



*“Together we all discover, learn, grow and succeed.”*

**Woodlands Park Primary School**  
**Positive Behaviour Policy**  
**Reviewed July 2023**



## Vision

We believe that every child at Woodlands Park Primary School, has the right to be respected and to show respect to others. Every child deserves to feel safe and secure in their learning and play environments, and no child should be able to take away these rights through disturbance in class teaching, transitions or during play and lunch times.

This policy clearly aligns with the core values of Woodlands Park Primary School: W.A.R.M.T.H

- W** - **Well-Being**
- A** - **Aspire & Achieve**
- R** - **Relationships**
- M** - **Motivated**
- T** - **Trust**
- H** - **Holistic**

**Well-being:** Everyone needs to feel safe and cared for if they are to learn and succeed. We create a warm, safe and nurturing environment that meets and matches the needs of everyone in our school community. We understand that people encounter many ups and downs within their lives and at times may need more support than others; this includes supporting our children, parents and teachers during times of transition. We teach our children empathy and understanding, and adults' model this at all times.

**Aspire & Achieve:** We ensure all our children become confident, independent learners with an enthusiasm for acquiring knowledge. Challenge is at the heart of successful learning, and everyone aspires to 'achieve or be more'. Children are taught to understand how they learn and the skills they need to work through and conquer each new challenge. They are taught the process of learning and understand that making mistakes are part of this process and are to be seen as positives. We continue to ensure that strong leadership is embedded at all levels and provide a challenging and motivating environment for staff so that they are supported to be the best they can be. Teachers actively seek out and participate in developing collaborative networks that have the capacity to sustain continuous improvement.

**Relationships:** We support our children to develop and maintain positive relationships and have respect and value both themselves and others. Teachers model this in their relationships with the children in our care, with each other and with parents who we see as valued partners. Opportunities are provided for children to build relationships within our community that encourage our children to be proactive in their responsibilities towards the local community and the wider world. As a community we celebrate diversity, ensure equal opportunities are created and given to all and welcome everyone regardless of their background, race, culture or religion.

**Motivated:** Teachers are passionate about teaching and learning and the subjects they teach. They are relentless in finding ways that engage, enthuse and inspire the learners in their care. Children are encouraged to be curious and have a 'thirst' for knowledge. They know what their next steps are and want to achieve.

**Trust:** Teaching and learning is a three-way process. Teachers trust that children will be ready to learn and actively engage in every learning opportunity. Children trust that their teachers will be well prepared and able to meet their individual needs with understanding whether these be educational or emotional. Parents trust teaching staff to be honest in regards of their child's needs and know that these needs will be met. As a school we trust parents to actively participate in their child's education, supporting their child to succeed and achieve.



**Holistic:** We deliver an exciting and innovative curriculum for everyone that engages and develops the whole person. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourage individuals' interests and aptitudes to flourish.

### Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069687/Mental\\_health\\_and\\_behaviour\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)

<https://www.gov.uk/government/publications/teachers-standards>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

### Purpose of the Behaviour Policy:

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no "bad" or "naughty" children, just "poor choices".
- Encourage children to recognise that they can and should make "sensible" choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

### School Systems and Social Norms



### How School Staff Support Positive Behaviour

***All adults working in the school are expected to be consistent, firm and fair in promoting good standards of behaviour throughout the school. Supporting and reinforcing positive behaviour is a whole school responsibility.***

We know that effective working relationships are based upon clear expectations, mutual respect and regular praise. We create a climate where children understand that they have a choice in how they behave, and adults actively support children in making 'sensible' choices and being responsible for their own actions.

If an incident occurs, it is the behaviour and the 'poor choice' that is discussed with the child and a dialogue is had to enable the child to understand the appropriate behaviour or response that is expected and why. All staff model how to talk and interact with others with respect and compassion.

Children are taught how to talk and listen to each other and to explore feelings so that they can develop, emotional intelligence, empathy and sensitivity. We use 'Jigsaw' to support our PSHE lessons and reinforce these skills through everyday expectations and weekly assemblies.

Lessons are planned, pitched and matched to the needs of every child, to ensure that children are actively engaged throughout their learning time. This ensures low level disruption is eliminated.

### Building Positive Relationships

It is essential that all our staff create environments in which everyone feels that they belong and that they are safe. We endeavour to ensure that our school environment allows everyone to thrive as individuals and learners. For this to happen, we must insist on establishing appropriate learning focused relationships, where expectations are set high and where everyone, (staff and children) know the expected routines and boundaries.

Relationships support the needs and the rights of everyone in the school to feel safe, respected and valued; to feel that they belong. Positive relationships also underpin creating conditions where children and staff can focus on learning, free from distractions or emotional distress. All staff will persevere and be determined to build positive relationships with the children in their class, understanding each child's personal context and will know and understand each child's personal influences.

At the beginning of each academic year, all children are required to sign an agreement to adhere to the agreed class and school rules which are displayed in each classroom.

### Positive Learning Expectations

All staff will be positive as a first point of call.

#### **We will all:**

- Meet and greet all the children at the classroom doors, at 8.40 am. Every child will be greeted by their name and welcomed into class. The member of staff will make eye contact with the child, offer the child some form of non-verbal, friendly and appropriate human contact and will connect with the child on a personal level, with a comment or a question.
- Learn and use the children's names to communicate with warmth and kindness, and use to front load questions or conversations, e.g., "Charlie, what do you think?" or "Mia, let's have you facing this way, thanks".
- Always maintain a professional demeanour and will not resort to sarcasm, idle threats or personal remarks.
- Take time to talk through behaviour expectations and will check for understanding from the children in their class. Staff will model expectations and will reinforce, redirect, correct, or challenge behaviour to sustain high expectations.

- Remind the children that as they enter the classroom, they will hang their coat up neatly, remove their Reading Diary and reading books ready to be changed, and will sit at their tables ready to immediately start their early Morning Work (EMW), which will be clearly displayed on the class interactive white board.
- Each class will have their class rules clearly displayed on the classroom wall, alongside the visual representation of the positive behaviour chart, as well a clear representation of the consequences for less than optimum behaviour (If...Then...). These expectations will be referred to at the beginning of each session.
- Reinforce correct uniform – no inappropriate jewellery in school; correct footwear (no branded trainers); jumpers not to be tied round waists – wear or hang up; no large hair accessories.
- Ensure children are moving around the school correctly – calmly, walking not running, and staying to the left-hand side on corridors and down/upstairs. Positive praise for doing this well will be given, not eating fruit or snacks whilst walking around the school.
- Use the “Signal, Pause and Insist” routine across all classes in the school. Teaching staff will only use the RWI stop signal to gain the children’s attention. Children are expected to respond within 5 seconds. Staff will raise their hand into the air, with the palm of their hand facing the children. There will be no clapping, singing or chanting to gain children’s attention. During outdoor playtimes and lunchtimes, the bell will be rung to allow all children to hear that play time is ending. The staff will then use the raised hand signal and will ensure that all children are responding, before lining up and returning to class. During outdoor play in the EYFS area, the EYFS staff team will use the outdoor windchimes, followed by the raised hand signal.
- Promote looking after cloakrooms, meaning that all coats are hung up and put back on pegs properly; lockers to be used to store bags, wellies, lunch boxes and personal equipment. All classes to have cloakroom monitors.
- Collect rubbish from the floor and grounds and put straight into the correct rubbish bins- even if we did not drop the rubbish.
- Create a positive atmosphere for assemblies by ensuring children who find assemblies difficult are seated in a good place for them. Encouraging and modelling walking in quietly to calming music. Staff will set the tone before the children enter the hall, picking up on any negative behaviours during assembly and making sure that classes leave in a line when the lead teacher for the assembly feels that they are ready. Expectations may be remodelled and practised where necessary.

### Positive Behaviour Language- PACE and WINE Approaches

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people.

Children need to feel that staff have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

**Playfulness** The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Staff use a playful and light-hearted tone, as if you were telling a story, showing interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean that staff do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if staff need to deliver a short reminder about behaviour in the classroom.

**Acceptance** Unconditional acceptance is fundamental to a child’s sense of safety because it shows that staff have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means that the staff member and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or

others (e.g., “nobody loves me”, “I’m stupid”, “I’m bad”, “you hate me”) it is hard not to challenge them as being wrong, but it is important to accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person’s feelings and emotions does not mean that staff accept unwanted behaviour, and it does not mean that staff agree with the child’s viewpoint, but for true acceptance to take place, it is important that the child also knows that the staff member can see them beyond their behaviour. When a child is very challenging, daily, this can be hard to do. The staff team build in times with colleagues in which they can reflect on the child beyond their behaviour as well as expressing their own feelings about the challenges.

**Curiosity** We believe that it is important to be curious about the child’s thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Staff show the child that they are interested in what is going on for them and willing to do something about it, and this is a very powerful experience. Staff share their curiosity with the child by wondering, not telling them.

Staff avoid asking “Why?”. Instead, they might ask: “Is it ok if I share my idea of what is going on for you? I might be wrong, but these are my ideas.” or “What do you think was going on?”, “What do you think that was about?” or “I wonder what...?” The staff team try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows their interest in understanding it and accepting the feelings that were involved. WINE can be used to help support conversations:

- **Wonder** – I wonder how you felt when... I wonder if someone said/did something unkind to you...
- **Imagine** – I imagine you must be very cross that your Mum shouted this morning..... I imagine you were upset that you had to stop playing in the water area...
- **Notice** – I notice you are looking cross; your face is red, and you are frowning...
- **Empathy** – It is ok to be angry, it is not ok to hurt someone...

**Empathy** When staff show empathy, they are showing the child that their feelings are important to them and that they are alongside them in their difficulty. Staff show that they can cope with the hard times with them, and they are trying hard to understand how it feels. Understanding and expressing their own feelings about the child’s experience can often be more effective than reassurance. For example, if a child says, “You don’t care”, staff members can respond by saying “That must be really hard for you. I feel sad that you experience me as not caring”

## Angry and Negative Statements

### Angry and Negative Statements

**When children make negative statements about themselves or you, for example:**

*You're angry and you don't want me in your classroom*

It is tempting at this point to reply with a practical response, which may or may not be true:

*I'm not angry and of course I want you to be here.*

The PACE alternative would go something like this:

*I can see that it feels like I am really cross with you, that is a really difficult feeling to have. I wonder if that is really scary and that you feel you would be better off outside the classroom. Although it doesn't feel like it, I do really want you in my classroom.*

If this is too much to say to a child who is at that moment very distressed, use the Emotional A&E response:

*It is really hard to feel that I am cross with you, that is such a scary feeling.*

### **PACEing the situation as it happens:**

It may be that, in the short term, you accept where the child feels safe and you follow them gently and at a distance to that place and sit down somewhere near to them and announce that:

*I have just come to be with you, because I can see things are really hard for you right now, and I am here for you when you are ready.*

If they move further away from you, this is not a sign that they are disrespecting you but they are just continuing to show you that they feel afraid. You could respond

*I can see it is hard to be close to me, I will be here when you are ready.*



**Reflecting with PACE on how it could be different next time:**

*It's really nice to be sitting here with you now.*

You might want to have a playful tone of voice here, because whilst you're talking about somethings very serious it is easier for a child to hear if you are playful or light-hearted in tone.

*I was really worried about how you were feeling when you wanted to run away. Those feelings must have been really big. I wonder if [you thought you were going to be told off about what happened at break/ you thought the work looked too hard/ you weren't sure what to do and you didn't know how to ask/ you felt a bit scared and you didn't know why]? I can see that was really difficult, because it made you feel like you had to run away.*

*I am wondering if we can think together about somewhere else you can go to when you feel like that. You might need somewhere to run to but I'd like it to be somewhere that I know you are safe. I have noticed that you like [think about your school and the places this child likes and what is possible for you, it should be a safe space where they can have 'time in' with someone they trust and find supportive. This doesn't need to be a formal space in school]. When you have really big feelings it is hard to be alone, and it can be helpful to have someone with you, even if they are not saying anything.*

The emotional A&E statement:

*You must have been so scared and so you ran away. I was really worried about you too, it is so nice to have you back.*



## Refusal to Work and or Defiance

Many children who do not feel safe at school seek to control what happens around them in an attempt to feel safer. Often this also involves defiance or refusal to work. Staff deescalate the situation and avoid a head-to-head, by allowing the child to continue or let them know that they can't, and for the staff member to connect with that emotional experience. That connection may help to get them working, or it may help.

**For the child whose attachment needs make it hard for them to settle and work independently:**

1. Acceptance and empathy: Go to the child and say something like:

*I can see this feels too difficult to start right now, and it just feels too much*

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

*I'm going to get everyone else started, and then I am going to come back to you*

3. Return with PACE, using playfulness to acknowledge the big feelings:

*How are those big feelings now, do you think we can get going on this together?*

*or a teenager*

*So, we need to find a way together for this to feel possible. Because I am worried about you and I am interested in your learning.*

4. Maintain a level of presence, for example taking turns, letting the child know that you will do one together, and then leave them to do task independently and you will continue to return to check in with them. This can be subtle across classroom and/or revisiting them.

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

**For a child who is overwhelmed with things related to outside of the classroom:**

1. Acceptance and empathy: Go to the child and say something like:

*I can see this feels too difficult to start right now, and it just feels too much*

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

*I'm going to get everyone else started, and then I am going to come back to you*

3. Return with PACE, using playfulness to acknowledge the big feelings:

*How are those big feelings now, do you think they're going to let us get any work done?*

or a teenager

*I'm wondering if it still feels like there's absolutely no chance we're going to get any work done today?*

4. Use curiosity to find out:

What I would like to try is that we'll look again together at what you need to do so that you feel really confident. I will start you off and then I will check back in with you, how does that feel to you?

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

If you do manage to help the child to settle to the task, you will need to maintain a high level of adult presence throughout the lesson, checking in regularly, putting a hand on their shoulder as you go past, making eye contact across the room to show you are still holding them in mind.

<https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

### Classroom and Corridor Design and Organisation

Classrooms and corridors should be organised to develop personal independence and initiative. Classrooms and learning spaces should be organised so that resources are easily at hand and furniture arranged so that movement around the room and school is easy and safe. Every child should be able to see the classroom teaching board, without obstructions and distractions.

Displays at the front of the classroom will primarily consist of a behaviour display and interactive learning walls showing the clear key learning objectives, composites and components for the subjects on display.

Displays are purposefully designed to reduce cognitive overload and have a background of light grey with a beige and black border. Work displayed should be backed in black. Display lettering should be beige on black. Composite and component prompts will be on beige and backed in black. This is consistent across all classrooms, corridors, outdoor spaces, offices and the hall.



The Burrow will follow the above design to reduce cognitive overload, but boards are backed with light blue and green to reflect calmness and reflection based on research from Trauma Informed Schools.

Towards the back of the classroom and in corridors the displays should reflect children's work and contribution and the value placed upon it. The overall effect should be to provide an environment that is welcoming with an atmosphere conducive towards learning. Whole school expectations are to be displayed prominently in each classroom and referred to by the children and adults (including supply and trainee teachers).

Every child from Y1-Y6 has a school rucksack, which sits on the back of their chair. The rucksack holds books that the children frequently use, as well as a matching pencil case and storage for a drinks bottle. This ensures that all children have all the tools needed for effective learning without causing disruption to learning by searching for equipment.

Each classroom has a reading area, with carefully selected high quality books. The books will be changed frequently and will contain a variety of genres linked to the children's learning, class and individual favourites and recommendations. Books will be displayed as front facing, (in the style of a book shop). Each class has reading area monitors to ensure that the area is accessible and inviting.

The library is a well organised and inviting space that all children are encouraged to access. Quiet reading is expected in the library area. Each class has Library Monitors; however, the overall area is supervised by the Y6 children.

### **The Role of the Class Teacher**

The class teacher is responsible for all the above, plus the following points below.

- Meet and greet all the children at the classroom doors, at 8.40 am. Every child will be greeted by their name and welcomed into class. The member of staff will make eye contact with the child, offer the child some form of non-verbal, friendly and appropriate human contact and will connect with the child on a personal level, with a comment or a question.
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the class rules and school values consistently. The teacher treats all children in their class with respect and understanding.
- The class teacher is responsible for logging all incidents of negative behaviour in the classroom onto the CPOMs system, according to the relevant coloured level on the behaviour chart. These logs are used to monitor individual children's behaviour and are used as evidence when reporting concerns to parents about the progress or behaviour of children in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the welfare of a child. The class teacher must ensure that the CPOMs logs are kept up to date.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Multi Agency Support Team (MAST) or schools Educational Psychologist.

### **Leadership and Management**

#### **The Role of the Phase Leader**

The Phase Leader is responsible for all the above, plus the following points below:

- Be a visible presence around the school (including in the dining hall, on the playground at the start/end of the school day when possible).

- The Phase Leader closely monitors the behaviour within all the classes within his/her phase.
- The Phase Leader ensures that they establish positive relationships with all the children within their phase. They must make sure that they know the by name. The Phase Leader should meet with the Class Teachers in their phase, to ensure that they know all about the behaviours of children in their phase.
- The Phase Leader supports the class teachers in their phase to understand and follow the steps of the Positive Behaviour Policy, rewards and consequences. If the Class Teacher is struggling to understand and follow the policy, the Phase Leader will model and coach the class teacher until they are confident.
- The Phase Leader will contact parents after the class teacher has initially done so, to discuss rewards and consequences in line with the policy. This could be via a phone call or face to face meeting and **will always** be recorded by a summative email to the parents/carers.
- The Phase Leader will discuss their phase's behaviour, (children and staff) at the beginning of each Woodlands Park leadership meeting, so that all senior members of staff are aware.

### The Role of the Headteacher

- Be a visible presence around the school (including in the dining hall, on the playground at the start/end of the school day when possible).
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers/Dojos.
- Ensure staff training needs are identified and met.
- Use behaviour records (CPOMS) to target and assess interventions.
- Support staff in managing children with more complex or challenging behaviours. The headteacher will keep a record of any child who has reached a "red card" on the behaviour chart and will hold parent/carer meetings to discuss individual behaviour reactions and needs.
- Raise any behaviour and safeguarding concerns at weekly Woodlands Park leadership meetings.

### The Role of Parents and Carers

Woodland Park Primary works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents and carers should support the actions of the school. If parents or carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then the HAB. If these discussions cannot resolve the problem; a formal grievance or appeal process can be implemented. The school and home can work together to monitor a child's behaviour via a behaviour report card.

### Giving Praise and Constructive Feedback

Staff at Woodlands Park Primary will inform parents/carers when a child has personally excelled in something. This could include demonstrating outstanding effort in class or home learning, attainment in their schoolwork, progress in behaviour, exceptional manners or kindness etc. This is ideally shared first hand, with the child present. When this is not possible, a simple note/positive postcard can be sent home, or a phone call made to share the good news. Teachers will lead on this process. Other paid staff, such as, HLTAs, TAs, or Administrative Staff can also instigate the sharing of good news but should ensure that their Class Teacher is made aware.

Phase Leaders should regularly check that their staff are regularly reporting good news home to parents. For children who find it difficult to behave well or who have poor self-image it is important for us to find as many opportunities as possible throughout the school day to praise and offer them encouragement.

#### **Capturing individual examples of Positive Learning Behaviour could include:**

- Use of a class system of recognising good work or behaviour. Continual purposeful, clear praise and constructive feedback.
- Displaying work in a professional and very high standard whenever possible- framing work. Circle time/show and tell to share positive learning.
- Showing work to others - other children, other classes, other Teachers, Teaching Assistants, HLTAs, the Headteacher, in assembly, on the web site, in the press, to other schools/academies.
- Giving children the opportunity to praise others.
- Special duties.

#### **Capturing whole class examples of Positive Learning Behaviour include:**

##### **Class Dojos**

Every class and every child will have the opportunity to earn Class Dojo points. These will be referred to during the day and will be visible and easy to access on the class interactive white board. Any member of staff may award children with individual or whole class Dojo points.

25 dojos – certificate

50 dojos – pencil

75 dojos –postcard home

100 dojos – book

##### **Class Rewards**

Each class also works towards a collaborative class target to achieve a class reward. This may take the form of colouring in squares, filling a jar with marbles or toy dinosaurs. The teacher and children decide on this depending on their interests. When as a class they have earned enough squares, marbles etc. for a reward the class has a whole receives this it may include having an extra PE or outside lesson, art activity, watching a short film, playing on computers etc.

#### **Capturing whole school examples of Positive Learning Behaviour include:**

- School assemblies are held every Monday and Friday and are usually led by the Woodlands Park Leadership Team or Headteacher.
- Monday assemblies are based around the Jigsaw theme for the half term, the school values of WARMTH or specific days and celebrations in the school or national calendar.
- On Fridays there is a Celebration Assembly. Two children are chosen each week by their class teacher to receive a certificate in Friday's assembly to recognise their achievements; linked to the school values and learning behaviours.
- Certificates are displayed in the hall and their names are mentioned in the weekly newsletter. Alongside class certificates children are invited to receive certificates or trophies they may have been awarded outside of school during the week, the Headteacher visits the individual classes to award these.



- At the end of each term the school holds an 'Achievement Assembly'. During this time two children from each year group are chosen by the staff to receive a special achievement award. These awards may celebrate significant achievements in; progress, attainment or attitude to learning. Children receive a shield which they keep for the next term and get their names engraved on the shield.

### Behaviour Sanctions

The school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

Each classroom has coloured coded faces on display to support the implementation of the policy. We employ each sanction appropriately to each individual situation.

**Stage 1** Any negative behaviour is admonished with non-verbal communication through a 'look'. Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child.

**Stage 2** The child displaying the negative behaviour will be identified and the member of staff will provide a reminder of the expectations/class rules through a verbal warning. The class and school rules which are displayed in each classroom will be referred to.

**Stage 3** If the child continues to be disruptive, a second verbal warning will be given to the child, using PACE and WINE language.

**Stage 4** If the disruptive behaviour continues, they will have five minutes reflection time in a designated place in the classroom. They will have a copy of the behaviour chart to help them to reflect and may access calming and reflective materials, if appropriate. Reflection spaces **will not** be in the reading areas.

**Stage 5** If the child continues to disrupt learning in the classroom after having reflection time in class, a 'Time Out' card will be issued, and the child will be removed from the classroom and sent to the next-door classroom/partner class. The child will take their work with them and be expected to complete their work, in silence for ten minutes before returning to their own class. Class teachers will speak to parents/carers after school via phone or face to face meeting and will summarise the meeting with an email to the parents/carers and will inform the Phase Leader. The class teacher will record the behaviour as a concern on CPOMS.

**Stage 6** If the child continues to disrupt learning in the classroom after having time in the partner/next door class, a second 'Time Out' card will be issued, and the child will be removed from the classroom and sent to their Phase Leader's classroom. If the Phase Leader is the child's partner class, then the child will be sent to another Phase Lead within the school. The child will take their work with them and be expected to complete their work, in silence for ten minutes before returning to their own class. The Phase Leader will discuss with the child about the behaviour and remind the child of expectations. Phase Leaders will speak to parents/carers after school via phone or face to face meeting and will summarise the meeting with an email to the parents/carers. The Phase Leader will record the behaviour as a concern on CPOMS.

**Class teachers and Phase Leads will use their professional judgement and knowledge of the child to assess which stage the child is on the behaviour chart. The example behaviours are not restricted or exhaustive.**




### Red Card and Sanction Triangle

Extreme violence, racism, sexism, homophobic comments or bullying will be referred immediately, ("Red Card") to the Headteacher, and the children will have a meeting with the Headteacher and their parents/carers, to discuss the






next steps from the Sanction Triangle. The Headteacher will record these incidents on CPOMS, keep paper records and where appropriate inform the WeST Inclusion Director and Devon County Council.

### Example of Class Behaviour Chart

These charts are displayed in every classroom, on the playgrounds, in the lunch hall and on staff lanyards so that they are consistently being referred to. Staff use their professional judgement as to what behaviours fit in each section, this list is not exhaustive and can be adapted appropriately.













































How am I feeling?	What might I be doing?	What will happen?
10 	Listening. Finishing all my work to the best I can. Joining in with group discussions- taking turns. Good manners and answering in full sentences. Stopping when asked with silent signals. Be kind to other people. Hands and feet to myself.	Positive and purposeful praise. Class Dojos awarded. Positive postcards sent home. Positive praise phone call home. Showing work to others including Headteacher.
9 	Doing my work and my best even when it is tricky. Listening well. Answering questions without shouting out. Good manners. Be kind to other people. Hands and feet to myself.	Positive and purposeful praise. Class Dojos awarded. Positive postcards sent home. Positive praise phone call home. Showing work to others.
8 	Trying my hardest even when my activity is hard. Listening without being reminded. Trying to answer questions when asked. Good manners. Be kind to other people. Hands and feet to myself.	Positive and purposeful praise. Class Dojos awarded. Positive postcards sent home. Positive praise phone call home. Showing work to others.
7 	Finishing most of my work to the best that I can. I might need a reminder to stop and listen. Trying to answer questions when asked. Good manners. Be kind to other people. Hands and feet to myself.	Positive and purposeful praise. Class Dojos awarded. Positive postcards sent home. Positive praise phone call home. Showing work to others.
6 	I might be feeling sad. I might be crying. I might be sighing and looking away. I might go to the toilet lots of times, so I miss my lessons. I might not want to talk to my teachers or friends.	<b>RECORD ON CPOMS IF CONCERNED</b> 1. Teacher chat. 2. Teacher checks in- are you okay? 3. WINE- wonder, interested, notice, empathy from teacher. 4. Time needed in The Burrow. <b>Class teachers/PPA teacher informs parents/carers at home time or phone call.</b>
5 	I might stamp my feet. I might sigh or roll my eyes. I might hesitate or refuse to start my work. I might not follow the silent stop signal, even when asked. I might call other children names. I might not let other children play with me. I might tap on the table or try to annoy others.	1. Teacher "look" 2. 1 <sup>st</sup> verbal warning. 3. 2 <sup>nd</sup> verbal warning. 4. Move to safe space in class to reflect (5 minutes) 5. Move to partner class (10 minutes) 6. Move to Phase Lead class. <b>Class teachers/PPA teacher informs parents/carers at home time or phone call.</b>



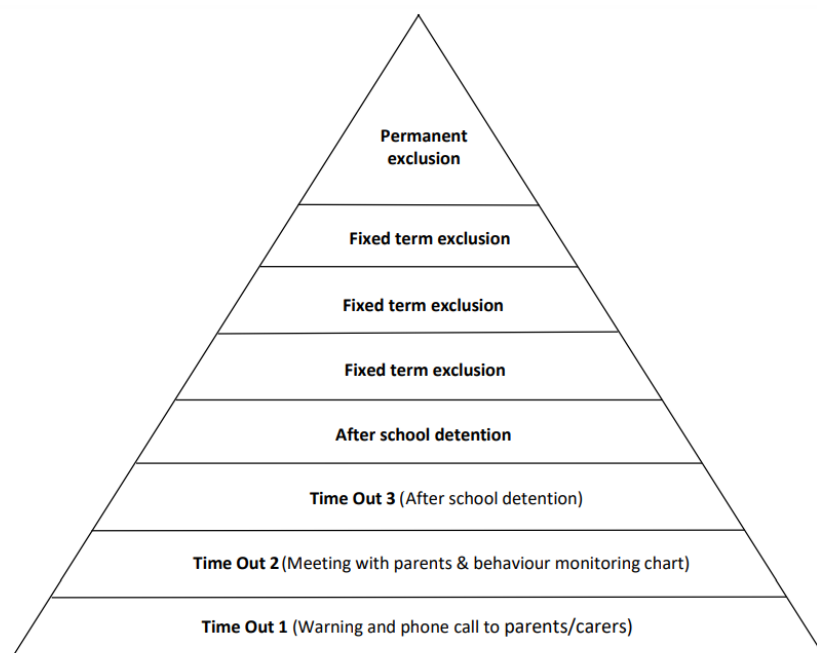
4	 <p>I might make noises during learning or transition time. I might rock on my chair when asked to stop. I might touch others even when asked to stop. I might refuse to do my work. I might refuse to respond or if I do, I might give short, sharp answers. I still might not let other children play with me.</p>	Steps 1-6 Class teachers/PPA teacher informs parents/carers at home time or phone call.
3	 <p>I might answer back in a cheeky manner. I might continue to talk when asked to stop. I might shout out repeatedly. I might continue to do my activity even when asked to stop. I might start to say unkind words to others. I still might not let other children play with me. I might run instead of walking around school, even when asked to stop. I might be physical towards others.</p>	Steps 1-6 Phase Leader informs parents/carers at home time or phone call.
2	 <p>I might shout out repeatedly, after being not to and I might be stopping others from learning. I might make distracting noises during learning or transition times. I might leave my workspace without permission. I might ignore the requests from school adults that are trying to help keep me safe. I might play in the toilets to avoid my lessons. I might purposely and repeatedly stop other children from playing with me or my friends. I might be continuing to be physical towards others even when asked to stop.</p>	RED CARD- Record on CPOMS If behaviour continues after steps 1-6 (above) then play time is missed and SLT informed. Phase Leader will call parents/carers to inform of behaviour.
1	 <p>I might swear. I might spit. I might make unkind and offensive comments to other children and staff. I might call others offensive names. I might be physically aggressive towards others. I might leave my classroom without permission. I might shout at children and adults who are trying to help me.</p>	RED CARD- Record on CPOMS If behaviour continues after steps 1-6 (above) then lunch time play is missed and SLT informed. Parents/carers are called, and behaviour logged on the sanctions triangle.
0	 <p>I might leave the classroom aggressively without permission. I might be involved with aggressive and extreme punching, hitting, kicking, biting and fighting. I might touch others knowingly and inappropriately. I might use racist, sexist or homophobic language. I might damage property. I might hurt a member of staff.</p>	RED CARD- Record on CPOMS As above. Parents are called by Mrs Vollans/Mrs Hunter and invited into school to discuss sanctions on the sanction triangle.

## Adapted Version

Staff use their professional judgement as to what behaviours fit in each section, this list is not exhaustive and can be adapted appropriately reflecting the shown behaviours.

										
10	9	8	7	6	5	4	3	2	1	0
										
Focused and absorbed.	Listening and joining in with my learning.	Determined even when my learning is tricky.	Kind and concentrating even when my learning is tricky.	Feeling sad and upset.	Feeling frustrated with my friends or work.	Not responding to what I have been asked to do.	Shouting out or making noises.	Being mean to other children.	Running out of class or away from my adults.	Being very violent and aggressive to others or objects in school.
										
CPOMS	CPOMS	CPOMS	CPOMS	Steps 1-6	Steps 1-6	Steps 1-6	Steps 1-6	Steps 1-6	Steps 1-6	Steps 1-6
										
Class teacher	Class teacher	Class teacher	Class teacher	Class teacher	Class teacher	Class teacher	Phase Leader	Phase Leader/ SLT informed	SLT/ Headteacher	Headteacher

## Sanction Triangle



Name:

Class:

Date	Action	Outcome

## Fixed-Term and Permanent Exclusions and Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort by trained staff only. The school will record such behaviours on CPOMS and any restraints using a Serious Incident Report form.

## Exclusions

A decision to exclude a pupil will be taken only: a) In response to a serious breach or persistent breaches of the school's behaviour policy; and b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Woodlands Park Primary complies with current DFE exclusion guidance (September 2017)

- If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Headteacher or Deputy Headteacher on the day that the child returns to school to ensure such events don't reoccur.

### Fixed term ('temporary') Exclusions

This involves the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Headteacher informs the WeST HAB Inclusion Lead about any fixed-term exclusions beyond five days in any one term. Devon County Council are informed of the fixed-term exclusion.

### Permanent Exclusions.

The decision to exclude a child permanently is a serious one and WeST Directors and the HAB board should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Headteacher informs WeST Directors and HAB board about any permanent exclusion. The HAB board has a duty to consider parents' representations about an exclusion. For the requirements on the HAB board to consider an exclusion depend upon a number of factors- (see DFE exclusion guidance 2017).

### Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the HAB board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps electronic records of incidents of misbehaviour through the CPOMs programme. The class teacher/teaching assistant record any incident of negative behaviour into this system and alert key members of senior staff. The Head Teacher and Phase Leaders monitor all records of any logged incidents. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors provide verbal details of any incident directly to the class teacher. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the HAB board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### Review

This policy will be reviewed annually.