



Behaviour Policy

At Woodcote Primary School, we rise to the challenge and aspire to be the best that we can be.

Everyone has skills and talents that deserve to be celebrated.
Everyone has the opportunity to shine.
Everyone has areas that could be developed further.
Everyone has the right to learn and the responsibility to try their best.
Everyone is an individual and deserves to be treated with respect.

It's our responsibility to help you along the journey of development and discovery

Positive Behaviour and Rewards

We are committed to rewarding positive behaviour and it is part of our ethos to verbally praise children whenever possible and in a variety of ways.

Parents informed (*phone, letter, telling them in the playground, text*)

Rewards (*stickers, merits, Smiles*)

Awards (*certificates*)

Instant praise

Special responsibilities (*special jobs, help others*)

Encouragement (*phone, letter, telling them in the playground, text*)

There are five school rules which are displayed in every classroom and referred to as part of positive behaviour strategy. The children are reminded of these rules at the start of every term and during collective worship.

- **Follow instructions straight away**
- **Show good manners at all times**
- **Use kind hands, feet and words**
- **Treating others with respect**
- **Respecting each other's property**

We reward both behaviour and effort at Woodcote and have two reward systems to reflect this; **Brilliant Behaviour Award** and **Wonderful Woodcote Work Award**.

Curriculum

At Woodcote we aim to provide a challenging, stimulating, interesting and fun educational environment and we have high expectations of our children. We believe that it is crucial that all staff provide learning opportunities that match the abilities of the children, as well as adopting a variety of teaching and learning styles to engage and ignite the children's interest in learning.

We celebrate and value the children's hard work and effort, encouraging the children to persevere even when faced with challenges. We believe that these are key life skills for our children's future. By positively encouraging the children, we ensure that our children are motivated to learn and in turn contribute to the high standards of behaviour that we expect.

Staff

We recognise that the class teacher plays a pivotal role in establishing and maintaining discipline. Good classroom management is therefore essential. We also recognise the importance and value of a good partnership between the teacher and support staff. All staff in school should encourage children to take a personal pride in their environment.

At lunchtime the children are usually cared for by our lunchtime supervisors, who receive the full backing of all teaching and support staff in school. The Senior Leadership Team ensures that the lunchtime staff have the necessary training, back up and support. Lunchtime supervisors follow the school policy of positive reinforcement; strategies are used to praise children for positive behaviour choices to ensure that a consistent approach is used across the school. The lunchtime supervisors liaise with the class teachers, however any serious incidents at lunchtime are referred immediately to the Headteacher or Deputy.

Special Circumstances

At Woodcote, we pride ourselves on getting to know the children personally and treating them as individuals. There are times, whether due to family circumstances or special educational needs, where the children may have particular difficulties with their behaviour. Where we expect all children to behave appropriately, we do understand that behaviour is a reflection of circumstances, often beyond the child's control. The SENCo is able to advise on behaviour improvement strategies for individual pupils and it may be necessary to put individual strategies in place for specific children, to help them deal with issues such as anger management or bullying. Vulnerable children can be supported through the use of nurture groups, 'buddy' systems or 'circle of friends'.

We also use the services of an inclusion team (A & D Inclusion) who work with specific children, either individually or alone, to support their needs in school. A range of programmes of child-centred courses are used (i.e. 'Getting Along', 'Staying Calm') as well as bespoke programmes where needed. A & D Inclusion currently spend 1 day a week in school and children are referred by staff after discussion with the SENCo or Headteacher.

Physical Restraint

In extremely rare occurrences, it may be necessary to use reasonable force in order to prevent a child committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline in the classroom (see section 55A of the Education Act 1996: the use of force to control or restrain pupils). Wherever possible, other children are moved away from a situation. If it is necessary to use physical restraint, parents are always informed and a written log is kept within the behavioural file. Usually children needing this intervention will have an Individual Behaviour and Support Plan so that all staff are clear about what procedures to follow. Parents are invited to contribute to the behaviour plan to share their knowledge and expertise. Staff undergo Team Teach training where necessary and advice is sought from external providers, i.e. Forest Way Outreach Service, Educational Psychologists, or other services as deemed necessary.

Brilliant Behaviour

To encourage positive behaviour and following school rules, the children have the opportunity to earn 'Smiles'.

- ✓ Every time they earn a Smile it is put on their chart, which will be displayed in the classroom.
- ✓ For each row that is completed with Smiles, the children will receive a certificate in assembly and their parents will be informed (via text).
- ✓ When their chart is complete their parents will be invited into school during a termly Celebration Assembly and the child will be awarded with a special certificate.

The amount of Smiles that are needed to complete a chart will increase as the child gets older, encouraging the older children to become role-models in their positive behaviour. Children in Beech & Ash class (Foundation Stage), and Elm & Hawthorn (Key Stage 1) will need to earn 40 Smiles, and the rest of the children (Key Stage 2) will need to earn 60 Smiles.

Wonderful Woodcote Work Award

To encourage the children to work hard and to reward the children who are putting effort into their learning, the children are able to earn merits which will count towards a Wonderful Woodcote Work Award.

- ✓ Every time they earn a Merit it is put on their chart, which will be kept in their reading or homework diary which goes home every night so that it can be shared with parents or carers. .
- ✓ For each row that is completed with Merits, the children will receive a Headteacher's Award Sticker in assembly and their parents will be informed (via text).
- ✓ When their chart is complete their parents will be invited into school during a termly Celebration Assembly and the child will be awarded with a special certificate.
- ✓ A maximum of 2 Merits can be awarded for one piece of work but the children can also be awarded Merits during a lesson if they are putting effort into their work.
- ✓ The Merits are given for effort, not necessarily the 'best' piece of work.

The amount of Merits that are needed to complete a chart will increase as the child gets older, encouraging the older children to increase the effort that goes into their learning. Children in Beech & Ash class (Foundation Stage), and Elm & Hawthorn (Key Stage 1) will need to earn 40 Merits, and the rest of the children (Key Stage 2) will need to earn 60 Merits.

Early Years Foundation Stage

The reward system for EYFS is a simplified version although based on the same classroom rules. Children are encouraged to fill a bucket with stamps by 'doing the right thing'. Children get stamps on their bucket for working hard and showing good social skills – working in a team, showing good manners, being helpful and working towards individual goals. Children have to achieve 30 stamps to complete their bucket and receive a text home and a head teacher sticker once it is full. A special certificate is produced for every 5th bucket completed and presented in the celebration assembly.

Sanctions

Of course as well as rewards, we also need consequences should the children choose to use inappropriate behaviour. The following sanctions will happen if the rules are broken. If the behaviour does not improve during the same day, the child will move on to the next stage.

1. **A formal warning is given**
2. **Moved away from peers** (if in the classroom) and work is to be completed alone
3. **Sad Face given** – *this will result in spending 5 minutes off their next playtime to consider their behaviour choice.*
4. **Sent to the Headteacher** and the whole of the next playtime is missed
5. **Parents are invited into school** for a meeting regarding the inappropriate behaviour

If a child deliberately hurts another child or is heard using inappropriate language by an adult, they will be given an instant Sad Face. If a child is not truthful after being given opportunities to tell the truth, they will also receive an instant Sad Face. The class teachers will keep a behaviour log which will be monitored by the Headteacher.

Each day is an opportunity for a child to start afresh, however if a child is regularly receiving Sad Faces (i.e. 3 over the period of a week or 8 over the period of a half term) the parents will be invited in to discuss their child's behaviour.

Home School Liaison

A Behaviour Book or Card will be introduced whenever it seems appropriate, dependent upon the needs of the individual. This will enable the school to keep in daily communication with the home. Parents are also requested to use this at home to help with two-way communication. It is introduced for a period of time to help the child behave appropriately. It should also be used to celebrate the child's good behaviour choices at home and school in order to reinforce the positives.

Next Steps

If after discussion with the parents/carers there is no improvement in behaviour, or if a serious situation occurs, then unfortunately it is necessary to move on to the following sanctions:

- **In-school exclusion**
And/or
- **Formal exclusion from school.**

Equality Statement

At Woodcote Primary School we actively seek to encourage equity and equality through our teaching and policies. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- Gender
- Ethnicity
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The use of stereotypes under any of the above headings will always be challenged.

Monitoring

The Headteacher and governors will continually monitor the application and effectiveness of this policy.
The policy will be reviewed annually.