

We welcome children of all faiths, backgrounds and beliefs into our inclusive community. We seek inspiration from the life and teaching of Jesus Christ to help our children achieve their full potential. We uphold the distinctive Christian ethos and values of Woodside school when making all decisions and implementing policy and practice. We aim to provide a caring and stimulating environment which promotes a love of learning whilst seeking to inspire every pupil to become a well-motivated, independent and resourceful learner.



Positive Behaviour and Anti-Bullying Policy (Autumn Term 2021))

Policy Owner: Individual School's Headteacher

Date Revised: September 2021

Next Review Date: September 2023

Sign off signatory:

Woodside C of E Primary School Positive Behaviour and Anti Bullying pPolicy

At Woodside Primary School we aim to encourage shape the children into well rounded, responsible members of society with a lifelong enthusiasm for learning. We believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian Values. We are guided by our Christian mission 'Life in all its fullness' (John 10:10). In our Christian community relationships are based on these core values: love, respect, hope, forgiveness and challenging injustice. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part in our behaviour policy.

Our school is an inclusive school that works hard to meet the needs of all our children. We aim to be a school where children feel safe in order to be confident learners. At times children need help and support to manage and articulate their emotions which is at the heart of our behaviour policy. Children who find it most difficult to conform to expected behavior need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules and setting high expectations. Staff will always challenge unacceptable behaviour and language.

The success of our policy is not tested by the absence of problems but in the way in which we deal with them.

At Woodside Primary School we will:

- Provide a calm and purposeful working environment where children can develop socially, emotionally, spiritually, physically and academically.
- Encourage and support children to be the best they can be.
- Encourage increasing independence and self-discipline.
- Draw attention to positive and good behaviour (rewarding and celebrating children who display these attributes).
- Encourage children to develop and there by develop as individuals.

At Woodside we focus on developing positive relationships and celebrating expected behaviour, encouraging all to meet our high expectations. These good behaviours are celebrated in a variety of ways including; housepoints, praise postcards, weekly Headteacher awards and half termly star pupils. There are opportunities for children to

adjust their behaviours with support if needed. Where this does not happen there are consequences in place to enable the children to reflect on their behaviour and be supported where necessary.

Promoting Positive behaviour

All adults in school will:

- Develop strong and positive relationships with children.
- Provide a warm welcome to children in school.
- Model expected behaviours by their attitudes and conduct.
- Encourage and celebrate children's achievements within school.
- Ensure clear and consistent routines are in place around school.
- Treat each child as an individual.
- Work in partnership with the pastoral team to support behaviour.

Children will:

- Be responsible for their own actions
- Conduct themselves in a manner which keeps themselves and others safe.
- Show empathy for others.
- Be fair
- Reflect on their actions in order to change behaviour where necessary

Parents Will:

- Demonstrate a positive attitude at home about school, teachers and the importance of education.
- Keep open communication with a child's teacher about concerns arising.
- Monitor homework to make sure it is completed on time.
- Refrain from debating/discussing school issues on social media.

The Governing Body will:

- Support with the implementation of the behaviour policy.
- Provide support to the headteacher regarding disciplinary issues and exclusions.
- Review and monitor the effectiveness of the policy.

Whole School Reward Systems:

- Genuine praise
- Praise Post Cards
- Headteacher awards (celebrated every Friday)
- Housepoints

- Individual housepoint certificates - bronze, silver and gold
- Merit badges (awarded on a Friday when ten housepoints have been accrued)
- Star Pupil (given to one member of the class per half term)

Positive Behaviour Management System

Management of behaviour in classrooms should be based upon high expectations, positive reinforcement and support. All teaching and support staff should follow a consistent model in response to behaviours which are either disruptive or do not adhere to the positive learning behaviours agreed within class. Pupils should be clear about expectations of behaviour within lessons and of our wider school rules.

Three step system:

1. First warning: Choose to change
Eg: 'I've noticed that..... I need you to.....so that you and others can learn.'
2. Second warning: Choose to have support
Eg: 'You are continuing to..... What can we do to help?'
At this point the child may choose to move next to an adult or try to verbalise the support that they need- help with work/ manage distractions
3. If the behaviour continues, the decision is made by the adult to provide support / space for the pupil to reflect and adjust their behaviour. This may be asking the pupil to work with an adult/ move to another area of the classroom or a supervised space where the pupil can either continue with their task/ complete a different task or have some time to regulate and reflect.

This may be enough to the pupil to re-engage with the learning.

Where appropriate, further consequences may be required, in line with the school behaviour policy.

Consequences include:

- Completing work at breaktime - in class and supervised by an adult.
- Parents informed by either the pupil themselves or the teacher completing a 'reflection' form
Both will require a conversation with the pupil to encourage reflection and positive change

Step 3 will always be recorded in the class behaviour book. These will be monitored by the Behaviour manager. Where behaviour of an individual pupil does not improve, a class report will be implemented.

Class report

The decision for a pupil to move onto a class report will be in discussion with member of SLT who will arrange for a meeting with parent(s) and class teacher. The class report will be used to monitor behaviour in each lesson over a week. This goes home each day and will be reviewed at the end of a two week period. After this period, if further support is needed, an individual behaviour plan will be agreed.

Serious incident/ serious class disruption:

In the event of a serious incident or serious class disruption, a red card will be sent to the office whereupon a member of SLT will respond with immediate support.

In the event of danger or significant impact on other children, the class will be removed while the individual pupil remains supervised.

Response to inappropriate behaviours

School will not tolerate anti-social behaviour and this will be taken seriously and consequences will reflect the age of the child and the severity of the behaviour.

Depending on the severity and individual case, staff will inform the Senior Leadership Team and the Headteacher and parents/carers will be informed. (Examples of anti -social behaviour include fighting, showing disrespect, discriminatory comments on the grounds of gender, sexuality, race and religion, peer on peer abuse, aggression towards other pupils or adults, severe argumentative behaviour and theft of property). The school will use Restorative Practices (RP) to develop community and to manage conflict and tensions by repairing harm and building relationships.

It is a process that puts repairing harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behavior to focusing on building, nurturing and repairing relationships.

We are firmly convinced that a whole school approach can contribute to:

1. Happier and safer schools
2. Mutually respectful relationships
3. More effective teaching and learning
4. Reduced exclusions
5. Raised attendance
6. Addressing bullying behaviour
7. Raising morale and self esteem
8. Promoting a culture of inclusion and belonging
9. Increasing emotional literacy

As part of the RP process, child and staff could be involved in meetings and circle time that include;

The five RP questions

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who else has been affected by what you did?
5. What do you think needs to happen to make things right?

If a child has been harmed by the actions of others, which could include both staff and children, questions could include;

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Restorative Practice is NOT just about the questions. It is about a process that seeks to be fair: allows free expression of emotions and significantly is about offering high levels of support, whilst challenging inappropriate behavior through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

Please note that all school staff, teaching and non-teaching have had basic training about Restorative Practices whilst many have also attended enhanced training to ensure that our intentions translate into actions.

Consequences used:

- Both parties talk through the conflict with an adult mediating.
- A written letter of apology.
- Miss part/all of playtime.
- Removal from class room for "calming down time"
- Pupil writes a letter home explaining their behaviour which is signed by the pupil, teacher and parent needs to sign it and return it to school.
- Pupils with a behaviour plan will be issued with a behaviour chart/report to be completed by the class teacher daily.
- Red Cards - these are available in the classroom in case a member of staff needs immediate adult assistance (child sent to the headteachers office with card)
 - **At the heart of the above is that each day is a fresh start.**

Supporting children with additional needs

- This policy is inclusive for all children in our school however it may need to be adapted to support children with particular needs and may result in an individual behaviour plan.

Individual behaviour support plans

If a child has particular needs and the class teacher in conjunction with the SENDCO thinks it is appropriate an individualised behaviour system will be created and reviewed on a weekly basis.

All staff receive relevant training to enable them to be trauma aware. This includes attachment training, childhood trauma and safeguarding training. If a child is showing distressed behaviour or relationship seeking behaviour then an individualised behaviour support plan may be put into place. All stakeholders will be involved in this.

After School Clubs (external provider)

Any child displaying anti social behaviour whilst under the provision of an external provider will be referred to a member of staff on site and will be dealt with according to the policy.

Woodpeckers (wrap around care)

This school policy is followed when children attend Woodpeckers.

Inclusion statement

We are committed to ensuring that all children, irrespective of ability, gender, ethnicity, religion, social background, language or disability are treated with equality in all aspects of the Positive behaviour and Anti-Bullying policy.

Role of the head teacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The Behaviour manager and headteacher support the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the implementation of the policy.
- The Behaviour manager keeps records of all reported serious incidents of misbehaviour including allegations of sexual harassment.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children

- for serious acts of misbehaviour
- who repeatedly disobey their teacher's academic instructions or where allowing them to remain in school would seriously harm the education or welfare of the child or others in school

For repeated, or very serious acts of anti-social behaviour, or where the child in question would seriously harm his/her education or welfare or that of others in the school the headteacher may permanently exclude a child.

- The behaviour of children outside school can be considered as grounds for exclusion

Fixed and Permanent Exclusions

- Only the headteacher (or acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, she/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.
- The headteacher informs BDMAT and the chair of the local governing committee about any permanent exclusion, and about fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by

parents, and consider whether the pupil should be reinstated.

- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Anti Bullying

We are committed to providing a caring, friendly and safe environment for all pupils so that they may learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should feel able to tell an adult and be confident that incidents will be dealt with.

What is Bullying?

- Bullying is when an individual makes the same person unhappy, over a **significant** period of time.
- Bullying results in pain and distress to the victim.
- Bullying can be: emotional, physical, racist, sexual, homophobic or verbal
- Bullying can be both physical and verbal ranging from sexist, racist, sexual, homophobic which play on the emotions of the victim.

The school rules are based on respect for one another;

Be kind and caring to everyone

Respect yourself, other people and our school

Listen carefully, answer politely and do what you are asked at the first time of asking

Always try your best in everything you

We believe everybody has the right to be treated with respect. No one deserves to be a victim of bullying.

Peer on peer abuse

This is taken very seriously at Woodside and where this is identified/reported it is fully investigated and support is provided for both the victim and the perpetrator. Records are kept of all allegations. Sexual harassment, online sexual abuse and sexual violence

(including sexualised language) is unacceptable. The Jigsaw programme taught across the school specifically addresses sexual harassment, online abuse, sexual violence and issues of consent and what constitutes a healthy relationship, both online and offline.

Conclusion

This policy has been written with Christian Values at its heart, valuing each of God's children. We are determined that the school will be a place where individuals grow and thrive.

Appendix 1

Examples of affective statements and questions that all staff will use with the children

Statements

1. I am sorry that I misunderstood the situation.....
2. I felt really proud of you when I heard.....
3. I feel really pleased and encouraged that you made the right choice.
4. I respected your honesty and thank you.
5. I was very disappointed when you did that to.....
6. I am upset and angry by what has just happened.
7. I feel that (describe action) was very disrespectful.

Questions

1. What happened? Followed by:
2. What were you thinking about when you did that?
3. How did your actions affect.....?
4. How do you think.....felt about what you did?
5. How do you feel about what you did?
6. How do you feel about what you did and the affect it had on me?

PHYSICAL INTERVENTION

Appendix to Behaviour Policy.

Aim

The main aim of the physical intervention statement, is to establish a school community with means of supporting children whose behaviour requires some form of physical intervention (in conjunction with the school's behaviour policy).

Principles

It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where he/she is not only a danger to him/herself but also to others. Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions, it may be necessary to remove the child to a place of safety in order for the situation to be calmed and resolved.

Responsibilities of staff dealing with physically disruptive children:

In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a child to a place of safety, also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

Positive handling procedures:

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary. In the event of a situation deteriorating to the extent that physical intervention is required, the member of staff involved initially should normally seek the assistance of another member of staff. Only staff who have received 'Team Teach' training will be involved with physical handling. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident. **Staff who have a physical**

problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during pregnancy. Staff members should also take care when using physical intervention to ensure that their hands are free of any implements which may cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, where possible.

Recording of incidents when physical intervention has been used:

After an incident which has necessitated the use of physical intervention, a record must be made as soon as practicable. For this purpose, the staff member involved will need to complete an incident form in the Physical Intervention Book, (which is kept in the head teacher's office), and have the account **signed by the headteacher.**