



Wodensfield
Primary School

BEHAVIOUR POLICY

AIM TO BE THE BEST YOU CAN



Adopted by: Wodensfield Primary School

Approved at Full Governing Board: 9th September 2024

Signed by Chair of Governors: 

Review date: September 2025

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Amendments

Page 4 – addition of Restorative Practice approaches

Appendix 2 – Restorative Conversations

Appendix 3 – Affective Statements

School Vision Statement

We believe in inspiring and empowering all children to become independent, lifelong learners. Enabling them to become confident citizens, who make a positive contribution in the wider world.

We will achieve this by offering an inspirational curriculum which engages, enriches and excites learners in a stimulating and nurturing learning environment

Scope of this Policy

This policy covers behaviour within the school building and grounds; it is important to note that legally, teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, or in a town or village centre. In practice, the scope of this policy in relation to behaviour outside of the school premises would relate either to any incident where the child is in recognisable school uniform and is most likely to be when they are on their way from or to home before/after the school day.

Foundation Stage (FS) pupils - Whilst the principles of this policy apply throughout the school, there are some differences in expectations and use of acknowledgements, rewards and consequences for FS pupils.

Aims and Objectives

Our key purpose is to ensure the well-being and success of all our pupils. The aim of this policy is to ensure that staff, pupils and parents are consistent and clear about the behaviour expectations that we have for our pupils and how we will support those pupils who struggle with these.

Our Learning Community

To ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships and refocus on learning. At Wodensfield Primary School, we encourage pupils to make good learning and good behaviour choices throughout the school day and make it clear that poor learning choices have consequences for learning and achievement. High expectations of staff and pupils make positive contributions to learning across the school. **Relentless routines** will be applied in classes and throughout school to make expectations clear to learners.

School Rules

All pupils will be taught the importance of complying with the school rules which are as follows: **Ready, Respectful and Safe**. These three key words form the foundations of the Wodensfield Way.

In addition to the school rules there may be rules related to a particular subject or area of the school that are primarily designed for safety.

The school promotes an ethos of consistency, structure and routine and within this regular behaviour walks are carried out by the senior leadership team and middle leaders, to offer support where needed.

The school rules and acknowledgements/consequences will be displayed within each classroom and throughout the school.

Absolute Consistencies

There are three visible adult consistencies that all staff will uphold.

At Wodensfield Primary School adults:

- a) First attention to best conduct.

- b) Calm, consistent and fair.
- c) Recognise over and above.

Role of SLT and Middle Leaders to support behaviour

Members of the SLT and SMT will be available throughout the day to support staff and to ensure that pupil behaviour reflects our positive learning community. The designated lead for behaviour within the school is Mr L Gould – Deputy Headteacher. SLT will regularly monitor behaviour within the school, including incidences of bullying, reporting this to governors and taking strategic action where necessary.

Acknowledgements and Rewards

Pupils making good learning and behaviour choices will be acknowledged/rewarded through the school's structured acknowledgement and reward system and these will be differentiated appropriately. Although certificates, positive MarvellousMe communication and material rewards will be available, there will be an emphasis on encouraging intrinsic motivation to learn, as this will be beneficial to the child in the long term.

Consequences and Sanctions

Consequences and sanctions at Wodensfield Primary School have a learning focus, build relationships and encourage pupils to take responsibility. All pupils must be given 'reflection' time. This is explained further in the school's Blueprint (Appendix 1). Restorative Practice approaches (Appendix 2) are encouraged and supported by staff (continual CPD during staff inset time). Restorative Conversations and Affective Statements (Appendices 3 & 4) will be used by staff during discussion with children relating to incidents that have occurred.

It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours will be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational. Pupils who must be repeatedly reminded about their poor behaviour will be referred to a senior leader via the weekly meeting. Senior leaders will decide on an appropriate consequence or sanction which may be individualised to meet the needs of that pupil. Sanctions may include a communication book, receiving a lunch reflection time, or being asked to clean up an area of the school (for example when a pupil persistently drops litter).

The school day is divided into four sessions for the purposes of consequences and sanctions and each child will be given the opportunity to 'start afresh' at the start of each session.

- Session one – from entry onto the school premises until the end of break time.
- Session two – from the start of lessons after break until the end of lunchtime.
- Session three – lunch break.
- Session four – from the start of afternoon lessons until leaving the school premises.

If the ongoing behaviour of a pupil is causing concern, consultation will take place between school and home to agree additional support. This may include referral to an outside agency or an Individual Behaviour Plan (IBP). When an IBP is put in place this will be fully discussed with staff, pupils and parents. Opportunities for individual reflection and leadership monitoring will support this process.

Fixed Term and Permanent Exclusions

We will endeavour to avoid exclusion from the school wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very **serious breaches** of the school's rules or where the behaviour of the child means that it is not safe for them or for staff for them to remain in the school

at that time. The head teacher, or deputy head in their absence, will take the decision to exclude a pupil and will decide upon the length of the exclusion; and whether it is to be fixed term or permanent.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There are, however, exceptional circumstances where, in the judgement of the head teacher, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 5 or more days of exclusion then a formal meeting will be held with the child, parent/carers and a panel of governors.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days.

Use of Reasonable Force

All school staff have the authority of the head teacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Whilst the school will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.

Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Bullying

Bullying is behaviour by an individual or group, **repeated over time**, that **intentionally** hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Within the school we actively promote a climate of **respect and empathy** for others and this is our main defence against bullying. In addition, all staff proactively gather intelligence about possible issues between pupils so that these can be dealt with before any potential bullying issue can develop. Our pupils are taught within the curriculum about how to prevent bullying, why it is wrong and what to do if you are being bullied or know someone else, that is.

Any child who feels that they are being bullied is encouraged to report this to a member of staff. If necessary, parents and third-party agencies (including the police) will be asked to become involved.

Parents are also encouraged to come and talk with a member of staff if they have concerns. All cases will be dealt with on an individual and sensitive basis considering the best interests of all involved.

Searching Pupils and Confiscating Items

We endeavour to ensure that Wodensfield is a safe and learning environment. Where there is a concern that pupils may have items that could endanger the safety of themselves and others, school will adhere to the DFE guidance on searching, screening and confiscation

Associated resources and references

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/send-code-of-practice>

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Appendix 1



BEHAVIOUR BLUEPRINT

At Wodensfield Primary School we consistently look for positive behaviours, we respond to children with calmness and non-judgemental kindness and have clear shared boundaries.

Visible adult consistencies	3 Rules	Over & Above Recognition
<ul style="list-style-type: none"> • First attention to BEST conduct • Calm, consistent and fair • Recognise over and above 	<ul style="list-style-type: none"> • Ready • Respectful • Safe 	<ul style="list-style-type: none"> • Housepoints • Praise • Name on the board • MarvellousMe sent home • Star of the Week

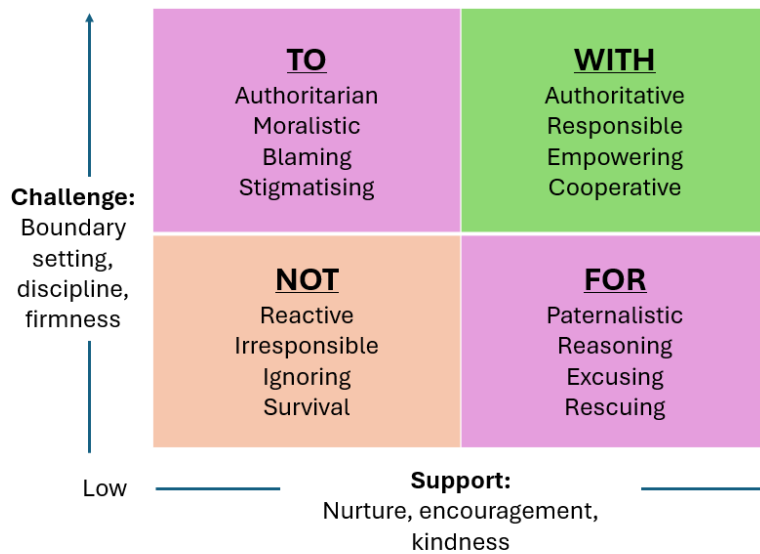
At Wodensfield Primary School we are **ready** to learn, **respectful** of each other and **safe** at all times. This in turn helps us to 'Aim to be the best you can'

Stepped Actions (in private)	Microscript	Restorative Questions
<ul style="list-style-type: none"> •Reminder – what is the behaviour change you want to see? •Caution – think carefully about your next choice •Last chance - specific reminder •Microscript and timeout •Restorative conversation after approx. 5 mins/time to calm down 	<ul style="list-style-type: none"> •I have noticed that... (refer to rules not being followed) •At school we... (3 rules) •Because of that you need to... (time out/time related expectation) •Remember that time when... (frame behaviour) ... you were brilliant. I need to see that again. •Thank you for listening 	<ul style="list-style-type: none"> •What happened? •What was it like before? •Who has been affected? •What do we need to do differently next time? •Are you happy with the outcome?



Appendix 2

Four Ways



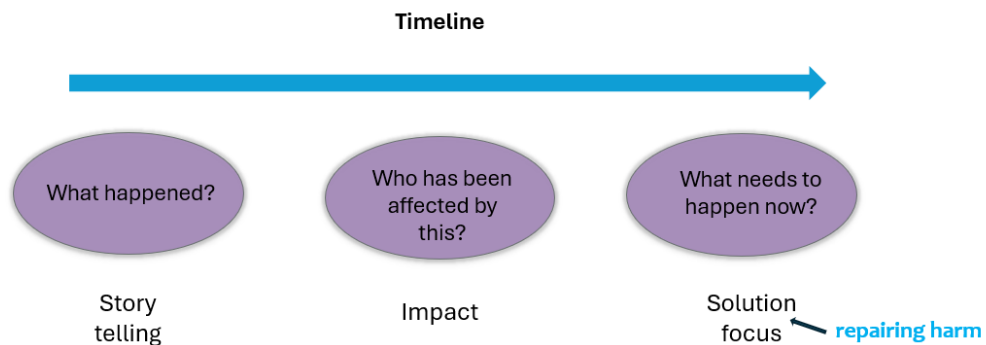
Where would you place yourself in the quadrant?

Do you operate in different quadrants at different times?



Restorative approaches mean working within the 'with' box above

Restorative Conversations



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Please see following pages for details on questions relating to Restorative Conversations

What happened?



Story telling

- What has brought us here today?
- When that happened, what happened next?
- And then?
- What were you thinking when that happened?
- What had happened before?
- Can you tell me more about...?

Tip:
People like to feel listened to and heard – repeating back what someone said can be helpful.



Who has been affected by this?



Impact

- How have you been affected?
- Who else has been affected?
- How have others been affected?
- What has been the hardest thing for you/them?
- How do you feel now?
- Tell us more about...?



What needs to happen now?



Solution focus – repairing the harm

- What do you need to move on from this?
- If you can't do that, what can you do?
- Do you agree with that?
- What else needs to happen?
- What will it look like when it's done?
- Anything else to add?

Tip:
Using the idea of 'with' not 'to', use these questions to allow people to create their own solutions rather than you trying to "fix things".



Appendix 3

Affective Statements



Perspective
"When you..."

Impact
"I feel...because..."

Solution / Way Forward
"What I need is..."
"What would be good is..."

Dr Marshall Rosenberg
Nonviolent Communication:
A Language of Compassion

