

**Woodlands Primary School** Formby

*Working together, achieving more*

## **Behaviour Policy**

Reviewed May 2024  
Next review date May 2025



## **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.

Our behaviour policy promotes: self-respect, self-confidence, self-discipline, sharing their opinions & beliefs, respecting different viewpoints, understanding the needs of others, and learning 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 and pupils wish the following principles to be promoted within Woodlands Primary School.

Woodlands Primary 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 be respected and have a right to learn;
- ensures the approach is a positive one, rewarding good behaviour and mutual respect;
- encourages consistency of response;
- expects pupils to behave in this way both on and off the school premises.

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 has established the following principles that define the high standard of behaviour and the positive ethos that we expect:

- **Care**
- **Respect**
- **Learn**

The behaviour principles are displayed in pictures and text in all areas of the school and referred to by all staff. Assemblies and PSHE sessions are used to frequently revisit and teach these.

### **How we promote 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. All adults adopt a positive and empathetic manner when responding to children and to each other.

### **Rewards**

Praise is awarded both formally and informally to individuals or to groups.

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

- a positive comment;
- praise in front of a group, the class, the whole school (Star of the Week / Good Citizen);
- referral to another colleague and/or the Assistant Heads / Headteacher for commendation;
- the award of house points;
- informing parents of actions/achievements which are praiseworthy;
- work displayed around school and on the website.

### **Sanctions**

Where unacceptable behaviour occurs, 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 sanction will be applied.

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, i.e. 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 is explored;
- appendix 1 shows the behaviour/consequences 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.

In exceptional circumstances, the Headteacher will consider the use of fixed term suspension or permanent exclusion from school as a consequence.

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. [See SEN Policy]

### **Staff development**

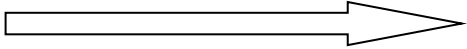

The Behaviour Policy is revisited at the start of each academic year with staff. Staff are informed of relevant courses via the Senior Leadership Team and access them according to need. The SENDCO or other members of staff may also provide in-house training. Supply Staff are given a copy of the Behaviour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

## **Monitoring**

This policy is brought to the attention of pupils and parents in the Autumn Term each year and is formally reviewed, along with the principles that underpin it, annually by governors.

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>Expected behaviour</b>	<b>Unwanted behaviour*</b> [increasing in seriousness] 		
<p><b>Care</b> <b>Respect</b> <b>Learn</b></p>  <ul style="list-style-type: none"> <li>• use kind words &amp; actions</li> <li>• listen to adults &amp; each other</li> <li>• show good manners &amp; respect</li> <li>• try our best all of the time</li> <li>• look after our environment, school &amp; everything in it</li> </ul>	<p>Level 1</p> <ul style="list-style-type: none"> <li>• lack of respect</li> <li>• disturbing learning</li> <li>• a lack of care for school equipment</li> <li>• repeated low-level unwanted behaviours</li> <li>• continual disruptive behaviour at this level</li> </ul>	<p>Level 2</p> <ul style="list-style-type: none"> <li>• physical violence</li> <li>• inappropriate language</li> <li>• refusal to follow instructions</li> <li>• deliberately damaging property</li> <li>• dangerous behaviour</li> <li>• continual disruptive behaviour at this level</li> </ul>	<p>Level 3</p> <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 &amp; pupils</li> <li>• racial, homophobic, sexist, faith-based &amp; misogynistic comments made</li> <li>• bullying / cyber-bullying</li> <li>• child on child abuse</li> </ul>
<b>Rewards</b>	Possible <b>Consequences</b>	Possible <b>Consequences</b>	Possible <b>Consequences</b>
<ul style="list-style-type: none"> <li>• positive comment / praise</li> <li>• referral to another teacher and/or the Assistant Heads / Headteacher for commendation</li> <li>• award of house points</li> <li>• informing parents of actions/achievements which are praiseworthy</li> <li>• Star of the Week / Good Citizen</li> </ul>	<ul style="list-style-type: none"> <li>• spoken reminder</li> <li>• non-verbal gesture</li> <li>• time out</li> <li>• discuss the right choice</li> </ul>	<ul style="list-style-type: none"> <li>• learning in another class</li> <li>• partial loss of break/lunch</li> <li>• Assistant Heads involvement</li> <li>• Headteacher involvement</li> <li>• discussion with parents</li> <li>• behaviour report card</li> </ul>	<ul style="list-style-type: none"> <li>• discussion with parents</li> <li>• Headteacher involvement</li> <li>• support/behaviour plan</li> <li>• loss of break/lunch</li> <li>• loss of rights to represent school</li> <li>• loss of rights to participate in school events, e.g. performances, trips, celebrations</li> <li>• fixed-term suspension</li> <li>• permanent exclusion</li> </ul>

## Appendix 1

\*These are examples of 'unwanted behaviour' – not a definitive list