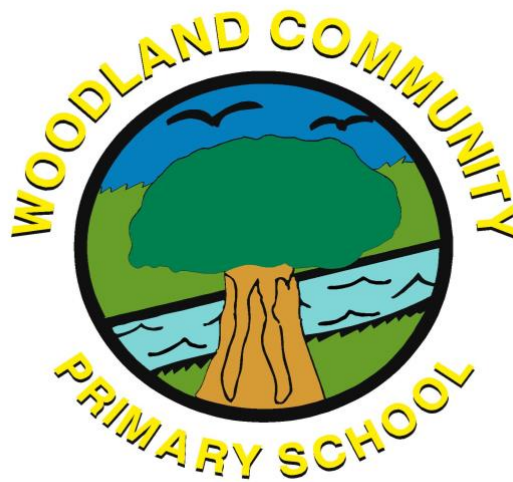


Woodland Primary
School



Behaviour Policy

(Updated 2024)

Behaviour Policy

AIMS

The fundamental aim of the Behaviour policy is one of inclusion. Woodland Community Primary School strives to create a safe environment in which all can work, learn and succeed together. We recognise that these aims are as crucial as ever in current times.

BELIEFS

The basis of the policy on behaviour is the aim of promoting values of tolerance, honesty, appreciation and respect of others, their beliefs and their property.

PASTORAL CARE

Our school aims to provide a caring environment and during school hours the Head teacher and teachers assume parental responsibility for the well being of the children. The support staff also assists with pastoral care.

Parents are welcome to discuss with SLTs and other staff member any matters of concern.

PASTORAL TEAM

Woodland is lucky to have a pastoral team whose job is to ensure effective learning can take place. The team consists of a mental health lead and four experienced behaviour support assistants who are attached to specific Key Stages. Our school is committed to inclusion and pupils who experience social, emotional and behavioural difficulties are supported by a member of the pastoral team in their mainstream class.

CURRICULUM ENTITLEMENT

The curriculum encompasses all the experiences, opportunities and activities planned to promote the development of children. It comprises not only the formal teaching programme and the informal programme of extra curricular activities but also, crucially, the equality of relationships which contribute towards the ethos of the school.

By transmitting its values and attitudes through its everyday life, the school strives to ensure that each child receives his/her full curriculum entitlement and learns to build positive relationships and make a full contribution to school life which eventually prepares them for the responsibilities and experience of adulthood.

AUDIENCE

This policy has been devised to inform staff (both teaching and non-teaching), parents, governors, advisors and the wider community. It will form the basis of child/ staff relationships and leads to certain expectations as follows:

Adult roles: all adults involved with the school community have a responsibility for the safety and the personal and social development of its pupils. Adults need to work together to provide role models and to form effective relationships with the children, thus reflecting the aims and beliefs of the school and its determination to value the individual.

These beliefs can be nurtured by:

- Teaching and demonstrating positive behaviour.
- Developing personal, social, health, economical and relationship education.
- Having high expectations of all pupils, in terms of both behaviour and achievement.
- Ensuring discipline in constructive and positive whilst demonstrating clear and consistent guidelines of what is expected and what is unacceptable.
- Implementing an agreed common policy and utilising the structures and systems in place.
- Encouraging pupils to set and organise clear goals for themselves and to reflect on and take responsibility for their own progress in meeting these targets.
- Providing opportunities for children to explore ideas, feelings and emotions, to share personal experiences and listen with sensitivity to others i.e. sharing/ circle time, class discussions etc.
- Recognising that good management and organisation are conducive to promoting good behaviour and learning.

Pupils

By providing an environment where children feel secure and valued, it is hoped that each will develop self-discipline, a sense of worth and an enjoyment and pride in belonging to a school community where learning is seen as exciting and challenging.

Pupils can be helped to achieve this by encouraging them to:

- Be truthful and honest at all times.
- Act with courtesy and consideration at all times.
- Understand and accept other people's point of view even when they are different from their own.
- Be prepared for lessons, listen carefully and follow instructions.
- Take responsibility for and accept the consequences of their own actions.
- Behave sensibly at all times.
- Exercise self-control
- Enter and leave the classroom in an orderly manner.
- Move carefully about school, be polite and have regard for the safety of others.
- Be proud of their school and keep it clean and tidy.
- Respect the school's property and equipment and that of other people.
- Be helpful when visitors are in school.
- Speak politely to everyone.
- Behave well outside school and act as ambassadors for the school.

Behaviour Curriculum

At Woodland we develop children's character through the 'Woodland Way' curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Rewards

Headteacher's Awards

At the end of each half term class teachers will nominate a small number of children from their class who have consistently behaved throughout the half term. Children will receive a certificate in celebration assembly and their name put in a special raffle box. A child could be nominated 6 times during the year. The more times their names are in the box the more, chance of winning a prize at the end of the year.

Team Points and Tokens

Every child in the school will be put into a team: Ash, Birch, Oak or Willow.

Tokens will be given to classes at the beginning of each week. Tokens can be given to any child, not just in class. Tokens will be collected in jars related to which team a child is in. Reception and Y1 children to use Class Dojo which will be converted into tokens at the end of each week. On Friday, tokens will be counted and points will be given to the teams e.g. winning team 4 points, losing team 1 point. At the end of each half term the winning team receives a rewards afternoon.

Prefects

Children in Year 6 need to earn the right to be a prefect. They will have specific jobs during the week and as a reward for doing their job they will enjoy prefect time. At the end of each half term, there will be a reward for being a prefect e.g. bowling trip. Children can also wear their own clothes on a Friday.

Assessment

A small number of children may present on-going emotional and behavioural difficulties. For these children it will be necessary to implement behavioural support plans using PIVATS (Performance Indicators for Value Added Target Setting) to facilitate assessments, target setting and the development of appropriate individual strategies. SSPs are reviewed termly.

These children will be entered on the CPOMS register. Parents will be informed and the concerns will be discussed. The Pastoral team, SENCO and class teacher will monitor progress against the targets set for improvements. If there is no significant improvement the Headteacher will be involved.

Strategies used to promote positive behaviour include:

- Positive reinforcement programme and self-management programmes.
- Reward charts and daily monitoring books.
- Circle time
- Curricular / behavioural SSPs.
- Outreach support through the key worker.
- Parental discussions to advise upon behavioural strategies.
- Consultations with other agencies - ei. CAMHS / counselling / Elm Tree/ school nurse.

SANCTIONS

Sanctions may be used for the safety and well being of all. The school operates a clear and structured behavioural management system called the STEPS system.

A number of possible sanctions relevant to the child and his/her behaviour may be used. The emphasis is that the behaviour is unacceptable, not the child. Pupils who have been excluded for disciplinary reasons are reintegrated into the system in a clear and positive manner.

We have several members of staff who are trained in Team Teach. Positive handling is used as a last resort, but will be used if necessary.

If a pupil behaves inappropriately, the following steps will be taken.

- Parents will be informed of the pupil's behaviour.
- Strategies will be discussed with the class teacher.
- Pupil and teacher will set a class target and the pupil's behaviour will be monitored.
- Pupil will be supported in school at appropriate times by a member of the pastoral team.

If strategies do not succeed and the inappropriate behaviour continues, the next step will be a manage transfer.

ANTI-BULLYING

The school does not tolerate bullying and takes the issue seriously. Any incidents are investigated immediately and followed by appropriate action. A separate Anti-Bullying Policy is in place to support the aims of the school.

These systems are intended to ensure that each child feels happy, safe, secure, positive and valued within the school, so that self-esteem and confidence are built up and productive learning and achievement can take place,

CONCLUSION

Through this policy we can ensure that all who help and support the children in particular and the school generally i.e. governors, headteacher, senior staff, class teachers, support staff and other agencies (outreach staff, Education Welfare etc) are clear about our philosophy as regards behaviour and about the outreach procedures adopted.

Regular in-service training on various aspects (eg. Care and Controls of Pupils, Team Teach etc), careful monitoring and cooperation with High Schools to make transfer between key stages as smooth as possible, should help to ensure that the policy continues to enhance the Mission of the school and that every child will benefit.

SUCCESS CRITERIA

- Inclusion of all pupils
- Prevention of exclusion
- Successful early intervention for children with S.E.N
- Support for parents/ families
- Effective practice within the school in relation to the Code of Practice.
- Staff and school development / improvement.
- That the school has access to a wide range of support pertinent to need.

'School can be an arc for children. A place where they can feel safe, heard and seen. Children need to feel valued, wanted, loved and nurtured.' Tom Bennett