



## Woodside Primary School BEHAVIOUR POLICY

### **Legislative Context**

Sections 89 - 90,94 of the Education and Inspections Act 2006  
Equality Act 2010  
Schools (Specification and disposal of Articles) Regulations 2012  
Coronavirus Act 2020  
Keeping Children Safe in Education 2021

### **Guidance**

Behaviour and Discipline in schools. Advice for Head teachers and school staff.  
January 2016 and associated guides.  
September 2<sup>nd</sup> 2020 Coronavirus (Covid 19) Guidance and Support

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Please note additional information is provided in Appendix A to reflect the particular context of the Coronavirus (Covid19) Act 2020

**Appendix A** refers to the specific DFE guidance to ensure the safety and well-being of all pupils, parents, carers and members of staff.

Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount.

### **Rationale**

This policy outlines the underlining philosophy, purpose, nature, organization and management of pupil behaviour at Woodside Primary School. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion and auditing of behaviour and training. It reflects current policy within the school, its fair and consistent implementation is the responsibility of all staff. Pupils have contributed to the behaviour policy through the development of whole school rules.

We are aware that we share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would be expected to make. We seek to create an atmosphere of co-operation and mutual respect, regardless of age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation or marital/civil partnership status or gender reassignment.

Therefore, children are encouraged to be aware of the needs of others from the early years where children agree rules of behaviour within their classroom. There are rules for general behaviour around the school. Children are made aware of these and of the sanctions that may occur if they are not followed. We have found that positive reinforcement and the reward of good behaviour is the key to good discipline.

If necessary, parents of children are contacted and discussions are held in order that the home and school can work together to enable the child's behaviour to improve. Misbehaviour is dealt with seriously and may include the withdrawal of privileges. We encourage independence and self-discipline with the aim that our children will be able to work together responsibly.

### **Principles**

The governors, after consultation with staff, parents and pupils wish the following principles to be promoted within Woodside School.

- The school community promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing environment.
- All members of the school community have the right to feel safe.
- All members of the school community have the right to respect.
- All members of the school community have the right to learn.

All staff are responsible for managing behavior in and around school.

### **Acceptable Behaviour**

Woodside School expects pupils and staff to behave in a manner that reflects the principles of the policy. The school expects pupils to choose to work as hard as they can and not to disrupt the learning of others, to speak to others in appropriate ways, treat all adults and children in school with respect and care for members of the community. Pupils are expected to keep the school rules which have been developed in consultation with them and contribute to the positive ethos of the school. It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions and promote the development of positive self esteem and well being. The school expects pupils to behave in this way both on and off the school premises.

### **School Rules**

The staff, with the involvement of the pupils, have established a behaviour plan which clearly defines the high standard of behaviour the school expects. These rules are set out below.

- We are friendly, courteous, helpful and show respect.
- We listen to all members of staff and try to cooperate.
- We take care of school property and show consideration.
- We are honest.
- We try hard and always work to the best of our ability.
- We accept others for who they are.

## **School systems for promoting positive behaviour**

Positive behaviour is consistently reinforced and staff model appropriate behaviour in their interactions with each other and the children (see appendix 1 – Staff Code of Conduct.) Children are provided with consistent encouragement and specific recognition when they demonstrate positive behavior on the playground and at lunchtime. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other.

### **Rewards**

Verbal praise is the most frequent reward given, assemblies are used to award certificates and stickers, as well as house points for both academic and positive behaviour. Parents are routinely told of their child's progress through informal conversation, notes in reading diaries, the use of home school log books and parent evenings. Class teachers set up their own reward systems for positive behaviour in the classroom. Each class reward system ties into the whole school system to ensure consistency throughout the school. Staff should make a point of catching children doing the right thing and commenting on this. Periodically certain behaviours will be targeted across the whole school, for example coming into assembly, speaking to people with respect, being kind to others, behaviours that help us learn.

### **Sanctions**

For those pupils who choose to disregard the rules a series of consequences are in place. These sanctions are hierarchical and designed to both reinforce the school rules and to help teach pupils how to follow them. All teachers and learning support assistants have the right to impose sanctions other than exclusion.

Woodside operates a whole school policy of time out for children who require sanctions, timeout may occur at playtimes or lunchtime play where children will go to an allocated classroom and sit quietly on a "thinking spot" to think about the consequences of their behaviour. On occasions when a child has to leave class during lesson time they will be referred to the Unit Resource Base, for counseling and will be sent back to class as quickly as possible. Midday Assistants are aware of the systems in place to encourage positive behaviours and what sanctions to use when appropriate. Any use of sanction will be recorded using CPOMs, our internal monitoring system, and parents will be informed.

In exceptional circumstances the Head Teacher will consider the use of fixed term exclusion as a consequence. When this occurs the LA will be notified. School will hold a reintegration meeting with the pupil and their parent/carers as the pupil comes back to school. The purpose of the reintegration meeting will be to support the pupil in order that further exclusions are not necessary. School will provide work for pupils up until the fifth day of any exclusion. From the sixth day the pupil will be educated off site at one of our partner primary schools. Should any pupils have a number of fixed term exclusions the school will initiate a pastoral support plan and consider a CAF if necessary.

Woodside School would consider permanent exclusion only as a very last resort. Permanent exclusion would only be considered for serious breaches of the school's behavioral policy when all other options have been exhausted. The head teacher will act in accordance with Local Authority's Exclusion Guidelines. Including any amendments in place as a result of the Coronavirus (Covid 19) national guidance.

## **Additional Support**

Additional school-based support is available, through the school's SEN system and via WAVE 2 & 3 interventions for pupils who have social, emotional and behavioural needs. We recognise that some pupils may need more support than others to develop their skills and staff are encouraged to act on concerns about a pupils learning, conduct or emotional behaviour as soon as possible. The Boxall Profile will be used as a tool to help to identify some of these difficulties and provide targets to implement within our small nurture groups. Pupils identified with these possible behaviours may be given the opportunity over a period of time to work in a small nurture group, or one to one in order to explore areas of difficulty and help to resolve them. Other opportunities may include peer mentoring as well as behavior interventions identified from the Boxall Profile may be used at the schools discretion. Some pupils who are offered this may also be at the School Action stage of the code of practice and their class teacher will help to formulate a Support Plan for them, with the help of the school's SENCO. They will be reviewed termly. This supports the achievement of short realistic targets. Parents are always consulted and kept informed at every stage of the SEN process, with all support plans signed by parents.

For pupils with more significant difficulties, where School Action Plus is necessary the school will work in partnership with outside agencies, such as the SEN Service, Educational Psychology Service and the Behaviour support team. The school may also consider the involvement of Social Care and Health Services.

Woodside school will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage pupils.

This would apply to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warranted. This group of pupils of pupils may include those with dyslexia, autism, speech and language impairment, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and Tourettes System. These adjustments would be made before any official diagnosis if necessary and all staff would be made of the reasonable adjustments to be made.

## **Use of Force/Restraint**

In exceptional circumstances there may be a need for staff to use force or restraint with a pupil. This is always a last resort after audible warnings are given. Ideally staff who are trained in use of force and team teach methods will supervise these interventions. When this is not possible staff are urged to use the minimum amount of force to bring children to the Unit Resource Base. (See Care and Control of Pupils Policy). This will always be recorded using CPOMs, our internal monitoring system and parents informed.

## **Support for Parents/Carers in developing their child's social, emotional and behavioural skills.**

Woodside School works in partnership with parents in all aspects of their child's learning and recognizes that parents/carers have a vital role in fostering good behaviour. Woodside positively encourages an active partnership between parents/carers and school.

Class teachers can offer support to parents and if necessary, a home/school log book may be issued to help support a child's behaviour at home. This is monitored daily by the Head teacher, Class Teacher and parent/carer.

## **Sexual Violence and Sexual Harassment**

Woodside Primary School has a zero tolerance of sexual violence and harassment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Woodside will address inappropriate behavior and the relevant referrals will be made in order to ensure that there is appropriate intervention regarding any allegations made.

## **Out of school behaviour**

There are occasions when we are made aware of examples of poor behavior or anti-social behaviour out of school hours. It is school policy to support parents with this if they wish, especially when it impacts on other children or reflects badly on the school's reputation. National guidelines on exclusion state that children can be excluded from school for incidents taking place outside school hours. We would always aim to liaise with parents first before taking any action.

## **Power to search without consent**

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head teacher or Deputy Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

## **Confiscation of items**

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs, staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

## **Volunteers**

Volunteers are encouraged to utilise the rewards available when working with children in school. Volunteers should not routinely utilise the sanctions, but refer this decision to a paid member of staff. However, the head teacher has extended the power to sanction to volunteers who attend school visits, in order to ensure all situations remain calm and orderly.

Student teachers – use the Behaviour Policy under the guidance of the teacher.

## **Monitoring**

School recognises that changes in behaviour could be linked to potential safeguarding issues and these will be referred to senior/designated member of staff. All incidents will be logged using CPOMs, an online monitoring system that collates all incidents that have been logged and identify any patterns in behaviour.

The policy will be reviewed annually or in the event of changes to legislation and/or statutory guidance

## **Appendix A Coronavirus - September 2020**

Please note that the information below reflects the DFE Guidance of May 2020 – and is in response to an unprecedented set of circumstances and continues to reflect the school’s mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims, core Behaviour Principles and school mission.

### ***Educating with pride, learning together"***

In light of the need for our children to behave differently when they return to school, and follow new systems we have put in place to help safeguard their health and wellbeing we wish to clarify the new requirements expected of all members of the school communities.

#### **Pupils will be expected to:**

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus – which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may or may not play
- follow instructions regarding the use of toilets
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and sanction system as appropriate.

#### **Parents/carers will be expected to:**

- Set a clear example by following the changed guidance regarding arrival and collection of children
- Ensure they follow the school’s instructions for maintaining social distancing
- Follow the school’s instructions regarding what items can be brought to school or taken home from school
- Support the school by reinforcing the changed school rules as noted above.

#### **School staff will be expected to:**

- Set an example to all members of the school community by adhering to the new rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school’s rewards and sanctions procedures
- Report any serious infraction which may put others at risk.

The above amendments to our Behaviour Policy reflect the guidance available at the time of writing - this information is continuously being reviewed and updated to reflect scientific guidance during the Coronavirus (Covid 19) pandemic.

The overriding aim is to ensure the safety and wellbeing of all members of our school community.

**Headteacher:** Richard Collings



**Safeguarding lead:** Chelsea Percival



**Chair of Governors:** Mike Nelson

