



How Wood Primary School and Nursery Behaviour Policy



Reviewed: January 2022, Minor Updates: September 2022
To be reviewed annually by Curriculum Committee
Next Review: January 2023

How Wood School- Behaviour Policy

Introduction

Positive behaviour and discipline are essential if pupils are to learn and teachers are to teach effectively. We have high expectations of behaviour and will not accept less. All pupils and parents are made aware of what standard we expect via the Home School Agreement and this is understood by parents on accepting a place for their child. Our Behaviour Policy reflects the aims of the school and outlines the agreed ways in which all members of the school community will contribute to a positive learning environment.

Our Behaviour Policy is based on our How Wood Code of Conduct (this is displayed in all classrooms)

- Always respectful
- Always kind
- Always learning

At How Wood school we expect and believe:

- children have the right to learn and they are listened to if they are unhappy about anything.
- staff have the right to teach and they provide a caring and effective learning environment.
- children are expected to display good levels of behaviour at all times before, during and after normal school hours.
- everyone is responsible for the care of the school premises. Children, parents and staff are encouraged to feel a sense of pride in How Wood School and its environment.

Aims and values

- To promote a positive ethos and climate in the school in which children value their learning.
- To define acceptable standards and principles of good behaviour.
- To work together to produce an environment in which children and adults feel safe, secure, valued and respected
- To work together in partnership with parents in encouraging and reinforcing good behaviour and to ensure that the school's expectations and strategies are widely known and understood.
- To develop a moral framework within which initiative, responsibility and sound relationships can flourish.

Objectives

For children to develop:

- responsibility for their learning and their environment
- self-confidence and self-control
- sensitivity, consideration and tolerance for others
- pride in themselves and their school
- an enthusiasm for their activities
- a sense of fairness and an understanding of the need for rules
- respect of others' way of life and different opinions
- positive attitudes about all people
- polite and appreciative behaviour
- an understanding of how to deal with incidents, resolve any disagreements that involve understanding and tolerance

Behaviour Strategies

Staff need to:

- ensure routines, rules, rewards and sanctions conform to school policy and treat each child fairly
- have a clear understanding of school expectations
- set up classroom routines at the beginning of the school year, establishing an agreed working environment
- communicate clear and high expectations and enforce the school rules to ensure the class behaves in a responsible manner
- be consistent, e.g. follow up what has happened at playtime/lunchtime, ensure pupils understand expectations for the amount of work that must be completed
- act as role models
- be aware of individual needs
- provide a differentiated curriculum and a stimulating environment in which pupils are challenged
- develop pupils' self-esteem in a supportive and positive manner
- follow up disruptive and unacceptable behaviour promptly
- minimise confrontation e.g. use a calm, quiet voice when speaking to pupils
- emphasise that behaviour is a choice
- involve parents and senior staff (HT, DHT, SENCO) and seek guidance and support at an early stage if necessary

Rewards and sanctions

We will always endeavour to focus on positive behaviour. We will praise and reward children for good behaviour in a variety of ways and our Behaviour Diamond provides a frame by which all staff can reward children accordingly.

EYFS Behaviour Diamond Levels & Rewards
Level 6: Head Teacher Award
Level 5: Level 5: Praise Postcard – Teacher sends home a Praise Post card signed by the teacher and the Head Teacher
Level 4: Celebration – Child shares their work to another class
Level 3: Star of the Day (Nursery) Star of the Week (Reception)
Level 2: Class Reward – child receives an in-class reward such as stickers
Level 1: Verbal Praise

Key Stage 1 & 2 Behaviour Diamond Levels & Rewards
Level 6: Head Teacher Award
Level 5: Level 5: Praise Postcard – Teacher sends home a Praise Post card signed by the teacher and the Head Teacher
Level 4: Celebration – Child shares their work to another class
Level 3: Merit
Level 2: Class Reward – child receives an in-class reward such as stickers, dojos Child's name written under happy face on WB. If name is written 3 times the child moves to level 3 & receives a merit
Level 1: Verbal Praise

With the exception of EYFS, where children receive Star of the Day/Star of the Week certificates, children collect individual merits for positive behaviour, learning or effort. Once children collect:

10 merits they receive Head Teacher's Bronze Certificate

20 merits they receive Head Teacher's Silver Certificate

30 merits they receive Head Teacher's Gold Certificate

40 merits they receive Head Teacher's Platinum Certificate

50 merits they receive Head Teacher's Diamond Certificate

Teachers will award a weekly certificate to acknowledge these learning, behaviour and effort. The following certificates will be given out in assembly by the Head Teacher or a senior member of staff:

- Learner of the week (for classwork)
- Star of the Week (for behaviour)
- Worker of the Week (for effort)
- Kindness Award

Praise Post Cards

In addition to Head Teacher's Certificates for achieving merits, children chosen by their teacher for excellent learning will receive a Praise Postcard in the post. This is always a lovely surprise as the children are not aware that they will receive this reward until it arrives by post.

Head Teacher Award

The Head Teacher Award is given to children who have achieved over and above what is expected. Children are presented with a medal and a certificate in our Celebration Assembly.

Special Recognition Award

How Wood School Special Recognition Award is awarded at the end of the academic year in the final assembly of the summer term. Parents of the children are invited and their child's achievement is shared with the whole school in this very special assembly. Two children from each class - Reception to Year 6 – are chosen by their teacher and Head Teacher for outstanding progress in an area of their learning. They are presented with a classic book and their name and personal achievement is written in a special book that is displayed in our reception area.

- Each class may also have their own systems within the class and behaviour may be rewarded with stickers and/or class certificates consistent with the age group of the children.

Sanctions

There are occasions when a child's behaviour during the school day is unacceptable. Unacceptable behaviour may include:

- Name calling and other verbal insults or hurtful language
- Racist and sexist remarks
- Unpleasant comments regarding another child or adult's physical appearance
- Physically hurting another child or adult, for example; punching, kicking, biting, hitting, scratching
- Bullying
- Spitting
- Swearing
- Blackmail (e.g., "Do something or I'll hurt you tomorrow")
- Disobedience
- Answering back to adults or refusing to do as asked (for example, to leave the classroom)
- Rudeness to adults or children
- Disrupting others when they are trying to work

- Lack of respect for others e.g. laughing at others if they make a mistake or hurt themselves
- Destructive behaviour (for example, towards other children’s work and possessions, school grounds or property)

Unacceptable behaviour may involve an isolated incident or a pattern of behaviour over a period of time. **We believe in a restorative approach to inappropriate behaviour.**

Consequences must be educational and may be protective as relevant to the circumstances.

Members of staff deal with the majority of incidents that occur in school. They have a good knowledge of the children which helps them deal successfully with these incidents on an informal basis. More serious incidents may be referred to senior staff, the Deputy Head or Head Teacher. The member of staff dealing with the incident will decide what course of action to take in accordance with the detail and spirit of this policy and other related policies.

If a child exhibits unacceptable behaviour, it is essential that they understand that it is the behaviour that is unacceptable and not the child as a person.

The school employs a number of sanctions in line with our Behaviour Policy to ensure a safe and positive learning environment is maintained for all children. We employ a sanction appropriate to each individual situation and according to the severity of the behaviour. We explain this to the children as ‘Levels’ in our Behaviour Diamond. The types of behaviour are matched to the Levels as below.

Incidents of racism, sexism, homophobia, bullying, swearing and fighting are always unacceptable and are dealt with immediately. Incidents are reported to the Head Teacher immediately, are recorded and parents are invited to meet with the teacher or Head Teacher.

Each classroom displays this information on our Behaviour Diamond so that it is clearly communicated to all children and staff.

Key Stage 1 & 2 Behaviour Diamond Levels & Sanctions
Level 1: Reminder of expected behaviour e.g. <i>‘Remember we listen carefully when we’re on the carpet.’</i>
Level 2: Explain the behaviour is leading to reflection time
Level 3: Reflection Time in class - maximum 10 minutes – Reflection sheet to be completed during this time. Parents informed by teacher at the end of day or by phone.
Level 4: Reflection Time in alternative class – maximum 20 mins- Reflection sheet to be completed during this time – child may miss break. Parents informed by teacher at the end of day or by phone.
Level 5: Child sent to HT. Parents informed – Reflection sheet completed- Child misses break/lunchtime at the discretion of HT– letter home
Level 6: Behaviour record: HT contacts parents and a Behaviour Record is set up with the child and parents involvement. Minimum 1 week maximum 3 weeks.

EYFS Behaviour Diamond Levels & Sanctions
Level 1: Reminder of expected behaviour e.g. <i>'Remember we listen carefully when we're on the carpet.'</i>
Level 2: Explain the behaviour is leading to reflection time
Level 3: Take a break - maximum 5 minutes – Child to reflect on his/her feelings and actions
Level 4: Reflection Time in alternative class – maximum 15 mins - Teacher speaks to parents at the end of day
Level 5: Child sent to HT. Parents informed - Child misses break/lunchtime at the discretion of HT – Letter home
Level 6: Behaviour record: HT contacts parents and a Behaviour Record is set up with the child and parents involvement. Minimum 1 week maximum 3 weeks.

Break and Lunchtime

During break and Lunchtime, How Wood School has Green Card, Red Card, and Yellow Card behaviour strategy.

Green Card – This is given to children who demonstrate excellent behaviour.

Three **Green Cards** = 1 merit

Yellow Card – A child will receive a **Yellow Card** - behaviour is unacceptable (see sanctions).

Two **Yellow Card** = A **Red Card**

Red Card – If a child receives a **Red Card** they are sent to the Head Teacher or a senior member of staff in the Head Teacher's absence. The Head Teacher will discuss the child's behaviour with the child and if necessary a letter will be sent to their parent/carer.

The Role of Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school. We share the Home School Agreement with all parents in induction meetings to the school.

We expect parents to:

- demonstrate positive support for the school's Behaviour Policy
- support their child's learning, and co-operate with the school, as set out in the Home School Agreement
- build a supportive dialogue between the home and the school. We will inform parents if we have concerns about their child's welfare or behaviour and we expect parents to do the same
- give their full support if their child's behaviour is giving us cause for concern so that we can work in partnership to help the child

Monitoring

The Head Teacher monitors the effectiveness of this policy and reports the impact of it to the Governing Body. The school keeps records as explained in this policy. The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

Teachers record behaviour using CPOMS. The Head Teacher records incidents that are referred to her using CPOMS. Not every behaviour incident is recorded on CPOMS. Staff use their discretion and professional judgement when assessing behaviour. CPOMS is monitored regularly to establish any patterns or trends of poor behaviour. The Governing Body monitors this log (names of individual pupils are not shared) so that they have an understanding of behaviour across the school.

Outside Agencies/Minimising Risk of Suspension and Permanent Exclusion

Exclusion is very much a last resort. How Wood Primary and Nursery School acknowledges its duty of care to all. If a child within the school compromises the well-being and safety of other children, or staff, within the school then the ultimate sanction of a suspension or permanent exclusion may need to be considered. The school work closely alongside parents and outside agencies. Individual support plans are drawn up with the involvement of parents and outside agencies (such as the Virtual School, Social Worker, LINKS) should any child be at risk of exclusion. In the event of a suspension or permanent exclusion the Chair of Governors is consulted and Herts County are informed through the statutory formal reporting procedures. For a permanent exclusion, the full governing body are also informed immediately. The reasons are clarified to parents in writing on the day of the exclusion and, in the case of suspension, a re-integration meeting is set up with the aim of providing an effective support plan for the child when returning to school. Any unfounded malicious accusations against staff may clearly result in the suspension of a child. Unfounded malicious accusations made by parents may be referred to the police. The behaviour of a pupil outside of school can, in exceptional circumstances, be considered grounds for a suspension or permanent exclusion. This could be the case if a child's behaviour or actions outside of school might result in significant emotional harm to any other pupil should the child be allowed to return to school.

Formal Measures and Exclusions (this policy will take account of "Statutory Guidance on Exclusions September 2022)

Suspension

This sanction may only be imposed by the Headteacher or the acting Head (if the Headteacher is not on site). Its main purposes are a) to provide a 'cooling off period' – pending agreement with parents and pupil about future conduct– and b) to protect staff and pupils from unacceptable behaviour (e.g. physical assault, threat of use of an offensive weapon or prohibited item, bullying, abuse based on race, sex or disability). A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). See LA Exclusions Guidance for procedures relating to governing exclusions and parents' rights to make representations to the Governing Body.

Permanent exclusion

This sanction may only be imposed by the Headteacher. It is a measure of the last resort where the school has taken all reasonable steps to avoid excluding the child and allowing

the child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. This could be in response to a one off extremely serious incident or a pattern of unacceptable behaviour (see examples above) that has not been responsive to targeted interventions. See LA's Exclusions Guidance for the procedure governing the use of exclusions and parents' rights of appeal.

The Governing Body has the responsibility of agreeing and reviewing this policy. They support the Head Teacher within the terms of this policy and follow the school complaints procedure in cases of complaint. They monitor the rate of suspensions and exclusions, including the characteristics of affected children, to ensure that the school policy is administered fairly and consistently.

Roles and responsibilities of Head Teacher, other staff, governors

The Head Teacher will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. The Head Teacher will in the case of suspension or permanent exclusion:

- inform the pupil's parent(s) or carer, the Chair of Governors, local authority (and social worker and / or Virtual School Head) giving details of the unacceptable behaviour, the alternatives considered and the nature of the sanction.
- advise the parent/carer that they may make representations to the Governing Body's Pupil Discipline Committee
- advise the parent/carer how representations may be made, that they are responsible for ensuring their child is not found in a public place, and what alternative education will be provided
- ensure that statutory data returns are submitted on time to the LA

In the event of a permanent exclusion or parent representations to a suspension the Governing Body will form a Pupil Discipline Committee and ensure they receive training to fulfil their role. The Committee will give regard to guidance by the Secretary of State. Note: Headteachers may cancel or rescind a suspension or permanent exclusion by advising all relevant parties ahead of Governing Body Review.

This policy will be reviewed annually by the Head Teacher, governors and staff. The policy is also shared and reviewed with pupils throughout the year.



