



Behaviour Policy

Policy Date: Spr 2018
Review Date: Spr 2021

Our behaviour policy is based on the principles of:

1. The safety of all in the school community
2. The United Nations Convention on the Rights of the Child
3. The Equality Act 2010
4. The latest DfE guidance, available at <http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies>

Our most recent OFSTED report (Jun. 2014) commented

Pupils are tolerant and support each other well in learning and at play... Pastoral care is a strength of the guidance and support offered to pupils. Staff are skilled at getting the best out of pupils and 'being there' for them if they are experiencing difficulties... The school has good procedures to manage behaviour, when there is the occasional need... Discrimination is not accepted in any form.

We believe that all within the school community have the right to be safe, trusted and respected. This spans many areas and attitudes within the classroom, in the playground, within the school and in all areas beyond these boundaries, and includes children and adults alike. All aspects of the policy will be applied fairly and equally to all members of our community.

By safety we include all aspects of the school community including all groups identified by the Equality Act.

1. Physical safety – which includes Health and Safety Practices
2. Emotional safety - which includes E Safety, Anti Bullying, Child Protection as well as the identification of more vulnerable groups within the school.

How this is addressed: -

1. **Whole school ethos** – There are a many ways in which the school fosters the children’s understanding of the world in which they live. They learn that their contributions are valued and important. Adults working in the school community provide a role model for the children. They are involved with the local community and its members, developing a greater understanding of the UK and Global Community through a variety of activities including fund raising. Assemblies are led by local community groups and sometimes focus on beliefs and the celebrations of other cultures than their own.
2. **Classroom** - A classroom charter is established and displayed with each class. Rewards for positive behaviours are highlighted as well as consequences for not following agreed guidelines. This establishes a clear understanding of expectations and the reasons for these, and offers the children the chance to reflect upon their own responsibilities for their behaviour. There are different layers to our reward systems and sanctions and these may include the use of praise, individual points, class points, smiley faces & stars of the week. It may also include the use of tracking sheets which monitor the behaviour of individual children, time for reflection, or in more serious cases, a visit to the Head teacher.
3. **Playground** - Clear guidelines are given for behaviour during free recreational play – playtimes and lunchtimes, and a code of conduct is on display.
4. **Bullying** – In May 2015 WPS School Council defined bullying:
"Bullying is repetitively being mean to the same person. It is constant verbal or physical abuse to someone. Bullying can make someone feel sad, lonely, dejected, miserable and when it has happened for a few weeks, people can feel depressed or stressed."

(If this happens to you, tell a teacher immediately - Jessica Y4)

(If you bullied someone, stop it because it hurts people inside - Sam Y4)

We will not tolerate bullying in any form, and will take whatever steps are necessary to address the problems. The details of confirmed incidences of bullying will be kept on the School Bullying Report Form, as part of the Prejudice Related Incidents File.

5. **Curriculum** –Our PSHE programme includes a variety of SEAL (Social and Emotional Aspects of Learning) Units. These help pupils to understand and empathise with others as well as reflect on their own behaviour. Healthy eating, physical exercise, E Safety, Anti Bullying & Road Safety are also a part of the curriculum. As well as all of these, the school provides an exciting and relevant curriculum which motivates the children to learn about their world, and engage in their learning. Lessons are clearly differentiated to meet the needs of all the children and through the careful use of assessment our pupils understand the next steps in their learning.

6. **Beyond the Curriculum** - there are many ways we extend the opportunities to develop the rights and responsibilities of the children. We value “pupil voice” and run an active. School Council. Many clubs are well attended and can be run by children, adults and community agencies. Children take responsibility in a number of ways – preparing the dinner hall and help clearing it, supporting reading, writing and ICT in cross phase groups, being play leaders, and caring for the environment, as well as being involved in the local community. Residential experiences are an important part of the children’s learning beyond the curriculum. Some children may need further support through counselling or the involvement of other outside agencies.

Attendance

Good attendance is an indicator of a child feeling secure within the school. We track attendance and operate a first day response system for absence. Where difficulties cannot be resolved by the school and the parents, we seek the advice of the Education Welfare Officer.

Allegations of abuse

Allegations of abuse will be taken seriously, and we ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff including exclusion.

Complaints

The School Complaints Procedures are available in paper on request from the office, or electronically via the website at <http://www.woodbridgeprimary.suffolk.sch.uk/09Policies/docs/complts.pdf>

Child Protection

A high level of staff training and awareness is maintained to help safeguard the children in our care. All volunteers are spoken to about child protection and made aware of who the relevant personnel are in case they have a concern to express. Whistle-blowing procedures are also apparent. Governors are included in the training, and the annual audit tool has been completed by the HT and the CP Governor for each of the last 3 years. We pay particular attention to the needs of Children in Care/Looked After Children and the possible impact of their circumstances on behaviour.

Exclusions

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence

available and the need to balance the interests of the pupil against those of the whole school community. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. We are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parental Relationships

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to the Head teacher and SENCo by the class teacher, so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged to develop positive relationships. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or pupils if appropriate. This is related to the principle of the safety of all members of the school community and follows County and government guidance.

Prejudice Related Incidents

We follow the LA guidance from the Dealing with Prejudice Related Incidents in School publication, and complete the annual return on the number of racist, disability and homophobic incidents. The details of these are kept in our Prejudice Related Incidents file, and this documentation is brought to the attention of all staff on an annual basis.

Reasonable force

All members of staff have a legal power to use reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school; for example when intervening in a fight, or if a disruptive pupil refuses to leave the classroom when instructed to. Members of staff should make reference to the SchoolSAFE file in the staff room, using copies of the Problem Behaviour/ Situations and/or Difficult or Dangerous Situations forms as necessary, in addition to the SCC Incident Report Form available from the school office, for incidents that lead to physical injury or emotional damage as a result of violence or verbal abuse. In accordance with SCC Guidance for Safer Working Practice (April 2010) we will record incidents where we have used physical restraint, using the forms mentioned above. We will also inform parents when we have had to restrain a pupil.

Reassuring Touch

It is not illegal to touch a pupil, and there are many occasions when physical contact is both proper and necessary, e.g. when comforting a distressed child, when congratulating a pupil, or when demonstrating PE exercises or musical instrument techniques.

Equal Opportunities

This policy conforms with the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. We recognise our legal duty to make reasonable adjustments for disabled children, or those with Special Educational Needs.

Related Documentation

Ensuring good behaviour in schools - Dfe- 2011

Behaviour and discipline in schools – Dfe – 2011

School Safe guidelines – Woodbridge Primary School

Child Protection Policy – Woodbridge Primary School

School Complaints Procedures – WPS/ Suffolk County Council

Recording, Reporting and Investigating Incidents in Schools – SCC

Dealing with Prejudice Related Incidents in School - SCC