

# WOOD FOLD PRIMARY SCHOOL

## BEHAVIOUR / POSITIVE DISCIPLINE POLICY

Policy revised / written (date):	June 2024
Policy approved by Governors:	4 <sup>th</sup> July 2024
Policy published (including on the website):	5 <sup>th</sup> July 2024
Next review (date):	June 2025

### Principles

- The whole school community is responsible for the adherence and application of this policy.
- To help children develop self discipline and understand what constitutes good behaviour, creating a common understanding of what is acceptable and unacceptable behaviour.
- To encourage children to develop a standard of behaviour that is acceptable to peers and society in the widest sense.
- To provide a positive, safe and caring environment for all pupils.
- To help children with emotional, social and behavioural difficulties to understand that it is their behaviour that is unacceptable not themselves.
- To be treated equally and fairly regardless of race, religion, culture or gender.
- To comply with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### Teaching Positive Behaviour

- Positive behaviour is addressed throughout school and is everyone's responsibility.
- PSHE&C lessons address elements of positive behaviour.
- Zones of Regulation supports children to gain skills in consciously regulating their actions
- Collective Worship regularly addresses issues of respect and appropriate behaviour.
- High standards of behaviour are at the heart of our school ethos.
- Teachers model positive behaviour in the classroom.
- **Happy Lunchtimes** help to promote positive behaviour through play and collaboration.

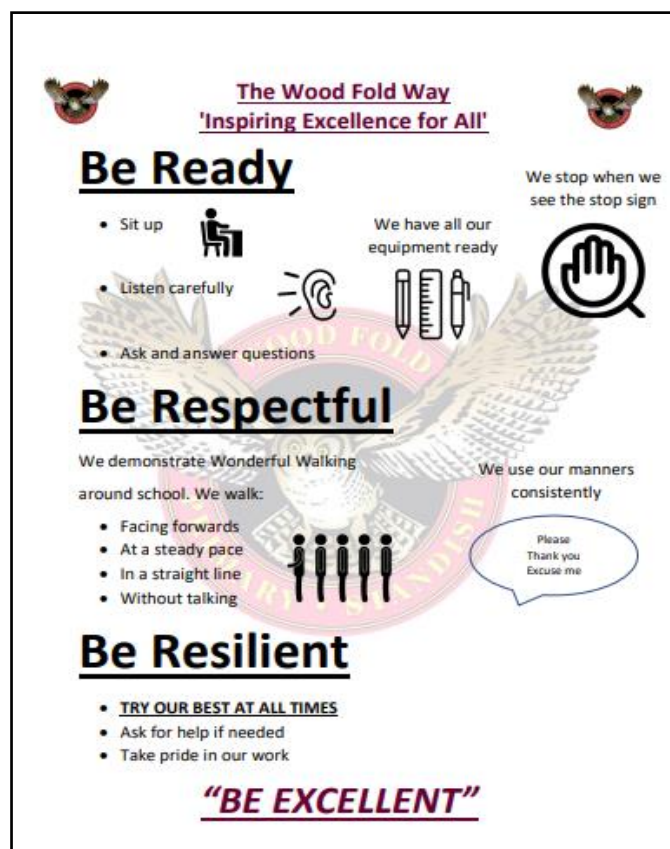
### Rules, Rewards and Consequences

Schools are places of learning. This policy contains the agreed rules, rewards and consequences which are agreed by teachers and their classes as part of the transition process and are reviewed each half term. These rules, rewards and consequences apply at all times and in all places during the school day. This will allow everyone to work successfully, safely and enjoyably. Good behaviour will always be rewarded. Poor behaviour will be dealt with calmly and quietly.

## Rules / Code of Conduct

1. We will move calmly and quietly around school at all times, including going into assembly, out to playtimes / lunchtimes and in from playtimes / lunchtimes.
2. We will use our manners at all times and behave in a courteous and respectful manner with everyone.
3. We will treat all children as equals, we are respectful of one another, are confident to express ourselves and respect other's opinions and encourage each other to do well and support each other.
4. We will keep our hands and feet to ourselves.
5. We follow instructions the first time they are given.
6. We understand that name calling, swearing, teasing and bullying are unacceptable behaviour.
7. We keep the school clean and tidy so that it is a welcoming and safe place that is conducive to learning.
8. We will complete work that is set for us and do so to the expected standard.

Within the school setting, 'The Wood Fold Way' behaviour expectations are displayed for all children to see and follow. The steps are simple, comprehensible and are used consistently across the whole school.



## Teaching Approach

We believe that, in order for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our academic year begins with a reintroduction of our behaviour expectations, including rehearsing behaviours and recapping the work on zones of regulation. Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers will dedicate plenty of time over the first few weeks reminding, practising and reinforcing these behaviours and will continue to do so throughout the year, as necessary. Each half term our SLT will focus on an area

of the behaviour curriculum, taking the valuable opportunities of morning worship, breaks and lunchtimes to remind and rehearse, consistently recognising outstanding behaviour.

<u>Explicit Routines</u>	<u>High Expectations</u>
<p><b>Do Now – Classroom entry</b></p> <ul style="list-style-type: none"> <li>• Teacher stands at the threshold of classroom and greets children</li> <li>• Children enter classroom quietly</li> <li>• Child get on with task on desk in silence (usually a retrieval activity)</li> </ul> <p><b>STOP Signal</b></p> <ul style="list-style-type: none"> <li>• Teacher hold up hand, palm facing the children (STOP Signal)</li> <li>• Children notice teacher showing STOP signal               <ul style="list-style-type: none"> <li>• Children stop what they are doing, emptying hands, ensuring magnet eyes</li> </ul> </li> <li>• Children also show STOP signal</li> </ul> <p><b>1,2,3</b></p> <p>1 = Stand up 2 = Tuck chair in 3 = Line up in alphabetical order</p> <p><b>End of playtimes / lunchtimes</b></p> <p>1st whistle = stop and stand still and silent 2nd whistle = silent walk into line in alphabetical order</p>	<ul style="list-style-type: none"> <li>• Sit up</li> <li>• Listen carefully</li> <li>• Ask and answer questions</li> </ul> <p>Wonderful Walking &amp; Wonderful Waiting</p> <ul style="list-style-type: none"> <li>• Facing forwards</li> <li>• At a steady pace</li> <li>• In a straight line</li> <li>• Without talking</li> </ul> <p>Oracy skills Greeting others (children and adults alike) Consistent manners</p> <p><b>ALL LESSONS WILL BEGIN WITH A REMINDER OF THE INSPIRE MOTTO WHICH NEEDS TO BE DISPLAYED ON THE BOARD.</b></p>

### Routines and Expectations for All

Tom Bennett states, ‘It is the duty of every adult to help create in students the habit of self-restraint or self-regulation.’ We have therefore designed a list of expectations, combined with rules that every member of the school community can refer to - these are clear and accessible for everyone.

<p><b>In our classrooms, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Sitting up, listening carefully, answering questions</li> <li>• Starting our task as soon as we enter the classrooms</li> <li>• Ensuring we are prepared for and ready to learn with clear, clutter free desks</li> <li>• Working independently</li> <li>• Staying on task</li> <li>• Taking pride in the presentation of our work</li> <li>• Treating our environment and equipment with respect</li> <li>• Taking part in discussion, showing an interest in the ideas of others</li> </ul> <p><b>You won't see us....</b></p> <ul style="list-style-type: none"> <li>• Swinging on chairs</li> <li>• Calling out</li> <li>• Talking whilst the teacher is</li> <li>• Disrupting others</li> <li>• Fiddling with items on our desk</li> </ul>	<p><b>When playing outside, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Treating others with kindness</li> <li>• Demonstrating respect to all peers and staff</li> <li>• Trying to resolve any disagreements independently</li> <li>• Taking part in different activities</li> <li>• Making sure everyone feels included and valued</li> <li>• Following the football rules</li> <li>• Using the ‘Five Minute Warning’ (2 short blasts of the whistle) to prepare for the end of lunchtime</li> <li>• Lining up quickly, silently and sensibly as soon as the whistle is blown</li> <li>• Treating our environment and equipment with respect</li> </ul> <p><b>You won't see us....</b></p> <ul style="list-style-type: none"> <li>• Taking part in rough play</li> <li>• Using unkind words or inappropriate language</li> <li>• Going indoors, unless we have permission from a member of staff</li> <li>• Behaving in a way that may upset others</li> </ul>
<p><b>In the lunch hall, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking</li> <li>• Lining up quietly, standing straight</li> <li>• Remembering our manners</li> <li>• Carrying trays sensibly</li> <li>• Using indoor voices</li> <li>• Using our knives and forks</li> <li>• Clearing tables completely then sitting back down</li> <li>• Lining up sensibly</li> </ul> <p><b>You won't see us...</b></p> <ul style="list-style-type: none"> <li>• Getting out of our seats when we don't need to</li> <li>• Being silly</li> <li>• Talking loudly</li> </ul>	<p><b>When moving around school, you will see us:</b></p> <ul style="list-style-type: none"> <li>• Wonderful walking</li> <li>• Holding doors open – letting others through a doorway before walking through yourself</li> <li>• Greeting people politely - saying ‘Good Morning’ or ‘Good Afternoon’</li> <li>• Using ‘please’ when asking for something</li> <li>• Using ‘thank you’ and showing gratitude when somebody does something nice for you</li> <li>• Standing aside to let people past</li> <li>• Being mindful of other learners around us</li> <li>• Going back to our classrooms as soon as possible</li> </ul> <p><b>You won't see us....</b></p> <ul style="list-style-type: none"> <li>• Talking loudly</li> <li>• Being silly in the corridors</li> <li>• Wandering around</li> </ul>

## **Rewards**

Rewards will be given when the rules are observed and adhered to. All staff aim to focus on the good behaviours we observe, and acknowledge it consistently with a range of the following rewards:

- Praise (non-verbal, verbal and written)
- Stickers
- Bookmarks and Certificates
- Letters home to parents
- Dojo Points
- Prize from prize box
- Extra responsibilities for pupil (within class or whole school)
- Present work to another member of staff
- Present work to Headteacher for Headteacher Award
- Class points
- Star of the week
- Happy Lunchtime award (nominated by lunchtime staff)

## **Class Points**

Each class starts the week with 20 'class points'. Additional points can be awarded for good class behaviour at playtimes and lunchtimes or in class situations (a maximum of 3 points at a time). Equally sanctions can result in the loss of points.

Results are announced in Friday's achievement assembly and the class with the highest score in KS1 and KS2 receive additional playtime the following week.

## **Star of the Week**

Once a week, each class teacher chooses a child with outstanding behaviour/attitude to be the 'Star of the Week'. Children will be presented with a certificate during the Celebration Assembly.

The winner of the 'Star of the week' certificate is awarded the chance to eat their lunch on the 'top table' with a child of their choice. Fruit juice, biscuits and balloons are provided as part of the 'top table' experience.

## **Platinum Lunchbox award**

During playtimes and lunch, the lunchtime staff will award the children with pom poms for displaying traits such as: positive behaviour, teamwork, empathy, respect and resilience. These pom poms will be collated together in class jars.

Once a week as part of the Celebration Assembly, the children will find out which class has collected the most pom poms and be awarded with the 'Platinum Lunchbox Award'. Inside they will discover the 10 minute reward that they have won for the week. These rewards have been decided upon by the School Council, and vary each week.

Lunchtime staff will also award a certificate each week to a child that has stood out to them for their positive behaviour.

## Consequences

At Wood Fold we believe in the right for all children to access high quality learning and so have a zero tolerance approach to unacceptable behaviour.

In order to address any unacceptable behaviour quickly and quietly, behaviour cards will be used in the following order:

- 1) Stop and Think card - if a child is causing low level disruption



- 2) Yellow Warning card – if the behaviour continues



- 3) Red Consequence card – if the behaviour continues despite having already received a warning.



Any time that a red card is given this is also recorded on SIMs.

The aim of this is to prevent discussion around the behaviour and therefore ensure that it has no impact on learning. Discussion around the behaviour will then take place at a more appropriate time.

Class teachers / teaching assistants monitor the cards that are given out to children using the weekly class behaviour log (see appendix 1). This allows for monitoring and observation of any patterns and allows staff to track any changes in behaviour or impact of support put into place for individuals. The Pastoral Team check behaviour logs fortnightly as a minimum.

Issues or concerns regarding friendship groups, as well as any discussions taking place to address feelings of anxiety or worry will also be logged by the classteacher/ teaching assistant (Appendix 2). Like with the behaviour logs, these will be monitored for patterns half termly as a minimum.

The following consequences will occur in school for not adhering to the rules set out above.

- A verbal reprimand
- Repeating unsatisfactory work until it meets the required standard
- Missing break time
- Sent to another teacher / classroom
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a class trip
- Sent to Deputy Headteacher in the first instance. At this point a reflection task will be completed, when the child is in the right frame of mind to do so, which encourages them to reflect on their behaviour. (see Appendix 3 – EYFS and KS1 and Appendix 4 – KS2)
- Sent to Headteacher

Consequences will be appropriate to the nature of the behaviour exhibited.

If inappropriate behaviour continues the following will occur:

- 1. Parents will be contacted by the classteacher and behaviour discussed informally.**

2. **Children who continue to misbehave will be sent to members of the senior leadership team / Headteacher** with an activity whilst they reflect on their behaviour.
3. **A meeting will be held between either the Headteacher or Deputy Headteacher and the classteacher and pupil to discuss the difficulties.** A phone call / letter will then be made to parents inviting them to come into school to discuss our concerns.
4. **Use of a withdrawal room, away from other pupils for a limited period of time with a member of staff.**
5. **Pastoral Support Plans (PSP) may be used, which is a 16-week plan that is designed to support the child to meet identified targets. If the support plan is not successful, it may result in exclusion.**
6. **In more extreme cases a temporary or permanent exclusion.**

These consequences are written in order of severity, but **do not** have to be followed in chronological order, depending on the severity of the incident. In the rare case of exceptionally disruptive behaviour some consequences may be completely bypassed and an alternative arrangement used.

### **Happy Lunchtimes**

Happy Lunchtimes is a proven and practical system to maximise engagement and increase activity amongst all of our children. It emphasises positivity, fairness, high expectations and calm consistency. Since achieving the *Happy Lunchtimes Award*, pupils and staff have a clear structure to focus on positive play and positive behaviour management with a calmer and more consistent approach to discipline.

Zoned areas offer both adult led and independent activities, designed to engage and motivate all children and support skill development. Our lunchtime staff lead competitive sport activities and non-competitive sporting games and for children who prefer quieter activities, table top games and activities are on offer, and there's always a bench to sit and read a good book or chat with friends.

### **Lunchtime Consequences**

During lunch and playtimes, the lunchtime staff will adopt a 3 point system in order to address unacceptable behaviour quickly.

**Step 1 – Unintentional Misbehaviour** - The member of staff will have a quiet word with the child to help them understand that their behaviour was not desirable and will be given clear instruction not to repeat the action.

**Step 2 – Intentional Misbehaviour** – The member of staff will address the behaviour and allow the child to explain their actions. They will then be advised on why the behaviour was undesirable, such as: breaking a known rule/instruction intentionally. The child will then be given a 2-minute thinking period with the member of staff and then be allowed to return back to their play. (This can be increased to 5-minutes if the child argues or shows disrespect).

**Step 3 – High level misbehaviour** – If the child has shown a high level of misbehaviour, a member of SLT will be called for and the child will be taken to explain their actions. This will then be addressed in a manner the member of SLT sees appropriate in accordance with the school behaviour policy. After which, if appropriate, the child will be returned to the member of staff who first addressed the behaviour, in order to apologise and take part in the 2-minute thinking time before being allowed to return to their play.

## **Playtimes and Lunchtimes**

At the end of playtimes and lunchtimes, the whistle will be blown twice. At the first whistle, the children will stop and wait in silence for the next whistle. On the next whistle the children will walk into lines in silence and in register order (KS2) to their designated class zone.

The class teacher will collect their class from the playground and with the member of lunchtime staff, will lead the line into class silently.

## **Arrangements for exceptional behaviour**

The following incidents will be managed by immediately sending for the Assistant Headteacher, Deputy Headteacher or Headteacher and the child may be removed (ref Positive Handling) from the classroom to a calm area and the behaviour addressed, these actions will result in more severe consequences for the child:

- Physical aggression, which endangers either the child concerned or other children or adults.
- Severe verbal abuse that is overtly directed at staff / other children, including sexist or racist remarks.
- Bullying behaviour (See Anti-Bullying Policy)
- Child-on-child abuse (See below)
- Serious violation of property.
- Open defiance.
- Engaging in any behaviour that stops the class from functioning.
- Any pupils who are found to have made unsubstantiated malicious accusations against school staff may be excluded.

## **Child-on-child abuse**

Child-on child abuse is a term used to describe children abusing other children regardless of the age, stage of development, or any age differential between them. All staff are aware that children can abuse other children (often referred to as child-on child abuse), and that it can happen both inside and outside of school and online. At Wood Fold we are committed to the prevention, early identification, and appropriate management of child-on-child abuse both within and beyond the school.

As a school we have a zero tolerance policy towards all forms of child-on child abuse, and ensure that no form of any such abuse (no matter how 'low level' it may appear) is ever dismissed as a joke or banter. All cases will be handled sensitively, appropriately and promptly.

**Please see Safeguarding Child Protection Policy for further information.**

## **School Reports**

Children will receive a termly school report which will include information about a child's attitude to learning within core subjects and their behaviours, both within lessons and at other times, such as playtimes or lunchtimes.

Children's attitude to learning will be judged using 3 statements – excellent, good or requires improvement.

Children's behaviour within lessons will also be judged using 3 statements:

1. Excellent behaviour, respectful, trustworthy and responsible.
2. Acceptable behaviour pays attention and concentrates. Few reminders required.
3. Poor / unacceptable behaviour can be, distractible and / or disruptive. Requires high level of staff input and reminders.

Children's behaviour in areas other than the classroom:

1. Excellent behaviour, trustworthy and responsible. Friendly and helpful with peers.
2. Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion but does respond to staff input.
3. Poor / unacceptable behaviour. Breaks rules frequently and needs high levels of supervision.

**If applicable, children who have a special educational need which makes it difficult for them to understand and therefore adhere to the statements, personalised statements will be written by the SENCo. These statements will still set out high expectations but will be achievable by the child.**

### **Schools power to discipline beyond the school gates**

All pupils are expected to behave in a manner that does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones. Since February 2014, teachers have power to discipline pupils for misbehaviour which occurs in school, and in some circumstances outside of school. This also applies to any bullying we are made aware of which occurs beyond the school gates. If a problem occurs in school which initially was instigated outside of school, then the school will intervene.

### **Support available for those children who have Emotional, Social and Behavioural difficulties.**

It is acknowledged by the school that some children may have particular emotional, social, medical or learning difficulties which may, on occasions, contribute to them displaying challenging behaviour. In such cases the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it and put together targets for improvements.

For some children with more severe Emotional, Social and Behavioural difficulties it may be necessary to construct a **PBSP (Personal Behaviour Support Plan)**. This will be done in conjunction with the child, parents, class teacher and Assistant Headteachers.

An **Early Help Meeting** may be introduced if a variety of outside agencies are involved in working with a child to address their issues. This involves a lead agency co-ordinating the agencies and ensuring a positive outcome for the child.

For some children with more severe Emotional, Social and Behavioural difficulties it may be necessary to construct a **PSP (Pastoral Support Programme)**

The school will undertake reviews of the needs of pupils and involve external agencies where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the



parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

The school places considerable emphasis on the pastoral support for all pupils. Mrs Taylor is our **Pastoral Manager** and Miss Bullen is our **Pastoral support assistant**. They work alongside teaching staff to lead and coordinate support for children and their families. Additional support and liaison for transition both throughout school years and into secondary education will also be provided.

### **Managing Pupil Transition**

At Wood Fold, we carefully manage the transition of pupils as they progress from one year group to the next. Pupils have transition days with their new teacher, and we hold handover transition meetings to enable clear communication for staff. We are especially conscientious in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools.

### **Positive Handling / Restrictive Physical Intervention (ref Positive Handling Policy)**

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of the Education and Inspection Act 2006 and the revised guidance on the education of children with behavioural, emotional and social difficulties (2008). Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of/use of reasonable force of children. Parents when signing the Home School Agreement are acknowledging the school's policy to use reasonable force on their child in the circumstances described in the 'Arrangements for exceptional behaviour' section of this policy.

The school acknowledges the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN/D).

### **Exclusion**

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If a child is excluded they will be provided with an education after the 5<sup>th</sup> day of exclusion.

### **Searching pupils and their property**

In line with DfE guidance from July 2022, in the 'Searching, Screening and Confiscation: Advice for schools' document. only the headteacher, or members of staff authorised by the headteacher, in this instance, the Deputy Headteacher and the Pastoral manger, can carry out a search.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The list of prohibited

items is knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; and pornographic images

Or any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

The school may also search pupils for any other items that they identify, in this case: Vapes.

Any searches will be carried out with due regard to the DfE guidance 'Searching, Screening and Confiscation: Advice for schools' July 2022 document and the Designated Safeguarding lead will be informed of any searches that occur.

### **Drug and alcohol abuse**

It is the policy of Wood Fold that no child should bring any drug, legal or illegal into school. If a child needs prescribed medication during the school day the parent or guardian should notify the Headteacher and ask permission for the medication to be brought. This should be taken directly to the school office for safe keeping. Any medication needed by a child while in school must be taken under the supervision of a member of the SLT or office staff. Parents/guardians will be asked to complete a "Request for Medicines to Be Administered" form.

### **Support for Parents and Carers in developing children's social, emotional and behavioural skills**

Parents who have any concerns regarding their children's behaviour at home are encouraged to discuss this with a member of staff in school, who will be able to refer you to the right place for support.

### **Policy Review**

The policy is reviewed every year; however, the Governors may review the policy earlier than this if the government introduces new regulations in order to ensure that it meets statutory guidelines.

**Appendix 1 – Behaviour Log**

**Class record Sheet**

**W/B:**

Date	Time	Lesson	Child	S&T	W	C	Reason

**Class record Sheet**

Date	Child(ren)	Incident/ concern	Action/ follow up

Appendix 3 – Reflection Form (EYFS & KS1)


## REFLECTION (Reception and KS1)

Name:	Class:
Date and time:	Completed with:

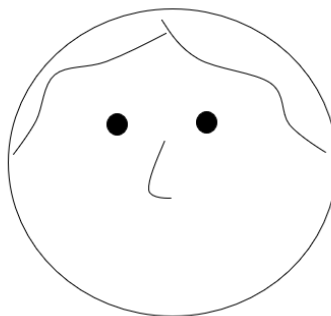
What did I do?

---

Which rule did I break?

				
Be polite and calm	Respect people and belongings	Be fair and listen to other people's opinions	Do our best and aim high	Follow instructions

How did it make me feel? Complete the face.



Who else did it upset?

---

---

What can I do to make things better?

---

---

---

Next Steps (completed by adult and agreed/shared with child):

---

---

---

---

Further action required/No further action required  
(please delete as appropriate)

## REFLECTION

Name:	Class:
Date and time:	Completed with:

What did I do? Who did it affect?

---



---

Circle which of our rules/British values this affected:

<i>Rules</i>	Be polite and calm	Respect people and belongings	Be fair and listen to other people’s opinions	Do my best and aim high	Follow instructions
<i>British Values</i>	Tolerance	Mutual respect	Democracy	Individual Liberty	Rule of Law

Why did I do it? Which zone was I in?

<b>Blue</b>	<b>Green</b>	<b>Yellow</b>	<b>Red</b>
Bored	Focused	Silly	Angry
Tired	Calm	Worried	Out of control
Sick	Happy	Frustrated	
Sad	Ready to learn	Anxious	

---



---

How could I help myself get back to Green when I feel like this?

---



---



---

What can I do to make things better?

---

---

Next Steps (completed by adult and agreed/shared with child):

---

---

---

---

Further action required/No further action required  
(please delete as appropriate)



