently touched surfaces often using standard products, such as detergents and bleach.**
  - ○ *All classrooms will have access to their own appropriate cleaning products to ensure constant cleaning throughout the day, including tech devices.*
- **Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).**
  - ○ *Staff should remain 2m away from each other and where possible 2m away from pupils. When this is not possible, staff should avoid speaking face-to-face, avoid speaking on the same height as the pupil and can choose to wear a face covering, especially if this is for a period of more than 1 minute.*
- **Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.**
  - ○ *All classrooms and shared spaces have posters displayed reminding of key hygiene routines to follow.*
- **Keep your classroom door and windows open if possible for air flow.**
- **Limit the number of children from your class using the toilet at any one time.**
  - ○ *Toilet areas will be monitored by staff to ensure limits on numbers of pupils in the toilets at one time.*
- **Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.**
  - ○ *Staff are expected to maintain social distancing measures with other adults at all times. No member of staff should enter a room other than their designated space to undertake their delegated duties. When entering a space, all adults should assess the available space, and their ability to maintain social distance whilst in the space.*