

# **Woodseaves CE Academy** **POLICY FOR POSITIVE BEHAVIOUR**

## **Aims and Expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a happy, calm environment where everyone feels safe and secure. We believe that good pupil wellbeing is instrumental to good learning in the classroom. This is a crucial and integral part of our ethos at Woodseaves, as expressed through our motto '**Inspire, Respect & Achieve**' and our Mission Statement:

**At Woodseaves CE Academy everyone and everything is valued, appreciated and respected. We aim to provide an inspiring, happy, caring and safe learning environment, within a Christian ethos, where all our children can thrive and achieve their potential in readiness for the next stage of their learning journey.**

This statement is underpinned by a shared set of values that are promoted in every aspect of school life. These values are:

Responsibility  
Hope  
Cooperation  
Honesty  
Understanding  
Courage

## **Aims of the Policy**

- To develop a Behaviour Policy, supported and followed by the whole school community; parents, teachers, children and Governors which is based on a sense of community and shared values.
- To improve behaviour and conduct by developing strong values within the children at Woodseaves CE Academy.
- To foster a caring, orderly atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the sanctions that will follow any misbehaviour including low level disruption to lessons as well as more serious incidents.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

## **The Woodseaves Behaviour Code**

This is a set of school rules that have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. This code of conduct forms part of our Home School Agreement and is as follows-

- Make good choices
- Listen to others and respect their opinion
- Remember to be polite
- Look for the best in people
- Be proud to be yourself
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The above code has been specifically created to tackle the challenges and behaviour patterns seen at Woodseaves CE Academy. It has been shared with pupils, parents and Governors, is on display throughout school and is referred to regularly so that it is an integral part of school life and learning.

## **Caring Classroom Rules**

If children are to enjoy the possibility of experiencing success at Woodseaves CE Academy, then they must be able to work within an environment where it is anticipated that they will have high expectations of themselves in terms of learning and behaviour. Caring classroom rules are established in each classroom at the beginning of the new school year to emphasise positive behaviour and collaboration in the striving for excellence. The planning of appropriate learning experiences, excellent and consistent organisation within the classroom and the nurturing of good and collaborative relationships across the school are ways in which adults working in the school can help to establish a positive ethos in which children can develop and thrive.

## **Encouraging Positive Behaviour**

The children should see that the school has consistent procedures in place which reinforce that we have the highest of expectations for them and that they should develop similar beliefs in their own potential, together with pride in their achievement. However, it is necessary to supplement this general ethos with a simple and well-understood system of rewards as an incentive to higher achievement and effort and to support those children that find maintaining good behaviour difficult.

- To encourage good quality work and learning, each class teacher will use the House Point System as a reward. As children collect their points they are totalled each week and the winning House Team Captains receive a cup in our Celebration Assembly which is displayed in the winning house's colours for the week.
- Supplementing this are the teachers' own use of stickers to give extra positive messages where necessary. This is useful for children who require extra systems in place as they have a specific behavioural need.

- Where a child completes a particularly good piece of work which demonstrates excellent maths, reading or writing skills or a key learning skill they may be awarded a 'Star Learner Certificate' which is given out at a whole school celebration assembly.
- For **outstanding** pieces of work or behaviour, staff may put forward children to achieve a Headteachers Award. This is an opportunity to show and talk about their work with the Headteacher and receive a special sticker.
- At Woodseaves we try to involve the children themselves in promoting positive behaviour, through the discussion of issues and possible solutions in PSHE lessons, assemblies and through the School Council.

### **Sanctions**

It is clear that there will always be children who require a system of **sanctions** to remind them of their responsibilities. There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy should state these boundaries clearly and firmly.

Although these sanctions will be perceived as being 'punishments' their aim is to encourage positive learning and behaviour.

At Woodseaves we need to ensure that there is clarity and continuity across the school. All teaching staff, teaching assistants and teacher students need to be clear of how to deal with disruptive behaviour regardless of which class or group of children they are working with. Similarly the children need to know that whoever is working with them that any inappropriate behaviour will be dealt with consistently and fairly.

As part of The Woodseaves Behaviour Code, the children need to learn that if they choose to behave badly, there are consequences to this and what they are.

### **Dealing with general classroom mis-behaviour**

1. A general reminder is given so that the child or children are clear what the expected behaviour is. If the behaviour continues:
2. Warning. The child is now given a warning that if the inappropriate behaviour continues the child's name will go on the last chance list (LCL)
3. Name goes on LCL (wipeable board). If they behave they get the chance to have their name removed by the end of the session. This provides the opportunity to start their next session with a clean slate.
4. If it occurs again the child will miss their next playtime (not dinner time).

This is then recorded in the classroom behaviour book. When a name appears 3X within a half term, parents are informed by class teacher with targets for improvement.

If a child needs to miss playtime this will be in school supervised by a member of staff outside the staff room.

5. Where a child's name has been entered in the class behaviour book several times and there is a consistent pattern of bad behaviour, this is to be directed to the Headteacher (or Senior Teacher in their absence)

**More serious incidents** (Swearing, being rude to an adult, pushing another child etc.)

1. Class teacher will talk to the child and inform parents either face to face, by phone or rough the H-S-L Book depending on severity. An appropriate sanction will be put in place. The incident should be recorded in the classroom behaviour book.

If a teacher feels they need support/ advice on dealing with this they should speak to the Senior teacher or Headteacher.

2. **Serious Incidents involving fighting/ bullying**

Where children have been fighting or there is evidence of bullying or causing intentional harm to children or staff, parents will be notified by the Headteacher and a meeting to discuss the situation arranged.

Such occurrences will be documented in the Serious Incident Log, located in the Headteacher's office.

### **Individual Behaviour Plans and Outside Agencies**

Where all the above has been put in place and bad behaviour still persists the Headteacher will call a meeting with parents to agree an individual behaviour plan (IBP) for the child. This may include withdrawal from the classroom for an agreed period of time. It may be appropriate at this stage to consult an outside agency to support the school, child and parents in moving forward.

A final warning will be given where appropriate improvements as detailed in the IBP have not been made.

**Exclusions** The school follows Staffordshire LA guidance on exclusions

The Headteacher must immediately inform the Governors, MAT Board and Local Authority of any:

- A) Permanent exclusions
- B) Fixed period exclusions of six or more days

### **Fixed Term Exclusions**

1. The Head teacher does not need to meet with Governors to consider the exclusion unless parents make representations.

2. On return to school the Head would discuss with the pupil and parents/carers future action to be taken jointly between home and school in line with County Policy.
3. A probationary period would then be set up to monitor behaviour and attitude.
4. Permanent exclusion would take place where necessary, if the pupil failed to improve his/her behaviour.

**N.B. An exceptionally serious problem could result in suspending the normal procedure and parents being asked to take their child home straight away. The Governing body would be informed and a meeting with parents or carers called the following day to discuss details of the exclusion.**

### **Restrictive Intervention**

The use of restrictive intervention is very rare and is, wherever possible avoided. There may be occasions where the use of reasonable force is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical restrictive intervention will be recorded and carried out by a member of staff who is trained. (See Restrictive Interventions Policy)

### **Lunchtime Supervision**

At lunchtime, supervision is by the lunchtime supervisors. These members of staff should maintain order by following guidance in the Lunchtime Supervisor's Handbook, which includes a code of conduct. (see attached sheet) It is important that they are consistent in their approach so that children at Woodseaves clearly understand what is expected of them at all times and therefore feel safe, secure and happy.

**The children should treat the lunchtime staff with the respect due to all adults at Woodseaves CE Academy. Verbal or physical abuse is not tolerated.**

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher or Senior Teacher. This may result in loss of privileges and lunchtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed period of time. This will be followed, if necessary, by permanent exclusion.

### **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **Other linked policies/documents**

- **Use of Reasonable Force for Restrictive Interventions**
- **Anti-Bullying Policy**

P Gallant Headteacher  
Woodseaves CE Academy  
September 2017

Review Date: September 2018

# Code of Conduct

- **Stay calm**, talk to the children don't shout.
- **Praise children** who are doing the right thing more than criticising those doing the wrong thing.
- **Reward** the children who are following the rules as much as possible.
- **Be proactive**. Look for potential problems and deal with them before they escalate.
- Reinforce school rules, **be consistent** with your expectations.
- Do not tolerate rude behaviour, note down the child and report it to their teacher. We expect the children to **respect all staff**.
- Follow the behaviour policy rather than overreacting to poor behaviour.
- Be aware of children with special needs and respond sensitively and appropriately to them.