

# Woodthorpe Community Primary School



## Behaviour Policy

Updated September 2016



Learning together we will...

Understand and accept the rights and responsibilities of being citizens of the future

Be able to adapt to new challenges and offer **enterprising** solutions

Be **active** contributors to the wider community

Be **ambitious** and take **pride** in our achievements

Achieve high standards in all areas of the curriculum

Develop ourselves as **courageous**, **self motivated**, **independent** and **collaborative** learners

Value and care for others in the local community and the wider world

Achieve our full potential as well rounded individuals

We will discover, value and enjoy our diverse society

...Learning together

## **Woodthorpe Community Primary School Behaviour Policy**

(refer also to Anti bullying; Inclusion statement : Race Equality; Safeguarding;  
Learning and Teaching policy; Staff Handbook; Home school Agreement;  
Code of Conduct; Prospectus)

### **INCLUSION STATEMENT**

Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities.

This behaviour policy is intended:

- To promote the highest standards of behaviour and attitudes to learning for all pupils at Woodthorpe School
- To set out the methods and organisation by which these standards will be established and achieved.
- To make clear for all members of the school community- pupils, staff, parents, external agencies, volunteers and governors- what their role is in a partnership providing a happy, healthy, safe and secure environment for learning.

### **Our School Ethos and expectations**

We believe that for children to achieve their full potential they need to learn in a safe, secure and caring environment. They need to be supported in developing the skills and attitudes which will support self discipline and therefore an awareness of the effect their behaviour choices have on others. This will develop children who respect and care for others, learn collaboratively and are able to solve problems and conflict in a peaceful way.

The teaching, modelling and management of positive behaviour are the responsibilities of all staff and adults working in school. A consistent whole school approach to promoting positive attitudes in school is essential for it to be effective. Therefore staff must be seen to be fair, consistent, supportive, and calm.

High quality teaching and learning with differentiated approaches and high expectations will be central to successful management of pupil behaviour. Agreement on and observance of procedures for movement around school, classroom environment and behaviour in assemblies are also crucial in setting the climate for a well ordered school.

**Our code of conduct** is designed to make these beliefs and expectations clear.

**We are proud to be part of Woodthorpe School**

**We are expert learners**

**We have the *right* to the best teaching and best learning opportunities**

**We have the *responsibility* to:**

- Keep ourselves and others safe.
- Be friendly and respectful.
- Help each other to learn and enjoy learning together.
- Communicate effectively with others - expressing our thoughts and listening to those of others
- Try hard to do our best and help others to do their best.
- Take care of our school so that everyone can enjoy learning
- Persevere even in challenging circumstances

**School rules**

**We will:**

**Listen to the adults who teach and look after us** so that we all learn well and feel safe

**Tell the truth** so that we can feel trusted and trust each other

**Behave safely and make others feel safe;** we will never hurt others or say unkind things

**Set a good example to other learners;** we will not spoil our own or other's learning

**We will be kind and polite;** we will not be rude at school or outside school

**We will be in the right place at the right time;** we will try not to be late into class

**We will wear the school uniform and dress safely for school** to show we are proud of our school and that we care for each other.

**Staff, volunteers, Governors and adult visitors to school are expected to show the same level of consideration and respect to pupils, parents and each other.**

## **Approaches and Organisation**

Our approach is based on the belief that positive behaviour flourishes where it is modelled, promoted, acknowledged and rewarded. All adults in school have the responsibility to work within the spirit and the practice of this policy.

## **Teaching about good behaviour**

At the classroom and whole school level we will include programmes which help children to understand and practise the skills they need to meet the expectations of the school code of conduct. This will be through planned activities in our ; Personal, Health and Social education programme; through the class and school council; through circle time; through family groups; through assemblies.

## **Partnership with parents**

Partnership with parents is fundamental to a successful behaviour strategy.

The code of conduct and Home School Agreement are shared with new parents at induction and with all parents at least annually for discussion with their children. A signed copy is kept in school. The code of conduct is a topic of discussion at termly parents' evenings.

Some pupils will require an individual inclusion plan to support them in school. This will be drawn up in consultation with parents / carers and when appropriate, the pupil.

## **Rewards**

Each classroom will be a place where positive behaviour is rewarded. These rewards will include:

- Approving looks and gestures- thumbs up; smile; nod etc
- Private verbal praise
- Public praise (this may include describing the desired behaviour)
- Written comments on work
- Stickers
- Reports to other staff
- Information, texts and letters to parents
- Displays

At a whole school level, children's positive behaviour will be recognised:

- In weekly assemblies through star learner awards
- Through participation in exciting activities

## **Procedures for prevention and management of, and response to, negative and challenging behaviour**

- Staff will use a consistent approach with **all** pupils when dealing with behaviour ( see de-escalation and Positive Handling)
- The model of a 'lesson at Woodthorpe' as exemplified in the Learning and Teaching Policy is applied consistently
- Positive engagement and behaviour is consistently encouraged, modelled, rewarded and taught i.e. the code of conduct will require explanation; role play; illustration activities.
- The onus will be on **all** staff to ensure records are kept and used to support the process
- The principle of 'least intrusive= most effective' will be applied to behaviour management at Woodthorpe
- Boundaries and limits are set fairly and consistently.
- Some privileges will be withdrawn at each stage of the process
- Some pupils will have an Inclusion Plan / Pastoral Support Plan (PSP) in place for social emotional and behavioural needs; this will involve consultation with parents, the child, staff and other agencies.

### **Positive Behaviour Strategies**

1. Describe the behaviour you want the child to stop doing.  
Eg. 'You are running down the corridor'
2. Avoid using 'please' when asking a child to complete something you need them to do. Instead use 'thank you' at the end.  
Eg. 'I need you to...thank you'
3. Repeat the behaviour the child is doing and remind them about what it is you want them to do.  
Eg. 'You are still shouting at me' 'I need you to...'
4. If after repeated reminders you do not get the desired response and take up time has been given, then the child needs to be reminded about next steps
5. Take up time given, then consequences applied (in line with inclusion plan)

### **Consequences/Sanctions**

#### **Time Out**

'Time out' is a strategy which may be used to calm children, to help them to refocus and to allow others to learn. **Should a child require time out of the classroom, they will be escorted from the classroom by an adult to a designated place and will be picked up again after the session has ended.**

Reasons for Time Out will be discussed with and explained to the children

If an individual pupil frequently needs 'time out' then a meeting will be called involving teacher, parent and a member of SLT (and in some cases the pupil). The result of this will be an Inclusion Plan, agreed by all and shared with other key colleagues.

1. If a child needs a period of time away from a classroom after the above strategies have been used, then **an adult will always escort a child to the designated spot**. Eg. 'Mrs ... could you take....to Mrs...'
2. If you have no adult in the room the practitioner in charge will go to designated classroom and ask for the adult support to attend.
3. If the child has chosen to leave the classroom during this time, the practitioner will inform the other adult.
4. This adult will find the child and escort to the designated classroom.

**If the adult can not find the child or the child is persistently refusing to go, then the adult will go to reception and ask for support from who ever is on call.**

The member of the headship team who is on call will attend, however this may not be immediately. The adult who is dealing with the situation needs to continue to de-escalate and support the child to make the right choice.

### **Inclusion Plans**

An Inclusion plan will be written when a child frequently exhibits behaviour which prevents learning in the classroom. It will describe the behaviour, identify possible triggers and have clear strategies for de escalation. The plan will be written in conjunction with all relevant adults (including parent / carer), and where appropriate the child. The Inclusion Plan will identify the 'partner' classroom for the child where they will be taken by an adult if they disrupt the learning of others in their class. They will remain out of their own class for the session, until they are collected by an adult. Before they return to their class they will have a discussion with their teacher to prevent repetition. Inclusion plans will be reviewed half termly or sooner where appropriate.

### **Withdrawal of Privileges**

Fundamentally children need to feel that there is something positive in each day/ lesson for them. At each level the withdrawal of privileges will be different but again time limited, manageable sanctions are best. They will include:

Delayed start or restricted choice to access to 'golden time' activities.

**They will be fit for purpose-** - e.g. if problems occur outside school or at the end of the school day restrictions may be made on the entrances/ exits used by child

## **Recording, reporting and monitoring**

### **Level 1**

Minor disruptions eg:

- Tapping
- Calling out

Action:

- 3x warnings given
- Removal to another class for the session
- Parents spoken to at the end of the day
- Recorded on CPOMs

**Repeated incidents of Level one behaviour may result in an inclusion plan being drawn up**

### **Level 2**

Medium level disruption eg:

- Verbal abuse
- Repeated refusal to follow an instruction
- Threatening behaviour

Action:

- Immediate removal from class for the session (with another adult)
- Headship team informed immediately
- Parents spoken to at the end of the day
- Recorded on CPOMs

**Repeated incidents of Level two behaviour may result in an inclusion plan being drawn up**

### **Level 3**

High level of disruption eg:

- Physical/verbal abuse
- Destruction of property
- Climbing/attempting to abscond

Action:



- Immediate support from headship/SLT
- Possible FTX
- **Only headship team to record on CPOMs unless directed**
- Discussion with Parents/Carers
- Reintegration meeting where appropriate

## **Exclusions from school**

In some serious cases a fixed term of internal or external exclusion **may** take place. Such behaviour includes:

- Repeated failure to follow the code of conduct
- Incidents of swearing and abusive language
- Racist behaviour and language
- Repeated bullying
- Assaults on staff
- Assaults on pupils
- Dangerous behaviour
- Deliberate vandalism

## **Reintegration Plans**

A reintegration meeting will be held when a child returns to school following exclusion. The meeting will usually include the child, child's parent / carer, headteacher / deputy / assistant and any other appropriate member of staff. Minutes will be taken at this meeting outlining any changes that have been made to avoid further exclusion and a full review of the child's inclusion plan will take place.

## **Permanent exclusions**

As an ultimate sanction a child may be permanently excluded from school. This will occur in cases where the Head teacher or nominated Deputy feels that they have exhausted every avenue in which to support the child in school, or in an extreme one off incident. This decision will be made in consultation with the appropriate support teams at the Local Authority.

**NB** exclusions are only made after careful consideration by the head teacher or a nominated deputy. They are subject to carefully designed procedures set down by Government and the Local Authority .

## **Appeals**

Parents have the right of appeal to the discipline committee of the Governing Body on procedural matters but the Governing Body has no right to overturn the Headteacher's decision if procedures have been followed correctly.

### **Monitoring and Evaluation**

The operation and outcomes of this policy will be subject to regular review by all staff, by the Headship Team and by the Governing Body through termly reports from the Head Teacher. In order to determine the effect the policy is having in achieving its aims these reports will focus on:

- Numbers and types of incidents
- Analysis of children involved (eg gender, ethnicity)
- Exclusions
- Policy development

## De-escalation Strategies and Positive Handling

**The following strategies are taken directly from The Team Teach Handbook. They can be found on pages 25-26. Practitioners should refer to the Team Teach Handbook for further guidance and support.**

It is crucial that all children and staff feel they are part of a safe environment. However, as a school we acknowledge that there are occasions where the behaviour of some children may become challenging.

### **STAGE 1- Low level behaviours**

- Individual shows signs of anxiety
- Hiding face in hands or bent over/under a table
- Pulling up collar or pulling down hat
- Rocking or tapping
- Withdrawing from a group
- Refusing to speak or dismissive
- Refusing to co-operate
- Adopting defensive postures

### **Low Level Positive Handling Responses**

- Read the body language
- Read the behaviour
- Intervene early
- Communicate- “talk and I’ll listen”
- Use appropriate humour
- Display CALM body language
- Talk slow and quietly
- Offer reassurance- including positive prompts
- Assess the situation
- Divert and distract by introducing another activity or topic

### **STAGE 2- Medium Level Behaviours**

- Individual begins to display higher tension
- Belligerent and abusive
- Making personal and offensive remarks
- Talking louder-higher-quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing around
- Breaking minor rules
- Low level destruction
- Picking up objects which could be used as weapons

- Challenges- “ I will not...you can't make me”

### **Medium Level Positive Handling Responses**

- **Continue to use Level 1 de-escalation responses +**
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation, consider making the environment safer and getting out
- Guide the elbows towards safety

**NB. At this stage a trained ‘team teach’ member of staff must be called. In the first instance, this should be a member of The Headship Team.**

### **STAGE 3- High Level Behaviours**

- Shouting and screaming
- Crying
- Damaging property
- Moving towards dangers
- Fiddling with electrics
- Climbing trees, roofs, or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects which can be used as weapons
- Hurting self
- Grabbing or threatening others
- Hurting others (kicking-slapping-punching)

### **High Level Positive Handling Responses**

- Continue to use all the level 1 & 2 de escalation responses
- Make the environment safer
- Moving furniture and removing weapons
- Guide assertively- hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive and not aggressive
- Use help protocol to save face by changing face

### **STAGE 4 – Recovery Behaviours**

- The recovery stage can easily be confused with anxiety stage
- People may sit in hunched position

- The difference is that they can revert to extreme violence without the build up associated with the normal escalation at stage 2

### **Recovery Positive Handling Responses**

- Support and monitor
- This may not be a good time to touch as touch at this stage can provoke a reversion to crisis
- Give space and time
- Look for signs that the person is ready to talk

### **STAGE 5- Depression**

- After a significant incident people can become depressed
- They may not want to interact but need support and reassurance

### **Post Incident Support**

- Support reassure and monitor
- Respond to any signs that the person wants to communicate
- Show concern and care but do not attempt to resolve any residual disciplinary issue at this stage

### **STAGE 6 – Follow Up**

- Listening and learning
- Report, record, review and communicate
- Follow up any disciplinary or restorative issues
- Planning to avoid similar events in the future

### **Help Script**

We will use the following script, so that we can deescalate and support a child/practitioner in difficult situations. It will allow simple messages to be passed without misunderstanding or provoking an argument.

1. We avoid using 'you' and use the child's name  
 " John....I can see that something has happened"
2. Give support  
 "...talk and I'll listen..."
3. Give direction  
 "...let's walk..'

If a practitioner is dealing with a situation, it is important that we offer support and have an agreed code in which all Practitioners abide by. It is recognised by all that in the heat of a situation we may not recognise the need for support or help. In order to safeguard ourselves and others, the following support will be offered.

Offer: 'Help is available...'

Response: 'Thank you, you can help by...'

Offer: 'More help is available'

**Further Support and information can be found :**

- **DFE guidance (Available online)**
- **Team-Teach Handbook**
- **Inclusion Policy**
- **Staff Handbook**
- **Home/School Agreement**

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