

Behaviour Policy

Policy Updated: Autumn 2019

Review Date: Autumn 2021

Related Policies:

- Anti-bullying Policy & Statement
- Anti-bullying Policy
- E-safety Policy
- Online Safety Guidance
- Inclusion & SEND Policy
- Equalities Policy & Plan
- UN Convention on the Rights of the Child
- Safeguarding Policy
- Keeping Children Safe in Education (Sept 2019)
- Attendance Policy
- Use of Reasonable Force
- Exclusion Policy



Nurture ~ Believe ~ Discover ~ Achieve

OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Woodstock CE Primary School will be a centre for learning where adults and children:

- ✓ **Nurture** and prioritise wellbeing and development.
- ✓ **Believe** in themselves and in each other.
- ✓ **Discover** their own strengths and become successful lifelong learners.
- ✓ **Achieve** more than they ever thought possible.

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11



Behaviour Policy

This policy is the statement of principles, aims and strategies for promoting positive behaviour at Woodstock CE Primary School. We believe a shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour and the fostering of positive attitudes. As a school we ensure that parents and carers are fully informed of our approach to behaviour management by communicating it through the Home-School Agreement, newsletters and the School's website.

Woodstock CE Primary School is a Rights Committed School which means staff and governors work hard to create a safe, supportive and inspiring place to learn, where children's rights are respected, their talents are nurtured, and they can thrive. We believe that children and staff have the right to work in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. Staff and governors work hard to maintain a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early interventions to address problems. This Policy is underpinned by the UN Convention on the Rights of the Child and in particular Article 28, the Right to Education; Article 29, Goals of Education; Article 24, a Safe Environment; and Article 17, Access to Information.

As a school we encourage every child to see themselves as a member of the school team and to consider their own rights and the rights of others; and to recognise that with these rights come responsibilities. Through well planned, challenging learning, and through the recognition and valuing of effort and achievement, we believe that children will be motivated to take responsibility for their learning and behaviour.

We are committed to providing an environment that is supportive to the emotional health and well-being of both children and staff. Staff receive training as appropriate to help pupils understand and manage their feelings and behaviour. When children feel good about themselves and have high self-esteem and self-awareness, we believe they will be motivated and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others and themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm and optimistic states that produce the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Compete fairly, and win and lose with dignity and respect for competitors
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

PROMOTING POSITIVE BEHAVIOUR

High expectations of behaviour develop respect, responsibility and positive relationships. Parameters of behaviour need to be discussed, agreed and set, thus ensuring the safety and well-being of all. Good behaviour is encouraged by having clear and simple rules, rewards and sanctions for pupils, encouraging pupils to take responsibility for improving their own behaviour and that of others, and providing pastoral support for all pupils. To work, approaches have to be consistently and fairly implemented as part of a whole-school approach.

As a school, we seek to create a caring and supportive learning environment through the adoption of the principles of Family Links and the Good Behaviour Game (GBG) which aim to:

- Set high expectations
- Develop positive behaviour
- Nurture self-esteem and self-awareness

Specifically we aim to:

- Provide a safe and secure working environment in which respect is shared by staff and pupils alike. We strongly discourage calling out and interrupting others. Children are praised for waiting in turn to speak and listening to others politely.
- Ensure the voice level in classrooms is appropriate to the task in hand. Pupils are not allowed to disrupt the work of others and any anti-social behaviour is dealt with promptly.
- Help children develop a strong awareness of their own safety and that of others and respect each others' personal space.
- Foster children's independence and self-discipline through a safe, secure environment.
- Help children understand they must share and cannot always be chosen for a particular event, be the winner etc.
- Develop children's awareness of the world around them and respect for property. Pupils learn the importance of tidying up after themselves. Classrooms are organised so that the youngest of our pupils are able to access equipment safely and also play their part in putting it away. Resources are clearly labelled and practical areas are organised in such a way that pupils can be independent.
- Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions. Through Circle Time and our PSHE work children are given strategies to deal with aggression and to take responsibility for their actions.
- Reinforce the need for respect, politeness and kindness to all members of the school community. At Woodstock Primary we expect all members of the school community to say please and thank you, and treat visitors with respect. Our Trees of Values emphasises the importance that as a school we place on our core Christian values of respect, responsibility, friendship, kindness and perseverance.
- Ensure fair treatment for all. At Woodstock Primary we maintain a positive atmosphere and promote a sense of community in which every child and adult is respected and valued.

All members of our school community are encouraged to accept responsibility for maintaining excellent behaviour throughout the school day. Expectations of behaviour and class rules are agreed with all pupils at the beginning of each school year. These are displayed in all classrooms and are reinforced regularly during Circle Time and through Acts of Collective Worship.

Our expectations apply equally at playtimes and lunchtimes. Good behaviour, kindness on the playground etc will be praised. Lunchtime Supervisors also have sanctions of three warnings and collect the names of any child who display inappropriate behaviour. Any children who receive three warnings during a lunchtime will be sent to the Head and will either miss the remainder of that lunchtime or 15 minutes from their lunchtime the following day. If disruptive behaviour continues contact will be made with parents to discuss the situation.

At all ages, pupils are aware that they hold responsibility for their own behaviour and should be able to manage it sensibly. One of the benefits of being a primary school is that good behaviour can be modelled for the younger pupils and we actively encourage our older pupils to take on responsibilities and extra duties in their last two years with us. At the beginning of each school year children in Year 5 are invited to apply in writing and are interviewed for the position of Playground Leader to support pupils in the Early Years outdoor environment and on the KS1 playground at lunchtimes. Most children continue to be Playground Leaders into Year 6.

PSHE

Through a planned approach to personal and social development it is our aim to effectively equip children with the skills, personal qualities and attributes needed to become independent, to develop positive relationships and learn about conflict resolution, make decisions, and take responsibility for themselves and their actions. We recognise that some children will need additional support and intervention to develop emotional literacy. Parents of these pupils are approached to invite their child to take part, as small groups, in our Nurture Programme. The Programme draws on DfE Guidance and range of other research and resources for teaching social, emotional and behavioural skills.

RIGHTS RESPECTING SCHOOL

In February 2019 the School achieved the Bronze Level of the Rights Respecting School Award. As a Rights Committed School, we teach our children about the UN Convention on the Rights of the Child. The children learn about the 45 Articles and go on to produce a Class Charter at the beginning of the year. The children, together with their class teacher, decide which Articles they would like included in their Class Charter and how both they and the adults in the class need to behave to fulfil the chosen Articles. During the school day the Class Charter and Articles 28 and 29 are referred to, drawing the children's attention to their rights, the rights of others and the role we all play in ensuring they can be met effectively.

MANAGING BEHAVIOUR

INTERVENTION STRATEGIES TO SUPPORT POSITIVE BEHAVIOUR AND LEARNING

Examples of some behaviour management strategies are:

- **Non-verbal messages**
The Look, moving closer to the child who is not behaving appropriately, visual prompts such as finger to lips, frowning.
- **Tactical or planned ignoring**
The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at a appropriate time.
- **Simple direction**
Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as asked.
- **Question and feedback**
Asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here girls?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.
- **Choices and consequences**
Enabling a child to take responsibility for his/her own actions. The adult then moves away to give the child thinking or 'take-up time' before using the consequence if they continue to behave inappropriately.
- **Exit procedures**
On rare occasions, when none of the strategies the teacher or other adult has used has been effective, it may be necessary for the child to be asked to work outside the classroom or be sent with a Teaching Assistant to the classroom of a member of the Leadership Team to work. If a child is removed from class, the follow-up meeting where his/her re-entry is discussed is vitally important.

REWARD SYSTEMS

At Woodstock CE Primary School we believe in praising and rewarding achievement and behaviour. It is important that a consistent approach is followed through the school and children are clear of expectations. As a school community we have agreed the following:

REWARDS FOR LEARNING

Certificates of Achievement

Work that represents personal best effort is rewarded with a 'smiley face' sticker. When a child has obtained three stickers they are awarded an 'excellent' sticker; on receiving three excellent stickers in one curriculum area the child is awarded a Certificate of Achievement and a leaf to hang on our [Tree of Achievement](#) in the school hall at a Friday Assembly of Celebration.

Learning Powers

No one can perfectly predict the future. The children of today will experience life that's beyond anything we can imagine. Issues such as globalisation and economic uncertainty, income inequality and environmental change, the rise of technology and synthetic intelligence are all likely to play a part. It is vital that we do our best to prepare young people to flourish in the very competitive, fast-paced, fast-changing world that lies beyond the classroom.

Developing children as active thinkers and active learners is an approach we have implemented by adopting 12 key character traits which we refer to as 'Learning Powers.' These are taught as a whole-school through the curriculum. It is based on the idea that we are all capable of becoming better learners, and have the capacity to grow and improve if we work hard. Developing children's 'Learning Powers' applies this idea directly to the work of teachers in the classroom, to provide a practical framework for fostering lifelong learning behaviours in our pupils. At Woodstock CE Primary, our school philosophy is to achieve the best we can, recognising that we all have different strengths and interests. This approach will enable us to nurture this philosophy and build our pupils' learning powers through a variety of strategies and techniques.

Aims of Developing Learning Powers

Our key aims are to develop our pupils into lifelong learners, equipped for the challenges of living in a rapidly changing society. We firmly believe in educating the 'whole' pupil, not just for being successful in assessments but for lifelong learning. Therefore, we place great importance in developing learning skills for life through an approach which develops their character traits, 'Learning Powers'. The key learning powers that we have adopted were agreed in consultation with pupils, staff and governors.

How we will embed Learning Powers into our Curriculum

A 'Learning Power' per short term is introduced across the whole-school and teachers are responsible for developing this character trait through their phase curriculum. At the start of each term the Learning Power will be launched through a whole-school assembly led by staff and children. Teachers will then guide pupils through a range of activities over the term with an explicit focus on the Learning Power. We believe that pupils who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.

	AUTUMN	SPRING	SUMMER
YEAR A	Resilience Reflective	Curiosity Flexibility of Mind	Creativity Collaboration
YEAR B	Drive Empathy	Resourceful Risk Taking	Perseverance Initiative

REWARDS FOR 'LIVING' THE SCHOOL'S CORE CHRISTIAN VALUES

Community Credits

Children who make good choices in both learning and behaviour, and actively 'live' our Christian values - Respect, Friendliness, Perseverance, Kindness and Responsibility or demonstrate Rights Respecting Behaviour, can be awarded a Community Credit; these are hung on their class **Tree of Values**.

Well done to _____	
You have been awarded this 'Community Credit' for	
Being respectful	<input type="checkbox"/>
Perseverance	<input type="checkbox"/>
Taking responsibility	<input type="checkbox"/>
Kindness of spirit	<input type="checkbox"/>
Being an excellent role model	<input type="checkbox"/>
Being a supportive friend	<input type="checkbox"/>
Showing tolerance	<input type="checkbox"/>
Demonstrating exemplary behaviour	<input type="checkbox"/>
Sorting out a problem non-aggressively	<input type="checkbox"/>
Being Rights Respecting	<input type="checkbox"/>
Signed _____	
Date _____	

Star of the Week

'Star of the Week' certificates and pencils are awarded to all children who get to the top of our **Rocket Achievement Chart** and who have 'Reached the Stars'. In recognition of their sustained effort and 'living' the school's core Christian values, these children have their photograph published in our newsletter each week.

Community Citizenship Cups

Cups are awarded at the end of every long term to a member of each class to recognise and celebrate contributions to the school community (the child in each class who has earned the most Community Credits over the term receives the cup).

RECOGNITION OF ACHIEVEMENTS OUTSIDE SCHOOL

Children are encouraged to bring into school any badges, certificates, trophies etc that they have been awarded out of school, to share their achievement in our Friday Assembly of Celebration

ATTENDANCE CERTIFICATES

Certificates are awarded in our Friday Assembly of Celebration to any class who has one hundred percent attendance over the week, or to the class who has the highest attendance.

Certificates are also presented at the end of each term, and at the end of the school year, to recognise and reward high levels of attendance by individual children.

SANCTIONS

Any pupils engaging in inappropriate behaviour will be spoken to by their class teachers or other adult and will be made fully aware why their behaviour is unacceptable. However, if the poor behaviour continues the pupils are very aware of the fair and consistent sanctions that will follow. Sanction of whole groups for an individual's actions are avoided and all consequences are in proportion to the offending behaviour. Where possible children are encouraged to try and sort out disagreements themselves; staff are always on-hand to provide support.

The following strategies are used to manage inappropriate behaviour:

- ⇒ Within Class: Rocket System - 'Reach for the Stars' (see Page 9)
- ⇒ Should the final consequence cloud be reached or a behaviour displayed beyond the 'Rocket System':
 - . Involvement of Headteacher
 - . Phone call/letter to parents/carers to notify them of any serious incidents of behaviour, in which their child has been involved.
 - . Headteacher and class teacher to meet with parents to agree action to bring about improvement in behaviour.
 - . Referral to external agencies including Behaviour Support Service, Education Welfare Service, Psychology Service etc.
 - . Provide support through Nurture Programme, anger management, Pupil Support Programmes, mentoring, counselling and peer mediation
 - . Fixed-term or permanent exclusion – at all times following the Local Authority's procedures.

Any sanction must be reasonable and proportionate in the circumstances. Account must be taken of the pupil's age, any special education needs or disability they may have, and any religious requirements affecting them. Corporal punishment is illegal in all circumstances.

With children who have learning difficulties or particular emotional and behavioural issues, the SENCO will also be involved in advising the class teacher and Leadership Team. It may be felt appropriate that the agreed system of rewards and sanctions is not suitable for certain children and Individual Pupil Profiles will need to be drawn up to show alternative strategies being used. The involvement of outside agencies may then be considered, with parental agreement.

The Headteacher and SENCO will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the school's Safeguarding Policy will be followed. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is appropriate.

Detention

Whilst the law allows teachers to put pupils (aged under 18) in detention outside school hours, the decision has been taken at Woodstock CE Primary School that if detention is used as a sanction it will only take place during the school day at lunchtimes (in extreme circumstances detentions may be imposed at break times). With such detentions, reasonable time should be allowed for pupils to eat, drink and use the toilet.

Promoting Positive Behaviour and Aspiration through our Core Values



If a child is then moved to the 'third star stage' he/she can visit Mrs Rowe and receive a Star of the Week Certificate.

A child who **consistently displays our core values** can move up to the 'second star stage' and receive a Community Credit. This is hung on the class Values Tree.

A child who is a positive role model for our core values can move up to the 'first star stage'.

STARTING POINT
(All children begin here at the start of every day)

Should a child make poor choices or display inappropriate behaviour s/he will be moved to the 'first consequence cloud' and miss 5 minutes playtime.
Misses 5 minutes of lunch play.

If poor choices and behaviours continue the child will then be moved to the 'second consequence cloud' and miss 10 minutes of playtime.

For persistent inappropriate behaviour the child will move to the 'third consequence cloud' and be sent to Mrs Rowe to discuss his/her poor choices.

Children can move up and down the stars and clouds, therefore giving opportunities for poor behaviour or choices to be corrected or improved.

Power to Discipline beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Headteacher who will follow-up the incident in-line with procedures agreed within this Policy.

The teacher may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at the school
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

If teachers witness bad behaviour outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the pupil/s should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. No punishments should be imposed before discussion with the Headteacher or member of the Leadership Team.

The Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy.

Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' as well as the school's Policy for the Use of Reasonable Force.

Pastoral Care for Staff Accused of Misconduct

The Headteacher in consultation with the Chair of Governors, will contact the Local Authority's Safeguarding Team and draw on DFE guidance 'Dealing with Allegations of Abuse Against Teachers and Other Staff' in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children

Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation.

ROLES

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour.

The Role of Pupils

Pupils are encouraged to manage their own behaviour and understand that there are right and wrong choices. It is very important to educate the whole child, and by giving them responsibility and encouraging self-discipline, we are preparing them as citizens of the future. Pupils should understand that disliking behaviours and attitudes is separate from disliking individuals and that the implementation of sanctions does not mean that the pupil is disliked, merely the behaviour. We encourage children to take responsibility for their own learning and to discuss their targets and expectations with their teachers. We give older pupils the opportunity to act as good role models. Through after-school clubs and activities, we offer pupils the chance to further interests and talents - thereby focusing on the whole child, rather than purely academic success. Through our programme for PSHE pupils have an understanding of their differences and similarities, but most importantly their own self-worth. Children are encouraged to take an active part in our local community - for example through class support initiatives on Community Day, visiting the elderly residents in care homes, contributing toward food parcels at Harvest, regular donations to the Food Bank and supporting other charity events.

The Role of Staff

All members of staff working in school are expected to discipline pupils for misbehaviour following agreed strategies and practices. Staff understand that to promote positive behaviour they should:

- Support the maintenance of an emotionally safe, calm and positive working environment
- Get to know children as individuals and to understand them well
- Praise children regularly for positive behaviour and effort
- Use rewards and sanctions clearly and consistently
- Be a good role model
- Have fair and consistent expectations
- Involve children in setting targets and expectations for the class and individuals
- Be aware of vulnerable children, and avoid labelling
- Deal firmly but fairly with any inappropriate behaviour, calling on the support of senior staff if appropriate
- Be aware of any particular problems which are happening outside school which may affect a child's behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises and in such cases will follow government guidance.

The Role of Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents and carers, and pupils are invited to sign our Home School Agreement, which includes a statement about expectations of behaviour.

Early working relationships are established through Induction meetings with the Headteacher and key members of staff. At these meetings, expectations in terms of work and behaviour are shared with parents. We have an open-door policy and parents are encouraged to come in and discuss any issues with the teaching staff.

Parents are welcomed as additional volunteers within the classroom and on most days can be seen helping individuals or groups of children. However, we actively discourage parents helping in their own child's class as this can have a negative effect for both the parent and child. Our parents need to help the school by encouraging pupils to develop attitudes of self-respect, self-discipline and honesty. They should encourage pupils to complete homework regularly and to take pride in their learning.

The Role of the Headteacher

It is the role of the Headteacher to ensure the health and safety of every child in her care including having a strong Behaviour Policy to support staff in managing behaviour.

The law says the Headteacher must:

- Set out measures in the Behaviour Policy which aim to:
 - Promote good behaviour, self-discipline and respect
 - Prevent bullying
 - Ensure that pupils complete assigned work
 - Regulate the conduct of pupils
- Take account of the Governing Body's statement of behaviour principles.
- Publicise the school Behaviour Policy, in writing, to staff, parents and pupils.
- Set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against staff.
- Ensure the standard of behaviour expected of all pupils is included in the school's Home-school Agreement which parents must be asked to sign following their child's admission to school.
- Acknowledge the school's legal duties under the Equality Act 2010 in respect of pupils with SEND.

Behaviour Incident Reports are monitored by our Link Safeguarding Governor each term. The findings, including any particular patterns of behaviour are reported back to the full Governing Body in the Headteacher's Report.

Any more serious misconduct may lead to fixed-term exclusions and LA guidance will be followed in these exceptional circumstances.

The Role of the Governing Body

The law says that Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. The governors support the Headteacher in implementing the Policy and being aware of its effectiveness.

Specifically, the Governing Body should:

- Provide clear advice and guidance to the Headteacher on which she can base the school's Behaviour Policy. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehavior outside school. They must not include 'no search' or 'no contact' policies in their guidance.
- Through the Behaviour Policy help members of staff better understand the extent of their powers and how to use them.
- Instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse Against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

TRAINING AND PROFESSIONAL DEVELOPMENT FOR STAFF

The school will provide appropriate training for all staff, in order to promote positive and consistent behaviour standards within the school. It will also ensure opportunities for staff to develop their knowledge and skills in relation to such issues as: implementing the school's Behaviour Policy; the implications of legislation affecting behaviour management (for example exclusion, safeguarding, Use of reasonable force); inclusion and equality.

Specific planned/tailored training will be requested from the Behaviour Support Service to support any pupil referred to their team.

All NQTs are encouraged to access OCC training in behaviour management.

Health and Safety, and Safeguarding which includes behaviour management is a fixed item on the agenda of Staff Meetings.

RECORDING DETAILS OF BEHAVIOUR INCIDENTS

Minor incidents of disruptive behaviour within the classroom are recorded and monitored at classroom level. Any trends in behaviour will be brought to the attention of the Leadership Team.

All incidents of unacceptable behaviour (see definition below) are recorded on Behaviour Incident Recording Forms (bullying and racist incidents are recorded on a separate Incident Form). Forms are located in the school office and should be completed by the member of staff witnessing the behaviour, or to whom the incident was reported. When complete forms should be passed to the Headteacher who will file them in Year Groups in the 'Behaviour File' kept in her office. If unacceptable behaviour continues for a particular child, the class teacher or Head will notify the parents of the child/ren concerned and seek their support in bringing about improved behaviour. The Behaviour File is used to identify issues and patterns, and to support appropriate intervention; it is monitored termly by the Link Governor for Safeguarding in terms of:

- Type of incident (including prejudice-related incidents)
- Critical days/times in the week
- Critical places within the school and grounds
- Pupils involved
- Profile of pupils involved (ethnicity, gender, disability, age, SEN)
- Outcomes

If a Behaviour Incident Form is completed, the child concerned will be asked by their class teacher, to reflect on their behaviour and to complete a 'Thinking about my Behaviour' Form. Children are asked to take these forms home to be signed by a parent.

In the case of serious incidents of unacceptable behaviour, an investigation will be conducted by the class teacher and Headteacher. All records will be filed with the Incident Form. Parents/carers of both the targeted child/ren and the aggressor will be contacted promptly to notify them of the incident, and to offer/seek support. The school will notify the police and other relevant bodies, of incidents where it is appropriate to do so. All referrals to external agencies will be made by the Headteacher, Deputy or SENCO.

The use of rewards and sanctions will be monitored to ensure that they operate with due regard to equal opportunities and anti-discrimination, and the school's statutory duties in respect of SEN, and disability, race relations and gender equality.

The school reports details of racist incidents in accordance with statutory duties to the governors and Local Authority.

ACCEPTABLE BEHAVIOUR:

At Woodstock Primary we define **acceptable behaviour** as that which promotes respect, co-operation and consideration from all pupils in terms of their relationships with other pupils, teachers and other school staff, and with visitors or other persons within and outside the school premises.

UNACCEPTABLE BEHAVIOUR:

We have identified examples of **unacceptable behaviour** as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage or theft to property belonging to another, bullying (including cyber bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image and other physical characteristics, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying).

MONITORING AND REVIEW

It will be important to know that our policy is working effectively and the extent to which it is having an impact on promoting positive behaviour, and in tackling and avoiding bullying. This Policy will be reviewed on a three-year cycle by the Leadership Team. Discussions on behaviour will take place regularly at Staff, Key Stage and Leadership Meetings. Pupils' views need to be expressed through child focused discussions and the Children's Council. Parental views will be obtained through the Annual Parent Questionnaire. As a school community we need to make sure that we are all following a consistent approach to promoting positive behaviour in our school.

When governors or others undertake monitoring, they will need to establish the extent to which this policy ensures children:

- Are clear about expectations for their behaviour
- Are keen and eager to come to school
- Have positive attitudes toward their learning and their behaviour
- Are developing their full potential
- Behave well in lessons and around the school, and are considerate, trustworthy and respectful
- Form constructive relationships with one another, and with teachers and other adults
- Work in an environment that promotes equality and inclusion.
- Reflect on what they do, and understand the impact of their actions on others
- Show initiative and are willing to take responsibility
- Have high levels of attendance

- Are excluded from the school only in exceptional circumstances

This policy has been reviewed and revised in September 2019 informed by feedback from pupils, staff, parents and governors.

The caring and nurturing Christian environment, within a spirit of love and friendship, enables all pupils to flourish as individuals.

Latest SIAMS Inspection Report 2019

'Pupils' attitudes to learning are exemplary and this, together with their outstanding behaviour, contributes significantly to the very high standards that exist in the school.'

Latest Ofsted Report October 2013

Lisa Rowe
Headteacher, Co-ordinator for PSHE

Future Review: Autumn 2021

Links to Other Documents

- Anti-bullying Policy
- E-safety Policy
- Online Safety Guidance
- Inclusion & SEND Policy
- Equalities Policy & Plan
- UN Convention on the Rights of the Child
- Safeguarding Policy
- Keeping Children Safe in Education (Sept 2019)
- Attendance Policy
- Use of Reasonable Force
- Exclusion Policy

Associated Resources

Link to Use of reasonable Force - advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation - advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to UN Convention Rights of the Child

<http://unicef.org.uk>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Link to Every Child Matters

<http://www.gov.uk>government>publicatoions>every-child-matters>

Link to Keeping Children Safe in Education

<http://www.gov.uk>government>publicatoions>keeping-children-safe-in-education--2>

Link to SEN Code of Practice

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>

Link to A Guide to the Law for School Governors

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to DFE advice on the Equality Act 2010

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>