Behaviour and Discipline Policy

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Behaviour and Discipline Policy

“Good behaviour is a necessary condition for effective teaching to take place”
(Education Observed 5 – DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school that encourages and reinforces good behaviour. Furthermore, it is acknowledged that society accepts good behaviour as an important outcome of the educational process.

**Aims**
- To create an environment which encourages and reinforces good behaviour
- To create an ethos where there is ‘first attention to best behaviour’
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school’s expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

**Behaviour and Children’s Needs – Visible Consistency and Visible Kindness**
At Woodlands Park, we understand that children follow adults and NOT rules. Therefore, all adults should display visible kindness consistently in order to model desired behaviours.
Children’s behaviour often communicates an unmet need which can be wrongly interpreted as defiance and children who display negative behaviour can find themselves in a cycle of disruptive behaviour and punishment. Learning to behave is as important as learning to read or learning to become numerate. We must demonstrate, model, correct and support children in a calm and kind way.

To encourage the required behaviour there must be no gaps between the adults on what matters; consistency is the key to excellent behaviour. It is important that when adults are dealing with a behaviour incident, other adults do not get involved, unless that adult has specifically requested help. It is very unhelpful for other ‘passers by’ to comment on the situation.

**School Ethos and The Five Basic Principles**
- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripted interventions
- Restorative follow up

(Five Principles of Behaviour Management Appendix 1)

**The Curriculum and Learning**
We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Children should be provided with feedback on their progress and achievement to ensure they understand that their efforts are valued and that progress matters.

**Classroom Management**
Classroom management and teaching have an important influence on children’s behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture,
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*A place for everyone. Together we are inspired to grow, learn and achieve.*

access to resources and classroom displays all have a bearing on the way children behave.

**Rules**  
At Woodlands Park we have three school rules:  
- Be Ready  
- Be Respectful  
- Be Safe

**Rewards**  
Our emphasis is on rewards which recognise behaviour which is expected and is linked to effort and excellent attitudes to learning.

In the classroom environment a Recognition Board should be used to recognise all children who are displaying expected behaviour. Children who are displaying unwanted behaviour should not have their names displayed in a negative way.

Recognition of the following rewards are presented publicly during assembly:

- Merits and certificates  
- Class Dojo (electronic reward system)  
- Citizen of The Week (linked to our school values and themes each term)  
- Star of The Week (linked to learning behaviours)

It is important that adults reward only when they feel a child has put in the correct effort and has displayed the appropriate attitude. Children should not be rewarded as soon as they display a desired behaviour when previously they have not. This encourages a token system where very often the most challenging children have the most rewards and those who consistently behave well are ‘invisible’.
Hot Chocolate Friday and Notes Home: For those children who have been picked as going ‘Over and Above’ they are chosen to have a hot chocolate.

Children and adults should separate the child/themselves from the behaviour. Children need to know that they can change their behaviour and with support, modelling and kindness, they will be able to make better behaviour choices.

**Sanctions**
Children should be dealt with in private (as far as possible). Adults should speak to them in a calm manner, without getting too close (sitting or standing next to, or to the side is less confrontational than a face-on confrontation).

Follow the scripted intervention:
1. **Reminder:** “Do you remember........ that’s the.... (child’s name) I need to see today. This could be done just walking past, asking if they need anything to help them etc . This reminds the child of a time that they did display excellent behaviour, attitude etc and reminds them that they are capable of behaving well, increasing their self-esteem.
2. **Caution:** “Think carefully about your next step. If you choose to do the work (or whatever the desired behaviour is) that would be great. If not, there will be a consequence”
3. **Last Chance:** (Delivered privately). “I notice you are ...... you are not being ready, respectful/safe. By doing this you have chosen to take time away from others. Do you remember when?..... That is who I need to see today”
4. **Time** _Out_: Short time away from the group somewhere in the classroom(depending on behaviour being displayed and depending on the age of the child)/outside the classroom/thinking spot. Given time to make the correct choice
5. **Repair:** “Thank you for coming to talk to me.... Let’s walk and talk. We will have a better day tomorrow” If there has been conflict between pupils, this is a good time for them to have a restorative conversation with each other. (Scripted Interventions Appendix 2)
ABC Forms:
Antecedent, Behaviour, Consequence:
Where children have had to be removed from the classroom because of violence or major disruption or where children have behaved in a way which has severely disrupted their learning, an ABC form should be completed. This will help to build up a picture of triggers which will help when creating a Behaviour Plan. ABC Form (Appendix 3)

Behaviour Plan:
When children start to display challenging behaviour on a regular basis, a Behaviour Plan should be written for them using information gained from ABC Forms. This should be shared with all adults working with the child and also the parents. Behaviour Plan example (Appendix 4)

Restrictive Physical Intervention
This would be used as a last resort. If there is a risk of danger to the pupil, other pupils, members of staff or damage to property, it may be necessary to physically hold that pupil. A written record is kept of all incidents of physical intervention. Three members of staff are trained in TEAM TEACH: Two Early Years staff and one Key Stage One staff member.

Children At Risk of Exclusion:
In very rare circumstances, a child’s behaviour may present as being violent and/or disruptive to such an extent that they cannot be in school. A Fixed Term Exclusion is always a last resort. We will collect evidence of the child’s behaviour patterns via the ABCs and the Child At Risk of Exclusion Document (Appendix 5)

Communication and Parental Partnership
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.
The school will communicate policy and expectations to parents. 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. We use Pastoral Support Plans (PSPs) where we meet with the parents, teacher, child and pastoral support staff at school to create a plan to help support the child and their family in improving behaviour. This are used alongside Behaviour Plans.

Appendices:

1. Five Principles of Behaviour Management
2. Scripted Intervention Lanyards
3. ABC Form and Explanation
4. Behaviour Plan example
5. Child At Risk of Exclusion Form