



Policy for behaviour

January 2010

Aim

To establish and maintain a stable and orderly school environment, where children and adults feel safe, secure and happy; where children have high self esteem and understand how their choices impact on others; and where all work together to create an effective learning environment.

Responsibilities

All adults working in the school are responsible for reading and implementing the behaviour policy at all times. The Headteacher, assisted by the Lead Behaviour Professional is responsible for reviewing and monitoring the policy. Children are also expected to adhere to the policy, under the guidance of school staff.

Principles

Good behaviour will be developed through:

- Clear & appropriate expectations
- Clarity & consistency at all times over rules, rewards and consequences
- Positive attitudes and praise, leading to self-discipline and high self-esteem.
- Mutual respect & the promotion of self esteem
- Shared responsibility for behaviour between parents, carers, school, children and other agencies

These principles are shared by the Family Links Nurturing Programme, which is used throughout the school. All staff have access to Family Links training and the school seeks to put into practice the Family Links approach through its behaviour policy.

Practice

The school has five rules which apply to all school members at all times. They are:

Do follow instructions; don't refuse or answer back

Do move around thoughtfully; don't run or shout indoors

Do speak & listen properly; don't shout, fidget or interrupt

Do respect people & property; don't hurt people, fight or damage things

Do be positive and try your best; don't be negative or put people down

These rules will be displayed in all areas around the school and referred to regularly

All adults are responsible for modelling and enforcing the school rules at all times

Each class will also draw up its own expectations which are specific to that class. This will be done at the start of each term through discussion, and will be worded positively

School and class rules will be displayed clearly in each classroom and referred to regularly

All classes will follow Family Links' 10 week Nurturing Programme for schools throughout the year



Rewards

All adults will use praise, recognition and stickers to give on the spot rewards for good behaviour

Each class will have a shared reward chart, created each term which children contribute to collectively to achieve shared rewards, such as extra playtime, choosing time or a class treat

Each Friday there will be a whole school certificates assembly, led by the Headteacher or a senior teacher. School certificates will be given out to children for good behaviour, good work or effort. Any adult may nominate a child for a certificate

Each month there will be a 'Shining Stars' assembly to praise and reward children who exemplify the school star rules

Children may also be given specific praise by being sent to the Headteacher, or by phone call or letter home

Children identified with particular behavioural difficulties may be given individual reward charts, with specific targets and rewards

Sanctions

Teachers and adults will use a range of sanctions in class to ensure good behaviour. At all times sanctions will be presented in a calm, confident way by adults, and as a necessary consequence of the child's choices. Sanctions may include moving work area, taking some class based time out, missing a few minutes of break time, or moving into a partner class.

If a child continues to disrupt further sanctions may be required, including out of class time out, or removal from the class for time out or to work in seclusion.

Loss of playtime

If a child breaks school rules at playtime they may be required to walk with an adult during that break. If a child hits or kicks another person, or play fights they will be sent indoors and will lose playtime for two days. During loss of play children are supervised by an adult and complete a 'thinking' sheet. A record is kept of each incident of a child being sent in.



Children whose behaviour is of concern, or who are at risk of failure

Where staff have ongoing concerns about a child's behaviour they will alert the school Special Needs Coordinator

The child may be placed on the special needs register at the appropriate level

Parents/carers will be invited into school to discuss our concerns

Appropriate targets, strategies and support will be identified and formalized in a plan. This plan may be on an IEP, or part of a Pastoral Support Plan and will be shared with parents and the child

Records of the child's behaviour will be kept including the school's behaviour tracking sheets, and may be shared with parents and other professionals

Other professionals will be involved as appropriate, including Behaviour & Inclusion Support staff, Educational Psychologists and Health Visitors. The school's SENCO will coordinate the involvement of others

Parents and carers may be requested to attend a meeting with the Headteacher and one or more Governors to discuss a child's behaviour in school

Emergency assistance

No adult should ever feel that they are dealing with behaviour in isolation. If an adult requires urgent assistance they should send a message with the code word 'tree' to the office or to another adult. All adults need to be aware that the word 'tree' means emergency assistance is required

Children who run off

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a safe distance. If they leave the premises and parents cannot be contacted, the police will be called



Physical management of children, including physical control and restraint

Reasonable force may be used by school staff:

- where a criminal offence is being committed;
- where pupils may injure themselves and others;
- where the behaviour is prejudicial to maintaining good order and discipline at the school or among pupils;
- when the action occurs on the school premises or during an authorised activity off the premises.

In an emergency the people in the school authorised to use reasonable force in these circumstances are the Headteacher, teaching staff, TAs, and lunchtime supervisors.

Under normal circumstances, however, the decision to use physical management of a child will be taken by the Headteacher or a senior teacher after other behaviour management strategies have failed. Restraint will be carried out by senior staff or those others trained in the appropriate method (Team Teach). Incidents will be recorded and parents informed.

Recording incidents where force has been used.

The member of staff responsible must complete a *Record of Physical Control and Restraint* form, available in the staffroom, and return it to the Headteacher. Copies may be given to parents.

Exclusion

Children who exhibit extreme behaviours, or persistently leave the school premises, or are persistently violent, disruptive or are involved in regular and extreme bullying will be excluded from school for a fixed term (this can be no more than 45 days in any school year). Where it is necessary to issue a fixed term exclusion, in accordance with our membership of the *Oxford Excellence Cluster* we will endeavour to offer a placement at a partner school for the excluded pupil from the first day of exclusion. Permanent exclusion will only be used when all other options have failed. We hope we will never have to reach this stage. Only the Headteacher (or deputy when acting as Headteacher) can make the decision to exclude a child.

In most cases exclusion will not be used until all other avenues have been explored and parents will have been involved in discussions on a regular basis. Whenever possible, parents will be given warning that an exclusion may be used if the behaviour does not improve. A written warning will also be given, if time permits. Once the decision is made to exclude a child, the parents and LEA will be told in writing and the Chair of Governors informed. Parents have a right of appeal to the governors and thereafter to the LEA. The letter to parents will include a request for a meeting to be held before the child returns to school to discuss the terms on which the child will be allowed to return. The Educational Social Worker will also be informed and may be asked to attend the meeting with parents.



Annexe: Bullying

- Everyone at Wood Farm School agrees that all children have an equal right to personal safety and respect.
- Everyone at Wood Farm School agrees that bullying, including name calling, is an unacceptable form of behaviour.
- All staff equally share responsibility in recognising incidents of bullying and dealing with them.
- Complaints concerning bullying will be taken seriously and investigated as soon as possible after the reported incident.
- Repeated or serious incidents of bullying should be reported to the headteacher or senior member of staff on site.
- The assistance of EMAS staff will be called on, when necessary, to help children and parents, for whom English is a second language, in discussing any reported incident of bullying.

Dealing with a reported incident of bullying.

- Those involved, including the victim(s), will be asked to give their version of the incident in turn. This will be done in a calm, orderly way, taking care to treat all parties with respect and fairness.
- If there are other witnesses, they may be asked to give an account of what they saw first hand.
- Every encouragement will be given to help those involved in bullying activities to understand the feelings of the victim(s) and help them to suggest ways to repair the hurt.
- When necessary sanctions should be applied as set out in the Behaviour Policy (above).
- Parents will be kept informed when their child is involved in incidents of bullying and, when appropriate, both the parents of victim(s) and perpetrator(s) will be called in to discuss the incident and look at ways forward.
- Parents will be expected to support the school's policy on behaviour and the use of sanctions applied to the perpetrators of bullying. However, parents have the right of appeal to the LEA where they feel an injustice has occurred.

Parents

Parents who have any concerns about their child's behaviour or the behaviour of others towards their child are actively encouraged to discuss these concerns with the child's teacher and/or headteacher. It is important that home and school work together to encourage good attitudes and standards of behaviour. By co-operating with each other we can teach the children the value of co-operation and consistency.