



WOODCHURCH C.E. PRIMARY SCHOOL

BEHAVIOUR AND GOOD DISCIPLINE

POLICY

I am the bread of life. Whoever comes to me will never hunger, and whoever believes in me will never thirst. John 6:35

Rooted in the teachings of Jesus, the power of the Holy Spirit and our love of God,, we aim to continue our long Christian history of serving our community.

We will plant the seeds of faith, which will enable all to grow together as a family and as individuals, living life in all its fullness and flourishing in the world, walking in the footsteps of Jesus.

“If you have faith as small as a mustard seed... nothing will be impossible for you.” Matthew 17:20

At Woodchurch CE School we recognise that **good behaviour, discipline and order** has to be worked for - it **doesn't just happen**. The school's approach to **good behaviour and order** involves a **concerted** and **consistent** effort by **all staff** to create a **positive learning environment** which will contribute in itself to the school's aim for the all-round development of the child.

Good behaviour and discipline is the keystone of our Christian community without which our school would not be respected by its children, parents, parish and neighbours within Woodchurch.

Our aim is:

‘To foster Christian values within our children so that they grow personally, respect others and make a positive contribution to their local, national and global community.’

‘To provide a calm, safe and nurturing environment that supports positive well-being and promotes healthy and active lifestyles, while at the same time allowing our children to take risks.’

‘To ensure consistently good and outstanding teaching and learning through creative, engaging and challenging lessons which inspire achievement – leading to a ‘Can do’ culture in which all children are confident in their own abilities and the use of key skills for life.’

‘To believe in trying to do the right thing at all times.’

‘To understand the importance of taking responsibility for our choices and that the outcomes of our actions can have consequences.’



School Commitment

Woodchurch C.E. Primary School is committed to a belief that children learn effectively when they are happy to learn, are clear about what they are expected to do and when they are ***continually*** and ***consistently*** encouraged to do so.

The school's approach to good behaviour, discipline and high expectations requires the efforts of all the children and staff to create and maintain a ***positive environment*** which will contribute in itself to the school's commitment to the all-round development of the child.

It is important at Woodchurch C.E. Primary School for the children to realise that although inappropriate behaviour is not condoned, a child is forgiven. Once an issue has been ***addressed*** and ***resolved*** the child will be given the opportunity for a fresh start. Although every ***day is a fresh start*** there will be occasions when the consequence of poor behaviours will take place or be followed up the next day.

At all times we encourage and support the children to reflect on their behaviour, to promote positive behaviour in the future.

We encourage children to develop ***self-discipline***, and support this with ***positive acknowledgement and praise***. All members of staff work as a team towards this ideal. The resulting ethos and atmosphere within the school is, in itself, an aid towards the children making the ***right choices*** and taking full ***responsibility*** for their action and subsequent outcomes. We believe that '***choices lead to consequences***'.

All teaching staff must be aware that they are role models for the children and that they can exert a considerable influence. Their relationships with children should demonstrate a balanced reflection of:

- Expectancy of high standards
- Respect for the children and their effort
- Enthusiasm for the task in hand
- Fair play and justice
- Consistency of effort and application
- Good humour, that avoids cynicism, sarcasm and familiarity, within given situations.

'I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be the tool of torture or an instrument of inspiration. I can humble or honour, hurt or heal. In all instances it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised.'

Ginott 1972

Teachers should;

- Project a ***fair, consistent, encouraging and positive image***.
- ***Know and understand individual needs***, planning activities which motivate and challenge.
- ***Value the work of the children*** through prompt and constructive feedback.
- Implement ***clear guidelines*** to maintain everyday routines of the classroom.
- Maintain ***engaging and organised learning environments*** in which the layout allows easy movement and access to equipment and resources.
- Create interesting ***environment that celebrate and support learning***.

All staff and adults working with the children in school should be aware of the constant need to encourage children to show:

- **RESPECT**
 - **This runs through all they do.**
 - Respect for self, each other, the environment and for resources.
- **RESILIENCE**
 - The **emotional** aspect of learning.
 - To persist when things are difficult
 - Manage distractions
 - Notice details and patterns
 - Being absorbed in what they are doing
- **RESOURCEFULNESS**
 - The **cognitive** aspect of learning
 - Being ready, willing and able to learn
 - Use a range of internal and external resources effectively
 - Calling on different ways of learning
- **REFLECTIVENESS**
 - The **strategic** aspect of learning
 - Involves thinking
 - Taking stock and draw on previous experiences and planning what to do
 - Knowing how to get the best out of oneself.
- **RECIPROCITY**
 - The **social** aspect of learning
 - Knowing when to work alone or with others
 - Developing independent judgement
 - Developing skills of communication
 - Developing empathy

Supporting Pupil Behaviour

In the instance of **inappropriate behaviour**, pupils will be dealt with in an appropriate manner according to the seriousness of the issue. Close monitoring by teachers and the Special Needs Co-ordinator may follow. If and when appropriate parents are involved at an early stage and

BEHAVIOURS FOR LEARNING

For future success we have a whole school common and consistent approach.

Ambiguity is the 'threat' to success. If needs are taken into account children thrive. They require clarity and consistency in order to know what is expected of them and to develop the appropriate and effective learning behaviours.

Our plan and procedures are SPECIFIC and NOT VAGUE.

COMMON LOW LEVEL BEHAVIOURS

The following are behaviours must be addressed:

- **Verbal:**
 - Talking while the teacher is talking
 - Shouting out
 - Answering back/being cheeky
 - Tell tales
 - Random comments not related to the learning
- **Actions:**
 - Out of seat
 - Passiveness/wall of silence
 - Refusal to learn
 - Lack of independence
 - Taking time to settle
- **Beyond the classroom:**
 - Issues in the dining hall
 - Water bottles/fountain – not during the lesson.
 - Toilet visits - Why toilet visits are an issue?:
 - If they are not in the room they are not learning
 - Toilet time must be made up for complete their work and to ensure progress is made in their learning.
 - Safeguarding – unsupervised
 - The exceptions – children on a 'Health Care Plan', Foundation 2 & Year 1
- **SEND**

Issues related to SEND children must be addressed through their one page profile or 'Health Care Plan'.

Remember that SEND children are 1% of learners

KEY ACTIONS TO AVOID AND ADDRESS BEHAVIOURS

'TEAM – Together Everyone Achieves More'

- Ambiguity is the 'threat' to this success – BE SPECIFIC and NOT VAGUE.
- A whole school common and consistent approach.
 - 1 – STOP
 - 2 – EVERYTHING DOWN
 - 3 –LOOK AT ME.
- IN – ACTIVE – ENGAGED –
 - 'No time for idle hands' -
 - 'Meet – Greet – Connect – Correct – Direct'
- Quality of Listening by everyone.
- 'Simple is genius' – Few words – more physical hand gestures.
 - No 'shushing' – 'Quiet please, thank you.'
 - Hand gestures.
 - Acknowledge – Agree – Move on

'That may be the case, however

'That may be the case but next time put your hand up.'

'That may be the case but we will talk about it later.'

- Be vigilant – Keep checking and children are fully engaged with the children.
- Table formation
- 'P.I.P.' – 'Praise In Public' – "Thank you I came to you because..."
- No shouting at children – 'R.I.P.' – 'Reprimand In Private.

'Failure is not an option'

'We fail if we blame others and make excuses.

The one thing you can control is you'

'Be the change we want to be and see'

Time is needed to be for practice and embedding of approaches. 'Mastery' always needs time to 'remaster'. The whole process is a journey and not a destination, with a need to learn as you go along.

To support positive behaviour management school has adopted children follow our code of conduct whilst staff us '*Marvellous Me*', an online tool enabling staff to keep record positive behaviours and keep parents and carers informed on a daily basis.

CODE OF CONDUCT

For Woodchurch CE Primary School to be a happy place for everyone, then we all have to care for each other.

Try to:

Always show respect

Never hurt with hands, feet or words

Believe in ourselves!

If at first we don't succeed try, try, try again.

Be the best that we can be

And

Smile!

Classroom Organisation

Children flourish in a well ordered and organised environment. They need access to good quality equipment so that their work can be produced to the highest standard. It is our aim to encourage independence within the classroom.

Uniform

Woodchurch C.E. Primary School is justifiably proud of its reputation within the community. The school's reputation for high standards is reflected in the pride we take in our school uniform. In order to maintain a strong sense of identity and belonging within our school, we require all pupils to follow the school policy and wear school uniform. We believe that full school uniform reflects the children's pride in their school and the importance to maintain high standards. In addition it helps maintain a calm atmosphere which encourages effort, enjoyment and a collegiate feel to the school.

Our uniform policy requires careful consideration of hairstyles which should be neat, tidy and worn with no extremes of style. Jewellery is not permitted in school, along with make up or nail varnish. With the exception of plain studs, children will be requested to remove or leave jewellery at home.

Woodchurch C.E. Primary School will respect variations to our school uniform if they are directly related to established religious traditions. However, any variation will be dealt with on an individual basis and judgements will remain at the discretion of the Headteacher and the governing body.

Home School Links – working with parents and carers

There is an expectation that all children, parents and carers work in partnership with the school and support its values and uphold the schools aims and principles through a strict adherence to the ***Behaviour and Good Discipline Policy***. This will ensure that Woodchurch C.E. Primary School continues to help all children by supporting their individual needs, and helping them to develop to their maximum potential.

In addition to ensuring that the school is a welcoming place for parents, staff should be emotionally intelligent and do all they can to ensure that they listen carefully to concerns and give them careful consideration. The positive attitudes of teachers and the school environment will result in achieving positive outcomes. Likewise there is an expectation that parents discuss issues with staff in a calm and respectful manner. Vexatious behaviour demonstrated by adults can compromise the safety of children who will feel vulnerable as a result.

Where there are concerns about a child's behaviour, those concerns will be discussed with parents in order to find a solution to the problem and plan a way forward. Problems are best sorted by home and school working together and we aim to work as closely as possible with parents in order to achieve this.

When necessary the school will involve the Special Needs Coordinator (SENCO) to support both the child and parent to identify interventions and strategies to help behavioural needs. The SENCO may call upon outside agencies (Gilbrook; School Nurse; Educational Psychologist) to work with the school and families to help with more targeted and specialist support.

Parent Interviews

Parents should be encouraged to show an active interest in the school, through parents' evenings, curriculum talks etc. and encouraged to give support to the many activities that occur during the year.

Meetings with parents **should not take place during 'learning time'** and be arranged for after school or by appointment at a mutually convenient time. **Staff will not be available on Wednesdays afternoon due to staff meeting days.**

Staff will, however, contact parent at their earliest convenience to discuss any matters and arrange a meeting as required.

Protocol for dealing with matters of confidentiality

All matters relating to the pupils and school are confidential to school and should, at all times, be dealt with in a professional manner. There is an expectation that all discussions within school are dealt with discretely and when necessary sensitively. Any concerns should be brought to the attention of the class teacher, teaching assistant or a senior member of staff.

As and when required, staff should refer to senior management for additional support and advice depending on the seriousness of the matter.

Severe Incidents

- Sent to the Deputy Head or Headteacher in the event of fighting, verbal abuse or vandalism
- An Individual Education Plan will be formulated to help those who, over a sustained period of time and despite a range of strategies to address the problem, continue to have difficulty behaving appropriately in school.

Exclusions

Pupils may be **excluded** from school for serious offences or for not responding to either the usual school support or sanctions. Parents will be informed by letter followed by a return to school meeting. Most exclusions are short term but in extreme cases permanent exclusion remains the final course of action. Parents may appeal against the decision made and are also able to appeal further to the Director for Children and Young People's Services.

Policies to Support Behaviour Management in School

- Anti-bullying
- Peer-on-Peer Abuse
- Sexting
- Child Protection Policy
- 'Keeping Children Safe in Education' (DfE)
- 'Working Together to Safeguard Children' (DfE)
- MOBILE PHONE ACCEPTABLE USE POLICY – PUPILS
- e-Safety Policy

RECOGNISING POSITIVE BEHAVIOURS

Personal Achievement Awards

As the children progress through school they are encouraged to make a positive contribution towards school. Our school council is made up of children who their peers recognise as being sensible and responsible and can represent them in improving their school.

Rewards

Children should be rewarded for good effort and behaviour. Staff should;

- Thank children for effort
- Give words of praise
- 'Marvellous Me' Awards
- Commend pieces of work
- Display work in class
- Give stickers
- Give person of the week award in assembly

We believe that pupils who display positive attitudes towards their learning and make positive contributions to the life of the school should be rewarded.

Person of the Week

'Celebration Assembly' is a weekly opportunity for all children to receive acknowledgement for their **Personal Achievements**. Staff are invited to highlight pupils from their class with words of praise and an achievement sticker

Headteacher Award

Exceptional effort, work and progress can also be presented to the Headteacher's attention who will award the person with a Headteacher award. This includes a stamp on a child's piece of work if the achievement relates to learning. In the absence of the Headteacher the child will see the deputy head or a member of the senior leadership team.

A Prize Giving Ceremony

Each year, on the last day of the summer term, parents are invited to the leavers' service in church. All Year 6 school leavers receive a prize from the Governors as well as prizes for learning sustained effort personal achievement and their contribution to the school and wider community.

For the remaining children in the school two pupils from each class are awarded for making the most progress over the school year

