



Policy Title	Ethos, Behaviour & Discipline
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Approving Committee	Achievement & Improvement / Safeguarding
Chair of Governors	Headteacher
Date of Next Review	November 2016

Mission Statement:

Woodborough School is about

Christian caring
Happiness
Inspiring
Learning together
Diversity
Rewarding
Enabling
Nurturing

Ethos, Behaviour and Discipline Policy

Definitions:

Ethos	<i>characteristic spirit of community, people or system</i>
Behaviour	<i>department, manners, moral conduct, treatment shown to or towards others.</i>

AIMS OF OUR POLICY

The aim of this policy is to raise awareness of the issues involved in ethos and behaviour, in order to enable effective teaching and learning to take place. This policy is intended to:

1. Ensure teaching of positive behaviour rather than managing behaviour.
2. Encourage consistency in the expectations, attitudes and actions of all staff within the classroom and around the school.
3. Form a basis upon which we can develop and maintain a positive atmosphere in the school and deal confidently with behaviour problems.
4. Be a vehicle for partnership and mutual support through parental involvement.

The ethos of the school depends upon a range of factors including:

- The successful teaching of positive behaviour
- The extent to which we are able to encourage children to take responsibility for their own behaviour and learning.
- Maintaining a climate in which discussion is encouraged so that each group – teaching and non-teaching staff, pupils and parents – feel that their opinion is valued.
- The priority given to forming and maintaining good relationships.
- Encouraging the development of mutual respect between all adults and children.
- Creating an environment which is welcoming, organised and attractive, with displays used to celebrate the successes of the pupils.
- Establishing an environment in which children feel valued, secure, eager and able to learn.
- Consistent implementation of our equal opportunities policy.
- Collective worship in which we listen to and appreciate one another.
- Adults as positive role models.

General Points:

- In all matters dealing with behaviour we remember to be POSITIVE and not to apportion blame either to children, parents or ourselves; label the behaviour and not the child. It is vital that a pupil does NOT feel labelled.
- The school's commitment to equal opportunities is essential in the area of behaviour. Staff do not consider the behaviour of boys in a different light from girls or treat children of different ethnic, racial or cultural backgrounds in any different way.
- Rewards and sanctions follow an agreed system in order to achieve fairness and consistency throughout the school.
- Ethos, Behaviour and Discipline Policy procedures are followed by all members of staff and adults model the types of behaviour encouraged therein. The school's booklet for supply teachers aims to ensure that all teachers are quickly inducted into our methods.
- The foundation of the Ethos, Behaviour and Discipline Policy is the Golden Rules which apply throughout the school.

RULES

We make sure that all members of our school know and understand our rules. Our school rules are displayed prominently around our school and in every classroom. Teachers regularly discuss the importance of the rules and help children to understand how keeping them is of benefit for everyone.

Our Golden Rules

- ☺ Be gentle and behave safely
- ☺ Be kind, helpful and thoughtful
- ☺ Work hard and try your best to do your best
- ☺ Look after property
- ☺ Listen to people
- ☺ Be honest and respectful
- ☺ Be well mannered

KEEPING THE RULES

The school day is divided into three sessions:

- i) registration until break time – 8.45 am to 11.00 am
- ii) break time until end of lunchtime – 11.00 am to 1.15 pm
- iii) after lunch until home time – 1.15 pm to 3.15 pm

It is important that each new session means a 'new start', as does the start of each new day. It is important not to be 'historical' or to label a child for their behaviour in the past.

(When our teaching staff complete their Planning, Preparation & Assessment Time (PPA Time) and classes are taught by additional teachers, each lesson with a different teacher constitutes a new session and a fresh start.)

REWARDS

We make it clear to our children that we expect them to keep the rules at all times and we offer our support in the following ways:

- ✓ A smile
- ✓ Verbal praise
- ✓ Written comments
- ✓ House Points
- ✓ Stickers
- ✓ Lunchtime stickers
- ✓ Success Stamps
- ✓ Certificates
- ✓ Being entered into the Golden Book and Golden Certificates
- ✓ Golden Time

Class Rewards (at teacher's discretion):

In order to encourage a class to 'gel' and work towards a common goal, a class teacher may decide to have a certain reward that the whole class will work towards. This will be more motivating if the children have had an input into the choice of final reward. For the reward to be earned, the pupils in the class have to work together towards a 'whole class target'. As a means of monitoring how close they are getting to the collective reward the class should have an agreed system. A whole class enjoying a fun time together is also good for social skills development.

HOUSE POINTS

A formal House Point system operates across the school. Each child is allocated to a house:

Mars (red), **Jupiter** (green), **Mercury** (yellow), **Venus** (blue)

Children earn 'House Points' for their achievements in all aspects of school life. House Points are recorded on charts in each classroom. House Captains, appointed from pupils in Year 6, collect House Points on a Friday afternoon. In School Meeting on Friday the results are announced. A running record is kept and pupils in the House with the greatest number of weekly successes are invited to take part in their own non-uniform day at the end of Terms 2, 4 and 6 (wearing non-uniform but items of clothing in their House colour).

SUCCESS STAMPS

Each child has their own Success Card (Appendix 1) in the colour of their House. Success Cards display a photograph of the child taken at the start of the school year, a reminder of the Golden Rules and any Success Stamps collected by the child.

Success Stamps are awarded, by teaching staff, for:

- Pupils who have read at least three times each week to an adult at home (checked by counting the signatures in pupils' Reading Record Books or Homework Diaries)
- Pupils who consistently achieve full marks in their weekly spelling tests (every 3 consecutive weeks)
- Pupils who have made an extra special effort with their work / behaviour

When pupils complete rows of their Success Cards (every row at KS1 and every 2 rows at KS2) their names are entered in the Golden Book and they receive recognition by means of a Golden Certificate in our Friday afternoon School Meeting.

GOLDEN TIME

Golden Time is a celebration of pupils' ability to keep the Golden Rules. Golden Time is a weekly timetabled slot of thirty minutes on a Friday morning. Each child begins the week with all Golden Time intact. A child who makes a choice to repeatedly break the Golden Rules will lose Golden Time (refer to flowcharts for classroom and playground behaviour).

SUPPORTING CHILDREN IN THEIR EFFORTS TO KEEP THE RULES

In addition to the rewards detailed above, we promote good behaviour and a positive ethos in school in the following ways:

- Regular use of circle time, PSHE and SEAL activities to enable children to discuss problems with each other in a calm, supportive atmosphere
- Use of the school 'peg system' to enable all pupils to talk to an adult of their choice
- Regular Class and School Council to enable children to make suggestions and offer opinions on school improvement
- Moral discussions, stories and role play which promote our rules as part of collective worship
- Year 6 leaders who provide good role models for other children
- Informing parents of the school rules
- Encouraging strong Home-School links via the Home-School Agreement (Appendix 2) and parents' meetings

SANCTIONS

When the school rules are broken, we follow the procedures detailed in Appendices 3a and/or 3b.

All adults in school can impose the sanctions detailed and must relate them calmly to the rule being broken. They will explain that the child has made this 'choice'. Of particular note are the rules about respect and manners – lack of respect towards adults and absence of manners will always be challenged.

Requesting the pupil to rectify the situation in a manner suited to the misdemeanour and the age of the pupil may also be effective (e.g. tidying / cleaning up after a mess has been made).

WHEN RULE BREAKING CONTINUES

The procedures in Appendices 3a and/or 3b are followed for each incidence of disruptive behaviour in the classroom or playground (refer also to Appendices 4a and 4b) and may ultimately result in a pupil being requested to leave the class in the form of a period of time-out working in another classroom, or being sent indoors for time away from the playground.

***NB** It is important for teachers to make it clear to the other pupils in the class the reason why a pupil has been removed from class. The poor behaviour must be detailed, i.e. the Golden Rule that has been broken, and pupils must be made aware of the appropriate sanction that has been received.*

If the disruptive behaviour continues into subsequent sessions and 10 minutes of Golden Time is lost within one week a Behaviour Concern Sheet will be generated (Appendix 5). When a pupil receives a Behaviour Concern Sheet, their name is entered into the Behaviour Book (kept in the Admin Office) and they miss their next playtime. During this time they may be asked to complete a 'Thinking About My Behaviour' Sheet (Appendix 6) to reflect on their behaviour, or to complete work they have missed due to their inappropriate behaviour. The class teacher will also contact the pupil's parents to discuss the behaviour.

If a second Behaviour Concern Sheet is generated within a short period of time (i.e. within a term), copies of the Behaviour Concern Sheets are sent to parents together with a letter, requesting them to attend a meeting with the class teacher and Headteacher to discuss their child's behaviour.

Pupils with very challenging behaviour:

Sometimes schools have pupils for whom the usual sanctions do not work; however, every school also has the duty to be inclusive – as directed by the LA and Government guidance.

What is inclusion?

- "Educational inclusion"... is about equal opportunities for all pupils... it pays particular attention to the provision for, and achievement of, different groups of pupils." *OFSTED, 2001*
- Inclusion involves the identification and minimising of barriers to learning and participation and the maximising of resources to support learning and participation. *Booth and Ainscow, 2000*
- However, it also goes much further, and is about tackling the underachievement and exclusion of groups who have been marginalised or disadvantaged in the past, through taking positive action and through the targeting of resources to ensure that they have their rights upheld.
- 'Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties'. *Bristol LA*

A Behaviour Management Plan

For pupils who are exhibiting very challenging behaviour, it is important for the parents and the school to meet and agree a behaviour programme as soon as possible in order to 'manage' the behaviour and ensure that the pupil and staff of the school can work together effectively.

A Behaviour Management Plan will involve the pupil's class teacher, the Headteacher, any teaching assistants who work with the pupil, Local Authority Behaviour Support Staff and the pupil's parents. The plan will ensure that the child and the school have agreed strategies for dealing with anger and

unacceptable behaviour. The plan will be regularly reviewed and adapted to ensure the pupil is supported correctly and the rest of the school is able to work in a safe environment. The plan may involve reducing the hours the pupil is permitted to be in school. It may also involve other specialist outside agencies.

Knowing the children and providing what they need:

Many of the sanctions mentioned within this document need to be used with care and due consideration for the needs of the child. What may be a relatively extreme display of behaviour for one child may not be for another. As a result teachers may, on occasion, be faced with difficult judgements and this may lead to concerns over fairness from other members of the class. The teacher may need to discuss how the rest of the class is going to help in the support of a child's needs. This needs to be handled with care and sensitivity. Rewarding children for being supportive of others can help. Also, we need to bear in mind that much poor behaviour is linked to pupils not wishing to engage with an activity as they perceive it to be threatening. So, lessons need to cater for the different abilities, learning styles and personal interests of the pupils in each class.

The development of emotional literacy in all of our pupils is vital to enabling them to cope with their feelings and relate well to others in social situations. We teach appropriate behaviours and strategies for coping with emotions to our pupils, in order to improve the well-being of all in our community.

VIOLENT AND ABUSIVE BEHAVIOUR

It is made absolutely clear to children that violent or abusive behaviour is never condoned in our school (refer to classroom charts in Appendix 7 'Hurting & Bullying People' and separate Anti-Bullying and Race Equality Policies). Furthermore, it is made clear to children and parents that violent or abusive behaviour such as: swearing, spitting, kicking to cause injury, fighting with intention deliberately to hurt, stealing (petty), refusing to do as asked by an adult / being consistently defiant, vandalism which is planned and deliberate, biting, rudeness to any adult in school, inappropriate sexual behaviour, proven incidences of bullying directed at children or adults, making racial comments may well lead to a formal exclusion from school (refer to separate Exclusion Policy).

When such behaviour occurs, the following procedure applies:

1. Children involved in violent or abusive incidents are accompanied by an adult to the Headteacher or deputising teacher to be dealt with. If it is not possible to accompany the children, the adult in charge will send for the Headteacher or deputising teacher.
2. The incident will be fully investigated and logged.
 - a Behaviour Record Sheet (Appendix to Exclusion Policy) will be written and will be marked with the sanction(s) to be imposed
 - there will be a loss of playtimes / privileges commensurate with the seriousness of the offence
 - opportunities to be with other children during unstructured times may be restricted, for example:
 - before the beginning of school
 - in the playground at morning break
 - in the playground during the lunch break
 - in the school grounds at the end of the day
3. Parents will be informed either by telephone or letter and requested to sign the Behaviour Record Sheet.

FURTHER SANCTIONS

We recognise that situations may arise when behaviour is so poor that further action must be taken; for example, when a child:

- seriously injures another child in an unprovoked attack
- attacks a member of staff and is physically abusive

- seriously harasses (racially or sexually), or bullies another child (refer to Anti-Bullying Policy)
- endangers others or brings articles into school which may endanger others
- endangers himself / herself

Behaviour of this nature will normally result in an immediate Formal Exclusion from school. Any exclusion will be managed by the Headteacher or Acting Headteacher according to the Department for Education guidelines.

If a pupil has had three serious incidents leading to fixed period exclusions within a six week term, the Headteacher will review their behaviour for the term and consider alternative education by the Behaviour Support Team or Permanent Exclusion.

WORKING WITH PARENTS

We believe that a good home-school relationship is vital in ensuring that our Ethos, Behaviour and Discipline Policy works well for the benefit of all our children. We will inform parents when their child is behaving well and we will inform parents when their child is repeatedly breaking school rules. We always welcome parents' comments, suggestions and support. We will ensure that parents receive a copy of our Ethos, Behaviour and Discipline Policy (Appendix 8) and trust, if they accept a place for their child at Woodborough CE Primary School; they will accept and support our policy.

MONITORING AND REVIEW

This policy is monitored on a day by day basis by the Headteacher and Deputy Headteacher, who report to the Governors about the effectiveness of the policy on request.

This Ethos, Behaviour and Discipline Policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the entries in the Behaviour Book and the Behaviour Concern Sheets, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in persistent poor behaviour.

APPENDICES

- 1 Success Card
- 2 Home-School Agreement
- 3a Behaviour Flowchart for Disruptive Classroom Behaviour
- 3b Behaviour Flowchart for Disruptive Playground Behaviour
- 4a Yellow Card for Playground Behaviour
- 4b Red Card for Playground Behaviour
- 5 Behaviour Concern Sheet
- 6 'Thinking About My Behaviour' Sheet
- 7 'Hurting and Bullying People' Classroom Chart
- 8 Ethos, Behaviour and Discipline Policy ~ A Leaflet for Parents