

PARK WOOD SCHOOLS FEDERATION



Behaviour Policy

Under Review September 2018

The Aims of the Policy

Our Behaviour and Safety policy works in tandem with our Inclusion and Achievement for All Policy and our Relational conflict and Freedom from Bullying.

We believe that all three policies will lead to the following successful outcomes: -

- 1) A school ethos which creates a positive community, where the rights and responsibilities of all are understood and respected;
- 2) All children achieve to their potential;
- 3) Inclusion is at the heart of the school's decision making and discrimination against any individual because on disability, ability, need or circumstance will not be accepted by our school community;
- 4) Positive and mutually respectful attitudes will create a calm and purposeful learning environment.

The Principles of Rewarding Good Behaviour

It is a primary aim of Park Wood Infant and Junior School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour for learning and safety policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The policy should **always** be used in a balanced way that takes into account the search for equality in outcomes for our pupil's behaviour, but also fairness in understanding that many of our pupils have specific needs that makes it more of a challenge for them to show behaviour that many members of our community would see as expected. These children require support and understanding in the same way that children with academic needs would get support in their learning.

The Behaviour for Learning and Safety policy is designed to find every opportunity to reward children with the things that mean the most – genuine praise linked to their achievements, the opportunity to show positive behaviours for learning and fairness in their teaching and learning which gives the opportunity for every child to feel equally valued. When children's behaviour is poor, it is understood that this should not define them as a person and that some children, for many reasons and because of a variety of needs, will find positive behaviour more of a challenge than others. However, a consistent approach to sanctions, whilst recognising these needs we believe, as a school, will lead to full participation, community spirit and children showing their best behaviour for learning.

The reward must be relevant to the child/children. They need to value and feel valued by receiving the reward, and are thereby motivated to continue. Children need to understand why and when rewards will be given, and there has to be a consistent approach to the system of rewards by all staff. Rewards must promote and encourage good behaviour, positive attitudes and high standards. Rewards must be flexible in order to meet the needs of the individual. The system must enable all children to achieve.

Rewards should encourage peer cooperation. The system must be easily administered and understood by all members of the school community, including parents, in order that they can value their children's achievements.

The Behaviour for Learning and Safety policy is designed to promote and recognise positive behaviour and each individual child finding their own 'best'. We believe that

children who are inspired, motivated and interested in their school, school work and learning, will behave in a positive way. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Behaviour for Learning

As a school we look for and promote positive behaviour for learning. A child centred approach where each individual feels that they have a good relationship with themselves, with others around them and with the curriculum and learning is essential.

1. **Relationship with Self:** a pupil who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviour'. Therefore at Park Wood Infant and Junior School, we believe **all learners should be supported to feel confident to learn and feel positive about themselves.**
 2. **Relationship with Others:** all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child. Therefore at Park Wood Infant and Junior School we believe **all learners should be supported in building strong and positive relationships within the school that encourage the best possible context for learning.**
 3. **Relationship with the Curriculum:** pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment. Therefore at Park Wood Infant and Junior School, we believe **our curriculum will always be inspirational, differentiated to the needs of all learners, progressive and highly creative.**
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The ways children might show effective learning behaviours may include;

1. Checks personal comprehension for instruction and material. Requests further information if needed. Tells the teacher what they don't understand
2. Seeks reasons for aspects of the work at hand
3. Plans a general strategy before starting
4. Anticipates and predicts possible outcomes
5. Checks teacher's work for errors; offers corrections
6. Offers or seeks links between: different activities and ideas; different topics or subjects; schoolwork and personal life
7. Searches for weaknesses in their own understandings; checks the consistency of their explanations across different situations
8. Suggests new activities and alternative procedures
9. Challenges the text or an answer the teacher sanctions as correct
10. Offers ideas, new insights and alternative explanation
11. Justifies opinions
12. Reacts and refers to comments of other students

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school expects every member of the school community to behave in a considerate and respectful way towards others. Every decision made by the school in respect of behaviour is based on evidence, fairness and a balanced opinion. We treat all children fairly and apply this behaviour policy in a consistent way.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter negative or anti-social behaviour.

ENCOURAGING, MODELLING AND PROMOTING POSITIVE BEHAVIOUR IS THE RESPONSIBILITY OF EVERY MEMBER OF STAFF. IT IS AN EXPECTATION OF THE HEADTEACHER AND GOVERNORS OF THE SCHOOL THAT ALL MEMBERS OF STAFF WILL BE POSITIVE ABOUT THE SCHOOL, ABOUT ALL THE PUPILS WITHIN THE SCHOOL AS WELL AS ALL OTHER MEMBERS OF THE SCHOOL COMMUNITY AND THAT INCLUSION IS AT THE HEART OF OUR ETHOS.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently and fairly throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure that all efforts are made to protect the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including those which go against the freedom from bullying and anti-racism principles and policies of the school.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school behaviour policy is upheld in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom rules consistently. The teachers treat all children in their classes with respect and understanding and rules, beyond the school rules, should be decided with the class.

Behaviour for Learning means that teachers are part of their class, leading from the centre and part of the learning journey, they should expect to be challenged in a positive way.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader, then the Deputy Headteacher and if necessary the Headteacher. (See Staged approach)

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Inclusion Manager and the Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour. Support staff have a key role in challenging low level or disruptive behaviour and are also highly important in supporting children beyond the classroom.

The Role of the Governors

It is the role of the governors to ensure the Headteacher and Senior staff effectively ensure the behaviour policy is upheld at all times as well as deal with any complaints that go beyond the Headteacher. Governors are also expected to take a proactive role in being part of reviewing, leading and modelling positive behaviour in the school.

ENCOURAGING, MODELLING AND PROMOTING POSITIVE BEHAVIOUR IS THE RESPONSIBILITY OF EVERY MEMBER OF STAFF AND EACH GOVERNOR. IT IS AN EXPECTATION OF THE HEADTEACHER AND GOVERNORS OF THE SCHOOL THAT ALL MEMBERS OF STAFF WILL BE POSITIVE ABOUT THE SCHOOL, ABOUT ALL THE PUPILS WITHIN THE SCHOOL AS WELL AS ALL OTHER MEMBERS OF THE SCHOOL COMMUNITY AND THAT INCLUSION IS AT THE HEART OF OUR ETHOS.

We would expect all visitors to the school to support the ethos of this policy.

PARK WOOD SCHOOLS FEDERATION SCHOOL RULES

"PARK WOOD SUPER 7"

- 1. AT PARK WOOD WE ALL TRY OUR HARDEST TO DO OUR BEST AND LEARN AT EVERY OPPORTUNITY**
- 2. AT PARK WOOD WE SEE THE BEST IN EACH OTHER AND RESPECT EACH OTHER AS INDIVIDUALS**
- 3. AT PARK WOOD WE LOOK AFTER OUR SCHOOLS. WE RESPECT OUR LEARNING ENVIRONMENT**
- 4. AT PARK WOOD WE ARE POLITE, WELL MANNERED AND MOVE AROUND THE SCHOOL SAFELY**
- 5. AT PARK WOOD WE ARE KIND TO EACH OTHER AND WE DO NOT HURT PEOPLE WITH ACTIONS OR WORDS**
- 6. AT PARK WOOD WE LISTEN TO OTHERS AND RESPECT THEIR POINT OF VIEW**
- 7. AT PARK WOOD WE ARE PROUD OF OURSELVES AND PROUD TO BE PART OF THE SCHOOL**

"NON NEGOTIABLE BEHAVIOUR PLACES"

The school insists on quiet, sensible and respectful behaviour in assembly. This is also the case whenever an adult needs focus and attention and also when another child needs their work valued and respected. There will also be times, such as during moments of safety, such as fire alarms, when the need for complete concentration and focus outweighs the more interactive elements of good behaviour for learning.

CLASS RULES

IN EACH CLASS, AT THE START OF EACH YEAR, IT IS IMPORTANT THAT EACH CLASS MAKE UP THEIR OWN RULES, WHICH THE CHILDREN ARE PART OF DECIDING. THEREFORE, MANY CLASSES WILL HAVE INDIVIDUAL AND UNIQUE RULES. EACH EYFS/KS1 CLASS WILL HAVE THREE EXTRA RULES AND EACH KS2 CLASS WILL HAVE FIVE.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:-

- Teachers congratulate children and value their improvements with genuine praise. All praise should be qualified with a reason (e.g. I really like the way you did that, because...)
 - A house or team points and credit system is highly regarded in each school
 - Teachers give children a variety of rewards agreed through phase/year group team meetings.
 - Good attendance results in a weekly class cup for the highest attending class. We believe good attendance is an indicator of good behaviour.
 - Pupils may be sent to another member of staff to re-enforce the praise and they may receive house points or a credit.
 - The headteacher will send home a regular letter to children who have done really well/improved.
 - Postcards are sent home to parents/carers to celebrate positive behaviour and achievements. Phone calls can also be used.
 - Positive playtime behaviour is rewarded by a recommendation for a class award each term in consultation between dinner staff and the site manager.
 - The Headteacher actively encourages staff members to send children to him for good behaviour, improved attitudes to learning, and outstanding achievement. This is true for all senior leaders.
 - School rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
 - We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime, but this would be no longer for five minutes. Any longer than this would involve time with a senior or in the sanction room. (Key Stage 2).
 - If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
 - If a child is disruptive in class the incident will be logged in the behavior book and may result in time out.
 - There will be time out in another classroom if this is required (see sanctions)
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Deputy Headteacher or Headteacher.
 - If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Headteacher. The school contacts
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the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. However, we also feel that unfair accusations of 'bullying', by children or parents can be extremely damaging. Decisions on these matters will be based on evidence, not opinion and will be balanced. These matters can be distressing or children and parents, but we ask that the balanced approach of the school is supported.
- Racist incidents will not be tolerated in any form.

Age Appropriate Sanctions

- All classrooms in the school have a behaviour log that is kept in the classroom to record negative behaviour (see staged approach), as well as positive behaviours.
- Some children will have individual behaviour targets, agreed with the Deputy Headteacher for inclusions. Teachers need to ensure all staff, particularly TA's and midday meal supervisors know that a child is under sanction or has behaviour targets.
- As schools which have children from 4 to 11, ALL SANCTIONS AT ALL TIMES NEED TO BE USED WITH COMMON SENSE AND BALANCE AND TAKE INTO ACCOUNT A CHILD'S AGE AS WELL ANY ADDITIONAL NEEDS THEY HAVE.
- The school needs to put in place every support it can to prevent or proactively plan for behaviour and the success of this will be taken into account when considering the behaviour of the pupil.

A staged approach to behaviour management is used in the school, but each stage needs to be approached in a way that is fair to the child and takes into account their age and needs and the particular nature of the situation. Our staff are encouraged to use good judgement and common sense.

Low Level Behaviour

- 1. Verbal signal**
- 2. Informal Warning (Use humour if appropriate)**
- 3. Warning**
- 4. Behaviour is written down in Class Behaviour Book**
- 5. Time out in another class- Information of incident goes to year leader**
- 6. Sanction Room Time (Juniors)- SLT Office (Infants)**

Medium Level Behaviour

- 1. Behaviour is written down in Class Behaviour Book**
- 2. Time out in another class - Information of incident goes to year leader**
- 3. Sanction Room Time (Juniors) - Phase Leader at agreed time (Infants)
(3 Sanction Room Times = Class Teacher Contacts Parents (Teacher uses own records))
(6 Sanction Room Times = Year Leader Meets Parents (Use Teacher records))**
- 4. Send to Deputy Headteacher**

High Level Behaviour

- 1. Send to Deputy Headteacher (will liaise with parents)**
 - 2. Send to Headteacher (Executive Headteacher) (will liaise with parents)**
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3. Internal Exclusion (parental involvement)

4. External Exclusion (parental and local authority involvement, governors informed).

Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another carpet in Foundation Stage.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Headteacher or Deputy Headteacher or spend time out in another classroom.
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Head, Deputy and Parents/Carers.

Key Stage 1

- Teachers warn children verbally if their behaviour is inappropriate.
 - Second warning and the child's name is written in the behavior log.
 - If behaviour does not improve they are sent to time out in the class of the year leader or another teacher. The amount of time out should be based on the individual's reaction, attitudes and their awareness of the behaviour they have shown. They need to be ready to return to class. If calm and returned to expected behaviour name moves to 'sun'. The time out table is where a pupil can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
 - If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or the Deputy Headteacher.
 - If there are persistent behaviour issues or incidents with a child the class teacher will speak or send a letter to the parents/carers with the Headteacher or Deputy to talk through ideas for a solution.
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Key Stage 2

- Try to diffuse the situation
- Teachers warn children verbally if their behaviour is inappropriate
- If their behaviour continues the child receives a second warning and is written in the behavior log and may be seated away from classmates for a chance to calm down, reflect or continue their work silently
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or the Deputy Headteacher
- If a child is sent out of the class twice in one week a phone call is made to the parent then a letter is always sent home to invite parents and carers in to talk through how we can work together to change the behaviour
- The teacher might also decide to make the child stay in at playtime for five minutes or give them lunch time detention as punishment. Lunchtime sanctions are recorded in the sanction room book. Detentions are issued by class teachers. The sanction room times are fair at each amount of time is pre-decided. The sanction room is only used in Key Stage 2.
- If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged in the incident book
- In cases of extreme violence the parents are always informed either verbally, by letter, or phone call
- Children that are identified, because they regularly display negative behaviour, may be referred to the Learning Mentor and the Inclusion Manager to identify problems and support them with a programme of strategies to manage their behaviour

KS2 Sanction Room

- Child must be told and explanation given by class teacher and the sanction can be on the following day
 - If a child hasn't finished work / homework or low level behaviour issues they should / could stay in with the class teacher at morning or lunchtime break
 - Teachers must check the book. More than 3 sanction room entries in 2 weeks and parents must be notified and a meeting arranged
 - Sanction should finish after 40 minutes and the child should have always had lunch. More time than this would have been the result of a serious incident.
 - TA's, midday meal supervisors in liaison with the class teacher can give a joint detention after discussion. If an incident happened at lunchtime the child would come to the sanction room with the adult for a discussion.
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Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children and based on the 'Super 7' principles
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by a senior member of staff and the sanction room can be used
- Positive behaviour is rewarded with a class award in assembly in consultation with the Mrs Park
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. Midday meal supervisors write concerns in the 'Pink Book' in the staff room, with details, dates and descriptions of a child's behaviour, but judgements are never made about a child as an individual.

Foundation Stage Monitoring / Playground Expectations

- Positive behaviour acknowledged with postcards/in reading log
- Behaviour concerns are recorded in the pink book in the staff room, as well as positive behaviour noticed.
- Serious misbehaviours are reported verbally to class teacher
- Persistent concerns and emerging behaviour patterns are monitored at weekly planning meetings

Behaviour Monitoring

The following systems are in place to monitor behaviour:-

- Each class has a behaviour log. A record of parental contact is included within the log. This log is to be kept in the classroom.
 - Children who are involved in incidents will have the incident recorded in the behaviour log detailing the incident, the child's response and action taken. References are only made to the behaviours of the child and not about them as an individual.
 - Class teachers will have copies of letters that they can send home to parents/carers if they want to discuss a child's behaviour. If a letter is sent home, this needs to be recorded in the log and the letter sent to the office for posting. A senior leader must be informed if a letter is sent home. Any phone calls must also be logged
 - If a teacher sends a letter home and receives no response from the parent/carer within two school days, a senior leader should be informed. A second letter will then be sent to the parent/carer from the Headteacher or Deputy Headteacher or a phone call will be made
 - Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff
 - Serious incidents are always logged by the school.
 - The following behaviour triggers will result in a child being sent immediately to the Headteacher or Deputy Headteacher or a Senior member of staff; physical violence
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or threatening behaviour that may lead to physical violence

- swearing intentionally to cause offence
- racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- repeated disobedience that disrupts learning
- continued inappropriate behaviour after returning from Time Out
- If a child refuses to go to the Headteacher or Deputy Headteacher, the class teacher will for assistance from the office. In the playground a Midday Meal supervisor will send another child to inform the Deputy Headteacher or the Headteacher of the situation. On all such occasions the safety of all children and staff is paramount and wherever necessary areas will be cleared of people and made as safe as possible
- If sent to the Headteacher or Deputy Headteacher, a phone call will be made to parents/carers as soon as possible
- The Headteacher or Deputy Headteacher will log parent contact/incidents in the school behaviour log
- If the Headteacher or Deputy Headteacher are not available, all Senior Leaders share responsibility

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:-

The school is satisfied all reasonable support for children's behaviour has been put in place and still the following occurs:-

- Children repeatedly violate the Behaviour Policy in a deliberate way
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time

Decisions on exclusions are at the discretion of the Headteacher and Deputy Headteacher. Governors may be consulted and the local authority exclusions policy guidance is followed at all times.

Ratified by the Governors 20/10/2014

Review Date: Autumn Term 2015
