



**Woodlands Primary School** Formby  
*Working together, achieving more*

## **Behaviour Policy**

Reviewed December 2023  
Next review date December 2024



## **Woodlands Behaviour Policy**

This policy is the responsibility of the school's Governing Body and the Headteacher

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs and Disability policy (SEN)
- Equality policy
- Attendance Policy
- Safeguarding and Child protection policy

### **School vision statement**

**'Woodlands aims to provide a happy, caring, secure and stimulating community'.**

### **RATIONALE**

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

Through our Behaviour Management Policy pupils learn: self-respect, self-confidence, self-discipline, to share their opinions and beliefs, respect different viewpoints, understand the needs of others, and learn about the society they are part of.

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

## **Principles**

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

- provides a happy, caring, secure and stimulating community.
- fosters a sense of trust and belonging within the school and wider community
- encourages a sense of respect for oneself, others and the environment
- prepares our children for the opportunities, responsibilities and experiences of adult life.
- ensures that pupils and all members of our school community have a right to feel safe, have a right to respect and have a right to learn.
- ensures the fundamental approach is a positive one, rewarding good behaviour and mutual respect
- encourages consistency of response to both positive and negative behaviour in school.

## **ACCEPTABLE BEHAVIOUR**

Woodlands School expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone's right to learn, be safe and be treated with respect in school. The school expects pupils 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 have, with the involvement of the pupils, established specific positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in school. These rules are set out below:

The School rules are as follows;

### **Learn Care & Respect**

- We are always well mannered and show respect to others.
- We always listen to adults and each other.
- We always use kind words and actions.
- We always look after our school, environment and everything in it.
- We always try our best.

The rules are displayed in pictures and text in all areas of the school and referred to by all staff. Assemblies and circle time are used to frequently revisit and teach these rules.

## **SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR**

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. Woodlands has developed a PSHE (Personal, Social & Health Education) curriculum where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate positive behaviour. Playground pals and play leaders support positive behaviour on the infant playground at lunchtime. The same positive ethos is promoted at lunchtimes and the same behaviours rewarded. Teachers and other adults adopt a positive and empathetic manner when responding to children and to each other. Rewards are given consistently, with many more rewards given out each week when compared to sanctions.

### **Emotional literacy- acknowledging children's feelings**

We believe it is important for teachers and children to be constantly aware of their own feelings and how this affects their learning. Classes have pictorial displays which allow the children to indicate their feelings as they come to school and at various points in the school day. Children are able to move their own indicator to alert others and significant adults to their feelings.

### **Celebration Assembly**

The school has a special Celebration Assembly once a week. Each teacher chooses a 'Star of the Week' to come to the front of a whole school assembly. Each child's teacher tells the children why that child is a star. The children receive a certificate and a Headteacher award sticker. Teachers also nominate 'Good Citizens' to come to the front of a whole school assembly. Teachers explain to the children why that child is a good citizen. The children receive a good citizen sticker.

### **The House system**

Team points within the House System are awarded for special effort, achievement, helpfulness, courtesy and any other form of good behaviour. These contribute towards the weekly House Cup and termly competition.

## **REWARDS**

Praise is awarded both formally and informally, in public and in private, to individuals or to groups. We feel that the most effective way of using praise is when the child is named, and the activity for which praise is being offered is identified and acknowledged.

We use a range of other rewards in recognising positive behaviour in the classroom and around the School. Examples include:

- a quiet word or encouraging smile
- a written comment on pupils' work
- referral to another colleague and/or the Headteacher for commendation
- public praise in front of a group, the class, the whole School
- the award of House Points
- a word to parents informing actions/achievements which are praiseworthy

## **SANCTIONS**

Where unacceptable behaviour occurs at any time of the school day, the following procedures will be followed:

- a member of staff, through discussion, will investigate all incidents with the children involved
- strategies to encourage positive behaviour will be given
- those who are at fault will be reminded that this is unacceptable and a suitable apology and sanction will be required

When it is necessary to apply sanctions, their use is guided by the following principles:

- whole groups are never sanctioned for the activities of individuals
- sanctions are in proportion to the offence
- relationships and pupils' self-esteem are preserved, ie pupils understand that the criticism/sanction is being directed at their behaviour, rather than at them as individuals
- we seek to provide opportunities for pupils to make amends it is explained to pupils why their behaviour is unacceptable and the appropriate choice that should have been made
- appendix 1 shows the behaviour ladder followed by staff

We do, however, retain a degree of flexibility in our use of sanctions to suit individual circumstances (see reasonable adjustments under the Disability Discrimination Act.)

Staff will use discretion and judgement in applying sanctions from the schools behaviour ladder which is displayed in each classroom, both halls and in the Infant and Junior playground. (Appendix 1)

In exceptional circumstances the Headteacher will consider the use of fixed term exclusion from school as a consequence. When this occurs, the local authority will be notified. School will hold a reintegration meeting with the pupil and their parents/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. Should any pupils have a number of fixed term exclusions the school will initiate a Pastoral Support Plan and consider a Special Educational Support plan if necessary.

This school would consider permanent exclusion only as a very last resort. Permanent exclusion would only be considered for serious breaches of the school's behaviour policy when all other options had been exhausted.

The use of both rewards and sanctions are monitored half termly according to age, ethnicity, gender and learning difficulties and disabilities. Woodlands School will use disciplinary sanctions to regulate the behaviour of pupils off site when they are not under the lawful control of a member of the school staff if necessary. The school expects pupils to behave in a positive way at these times.

The school may confiscate items such as mobile phones and sharp objects in certain circumstances. These items will be returned to the child/ parent as appropriate at the end of the school day.

## **ADDITIONAL SUPPORT**

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 pupil's learning, conduct or emotional behaviour as early as possible.

The school follows a 'Graduated response' which ensures:

### ***A basic entitlement for all pupils at the school.***

Skills taught through individual/ whole class strategies as outlined in the Behaviour Policy.

### ***Early intervention for groups and individual pupils***

Individual pupil performance may be supported through the formulation of an Individual Behaviour Plan. It is drawn up by the class teacher with the support of the school Special Educational Needs and Intervention Manager. Parents are always consulted and kept informed. These plans are reviewed every six weeks. The plan supports the achievement of short realistic targets.

For groups and individuals, the school also operates short 'support sessions' of anger management relationship and friendship activities, and activities to help manage stress delivered by a learning mentor. The class teacher may also instigate a 'Circle of Friends' approach to support groups having temporary relationship issues.

### ***Supporting pupils with a high level of need through support services***

For children with more significant difficulties. This may act as a preventative measure for those children at risk of exclusion. The school works in partnership with outside agencies such as Educational Psychologists, consultants, and health and social care professionals as necessary.

Woodlands 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 it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and Tourette's syndrome. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied “differently” but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil’s individual need.

### **SUPPORT FOR PARENTS/ CARERS IN DEVELOPING THEIR CHILD’S EMOTIONAL AND BEHAVIOURAL SKILLS**

Woodlands works in partnership with parents in all aspects of their child’s learning. Class teachers offer their support to parents and parents are always involved when there is a concern.

Our Family Liaison Officer supports the work of class teachers and the SENCO / Intervention Manager by regularly liaising with parents/carers of individuals. The Family Liaison Officer will be able to signpost parents/carers to outside agencies who may be able to provide support to families.

### **STAFF DEVELOPMENT**

The Behaviour Policy is revisited at the start of each academic year with staff. Staff are informed of relevant courses via the Senior Leadership Team and access them according to need. The SENCO or other members of staff may also provide in house training. Supply Staff are given a copy of the Behaviour Policy and the rewards and sanctions available to them are clarified. Lunchtime Assistants are made aware of the policy by the Deputy Head teacher who arranges any additional training they require.

### **MONITORING**

This policy is brought to the attention of staff, pupils and parents in the Autumn term each year and is formally reviewed, along with the principles that underpin it, every two years. Parents are involved in scrutiny and the policy is a standing annual item at a Governors meeting.

A copy of this policy is available on the school website. The policy is given in full to all parents of children who are starting at Woodlands.

Any complaints arising from the implementation of this policy should be addressed to the Headteacher in the first instance.

<b>Woodlands' Stars</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<ul style="list-style-type: none"> <li>• try their best</li> <li>• show good manners</li> <li>• show respect to other</li> <li>• listen to adults and each other</li> <li>• use kind words and actions</li> <li>• look after their school, environment and everything in it</li> </ul>	<ul style="list-style-type: none"> <li>• back chatting/lack of respect</li> <li>• disturbing others learning</li> <li>• talking out of turn/calling out</li> <li>• fidgeting</li> <li>• forgetting the necessary kit</li> </ul>	<ul style="list-style-type: none"> <li>• fighting</li> <li>• swearing</li> <li>• leaving the classroom</li> <li>• refusal to follow instructions</li> <li>• deliberately damaging property</li> <li>• dangerous behaviour</li> <li>• repeated verbal bullying</li> </ul>	<ul style="list-style-type: none"> <li>• physical contact with staff</li> <li>• significantly injuring a pupil</li> <li>• continual hitting, spitting, punching or biting</li> <li>• speaking aggressively to staff</li> <li>• continual disruptive behaviour</li> <li>• other warnings</li> <li>• racial and homophobic comments made</li> <li>• cyber bullying</li> <li>• child on child abuse</li> </ul>
<b>Rewards</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>
<p>You may receive any of these rewards:</p> <ul style="list-style-type: none"> <li>★ star of the week</li> <li>★ visit Headteacher</li> <li>★ verbal praise</li> <li>★ good citizen sticker</li> <li>★ house points</li> </ul>	<p>You may receive any of these consequences:</p> <ul style="list-style-type: none"> <li>× spoken reminder</li> <li>× non-verbal gesture e.g.frown</li> <li>× time out</li> <li>× discuss the right choice</li> </ul>	<p>You may receive any of these consequences:</p> <ul style="list-style-type: none"> <li>× learning in another class</li> <li>× loss whole lunchtime/breaktimes</li> <li>× head teacher involvement</li> <li>× discussion with parents</li> <li>× start of behaviour plan</li> <li>× refer to an outside agency</li> </ul>	<p>You may receive any of these consequences:</p> <ul style="list-style-type: none"> <li>× discussion with parents</li> <li>× visit to Headteacher</li> <li>× prepare support plan</li> <li>× loss of lunchtimes</li> <li>× fixed term exclusion</li> <li>× permanent exclusion</li> </ul>