

# **Woodland Primary School Behaviour Policy**

**November 2019**

## **Our School**

Help us make our school a special place of  
Caring and sharing,  
Happiness and self-esteem,  
Challenge and creativity,  
Courage, trust and honesty.  
Together, we shall  
Celebrate our achievements,  
Show respect for individuals,  
Have fun,  
Be at peace with ourselves and with each other  
So that, each day, we live together as a school family.

## **Aims of the Behaviour Policy**

- to encourage a calm, purposeful and happy atmosphere within school.
- to foster positive, caring attitudes towards everyone so that achievements at all levels are valued.
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- to have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- to raise pupils' self-esteem.
- to provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- to help pupils, staff and parents have a sense of direction and a feeling of common purpose.

## **Teaching positive behaviour**

At Woodland Primary School we believe that positive behaviour in pupils stems from learning and developing

- independence and organisation
- self image and self esteem
- motivation
- reflection and self-control
- attention
- honesty
- co-operation with adults
- collaboration with other pupils
- sociability
- empathy

We believe that it is the duty of all staff at school to actively encourage these qualities on a daily basis in lessons and in life around the school.

## **Ethos and Values**

We see our value system and ethos as central to positive discipline and good behaviour.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence.

As adults we should aim to:

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- set appropriate boundaries for pupil behaviour.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- show appreciation of the efforts and contributions of all.
- model appropriate skills and abilities.
- show empathy and understanding of pupils.
- listen to pupils.
- provide feedback in an informative way to pupils.
- use positive consequences to encourage the learning of appropriate behaviour.
- use negative consequences to discourage the learning of inappropriate behaviour.

## **Responsibilities, Code of Conduct and Routines**

At the beginning of each year, the school reviews the Ethos, Values and Behaviour Policy and negotiates a new school Code of Conduct with the whole school community. This provides the basis of classroom, school and playground rules and routines. Our school Code of Conduct is to be prominently displayed so it can be constantly referred to.

Each class will work together to establish their own classroom Code of Conduct which will allow the classroom to work well and provide a safe, happy and busy learning environment. Playground Rules will be established in the same way through the School Council representatives and Play leaders so that the playground is a safe, happy and fair place to be.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and, overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **Parents' Responsibilities**

- to make children aware of appropriate behaviour.
- to encourage independence and self-discipline.
- to show an interest in all their child does in school.
- to support the school in implementing this and other policies.

## **Governor's responsibilities**

It is the responsibility of the Governing body to ensure that the behaviour policy is in place and reviewed on a regular basis.

## **Positive Consequences**

At Woodland School, we believe that pupils should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave well for the pleasure of the task, but recognise that external consequences or rewards are necessary when appropriate. We use the following positive consequences:

- non-verbal rewards such as a thumbs up sign or a smile.
- praise and encouragement.
- showing work to their peers/ another teacher/ Head Teacher/ parents.
- Certificates.
- displaying work.
- Celebration assemblies.
- Pupil of the Week.
- Star of the Week.

We believe it is essential that all children are able to receive positive encouragement.

## **Relationships with Children**

Sometimes it is necessary to discourage children from behaving badly and to teach them positive behaviours instead. If a child misbehaves, staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible, staff will encourage the pupils to try to resolve disputes themselves and to take responsibility for their own actions.

Where necessary, we will initially discuss problems with children and talk individuals or groups through their actions. It is essential that all facts are gathered before any action is taken.

After gaining all relevant facts, it will be necessary to set targets with most children and give them the opportunity to improve. Once this opportunity has been given then future behaviour can be monitored. It is essential when dealing with problems in this way, that we let children know that it is their actions that we do not like and not them as a person.

It may be necessary for a member of staff to impose sanctions if the child does not respond through discussion. A range of negative consequences might be used in the school. These include:

- withdrawing attention.
- completing work at break time.
- short periods sitting in a 'thinking' chair to reflect upon their behaviour.
- trying to make amends for upsetting or hurting others.
- writing a letter explaining why things went wrong.
- missing a break time.
- withdrawal of a privilege.
- discussion with the Head Teacher.

## **Communication and parental partnership**

Parents are encouraged to take an active part in the school. We believe that it is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour.

## **Procedures in place when there is concern about a pupil's behaviour**

If there is concern about a pupil's behaviour, his or her parents will be invited to talk to the class teacher. This will allow the staff to find out if there are any factors that might be affecting the pupil. The member of staff will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short review with parents and/or the pupil each week.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the Head Teacher or Special Needs Co-ordinator. An Individual Behaviour Plan will be written and discussed with the parents.

After an agreed time the plan will be reviewed and, if there has been progress, the child might continue with the plan or it might be withdrawn. If progress has been very slow then a referral might be made to a specialist teacher or to the Educational Psychologist with the parent's permission.

In very exceptional circumstances a pupil might be excluded from school. This will only be done if it is felt, after a risk assessment, that she/he is a risk to him or herself, to the other pupils in the school or to staff and when there would appear to be no other effective alternative. Durham LEA procedures/guidance will be followed in these extreme circumstances.

## **Children's Voice**

The school tries to find opportunities to listen to what the children have to say. Throughout the school day, adults should be proactive in seeking to listen to children's views and taking an interest in their experiences, both in school and outside. Examples of these include:

"Suggestion and Worry" boxes, Sharing Time, School Council and Play leaders, Celebration Assemblies. These are all designed to promote positive behaviour.

## **Staff Development**

The feelings, attitudes and responses of teachers are critical influences on the way that children behave in school. We continually work towards finding ways to reduce feelings of isolation and low self esteem and explore ways of providing supportive networks. Challenging behaviour can be very demanding, threatening and make teachers feel inadequate.

Staff meetings provide:

- Emotional support
- Opportunities to discuss problems
- Opportunities to problem-solve together
- Opportunities for developing professional competence

Head Teacher – C Carr

Chair of Governors – C Dixon

Reviewed: November 2019