

Woodlands Schools



Promoting Good Behaviour & Discipline Policy

This Policy includes EYFS, Little Acorns & After School Provision

Table of Contents

<i>Promoting Good Behaviour and Discipline Policy</i> _____	3
Aims and Expectations _____	3
Communicating the Good Behaviour & Discipline Policy _____	3
Promoting and rewarding good behaviour _____	3
Use of Sanctions _____	4
The Role of the Class Teacher _____	5
The Role of the Head Teacher _____	5
The Role of Parents _____	6
The Role of the Board of Directors _____	6
Fixed-term and Permanent Exclusions _____	6
Monitoring _____	7
Designated Staff in EYFS _____	7

Promoting Good Behaviour and Discipline Policy

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure by encouraging good behavior and respect for others on the part of children.

Woodlands Schools rules are in place to ensure safety and good behaviour.

Treat everyone with courtesy.

Be respectful of all personal and school property.

Move around the school in an appropriate manner.

Each class may also have a set of rules devised with the children as appropriate to their age and needs.

The primary aim of the behaviour policy is not a system to enforce rules. It 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 and considerate way.

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.

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

Communicating the Good Behaviour & Discipline Policy

The Head teachers regularly bring their schools' behaviour policy to the attention of children, parents and staff at least once a year.

All staff should be clear about the content of the behaviour policy and should ensure that there is consistency of approach throughout the school depending on the age and needs of individual children.

All staff should take account of race, religion, culture and educational needs when dealing with individual children.

Promoting and rewarding good behaviour

We endeavour to strike a balance at all times between rewards and sanctions.

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

- staff praise children with frequent use of encouraging language and gestures both in class and around the school so that positive behaviour is instantly recognised

- staff will model polite responses and actions
- positive written feedback is given in workbooks
- motivational stickers are awarded
- teachers award House Points and certificates as appropriate to the age of the children
- sports and music trophies are awarded for House and individual achievements
- acts of good manners are recognised and awarded in whole school assembly
- the House Cup is awarded termly to the house with the most House points
- classes have an opportunity to demonstrate examples of good achievements in ‘Show and Tell Assemblies’
- senior pupils are given posts of responsibility
- weekly acknowledgement of effort and achievement are made in the Newsletter.

Use of Sanctions

The school employs a number of sanctions to ensure that the child understands what he or she has done is unacceptable.

Children should be aware that these sanctions are inevitable and consistent.

Children should be able to see a link between the sanctions and the concept of choice, so that the children see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- The teacher may use senior members of staff to achieve ‘time out’ for misbehaving pupils.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. In extreme cases the school may need to suspend or finally exclude a child.
- Corporal punishment is never used or threatened to be used as a sanction.
- Various reward/target methods, in consultation with parents, are used to record and monitor behaviour in school and as an information tool for teachers and parents.
- Physical intervention is only used as appropriate, e.g. to avert immediate danger of personal injury. In such an instance the Head Teacher will be immediately informed; who will inform the parents on the same day or as soon as reasonably practicable.

The Class Teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE.

The school does not tolerate 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. We do everything in our power to ensure that all children attend school free from fear.

(See Anti Bullying Policy)

The Role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of 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 classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in an appropriate manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Teachers, and subsequently the Head Teacher.

Serious incidents that occur in school should be written in the Incident Book in the Head Teacher's Study.

The Head Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Head Teacher and class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

The class teacher reports in writing (Pastoral Report) about the behaviour of the children in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, in consultation with the Head Teacher.

The Role of the Head Teacher

The Education and Inspections Act 2006 requires that Head Teachers determine measures on behaviour and discipline that form the school's behavior policy. The Head Teacher should implement the school behaviour policy consistently throughout the school and ensure that measures are taken to encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying. The Head Teacher will report to Board, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

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

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the Board has been notified.

The Head Teacher has regard to the Equality Act 2010 making reasonable adjustments for pupils with Special Educational Needs/disabilities.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We 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, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Board of Directors.

The Role of the Board of Directors

The Board of Directors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The directors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but the Board of Directors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Board of Directors. The school informs the parents how to make any such appeal.

The Head Teacher informs the Board of Directors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Board of Directors itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Board of Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

These may include: pastoral reports, updates on WCBS, minutes of morning meetings (daily).

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Board of Directors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

A record is kept of any occasion where physical intervention is used and parents and/or carers are informed on the same day or as soon as reasonably practicable.

Designated Staff in EYFS

The members of staff responsible for behavior management and promoting good behaviour are as follows:

Little Acorns HM

Janet Lee

Hutton Manor

Karen Archer

Great Warley

David Bell

Little Acorns GW

Wendy Rushbrook