



Behaviour Policy

			Comments	
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CONTENTS

Statement of Intent

- 1. Aims and Objectives**
- 2. Equal Opportunities**
- 3. Organisation**
- 4. Monitoring, Evaluation and Review**

Appendix

1. Procedures in School
2. The roles and responsibilities of Staff on duty in the playground
3. Children's conduct when leaving and entering the building
4. The Rules of the Field
5. Gatepoints
6. Concise Policy
7. Pen Portrait example
8. Five Stars
9. Saplings Rules and Behaviour
10. Incident Report Form
11. The Blue Room Incident Report
12. Positive restraint handling form
13. Guidance on the use of force and physical intervention
14. Members of staff who are trained in positive handling
15. LA guidelines for temporary and permanent exclusion

Statement of intent:

At Woodloes Primary School we believe that children develop into responsible learners and members of the community through experiencing a school ethos which promotes the rights and dignity of each individual. We believe that encouragement and praise are vital in helping children to develop a positive self image and that each child must be valued as an individual and as part of a wider community. Our policy, which is based on experience and research, is therefore predicated around the expectation that all children and adults at Woodloes will behave with courtesy and respect at all times and these high expectations will be linked to praise and reward. At Woodloes Primary School, we encourage good behaviour throughout the whole school community. Equally, there will be an agreed system of procedures and sanctions in place as a response to behaviour choices that clearly fall short of our agreed high expectations.

Children's behaviour is a symptom of something they are trying to communicate, for example, learning, friendships, home circumstances. We need to support the child to deal with any difficulties in a different way.

1. Aims and Objectives

1.1. Aims:

- To create a positive learning environment where exemplary behaviour is displayed
- To show respect and care for each other and our school environment
- To develop a sense of right and wrong and to take responsibility for our actions
- To help and support children in understanding and following the school behaviour rules and behaving appropriately in school and out of school on school visits
- For all adults, including staff (volunteers and students) and parents, to provide a positive model for behaviour
- To reinforce positive behaviour through modelling and constructive discussion
- For the whole school community (including parents/carers) to know, understand and follow our Behaviour Policy

1.2. Objectives:

- To set high standards and have high expectations of all children and adults in school
- To promote consideration and respect for others and property within school
- To ensure the emotional and physical safety of everyone in our school – we will not tolerate anyone being deliberately hurt in any way
- To promote pride in, and take care of, our school environment
- To promote positive behaviour and to deal with unacceptable behaviour immediately in a reasonable and proportionate manner
- To recognise and act upon any incidences of bullying immediately (see Anti-Bullying policy)
- To be consistent and fair and to give the children positive recognition and reinforcement whenever possible.
- To ensure children move safely around school and stay safe at all times

- To ensure that children continue to follow the school behaviour rules on educational visits and are positive ambassadors for the school

2. Equal Opportunities:

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences across all areas of the curriculum in a safe, secure and supportive environment that promotes high levels of achievement and personal wellbeing.

We recognise that adults may have preconceived expectations of children's behaviour, and are committed to challenging discrimination and stereotypes. Therefore, we will ensure that our Behaviour Policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow the Behaviour Policy.

We recognise that children's behaviour can be variable and can be affected by different situations and their emotional needs. At Woodloes Primary School we feel it is important that the whole school has a consistent approach to promoting positive behaviour with clear expectations.

2.1. Special Educational Needs

In certain cases, a child may present challenging behaviours and they may find it difficult to follow our school rules. In these cases, the child's timetable may be reduced and a reintegration plan and risk assessment implemented with specific behaviour targets and strategies, as well as, in some cases, a specific Behaviour Plan. There will be clear and appropriate rewards and sanctions. These will have been agreed with the class teacher, SENCo, parents/carers, the Senior Leadership Team and, if appropriate, outside agencies (see sanctions for extreme challenging behaviour later).

Children with SEND have Pen Portraits written (see Appendix 7) to enable staff to meet all children's individual needs.

3. Organisation

3.1. School Rules

Teachers have a right to teach and children have a right to learn. We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework. Our school rules have been written by the children and staff, in conjunction with parents and governors, and are in effect at all times. They are in the form of five achievable rules. These should be followed by everyone in the school community. All staff have a responsibility to ensure the children follow the school rules at all times and they should praise and reward good behaviour. If they meet a child behaving inappropriately, they should address the incident. **The Five Stars for Learning** are discussed regularly with the children to ensure that all children understand them. It is important that staff use the wording of the rules with all children, to ensure consistency throughout the school.

The Five Stars for Learning are displayed in every classroom and in prominent places around the school, including the Head Teacher's office, the school office, the entrance hall and the main hall.

Five Stars (Appendix 8)

- ★ We are kind, helpful and caring to each other.
- ★ We listen.
- ★ We are honest.
- ★ We do our best.
- ★ We look after our school and everything in it.

Our behaviour policy is based on the positive reinforcement of good behaviour. All staff should praise children and give them encouragement when possible. Our rewards to reinforce good behaviour are age appropriate and therefore divided into 3 key stages / phases.

3.2. Behaviour in the Early Years Foundation Stage

In the Early Years (pre-school and reception) we teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Strategies Used in the Early Years Foundation Stage:

- We ensure that there are plenty of toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.
- We acknowledge and encourage considerate behaviour such as a willingness to share.
- We support each child in developing a sense of belonging, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- If children behave in an inappropriate way, we help them to understand the outcomes of their actions and teach them how to cope in a more appropriate manner.
- We never send a child out of the room by themselves.
- If there are any changes to a child's behaviour, we involve the parents / carers and discuss these changes with them.
- If there are cases of serious misbehaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- In such cases, events are brought to the attention of the school's SMT (the Foundation Stage Phase Leader in the first instance) and to the parents/carers on the same day.

3.3. Key Stage One and Two Rewards

• Informal Rewards:

These include:

Praise: focusing on children who are showing appropriate behaviour e.g. "Thank you. You are walking sensibly in the corridor"; comments on work; praise in class;

sending child to another class / member of the Senior Management Team to show good work; praise in all assemblies

Verbal report: Telling Parents & Carers about good behaviour; reports to Head Teacher and Senior Management Team about good behaviour.

Written: Comments on child's work.

- **Gatepoints:**

Children are divided into 4 houses: Northgate, Southgate, Eastgate and Westgate across the key stages. Gate points are given for good work and good behaviour. After 50 gate points in KS1 and 100 gate points in KS2 the children receive a certificate. The children receive their certificates at the end of each half term in an assembly. Siblings are placed in the same house at the end of Reception.

- **Achievement Assembly:**

This takes place on a Thursday. Children are nominated by the teachers for a certificate and parents are invited to the assembly to share in their children's success.

- **Happy Tokens**

Happy tokens are awarded to children during playtime and lunchtime. Tokens are put into the collection tubes in every classroom and counted weekly. The class teacher with the most tokens awards the class with a treat or reward.

- **Postcards**

Postcards with written comments praising the children are sent home.

N.B. All class teachers have the option to design their own specific class rewards as is appropriate for their class's needs at a specific time in their development e.g. *Star of the week*. In all key stages we use stickers and stamps as rewards if and when appropriate.

3.4. Strategies and interventions to improve behaviour

- 'What's the Buzz' may be used during lunchtime sessions.
- Nurture time and counselling sessions may be provided.
- Emotional first aid is offered during lunchtime sessions.
- Pen Portraits are written to enable staff to meet the individual needs of all children.

As part of the children's personal, social and health education they will be learning strategies for keeping themselves safer in a wide variety of situations. The programme teaches children not to keep secrets if they do not feel comfortable or have been threatened and other problem solving strategies. It helps children to:

- Build self-confidence
- Understand about responsibility
- Talk about their feelings
- Feel safe

- Know what to do if they don't feel safe
- Have a network of people at the ready in case they need help

3.5. Procedures and Sanctions to tackle inappropriate behaviour

Good behaviour choices are constantly and consistently promoted and encouraged through the use of the learning environment and classroom management systems and procedures. The school will ensure that children have a clear understanding of the consequences of inappropriate behaviour and the procedures and sanctions should be applied consistently by all staff.

Serious behaviours that are unacceptable and will not be tolerated:

- Bullying, including cyber bullying and deliberate mis-use of the internet
- Refusal to work
- Wilful destruction or theft of school property, or property belonging to other children or staff
- Deliberate, continued defiance over a period of time
- Verbal abuse to adults or children, including racist, sexist abuse, homophobic, repetitive name calling persistently answering a member of staff back.
- Deliberate physical abuse or injury to children or adults
- Leaving the site without permission
- Mis-use of equipment, causing danger to others

Step 1

Remind the child to behave with

- A look
- A gesture
- By saying the child's name

Step 2

Give a clear verbal or visual reminder, reinforcing the behaviour required with reference to the Five Stars.

Step 3

In class - move the child to a place where their behaviour can improve.

In the playground – ask the child to stand next to you for a given period of time (two minutes is appropriate for younger children; up to five minutes for older children). Any incidents on the playground that occur will be managed using yellow and red cards.

In the dining hall – move the child to a designated table where they can be supervised by a Midday Supervisor.

Step 4 – if behaviour persists

When in class - loss of playtime / part of lunchtime as any work not completed because of poor behaviour needs to be done.

If at playtime / lunchtime - Incidents on the playground are managed using the yellow and red card system. Lunchtime issues should then be recorded in the class book for the class teacher to see.

Step 5 - for more persistent behaviour or more serious incidents

In class - ask child to spend time in a partner classroom, taking suitable work with them to complete. Children should be sent with notification through another child or adult or a written explanation to their partner class within the Phase. If the behaviour continues or reoccurs, the child can go to the Phase Leader or to the Assistant Head.

On the playground or in the dining hall – staff should report any serious incident to the Deputy or Assistant Heads who will discuss it with the child/ren and may keep the child/ren inside for the remainder of break/lunchtime. If the Deputy or Assistant Heads are unavailable and the situation is judged to be severe, the Head will become involved.

For all serious incidents in school, the class teacher/member of staff needs to inform the Headteacher, Deputy Headteacher or member of SMT and record the incident (Appendix 10: Incident Report Form). These are filed in the red behaviour folder. The Head teacher will then decide whether to follow the procedures detailed in the Behaviour Policy for more serious behaviour. Parents will be informed in this event.

3.6. Sanctions and Procedures in the case of extremely challenging behaviour

In cases of extremely challenging behaviour, the normal sanctions will be by-passed.

- 1) Each classroom and area of the school has a red triangle. In a case of extreme behaviour, the card should be taken to the office or a member of staff trained in positive handling (see appendix 13) by either a teaching assistant or a sensible member of the class.
- 2) The Deputy Head Teacher or Head Teacher or a senior member of staff will come to the class to assist.
- 3) They will then take the child, if appropriate, to a place away from the class to discuss the issue.
- 4) The Head Teacher / member of SMT will speak to the child concerned to reinforce school rules.
- 5) Parents of the child may be informed, together with the parents/carers of any hurt child dependent upon the severity of the incident. Parents will be informed if there has been a need for physical restraint.
- 6) In the most severe cases, the parents of children directly involved will be informed. The school requests that confidentiality is respected by all parties.
- 7) Children will receive appropriate sanctions e.g. miss part of a playtime, work inside during lunch break, write letters of apology or lose privileges.
- 8) Children demonstrating repeated inappropriate or aggressive behaviour will have their behaviour recorded in the red concern folder by the class teacher, which will be monitored regularly by the teacher and members of the Senior Management Team (SMT).

- 9) Children may also be given a 'me-to-you' communication system if appropriate. This will be completed by the class teacher during the day time and read by the parent/carer in the evening. The parent/carer may wish to write a comment, which is then sent back to school the next day. This fosters consistent links between home and school.
- 10) Consideration will be given as to whether a child misses a treat or special event.
- 11) The Head Teacher will use discretion in dealing with a child, particularly in the cases of SEN (children with severe social, emotional, mental health needs or behavioural needs), and use their knowledge of the child's particular background and circumstances.
- 12) 'Positive Handling' may sometimes be used if a child's behaviour is putting themselves or others at risk. The Blue room can be accessed by a child and positive handling trained adults, if there is a need for a child to re-focus away from the classroom environment.
- 13) If a child's behaviour is putting themselves or others at risk, a BAP and Reintegration plan will be written with the parents, SENCO, EIS and class teacher to make time in school a success. The child will be on a part-time timetable and increase time when SMART targets are achieved.
- 14) A child may be excluded on a temporary basis (using guidance from the LA) see appendix 15.
- 15) A child ultimately, may be excluded on a permanent basis (with LA guidance) see appendix 15.

4. Monitoring Behaviour at Woodloes Primary School:

The monitoring of behaviour in school is the responsibility of the Head Teacher and the Senior Management Team (SMT). Behaviour is carefully monitored in order to identify repeat patterns of behaviour that may require a response. (see Anti-Bullying policy and Racial Equality policy). The number of red and yellow cards is recorded and reported on a termly basis to governors and the CAT via the Head teacher report.

Phase Leader meetings - staff will discuss children's behaviour in their Key Stages on a regular basis and, if appropriate, the Phase Leaders will share this information during SMT meetings.

SENCO – Manages Behaviour Action Plans and Reintegration plans and monitors lunchtime red and yellow card system, so that lunchtime interventions can be implemented if needed.

SMT meetings – concerns regarding behaviour may be raised by any staff members with the SMT, particularly issues which need to raise awareness of individual children with special needs. Such issues must be treated with sensitivity and confidentiality must be respected. The overall effectiveness of the behaviour policy will be reviewed at least once per year and amendments made after consultation with all members of staff and the children.

4.1. Staff Responsibilities:

- It is the responsibility of the Deputy Head Teacher to ensure that all new staff are fully familiar with the Behaviour Policy and its guidelines at induction. All staff will be kept up to date with any changes.

- It is the class teacher's responsibility to monitor the behaviour of children in their class (if necessary, ensuring that a detailed log is kept) and to report unacceptable behaviour to the SMT. Any records are shared with the next class teacher and will be handed on during the end of year information exchange meeting.
- Staff should also refer to the appendices of this Behaviour Policy, for procedures in school.
- Regular staff INSET will be held to further the training and expertise of the staff, as the opportunity and need arises.
- Staff will attend courses in the behaviour management of children, as the need arises.

Nominated staff at Woodloes Primary School, have been trained in 'Positive Handling' (see appendix 14). Any incidents that require for positive handling will be recorded by the staff involved and kept by the Deputy Head Teacher. Parents of the children will be contacted on the same day.

4.2. Parent/Carer Involvement:

At Woodloes Primary School, we are strongly committed to a positive working relationship between home and school. Therefore, this policy has been developed in collaboration with parents/carers and they are involved in its implementation in a variety of ways, such as: invites to achievement assembly; seeing certificates that come home; and involvement in the formulation of Behaviour Action Plans when necessary. We also expect parents to adhere to the school's rules and model the very best standards of behaviour on and around the school premises at all times.

THIS POLICY WORKS ALONGSIDE THE ANTI-BULLYING POLICY

Other Relevant Policies:

1. Anti-Bullying Policy
2. Equal opportunities Policy
3. SEN and Inclusion Policy
4. E-Safety Policy
5. PSHE and Protective Behaviours Policy

Appendix 1: Procedures in School

Moving around school

We expect the children:

- To move about quietly
- To walk around the school
- To be on time and be ready to learn

All adults in school should encourage the children to do this by:

- Reminding the children how to move around school in a positive way
- Giving praise for children who are walking sensibly
- Stop to check the children are together at points on the journey
- If a child is running, ask them to stop and remind them to walk
- Parents should ensure the children attend school and are punctual, arriving at 8:45am

Assembly

The children should:

- Walk in and out of assembly quietly
- Sit with their legs crossed and their hands still
- Put up their hands to answer questions

The adults should:

- Leave enough time to prepare the children for assembly
- Be punctual
- Walk with the children ensuring they are quiet
- Keep a watchful eye on the children during assembly when required and if a child is being disruptive, catch their attention and if necessary move them near to an adult
- A member of each year group should collect the class at the end of assembly
- There should be good supervision in the corridors adjacent to the hall, at the end of an assembly.

The Classroom

The children should:

- Be on time and be ready to learn
- Do their best
- Show respect for others
- Focus on learning
- Come into class and leave in an orderly manner
- Address the teacher by name
- Sit quietly and listen to the teacher at appropriate times
- Ask permission to leave the room so that the teacher knows where they are
- Work well as part of a team

The staff should:

- Be aware of individual children's needs and employ appropriate strategies
- Give meaningful praise and encouragement
- Maintain an attractive & tidy classroom with stimulating and up-to-date displays
- Plan work carefully and ensure it is interesting and well-matched to children's abilities
- Make sure children know what is expected of them and make learning intentions explicit
- Continually observe and scan the behaviour in the class, intervening early to defuse potential incidents or situations before they occur
- Apply rules fairly, consistently and firmly: use agreed rewards and sanctions consistently
- Listen to the children and do not prejudge
- Seek support if you are anxious about a behaviour situation
- Always deal with offenders: to ignore is to condone (unless this is part of a planned behaviour management strategy)
- Send the red triangle card to an appropriate member of staff in an emergency

The Playground

Our School rules are enforced at play times and in the playground by all staff.

The children should:

- Always ask permission to go inside for any reason
- Remain in the playground at all times
- Tell an adult if they need to go inside for any reason
- Use the toilets properly
- Play appropriately
- Treat the playground apparatus and toys with respect
- Treat the field with respect and follow the rules for appropriate behaviour on the field (see appendix 3)
- Stay in sight of the adults unless you have permission to go inside
- Enter school with the class when the bell rings.

The staff should:

- Supervise NOT socialise
- Be vigilant by watching for potential incidents and defusing them before they start
- Remind the children to walk to and from the playground
- Remind the children to play together co-operatively
- LISTEN to children who are upset
- Always follow up any incidents
- Do not prejudge. Consider individual circumstances
- Inform the SMT of any serious incidents, following the agreed procedures laid out above.
- Use the yellow and red card system
- Reward good behaviour with Happy Tokens

At the end of playtime the following procedure is to be followed:

- The bell is rung
- All the children will stop and stand still
- The bell rings again
- Children help tidy the playground
- All children line up in their class groups
- All children walk in

If children have broken the rules on the playground, the agreed procedures and sanctions should be followed by staff. Arrangements will be made by the Deputy Head Teacher for children who find it difficult to control their behaviour at lunchtime, to be given an opportunity for some quiet time inside. Persistent behaviour problems at lunchtime may eventually result in a child being sent home for lunch or not being able to have the same break time as their peers.

Arriving at School:

Children should arrive for the start of school at 8.45 am. Younger children will usually be accompanied by parents or siblings so we ask children not to play ball games or ride bicycles or scooters.

The doors are opened by the caretaker at 8.45 am and children walk sensibly in to school and put away their coats and bags. We would encourage children and parents not to arrive at school too early particularly if it is raining, snowing or icy, to avoid unnecessary waiting on the playground in unsafe conditions.

Lunchtimes:

As the children finish their lunch they should walk to the playground from the Dining Hall, collecting the coats as and when necessary. It is the responsibility of the Senior Midday Supervisor (SMDS) to ensure that there is sufficient supervision in the Dining Hall and Playground over the lunch time. If there are any concerns in this respect they must be reported to the Deputy / Assistant Head Teachers as the Line Manager. Lunchtimes are monitored by SMT and SENCO.

Happy tokens are given to individuals or groups of children by midday supervisors as a reward for good behaviour choices. Unfortunately, children sometimes make wrong choices. A red / yellow card system is in place (see below).

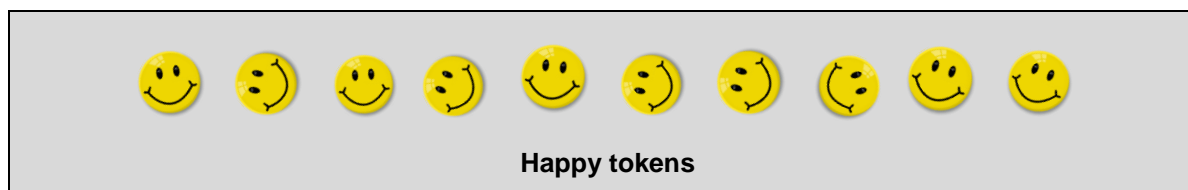
First Aid and 'Emotional First Aid' areas are offered during lunchtime for children who are physically injured or need emotional support and guidance.

During lunchtime play, the Midday Supervisors (MDS) are expected to follow the agreed sanctions and procedures as laid out in the Behaviour Policy. Any playground issues will be reported to the Class Teachers by the MDS, using the Lunchtime Books.

Happy Tokens and ...the red and yellow cards

An information sheet for parents and carers

The elected members of the school council wanted to improve the behaviour of children at playtimes and lunchtimes and have spent some time sharing ideas in order to arrive at a new reward and sanction system. Here it is...they hope the children like it!



By demonstrating good behaviour, children can earn Happy Tokens for their classes. The tokens are different colours but each one has the same value. They are awarded for good manners, helping another child and ... any positive behaviour that makes for happier playtimes and lunchtimes.

Staff who are on playground duty and midday supervisors are responsible for giving out the tokens and have a maximum number of tokens for the week. They can award a token to any child from any of the classes. At the end of the week, the tokens will be 'totalled' up to give an overall winning class within the teams. The class teacher, together with the winning class will decide on a 'reward' for the whole class. The teams are:-

- Reception
- Key Stage 1 (Years 1 and 2)
- Key Stage 2 Middle Phase (Years 3 and 4)
- Key Stage 2 Upper Phase (Years 5 and 6)

Red and Yellow Cards

Unfortunately, children sometimes make wrong choices. The school council have decided to operate a red / yellow card system and agreed the following misdemeanours. The identified behaviours are already very infrequent at Woodloes but on the odd occasion where poor choices are made, a proportionate sanction is clearly in place. These are the poor choices:

<p>A yellow card is given for:</p> <ul style="list-style-type: none">• Silly / noisy behaviour – at the wrong time• Snatching toys• Kicking the bark• Swearing*• Name calling*• Spoiling games*• Climbing trees*• Running in the Quiet Area*• Running in / out of school or toilets*• Provoking others <p>★ First time on the same day</p>	<p>A red card is given for:</p> <ul style="list-style-type: none">• Fighting• Kicking• Hitting• Swearing*• Name calling*• Spoiling games*• Climbing trees*• Running in the Quiet Area*• Running in / out of school or toilets <p>★ Second time on the same day</p>
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Staff who are on playground duty and midday supervisors give the yellow cards for one offence and the red cards are for repeated offences. The red card may be given without a yellow card for fighting / kicking. Each day is a new beginning and the yellow card is not carried over to the next day!

Any child who gets a red card during the week will spend the morning playtime on a Friday in the library with Mrs Lambert.

For some children who have a specific level of need that impacts their behaviour choices, a sanction or 'missed playtime' could be administered more immediately to prevent the build-up of stress or anxiety.

Appendix 2: The roles and responsibilities of Staff on duty in the playground

The adult on duty has certain responsibilities to fulfil. Most importantly, s/he is responsible for ensuring the safety of the children in the playground. The school rules have already been laid out in this document, along with the procedure to follow if the rules are broken. The duty person should remind the children of these rules if necessary and encourage good behaviour.

S/he should also help out with problems and conflicts between individuals and groups of children. The children should be encouraged to say what course of action they feel would help them to feel better. The adult should help the children to discuss their views and the situation calmly and encourage them to find a solution.

Children can feel left out of playground games and groups which causes distress. The duty person should look out for such incidences and help children to involve others in cooperative play. If adults observe children playing inappropriately, they should initiate a game with them, or encourage them to think of one themselves. Alternatively, if a group of children look as though they are becoming involved in rough play, adults should intervene and encourage positive and collaborative play.

We are all responsible for monitoring the children's social and psychological welfare (see Equal Opportunities / Anti-Bullying Policy). All staff should be alert to racist, homophobic or sexist remarks and behaviours. To be the victim of such abuse is both painful and long lasting in its effects.

Any child, who is the victim of a racist, homophobic or sexist incident, needs support and reassurance, and the incident must be dealt with immediately. The adult on duty needs to ensure that both the perpetrator's and the victim's teacher is informed of the incident and how it was responded to at the time. Racist incidents should be recorded in the Racist Incident Book kept in the Head's office, and the Head Teacher informed.

PLEASE NOTE: The school First Aiders should deal with any incidents requiring first aid. Please refer to the Managing Accidents in School for the Correct Procedures.

Our perceptions of what is right or wrong are informed by our own personal values and experiences. If there are any aspects of the school's policy that you are unsure about then please discuss it with a member of the SMT, to avoid misinterpretation.

Appendix 3: Children's conduct when leaving and entering the building

When the children are going out to the playground or coming indoors they should do so in an orderly and quiet manner. Voices should be low; shouting inside is not allowed. We expect the children to walk in school at all times. We encourage children to take responsibility for the school building and the property inside and outside.

The children are expected to stand still at the end of playtime when the bell rings and, after the second bell, they should line up. Then they walk sensibly back into school.

Use of the toilets

Any reports from children of bullying or inappropriate behaviour in the toilets should be followed up and reported to the teachers of the children concerned. This in turn MUST be reported to the Deputy Head Teacher and nominated Designated Safeguarding Lead. All children must ask permission to use the toilet and there should be good levels of supervision around toilet and cloakroom areas.

Wet playtimes and lunchtimes

In the event of a wet playtime the children will generally remain in their class with their teachers / teaching assistants / allocated MDS. The person on duty should patrol the corridors in case of emergency.

Wet playtime arrangements will be reviewed according to need.

Appendix 4: The Rules of the Field

- Be kind to each other
- Be kind to the environment
- Use equipment safely and share it nicely with each other
- Take care of the equipment and put it away properly at the end of playtime.

Appendix 5:

Gatepoints:

Key Stage 1		Key Stage 2	
Bronze	50 gatepoints	Bronze	100 gatepoints
Silver	100 gatepoints	Silver	200 gatepoints
Gold	150 gatepoints	Gold	300 gatepoints

Appendix 6:

Our Behaviour Policy

At Woodloes Primary School we believe that children develop into responsible learners and members of the community through experiencing a school ethos which promotes the rights and dignity of each individual. We believe that encouragement and praise are vital in helping children to develop a positive self image and that each child must be valued as an individual and as part of a wider community.

Our school rules have been written by the children and staff and are in effect at all times. **The Five Stars for Learning** are displayed in every classroom and in prominent places around the school.

- ★ We are kind, helpful and caring to each other.
- ★ We listen.
- ★ We are honest.
- ★ We do our best.
- ★ We look after our school and everything in it.

Our behaviour policy is based on the positive reinforcement of good behaviour including the following:

- **Informal Rewards:** Praise etc.,
- **Gatepoints:** Awarded for good work and good behaviour.
- **Achievement Assembly:** Children are nominated by the teachers for a Certificate and parents / carers are invited to the assembly to share in their child's success.

Procedures and Sanctions to tackle inappropriate behaviour

The school will ensure that children have a clear understanding of the consequences of inappropriate behaviour and the procedures and sanctions should be applied consistently by all staff.

Step 1: Remind the child to behave with a look, a gesture or by saying the child's name.

Step 2: Give a clear verbal or visual reminder, reinforcing the behaviour required with reference to the Five Stars.

Step 3: Move the child to a place where their behaviour can improve or ask the child to stand next to you for a given period of time (on the playground).

Step 4 – if behaviour persists: Loss of playtime / part of lunchtime. Any work not completed because of poor behaviour needs to be done.

Step 5 - for more persistent behaviour or more serious incidents

In class - ask child to spend time in a partner classroom, taking suitable work with them to complete. In playground or dining hall – midday supervisors should send child inside to the entrance hall for the remainder of break/lunchtime and report the incident to the Headteacher.

For all serious incidents in the classroom, the class teacher needs to make a decision about whether to inform the Headteacher and record the incident. The Headteacher will then decide whether to follow the procedures detailed in the Behaviour Policy for more serious behaviour. Parents will be informed in this event.

Appendix 7 – Pen Portrait format

Insert Picture Here

Hello! My name is:

The adults that know me best are:

Things I am good at:

Things I find difficult:

How to help me:



Five Stars for Learning



We are kind, helpful and caring to each other.



We listen.



We are honest.



We do our best.



We look after our school and everything in it.

Appendix 9:

Saplings Rules

We listen to our teachers

- We are kind to our friends
- We share with our friends
- We look after our pre-school and the toys in it

(Friends is used to represent 'everyone' in Saplings)

Positive Reinforcement Strategies

- Star of the day
- Stickers for instant reward
- Max and Molly

Negative Behaviour Procedures

Ask the children to stop the undesirable action and remind them of our rules

- Give the child three warnings with explanations of the consequences of their actions
- If the child's negative behaviour persists get down to their level and explain to them they are being moved away from the activity and offer them a different activity
- If their behaviour does not improve then place the child in a time out, use the timer to ensure they are only sat out for as many minutes as they are old (age or stage of development). Once time out is complete, return to the child and explain why they were put into time out and encourage them to apologise. They can then return to play.

Conflict Resolution

Approach the situation calmly and get down to their level

1. Explain that you have seen them arguing/ fighting and that this is not how we treat our friends (reminding them of the pre-school rules)
2. Keep hold of any object or toy that they may be fought over during this process
3. Ask them what the problem is, allowing each child a turn to talk
4. ASK THEM FOR A SOLUTION TO THE PROBLEM. If they cannot provide one, ask if they would like you to suggest one
5. Allow them to carry out their choice or suggest an agreeable solution (turn taking, sharing or engaging them in different activities)


Appendix 10: Incident Report Form

Name of Pupil		Date of Birth	
Incident Reported by:-		Status (please circle) Teacher TA MDS Admin Deputy Head	
Day	Date	Time	Location
Witnesses:-	Status	Signature to confirm report	
Antecedents / Triggers (describe what led up to this incident) Are you aware of any purpose to, or reason for this behaviour?			
Please describe the incident, (who was involved, what happened)			
Did the incident involve:-	YES	NO	Description
Injury to the pupil			
Injury to another pupil/s			
Injury to staff			
Damage to property			
Seriously disruptive behaviour			

Appendix 11: The Blue Room Incident Report

Date	Time In	Time out	Child's Name	Details of Incident	Adult's Name/ Signature

Appendix 12: Record of Restraint form

Record of Restraint		 Woodloes Primary School
Date of Incident:	Time of Incident:	
Pupil Name:	DOB:	
Member(s) of staff involved:		
Adult witnesses to restraint:		
Pupil witnesses to restraint:		
Outline of event leading to restraint:		
Outline of incident of restraint (including restraint method used);		
Outcome :		

Record of Restraint		Page 2
Description of any injury sustained and any subsequent treatment:		
Date/time parent/carer informed of incident:		
By whom informed:		
Outline of parent/carer response:		
Signatures:		
Name:.....	Name:.....	
Signed:.....	Signed:.....	
Name:.....	Name:.....	
Signed:.....	Signed:.....	
Brief description of any subsequent inquiry/complaint or action:		

Appendix 13: Guidance on the use of force and physical intervention

<https://apps.warwickshire.gov.uk/api/documents/WCCC-850-379>

Appendix 14: Members of staff who are trained in positive handling

N. Andrews, J. Moore, S. Khaira, V. Furlong, A. Holland, L. Dyson, C. Hixon, R. Relton, L. Hood, A. Blunt, S. Pearce

(Triangle in shared / staff / SEN 16-17 / Positive Handling)

Appendix 15: LA guidelines for temporary and permanent exclusion

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf