

# Woodley Church of England (Controlled) Primary School



## **Name of policy: Behaviour Management Policy**

Responsibility of: Head Teacher  
Date of Policy: September 2017  
Date of Review: September 2018

Version	Date Policy Adopted/Reviewed	Approved by governors	Description
1	2009	2009	
2	Reviewed Feb 2012	2012	
3	Reviewed June 2014	2014	
4	Reviewed Mar 2016	2016	
5	Reviewed Oct 2016	2016	
6	Reviewed 8 <sup>th</sup> Sep 2017	2017	

Chair of Governors:

Head Teacher:

# BEHAVIOUR MANAGEMENT POLICY

## AIMS

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, considerate and successful way as detailed in the school's 'Code of Conduct.'

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## REWARDS

We praise and reward children for good behaviour in a variety of ways:

- Staff praise individual children.
- Staff award children individual house points.
- Staff award Caught You Being Good Tickets.
- Children receive individual stickers and/or certificates and teachers are encouraged to develop positive 'whole class' behaviour strategies such as 'Jewels in a jar'
- The School acknowledges all the efforts and achievements of children, both in and out of school. During weekly phase and whole school assemblies achievement in and out of school is celebrated. Children are invited to share important news and awards as well as use the assembly as a showpiece for an individual/group talent.

## **House Points**

Woodley C of E uses the House Points system to promote 'working hard' in the classroom. The children are divided into house teams (Bader, Earhart, Bleriot and Johnson) House points are totalled up each week by Year 6 pupils and the overall winning house is announced in the 'Celebration' assembly. After a house group wins several times in total there is a reward for the pupils belonging to that 'team'.

A pupil may receive a House Point for the following:

- Working really hard at their handwriting
- Being a supportive pupil to others when working.
- Achieving something they have been aiming for in their work.
- Producing high quality work.
- Having a good idea.
- Giving it their best effort when they find it difficult.
- Demonstrating good learning attitudes (BRIGHT Learning)

## **Caught You Being Good.**

The Caught You Being Good system is to promote the values that Woodley C of E believes in. When a child receives a 'ticket' for being caught being good they enter their named ticket into a raffle box which is drawn when their department has their own phase assembly. Obviously the more times you get caught being good the more likely you are to win the raffle. Each week the box is emptied and the process begins again.

A pupil may receive a 'Caught You Being Good' ticket for the following:

- Helping someone who has fallen.
- Walking sensibly.
- Opening a door for an adult.
- Helping around school/playground.
- Being particularly kind/caring.
- Behaving particularly well.
- Lining up sensibly.
- Demonstrating the Core Christian values of our school.

## **SANCTIONS:** White Cards / Yellow Slips / Red Slips

Poor behaviour is tracked centrally at Woodley CofE and we have implemented a 'slips' system (appendix a) to track this. This is to ensure that pupils are reminded that poor behaviour in the classroom is not continued into the playground.

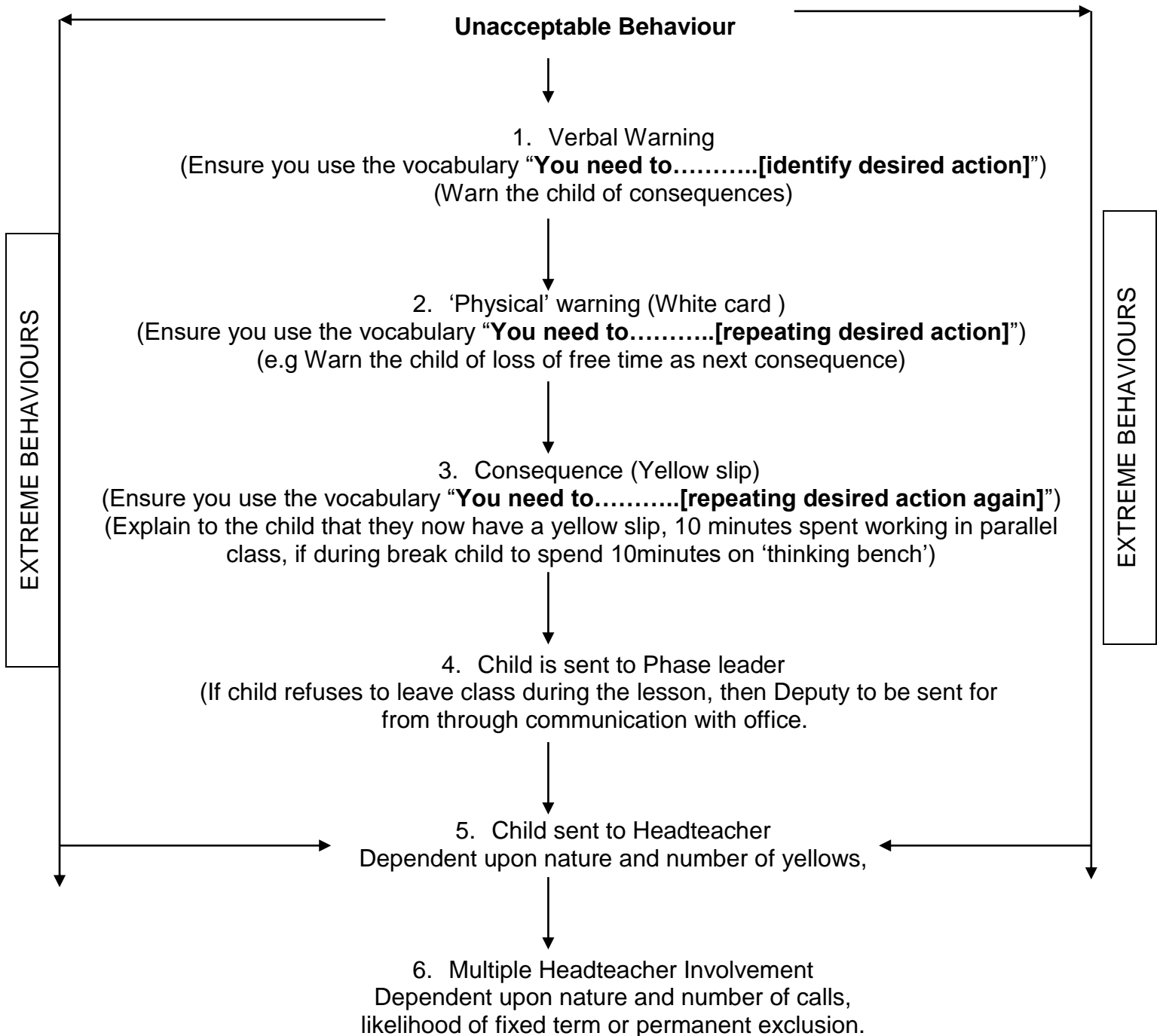
Before any White card or Yellow slip 'action', pupils are always given a reminder and therefore an opportunity to change/improve their behaviour.

### Sanctions:

The examples below are not comprehensive and teachers will always use their professional judgement to make their decisions about which level of disruption a child has chosen. Children with additional needs will always be considered carefully.

<b>1. LOW LEVEL</b>  <b>Low level</b> - This is day-to-day classroom behaviour that would be handled by the class teacher and TAs.	<b>Examples:</b> <ul style="list-style-type: none"><li>• Calling out</li><li>• Tapping</li><li>• Fidgeting</li><li>• Swinging on chairs</li><li>• <b>Persistent</b> talking</li><li>• Running through the school</li><li>• Not sharing</li></ul>	<ul style="list-style-type: none"><li>• Carrying on working when the teacher is talking</li><li>• Leaving seat during working time</li><li>• Negative use of body language stopping others working.</li></ul>
	Warning... The a white warning card will be given	
<b>2. MEDIUM LEVEL</b>  This is behaviour that could lead to involvement of a senior teacher.	<b>Examples:</b> <ul style="list-style-type: none"><li>• Persistent Low Level disruption</li><li>• Leading others deliberately toward negative behaviour</li><li>• Arguing with staff</li></ul>	<ul style="list-style-type: none"><li>• Answering back</li><li>• Hitting/verbal aggression</li><li>• Deliberately damaging the school environment</li><li>• Breaking property on purpose</li><li>• Stealing.</li></ul>
	Yellow slip completed and child sent to work elsewhere for 10 minutes	
<b>3. HIGH LEVEL</b>  This is serious behaviour that would lead to involvement of the Headteacher or Deputy Headteacher and that could put a child at risk of fixed or permanent exclusion.	<b>Examples:</b> <ul style="list-style-type: none"><li>• Persistent Medium Level disruption e.g multiple yellow slips over several weeks</li><li>• Violent behaviour</li><li>• Aggressive behaviour of any sort</li><li>• Getting others to behave badly (at a high level)</li></ul>	<ul style="list-style-type: none"><li>• Walking away or out of the classroom/school</li><li>• Refusing the member of staff</li><li>• Racist remarks/comments</li><li>• Bullying.</li><li>• Deliberately damaging furniture or property</li></ul>
	Red Slip completed, child sent to SLT and letter sent home to parents.	

## Behaviour Management Process Flow Chart



### **EXTREME BEHAVIOURS HAVE BEEN DEFINED TO INCLUDE:**

- (1) Swearing aggressively at an adult in the classroom
- (2) Deliberate act to inflict pain on anyone
- (3) Deliberately leaving the school site
- (4) Damaging high value equipment

## **BULLYING**

The school does not tolerate bullying/cyber bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## **THE ROLE OF THE STAFF**

It is the responsibility of all staff to ensure that the school rules are supported in their classes, and that their classes behave in a responsible manner during lesson time. The staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the school rules consistently. The teachers treat all children in their classes with respect and understanding, drawing pupils attention to class rules regularly.

If a child misbehaves repeatedly in class, the staff keep a record of all such incidents in the class Day Book. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader who then may choose to escalate things further and include the SLT.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA Behaviour Support Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Violence against members of staff must be reported to the Wokingham Local Education Authority

## **THE ROLE OF THE HEADTEACHER**

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child. These actions are taken only after the School Governors have been notified.

## **THE ROLE OF PARENTS**

The school communicates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and at the 'Meet the Teacher' evening. We expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the governors.

## **THE ROLE OF GOVERNORS**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in implementing these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues which the Head Teacher will take into account when making decisions about matters of behaviour.

## **FIXED-TERM AND PERMANENT EXCLUSIONS**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

Only the Head Teacher or Deputy Head has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **MONITORING AND REVIEW**

The headteacher in conjunction with the SMT monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps detailed records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors keep written details of any incident.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



