

Woodlawn Primary School

**Positive Behaviour
Policy**

November 2020

(Version 5)



Drafted: August/September 2020

Governor Acceptance: December 2020

Launch Policy: January 2020

Planned Review: September 2022

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Policy Rationale

“It is important that pupils’ have secure relationships with peers and adults in a positively affirming environment which supports their emotional development, and which is sensitive to their growing self-esteem and self-confidence.” Northern Ireland Curriculum Document

As a school we are convinced that the development of character is more important than enforcing compliance to a set of instructions. Empowering pupils to make good decisions that positively impact them, our school community and wider society is our goal.

Pupils’ learning will naturally thrive in this type of ethos. When a child feels secure they can more effectively care and help those around them.

The celebration of good behaviour is crucial. At times, however, we have to challenge inappropriate behaviours. When we have to address poor decisions the focus will always be upon how the pupil can do better in the future.

Predominately, however, this policy is based around a belief that every child can be a good behaviour role model.

Policy’s Aims

The key aims of the policy are:

- To foster a happy and secure learning environment for all.
- To help all pupils feel good about themselves and have empathy for others.
- To encourage respect for all, including those with different needs, faith or race.
- To empower pupils to make and take responsibility for their own decisions.
- To raise the attainment of pupils across the school.
- To increase the satisfaction levels of all staff.
- To give parents confidence in the work of the school.
- To enable our pupils to now, and in the future, be responsible citizens.

Policy Impact:

- Enhanced self-esteem amongst pupils.
- Enhanced evidence of pupils making good decisions.
- Enhanced pupil motivation.
- Enhanced pupil enjoyment in school life.
- Enhanced attendance levels.
- Enhanced levels of attainment, especially within literacy and numeracy.
- Enhanced levels of community support.

School Values & Vision:

This Positive Behaviour Policy has been shaped by our school's values and vision.

Our Values:

The policy is consistent with Woodlawn Primary School's agreed values:

Value	Policy & Procedure Impact:
Commitment	<ul style="list-style-type: none">The policy is built upon all staff being invested in creating, maintaining and celebrating a caring and affirming school.
Trust	<ul style="list-style-type: none">The policy will reassure pupils and parents that all will be treated consistently and fairly.
Dignity	<ul style="list-style-type: none">The policy guarantees the rights of every person to be treated with respect whatever their decisions.
Tolerance	<ul style="list-style-type: none">The policy will seek to develop respect and understanding of others.
Honesty	<ul style="list-style-type: none">The policy will ensure that parents will have access to clear procedures and will be informed of their children's behaviours in a timely and professional fashion.
Excellence	<ul style="list-style-type: none">The policy is based upon international evidenced-based research and best practice.

Our Vision:

Vision Statements:	Links with our Positive Behaviour Policy
Provision that focuses on our children.	<ul style="list-style-type: none">The policy aims to empower pupils.The policy believes all pupils can succeed.The policy is child-centred.The policy is positive and redemptive.
Teaching and learning that gives high quality opportunities and outcomes	<ul style="list-style-type: none">The policy seeks to create a positive learning environment for all community members.The policy will raise achievement.
A school connected to its local community and beyond.	<ul style="list-style-type: none">The policy is co-designed with stakeholders.The policy places parental support as central.
School buildings, plant and outside spaces which provide a pleasant and stimulating teaching environment for our staff, and learning environment for our pupils.	<ul style="list-style-type: none">The policy seeks to make the school building a safe, structured and affirming environment.The policy seeks to bring the impact of the policy beyond the classroom and into all spaces including the dinner hall and playground areas.
Effective Leadership at all levels of school life.	<ul style="list-style-type: none">The policy provides clear leadership from the Governors, principal and senior leaders.

	<ul style="list-style-type: none"> • The policy reinforces the role of the class teacher as key to providing effective and bespoke behaviour support for all pupils.
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An Evidenced-Based Approach

One of our values is excellence. Nurturing a school with a high standard of pupil behaviour is central to our success. As a school we were determined to make sure that our policy represents the best of international research and practice.

These following evidence informed assumptions inform our Positive Behaviour Policy and its associated protocols:

- **Pupils are not their behaviour:** Effective management of behaviour requires an approach that always values the child irrespective of their behaviours.
- **Pupils' self-belief is key:** All our attitudes, language and actions must reinforce in pupils our belief they have the potential to become their best self.
- **Pupils are responsible for their choices:** The best approaches develop decision-making rather than over relying upon rules and sanctions.
- **Pupils' teachers make the difference:** Class teachers are the centre for all pupils' learning; including their behaviour development.
- **Pupils' Interventions have a future focus:** Poor decisions are addressed and then put in the context of restoration.
- **Pupils' rules must be concise, clear and cultivate good decision-making.** Avoid the 'Chaos of Rules'. The Rule of Three: Be Safe, Be Respectful & Be Ready!
- **Pupils' rules have to be lived by all!** Children imitate what they see and rebel against inconsistencies in adult behaviours.
- **Pupils' rules must be used in context** of an affirmation and character building culture.
- **Pupils' rules must be applied with transparency, consistency and fairness.**
- **Pupils' relationship with the sanction-giver is key.** The class teacher is crucial.
- **Pupils and parents must be consulted in the design of sanctions.**
- **Pupil parents' involvement makes the sanction more meaningful, keeps them informed and can develop a joined up approach.**
- **There must be a strong pyramid of support from partner teachers, S.M.T. and Principal.**

A Five Strands Approach

Our Positive Behaviour Policy will be delivered via a five stranded approach:

- i. High expectations & consistent adult behaviours
- ii. Celebration of pupils' good decisions
- iii. Relentless rules lived out by all.
- iv. Assertive Sanctions
- v. Restorative Conversations

Strand 1: High expectations & consistent adult behaviours

Who is responsible for managing pupils' behaviour in our school?

The Governors are ultimately responsible for the school to be a safe and positive environment for all pupils and staff. The operational leadership of the Positive Behaviour Policy is the remit of the principal.

The Pastoral Care Team and SENCo will provide advice/help to meet the needs of specific pupils who may require additional support with their behaviours.

The pupil's classroom teacher is the person within the school who will have the strongest relationship with each pupil. They, with the support of all staff, will be the prime affirmer and developer of their decision-making.

All staff must be familiar with the policy and apply its out workings consistently.

We are convinced that an effective Positive Behaviour Policy requires a whole school team approach.

How do we develop good behaviour in our school?

We believe that good decision-making is rooted in our values. Our desire is that pupils will be challenged to think, reflect and then form their own set of good decision forming values. Our aim is that they will do the right things because they believe them to be the right things to do.

This requires our staff to not only apply the policy but to live it out in our expectations, language and our own conduct.

a. Our Relationships

When staff form positive bonds with pupils, classrooms become supportive spaces in which they can engage in academically and socially productive ways.

The way in which staff respond to a pupil's behaviour is critical in influencing how they might behave in the future. The quality of relationships affects behaviour. Pupils who feel valued are more likely to comply with expectations, show improved motivation and a greater desire to learn.

At Woodlawn Primary, we recognise it is far more often the relationship pupils have with their teachers than rules themselves that encourage pupils' to meet expectations. Relationships and behaviour are inextricably linked.

'Pupils' are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about.'

Alfie Kohn - Beyond Discipline

Staff will endeavour to:

- ✓ Actively build trust and rapport.
- ✓ Demonstrate belief in the pupil that they can succeed.
- ✓ Treat pupils with dignity and respect.
- ✓ Maintain consistent boundaries for pupils.
- ✓ Listen respectfully to pupils.
- ✓ Hear the message behind the words/behaviour.
- ✓ Keep our word and do whatever we say we will do.
- ✓ Identify and affirm the positive aspects of every pupil.
- ✓ Apologise, if we make a mistake.
- ✓ Support the pupil to develop techniques to respond more appropriately.

b. Our Expectations

A teacher's responsibility is to communicate positive and appropriate behavioural and academic expectations.

Numerous studies indicate that the expectations teachers have for their pupils tend to become self-fulfilling prophecies. Teachers know their pupils, and as defined in the Northern Ireland Curriculum, should ensure that they are provided with a range of worthwhile, challenging, relevant and enjoyable learning experiences.

Each classroom should be a safe, well managed and stimulating environment which promotes learning opportunities for all. In meeting each pupil at their point of learning, difficult behaviour is more likely to decrease.

To achieve this, we need to:

- Accurately assess the pupils' learning, including learning styles.
- Know what the pupils believe they can do and adjust expectations accordingly.
- Plan to meet the pupils' range of needs.

Agreed Class Contracts:

One way to establish these expectations is to draw up a class contract. The teacher will facilitate these contracts at an early stage in the academic year. It is also recommended that the use of contracts extends to afternoon classes and extra-curricular clubs where appropriate.

A contract is an agreed set of expectations and standards. The agreement applies to both the teacher, the classroom assistant/s where applicable, and the pupils.

A successful contract encourages input and negotiation from both pupils' and teacher, promoting shared ownership. A contract may require amending as situations arise.

All Woodlawn Primary contracts have three strands running through their agreed rules:

- **Be Safe:** Exploring how to move safely in class, around school and in the playground etc.
- **Be Respectful:** Exploring relationships, 'getting along' behaviours and positive play etc.
- **Be Ready:** Exploring attitudes to work and self-management etc.

Teaching Behaviour Skills:

Staff will teach behaviour skills to develop in their pupils:

- Confidence, self-esteem and self-discipline.
- Empathy, by understanding their own and others' feelings/emotions.
- Positive peer relationships based on tolerance and mutual respect.
- Responsibility for their own actions.
- A sense of fairness that informs their values, choices and decisions.
- An awareness of how actions can affect others.
- Co-operation.
- An awareness of right and wrong.
- An understanding of ways in which conflict can begin and the skills to resolve it.

Staff will always give clear expectations of the behaviours they would like to see and provide real examples to help pupils' achieve them. Where possible, staff will use real opportunities to practice and build these skills, using real circumstances with real people. In Woodlawn Primary, we recognise that all pupils' have the potential to develop positive behaviour skills. We believe that if a pupil is struggling to meet an expectation it may be due to a lack of skill rather than a lack of will.

c. Language

We actively encourage pupils' to choose the right thing to do, by explaining the outcomes of their choices, both positive and negative. We link behaviour to outcome to help the pupils' make the best choice. These are opportunities to build and develop skills of responsibility, self-management, awareness of a behaviour's impact etc.

Language:

- Is positive.
- Increases pupils' sense of responsibility.
- Can help mitigate the struggle for power and control.
- links responsibilities, choices and outcomes.
- Helps to develop skills to manage behaviour.
- Increases independence.

Strand 2: Celebration of Pupils' Good Decisions

Research indicates that affirmation rather than tangible rewards are most valued by pupils. It has also been noted that pupils feel strongly that affirmations must be genuine and the level of praise proportionate to the achievement/effort of the pupil. In fact, over generous and insincere praise can be counterproductive.

Despite all these provisos pupils need and value praise/affirmations. This policy seeks to use three levels of affirmation to allow for a fair and smart use of our rewards.

Our affirmations range from Bronze Level (used daily*), Silver Level (used daily/weekly*) to Gold Level (Used weekly/monthly or less*).

Our agreed affirmation/rewards across the school:

*This is only a guide and teachers can be flexible based on their own context.

Band	Agreed Affirmations/Rewards		
	Foundation Stage	Key Stage 1	Key Stage 2
Gold	Monthly Principal's Tea party Texts & Calls - Teacher Pupil of the Month - Principal Principal's Stickers Star Writer Popcorn Party	Monthly Principal's Tea party Texts & Calls - Teacher Pupil of the Month - Principal Star Writer Popcorn Party	Monthly Principal's Tea party Texts & Calls - Teacher Pupil of the Month - Principal Principal's Stickers Star Writer Popcorn Party
Silver	Star of Week Principal's Stickers Friday Prize Box WOW Work & WOW Board Table Awards Line Up Award - Extra Play Table Awards	Star of Week Principal's Stickers Teacher's Lunch Table Friday Prize Box WOW Work & WOW Board Golden Time Line Up Award - Extra Play Table Awards	Star of Week Principal's Stickers Teacher Postcards Home Friday Prize Box Homework Passes WOW Work & WOW board Golden Time Line Up Award - Extra Play Table Awards

Bronze	Verbal Praise	Verbal Praise	Verbal Praise
	Non-Verbal Praise e.g. smile	Non-Verbal Praise e.g. smile	Non-Verbal Praise e.g. smile
	Teacher	Teacher	Teacher
	Stickers/Certificates	Stickers/Certificates	Stickers/Certificates
	Stampers on work	Stampers on work	Stampers on work
	See-Saw Home	See-Saw Home	See-Saw Home
	Messages	Messages	Messages
	Well Done Cards	Well Class Cards	Well Done Cards
		Extra Playtime	Extra Playtime
		Equipment.	Equipment.

*These affirmations/rewards are only in draft form need to be agreed with staff and pupils.

Strand 3: Relentless rules lived out by all.

Central to our policy and its application are three key rules which promote in pupils better decision-making skills. These rules are explained, modelled and continually applied into pupils' experiences in school and beyond. The three rules are:

- ✓ **Be Safe:** To support all health & Safety issues faced by pupil e.g. walking in corridors.
- ✓ **Be Respectful:** To support friendship and good relationships e.g. being kind.
- ✓ **Be Ready:** To support a good work ethos and routines e.g. listen to others.

Pupils will explore the application of these rules to make good decisions as well as dealing with problems and dilemmas both in class and in school assemblies.

Each week as part of the assembly the rules will be revisited and applied to the stories if applicable. On occasions pupils and staff will have 'Shout Outs' to highlight how a person in school has demonstrated the rule that is being discussed during assemblies.

Teachers at the beginning of each term will discuss the rules. This will include the use of real life examples and even drama if applicable. More importantly the rules, in a very positive fashion, will become part of the language of the class. For example, 'I loved the way you hand out the scissors that is a perfect way to Be Safe which is one of our rules'.

Rule will be displayed across all classes in a consistent and prominent way. The displayed rules will be a tool used by all staff when they affirm, remind or even challenge pupil behaviours.

Other strategies used to encourage good decision-making:

- **P.D.M.U. Curriculum**

We teach positive values through our Personal Development and Mutual Understanding element of the curriculum. We also use P.D.M.U. to help our pupils deal with difficult social situations and how to resolve them e.g. arguments and the pressure of peers.

- **Cross-Curricular Approach**

Teachers will make every effort to use many opportunities to teach our rules. Novels and other reading materials within literacy lesson, for example, are very useful to stimulate debate about ethics. This learning can be explored very powerfully via drama, writing and class debates.

Other areas of the curriculum are also equally rich in their potential. Other subjects that are particularly useful include R.E., history, geography and science.

Strand 4: Assertive Sanctions

Our sanctions are designed to help our pupils', to repair relationships, to reflect on behaviour, to explore a behavioural change and to influence discussion about what happens going forward.

Applying restorative sanctions offer opportunities to teach pupils' the boundaries of appropriate behaviour, to model appropriate behaviour, to demonstrate consistency and to reinforce rules and routines. When focusing on the pupil behind the behaviour, we are better able to empathise, teach and guide the pupil to better behaviour.

Punitive sanctions however, may compound problems, causing shame or humiliation. Pupils' who feel shame are more likely to become aggressive and exhibit self-destructive behaviours. Shame can cause pupils' to withdraw from relationships and to become isolated.

Restorative sanctions are not an easy option for pupils or staff. They are, however, more effective in contrast to punitive sanctions.

We at Woodlawn Primary take seriously our responsibility for promoting positive behaviour. We also have a duty of care for all staff and pupils'. For serious or persistent negative behaviour, the school may follow procedures for the referral, suspension or expulsion of pupils' in school as outlined by the Education Authority Procedures.

The school community has agreed a range of progressive sanctions to be applied when required.

Sanctions' Charts

	Behaviours	Sanctions & Restoration
Low Level Sanctions	LOW Level Behaviours	LOW Level Interventions
	<ul style="list-style-type: none"> • Talking at inappropriate times • Not paying attention • Using avoidance e.g. visits to the toilet, looking for resources • Being impolite or unkind • Inappropriate physical contact • Keeping others back/distracting others/class clown • Shouting out • Lack of effort during set tasks • Interrupting • Fidgeting • Unsafe movement through school 	<ul style="list-style-type: none"> • Non-verbal signal/eye contact • Visual reminders within the classroom • Verbal reminder • Positive reinforcement –I love how.../..is making good choices • Three strikes and '<i>you're out</i>' • Individual/whole class rewards • Conversation to remind child of boundaries/good choices and check all is okay • In class behaviour strategies eg losing points • Moving child to another area within the classroom

	Behaviours	Sanctions & Restoration
Medium Level Sanctions	MEDIUM Level Behaviours	MEDIUM Level Interventions
	<ul style="list-style-type: none"> • Any low level behaviours occurring consistently • Lack of respect for toys, books, resources etc. • Deliberately ignoring instructions • Debating instructions • Boisterous/unsafe behaviour • Wrong place at the wrong time 	<ul style="list-style-type: none"> • Verbal reminders of importance of making 'Good Choices' and following school rules of 'Be Safe, Be Ready and Be Respectful' • Loss of privileges • Short time out from a favourite activity e.g. Playground, Ipads P.E. etc. • Finish/repeat tasks during break or Lunchtime • Playground buddy • Informal contact with parent • Verbal/Visual reminders of importance of following Covid-19 guidelines

	Behaviours	Sanctions & Restoration
High Level Sanctions	HIGH Level Behaviours	HIGH Level Interventions (Informal Parental contact throughout)
	<ul style="list-style-type: none"> • Hurting others on purpose/a pattern of hurting others emerges • Prolonged disruptive behaviour • Deliberate use of bad language • Purposely damaging property • Stealing • Consistent answering back • Bullying behaviour – emotional, social, physical • Discrimination of any kind • Consistent lack of respect to others (pupils & adults) • Consistent and deliberate low and medium level behaviours • Refusal to follow instructions • Deliberate and consistent breaching of Covid-19 guidelines* 	<ul style="list-style-type: none"> • Extended time out of an activity • Home-school report card • Reflection time (lunch time) • Playground buddy • Send to Vice-Principal/Principal • Formal conversation with parent • Suspension • Expulsion

*wilful refusal to adhere to arrangements of social distancing and deliberate coughing or spitting at pupils or staff

It is important to note that none the above list of behaviours is not exhaustive. In Woodlawn Primary School, we have a very qualified team of teachers and assistants who have received training on dealing with different behaviours at different points throughout the year. Teachers have the support of the School Leadership Team to exert their professional judgement when dealing with challenging behaviours and can ask any member of our School Leadership Team for advice when needed.

It is also important to note that the School Leadership Team always have the option of accelerating a child to a High Level Sanction, if they deem it necessary.

Additional information relating to sanctions

- **Recording Medium and High-level Sanctions**

All medium and high-level sanctions will be logged on the school's **Behaviour Record Sheet**. These records will be placed in a Private folder. Records will be retained until the pupil moves to post primary school.

- **Detention Timetable**

The SMT will operate a shared timetable to facilitate detentions.

- **Uniform Matters**

The school leadership recognises that the responsibility for wearing school uniform is primarily at parental one. If a child comes to school without uniform the teacher, in the first instance, will give the child a rule reminder.

If the child fails to comply after the rule reminder has been issued the teacher will contact the parent.

If the problem persists beyond this it will be treated as a disciplinary matter.

Suspension and Expulsion

We are reluctant to ever suspend or permanently exclude any pupil from school. The option to do so, however, is retained at the principal's disposal.

If a suspension or expulsion are being considered the guidelines and protocols issued by the Education Authority will be followed.

Suspension/exclusion may be considered for the following reasons:

- Prolonged rejection of school rules.
- A serious physical or/and sexual assault.
- Repeated use of discriminatory language e.g. racist or bigoted comments.
- Sustained or/and repeated bullying of one or more pupils.
- Misuse of substances or/and encouraging others to.
- Malicious damage of property.
- Disrespectful attitude towards staff.
- Verbal or physical abuse of staff.
- Any action before, during or on the way home from school that damages the school's relation with our community e.g. being abusive to local residents or pupils from other schools.

This list is only a guide. Sanctions depend on the pupil's context, previous behaviour, mitigating circumstances and the behaviour of others.

Parents and pupils must, however, be aware that poor behaviour will not be ignored. If required, all measures will be used to keep the school a safe and happy environment.

In certain extreme circumstances relating to behaviour the management of the school will work directly with the parent and the Education Authority, where appropriate, to consider a shortened day and/or going home for lunch as an appropriate management strategy before going to formal suspension.

Referral

Staff need to be aware of all deviations from 'normal' in their pupils', or any behaviour, reaction or response that seems concerning. It is important to monitor a pupil who fails to respond to normal classroom positive strategies. Their behaviour may demonstrate that the pupil requires additional support. It may be necessary for staff to seek support from the school SENCO, the Pastoral Team or the Senior Management Team. It may also be necessary to seek advice or support from outside agencies e.g. RISE, Education Welfare Service, Education Psychology Service, the Behavioural Support Team and CAMHS.

In order to provide appropriate intervention, it is essential that signs are recognised early. This will lead to the avoidance of deeper problems and have a positive impact on the pupil's future within a school environment. Where additional intervention is required, every effort should be made to ensure that the nature of the support is in accordance with agreed procedures and that parents or carers are informed at all stages.

The Special Educational Needs Code of Practice

Pupils with specific difficulties such as A.D.H.D., A.S.D., S.E.B.D. etc. may be placed on the school's Special Education Needs Code of Practice. The aim of placing a pupil with behavioural needs on the S.E.N. Code of Practice is to formally support the modification of behaviour.

Behaviour Outside School

Expectations of our pupils extend to journeys to and from school and on educational trips or visits. They are taught to make safe choices regarding road safety and general vigilance. At Woodlawn Primary, we believe parents and school have a joint responsibility to ensure pupils behave appropriately to and from school. We reserve the right to request a parent to escort their pupil to and from school if the pupil cannot behave safely and appropriately.

Strand 5: Restorative Conversations

We are convinced that prevention is better than a cure. Therefore, our Positive Behaviour Policy endeavours to promote good behaviour rather than depending on sanctions.

On occasions sanctions are necessary but they must be seen as forward looking and not punitive.

Therefore, staff will not see the giving of sanctions as an end but the starting point for the pupil's learning.

Reflection:

Together staff and pupils use these questions to explore:

- What has happened?
- Why do you think this happened?
- How do you feel now about what happened?
- How do other people feel now?
- What needs to be done to put things right?
- Is there anything we have learned?

Scripted Interventions:

These reflective conversations are consistent. They are non-confrontational and allow the pupil to have their voice heard. These opportunities to reflect and learn about their behaviour develop emotional awareness and maturity.

Restoration:

When restoration is our goal, we find that relationships are stronger, and learning is more effective.

What is being restored? Depending on the context and needs of those involved, it may be the restoration of a connection between pupils', for example friendship or respect, or the restoration of something within the pupil, for example self-confidence, self-respect or dignity. When a pupil is led through a restorative conversation, trust can be restored, boundaries can be redrawn and re-established - all with the assurance of a fresh start.

Parental Support

The role of parents and the wider community is crucial. We ask that parents support the school's rules and protocols completely e.g. school uniforms. Parents need to be always respectful of all staff and school rules as role models to their children.

It is unrealistic that parents will always agree with the rules and decision of the school. It is, however, important that such disagreements are discussed amongst adults and not in front of pupils. If children hear or/and see their parents being disrespectful to the school in anyway it weakens their ability to demand that their children comply in the future.

In return, parents will be treated with respect and courtesy by all staff. If the school is in a disagreement with a parent this will never impact on the pupil's experience in school.

How do we engage parents in behaviour management?

- Parents will be consulted on policy updates every two years.

- The policy will be distributed to families on their arrival at the school or every two years.
- Parents will be involved in the regular communications as outlined in the policy.

Equality of Opportunity

All pupils whatever their gender, race, religion and social background must have benefit from equal treatment. As a school we are committed to both nurture and discipline pupils without fear or favour.

Areas of particular focus to be drawn to the attention of staff are:

- To take care that boys are not dealt with more severely than girls.
- To ensure that staff and Governors' children are not favoured or sanctioned unfairly.
- To make sure that those with a history of poor decisions are given a fair hearing.

Behaviour Management and S.E.N.

Teachers have a responsibility to cater for the needs of all their pupils. It is important that all barriers are acknowledged and the teacher makes reasonable efforts to meet the needs of all pupils.

Some pupils have complex issues that influence their behavior. The class teacher should liaise with the previous teacher and the SENCo before the school year. A range of strategies need to be agreed to manage some pupils' particular needs. This may also be explicitly included in the pupil's educational plan. It is important that all staff who deal with the pupil are aware of their difficulties so they can act as appropriate when managing their behaviour.

Health and Safety

There are pupils who have challenges that may result in their safety and those of other pupils and staff being compromised. It is key that staff work with the SENCo, external agencies and within SENDO legislation to ensure that the pupil, and those who will be impacted by their challenges, be supported in the most effective manner. This will normally involve a very specific behaviour plan.

Assessment & Reporting

Pupils' behaviour and attitude to school will be explicitly reported on the annual report. It will also be a theme for the pupil/teacher interviews. This is both an opportunity for celebration as well as a challenge.

When a pupil's behaviour is less than the expected norm it must be reported. Teachers, however, must also strive to be positive. This means they give a balanced report and seek to also share the good decisions the pupil has made. Staff

should also try to give constructive behaviour management ideas. Behaviour management is a partnership between home and school. The parent/s or the staff must not abdicate their role.

Professional development

The school is committed to cater for teachers' professional development needs within the area of behavior management. This includes the following key elements:

- A clear and user-friendly Positive Behaviour Policy.
- The support and encouragement of the Pastoral Care Team, SENCo and S.M.T.
- Ongoing training and professional development as required.

The Monitoring and Evaluation of the Positive Behaviour Policy

The monitoring of the policy will be ongoing across the year. The impact of the policy will be monitored in the following ways:

- The school's yearly academic data.
- Monthly and yearly attendance figures.
- School Behaviour Records
- Detention Logs
- Pupils' Annual Reports
- School Development Plan pupil, parent and staff discipline survey as part of the three-year school development planning cycle.

Links with other Policies

- Child Protection Policy
- Anti-Bullying
- P.D.M.U.
- S.E.N.
- Health and Safety

Review Cycle of Policy

The Positive Behaviour Policy will be reviewed and if required updated every two years. This process will involve pupils, parents, staff and governors.

A full version will be issued to parents after every review. A full version will be available from the school office for reference or/and a paper copy issued if required. A summary version will be issued to pupils and parents each September.

Positive Behaviour Policy Covid-19 Addendum – August 2020

This addendum reflects the announcements made by the Department of Education (DfE) and will be reviewed and regularly updated in line with Local Authority and National COVID-19 guidance. This document seeks to clarify practice and reflect adaptations around positive behaviour procedures for pupils in Woodlawn Primary School.

All pupils must continue to adhere to the principles outlined in the Positive Behaviour Policy.

In addition, pupils must:

- respect the revised day to day expectations of class 'bubbles'
- adhere to the revised rules and expectations for entering and exiting the school site/building
- stay at their own desks unless directed otherwise (not applicable to Foundation Stage)
- not in jest deliberately, and unnecessarily perform actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing
- follow hygiene rules, including washing hands/sanitising when entering and leaving rooms
- leave belongings in designated areas

To be aware of and follow expected health and hygiene requirements to keep everyone safe pupils must:

- inform an adult if they feel they have any Covid-19 symptoms
- use tissues when sneezing or coughing and dispose of in bins
- only use designated toilet areas one at a time and wash their hands after use thoroughly (at least 20 seconds) after use.
- only use their own stationary equipment (stays in school)
- only use their own water bottles and eat/drink their own food. No sharing is allowed.
- only school bags, coats, lunch bottles and water bottles can be brought each day. No other belongings allowed.

Consequences

- In the unfortunate event of misbehaviour, pupils will be given clear, explicit warnings and reminders of appropriate choices. If, following this, behaviours do not improve, the sanctions within the school's behaviour policy, up to and including exclusion, will be applied.
- In the event that there are incidents which pose a persistent risk to pupils and staff, parents will be contacted, and pupils collected from school to ensure the safety of themselves and others.

- If any adverse behaviours take place that could affect the health or safety of other pupils or staff, then a risk assessment may be completed to review the safety of that child in school during the pandemic restrictions. (e.g. spitting, physical attacks, refusal to comply with health and safety/ social distancing requirements that could heighten the risk of harm to others or make them unnecessarily anxious).

IR Mullen

October 2020