



Woodmancote School  
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## Woodmancote School

### Behaviour Policy

**Designated Member of Staff: G Tucker**

#### **Aim of this Policy**

At Woodmancote School we aim to provide a positive learning environment for all children, where effective teaching and learning can take place. We expect all those involved with school - staff, children, parents, and governors - to support our policy on behaviour and discipline. If we all work together our children have the best opportunity to grow into responsible adults. The aim of this policy is to give all members of the school community the information they need to ensure that everyone feels safe and supported at school.

The school has a separate Anti-Bullying Policy that can be found on the school website. Both policies support each other in addressing behaviour at Woodmancote School.

#### **Our Expectations**

It is the fundamental ethos of the school that children and adults should show respect towards each other, towards property and the environment. They should share a sense of Belonging to a community and of being responsible citizens.

Therefore children are expected to abide by the following rules:

- Act and speak kindly to each other throughout the course of the whole day, including break and lunch times.
- Listen to whoever is speaking without interrupting, showing respect for adults and children
- Act as role models for younger children, demonstrating what it is to be well mannered and polite.
- Demonstrate that they are effective learners by behaving in line with the principles of Learning 2 Be
- Take personal responsibility for their own behaviour at all times
- Treat all individuals, regardless of background, with respect and consideration, refraining from using racially derogative and stereotypical language.
- Engage with creating their own classroom rules and then abiding by them.

#### **The safety of the children is paramount, so children:-**

- must never leave the school premises without permission from a teacher;
- must not enter the kitchen, kiln room or staff resource rooms unless accompanied by an adult;
- must avoid playing in a way which may harm themselves or others;
- must not stay in an unsupervised area;
- must walk through the school building, not run or skip.

#### **Promoting positive behaviour**

By promoting positive behaviour in the classroom, we aim to develop environments where children feel safe and secure. All adults will;

- Model high standards of courtesy and behaviour themselves, avoiding confrontation.
- Form positive relationships with the children;
- Establish clear and consistent boundaries within the classroom and across the school
- Recognise and reward good behaviour regularly, but also recognise and reward consistently good behaviour.



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- Promote the sense of Belonging through engagement with House assemblies, House competitions, Community events and school activities.
- Celebrate achievement through proportionate praise and appropriate rewards

**Children will be encouraged to behave appropriately through positive praise and rewards. This will include:**

- praise within class;
- recognition stickers/dojo points (which form the basis of House Points);
- a visit to the Headteacher (Headteacher Award);
- a school 'Praise' certificate;
- a text sent home.
- Selection as a Prefect, Playground Buddy or monitor

**Within the classroom, teachers:-**

- make rules and expectations clear from the start, consistently involving the children and explaining why they are necessary;
- organise furniture and materials to avoid disruption or disturbance;
- have active ways of promoting and regularly rewarding good behaviour (see above);
- use PSHCE (Personal, Social, Health and Citizenship Education) to enable children to express their feelings appropriately and to learn how to resolve conflicts through discussion.
- Promote Learning 2 Be (Learning to be is based on the Early Years Characteristics of Effective Learners)

### **Managing Behaviour**

Children who choose not to abide by the rules established across the school will be choosing negative consequences for their actions. The 'Ladder of Consequences' can be found in Appendix 1, with age appropriate sanctions consistently applied across the school. Where there are medical or specific behavioural issues, these will be addressed through an appropriate Behaviour Plan.

Sanctions must target specific children involved and are always carried out as soon as possible after the incident. They should not encompass general groups containing "innocent" children.

Lunchtime Midday Supervisors take responsibility for ensuring children are safe at lunchtimes. They are supported in this by Year 6 monitors and Play Leaders who are appointed by the Year 6 class teachers because they display good leadership skills and are positive behaviour role models. These children report to the class teachers, but are not responsible for imposing any sanctions.

### **Recording Incidents**

All incidents of extreme behaviour or when physical intervention has been used, will be recorded. An 'Incident Report Form' (Appendix 3) should be completed as soon after an event as possible. If physical intervention has been used, the member of staff involved should be given time out of the classroom and supported by a member of the Senior Leadership Team to complete the form. Staff will always use the minimum physical intervention necessary to safeguard themselves, other children and the child concerned.

- **Time Out Book**-Completed by the member of staff giving 'Time Out' and overseen by a member of the SLT, who will identify patterns and keep teachers informed of any patterns of behaviour. They will also engage with parents when necessary.



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- **Individual Logs**-These are set up when the behaviour of a particular child needs to be managed in a very specific way. The log should contain the Behaviour Plan and Risk Assessment for the child where appropriate.
- **Class Do Jo**-As the school moves towards using this throughout the school, the Class DoJo APP can be used by the class teacher and Senior Leaders to identify trends in behaviour and to engage with parents in addressing poor behaviour (See Appendix 2-DOJO-Policy and Procedures)
- **Red Slips**-When a red slip is issued (see Ladder of Consequences) this will then be kept in a child's Blue File, if there is one open or in the Time out Book.
- Midday Supervisor (MDS) to inform staff via Notepad messages

### **Communicating and Engaging with Parents**

It is the school's aim that parents are actively engaged in addressing poor behaviour by their children. Any communication with parents must be professional, supportive, yet challenging and productive. It is important that parents are kept informed if their child's behaviour is not conducive to the overall well being of **all** children at the school.

It is important that school staff have a positive relationship with all parents in order to keep channels of communication open and to ensure that parents are clear about the expectations for behaviour.

**Class DoJo**-This gives all parents that are registered immediate feedback about their child's behaviour, both positive and negative. Appendix 2-DOJO-Policy and Procedures, clearly sets out how the school will use DOJO to engage with parents.

**Face to face**-Where possible, teachers will communicate with parents face to face if a child's behaviour is causing concern. This will be as soon as possible after an event or a series of incidents. Where a member of staff feels it appropriate another member of staff may be in attendance.

**Text/Email Service**-May be used to engage with hard to reach families or those not on Class DoJo. The text should be specific and give parents the opportunity to contact the school to discuss the incident further.

**Home/School Diary**-May be used by teachers in the Infants to engage with parents, although increasingly texting and emailing are used.

**Letter home to parents from the Headteacher**-From time to time the Headteacher may feel it necessary to contact parents directly and certainly after a red slip has been issued.

**Red Slip for Inappropriate and Offensive Language Letter (Appendix 4)**- The 'Bad Language' letter home should clearly state what language has been used by the child and may be filled in by any member of staff after investigating any reported cases of bad language. The slip at the bottom should be returned to school.

**Regular Meetings**-These are appropriate when the behaviour of a child remains challenging and is an on going concern. The teacher should clearly outline what 'regular' means and dates and times should be agreed upon by both the member of staff and parents.



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**New Policy**  
**January 2016**  
**January 2017**

**Signed.....Chair of Teaching and Learning**



Appendix 1

Ladder of Consequences

During Lessons	Likely Consequence	Staff Responsible		Outside Lessons	Likely Consequence	Staff Responsible
Talking when inappropriate Arguing with peers Out of seat Low level disturbance	Verbal warning  Loss of DoJo points	Class teachers Teaching Assistants	C1	Running in corridors Boisterous Behaviour Failure to listen to an adult Dropping litter	Verbal warning	All Staff
Lack of response to C1 Failure to follow instructions Answering back Preventing others learning	Individual teacher detention of 10 minutes (Time out book)  Teacher to speak to parents informally either face to face or via Home/School Books or Class DoJo	Class teachers	C2	Repetition of C1 in same day Failure to follow instructions Rudeness towards another pupil Answering back Preventing others playing	Individual teacher detention of 10 minutes (Time out book)  MDS to inform staff via Notepad messages	All staff
Lack of response to C1 and C2 Rudeness or lack of respect to an adult Inappropriate language Deliberate disruption in class Refusal to follow instructions	Head of Year lunchtime detention Individual behaviour logs established  Leading to Red Slip  Text or letter home	Head of Infants  Head of Juniors	C3	Continued C2 behaviour Inappropriate language Fighting Repeated failure to follow instructions from MDS Rudeness/Disrespect to MDS Aggressive behaviour Bullying	Head of Year lunchtime detention Individual behaviour logs established  Midday Supervisors (MDS) to inform staff via Notepad messages  Leading to red slip  Text or letter home	Head of Infants  Head of Juniors
Lack of response to C4 Persistent disruption of lessons Threatening behaviour Damage to others/school property Insulting a member of staff Aggressive behaviour	Week of lunchtime detentions  Behaviour Plan Risk Assessment  Pastoral Support Plan	SENCo  Headteacher	C4	Continued C3 behaviour Continued physical aggression Insulting a member of staff Damage to property Threatening behaviour	Week of lunchtime detentions  Behaviour Plan Risk Assessment  Pastoral Support Plan	SENCo  Headteacher
<b>C5</b>						
Continued C4 behaviour Persistent bullying or any behaviour that seriously affects the school day; Persistent intimidation of other children; Discriminatory Insults; Physical assault on a member of staff; Physical assault on another pupil; Absconding from School	Fixed Term Exclusion	Headteacher		Continued C4 behaviour Persistent bullying or any behaviour that seriously affects the school day; Persistent intimidation of other children; Discriminatory Insults; Physical assault on a member of staff; Physical assault on another pupil; Absconding from School	Fixed Term Exclusion	Headteacher
<b>C6</b>						
Continued C5 behaviour Possession of a weapon; Physical assault on a member of staff; Criminal acts; persistent behaviour that impacts upon the welfare and safety of other pupils and staff	Permanent Exclusion	Headteacher		Continued C5 behaviour Possession of a weapon; Physical assault on a member of staff; Criminal acts; persistent behaviour that impacts upon the welfare and safety of other pupils and staff	Permanent Exclusion	Headteacher



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## Appendix 2

### Class DoJo-Policy and Procedures

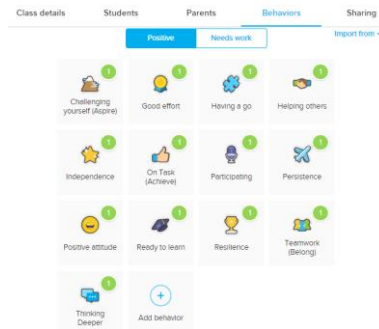
Class Dojo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom and keep parents in the loop.

Unlike most classroom management tools and behaviour trackers like gold-star charts, Class Dojo helps teachers focus on positive feedback. Teachers can customise the behaviours or skills, such as "Good effort" and "Resilience", and instantly award students in class Dojo points for doing the right thing.

Best of all, teachers can engage parents and provide them with a way to stay connected to the classroom and know how their child is doing. Parents can see their child's feedback from school in real-time, and view any comments made by teachers.

#### Positive 'Behaviours'

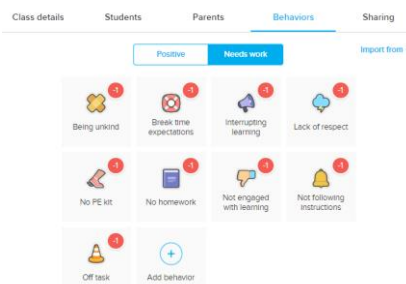
All staff are to use these positive/negative 'behaviours' when using Class Dojo. Further 'behaviours' can be added at the teacher's discretion but should always be based on learning behaviour.



#### Rewards

Positive points are to be awarded when children have displayed learning behaviours. To ensure the awarding of points remains manageable for teachers, points can be added at the end of a session, as long as children know why they have earned them.

Further extrinsic rewards (e.g. stickers, certificates, trophies) can be used at the discretion of the teacher. Children who go above and beyond expectations in a particular area or consistently achieve a high number of points per day/week are to be rewarded with Head Teacher awards.



#### Negative 'Behaviours'



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Before the loss of a Dojo point, the child should always receive a verbal warning, unless they have committed a serious offence. This provides them with the opportunity to change their behaviour. If they fail to change their behaviour, then a Dojo point must be deducted. At no point must a whole class point be deducted.

### Ladder of consequences (per day)

Verbal Warning

-1 Dojo Point

-2 Dojo Points (different behaviours) = Discussion with Teacher

-2 Dojo Points (for the same behaviours) = Detention

-3 Dojo Points (for any behaviours) = Detention

-4 (or more) Dojo Points = Communication with parents (Formal or informal)

It is not necessary for parents to be unduly worried if their child loses 1 or 2 Class DoJo points. We would encourage parents to monitor the frequency and amount that they may lose, but not necessarily follow up each one with an in-depth discussion with their child. If the class teacher feels it necessary to speak directly to parents, they will do so.

### Detentions/Time out

At any stage, if the child is not responding to the consequences and needs to leave the classroom, the child will be taken to the head of key stage to reflect on their behaviour until they are calm enough to return.

Detentions will be overseen by the head of key stage at lunchtimes between 12.15 and 12.45. Children who have reached this consequence will be escorted to the lunch hall at 12.45 to have their dinner. During their time in detention, children will be expected to explain what they have done and what they will do differently next time. This may be verbal or written. All detentions will be recorded.

Serious offences (see Appendix 1 of Behaviour Policy) such as violence, inappropriate language and damaging property will result in an instant detention (without a warning) and a red form/letter/text to parents from the Head Teacher.

If a child has had 3 detentions within a half term, a formal letter is to be written to the parent(s) of the child. This may result in a formal meeting in school with the parents to discuss the matter further. If no improvement can be seen and negative behaviour persists and becomes consistent (possibly indicated by a low percentage) then a formal meeting including the teacher, parents and head of key stage will be held.



### Communication with Parents

It is expected that Teachers will use the messaging/blogging facility when they feel it is necessary. The messaging/blogging facility allows Teachers to broadcast a message to all parents (such as sharing a reminder, assignment or homework), and also send private, meaningful communications like text messages and photos so that parents are connected to the classroom. Where possible, pictures will be focussed on the sharing of learning. However, should Teachers wish to post pictures of children, they must check there is sufficient permission from parents to do so.

Parents are expected to primarily communicate through Class Dojo, however, home school diaries may still be used for certain communication should Parents wish to use them. Parents should be aware that teachers will not necessarily respond to messages straight away, but will endeavour to do so within 48 hours. All Parents wishing to share any formal information with Teachers, such as absences, should do so through the usual channels.

### House points

To ensure House points remain significant and children have opportunities to earn points for their House, each Dojo point will equate to one House point. It is the child's responsibility to add House points to the class display/tally. These will be collected by Year 6 on a Thursday afternoon.

Dojo points may be reset daily or weekly depending on what works best for each class. House points will be reset on a Thursday afternoon once they have been collated.

### Data Protection

Teachers should avoid using Surnames for individual children. The child's first name should be the only name used.





Appendix 3  
Incident Report Form

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<b>Name of person reporting</b>	
<b>Job/role</b>	
<b>Date of incident</b>	
<b>Time of incident</b>	
<b>Location of incident</b>	
<b>Brief description of incident</b>	
<b>Outcome</b>	



Appendix 4

**Red Slip for Inappropriate and Offensive Language Letter**

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**RED SLIP FOR INAPPROPRIATE AND OFFENSIVE LANGUAGE**

Date:

Dear Parents,

Your child..... has been issued with a red slip today because  
of their use of the word/words.....

It is not acceptable that your child has used these words in school and in line with our Behaviour Policy they have been issued with a red slip and have missed their breaktime. This slip will be kept in their file. Every time your child is caught using such language at school they will be issued a red slip and sanctions imposed. Those that continue to use inappropriate language may find that the school involves other agencies.

We hope that you can spend some time discussing with your child why using such words is not acceptable and how they might go about changing their behaviour. We understand that children are exposed to bad language through TV, on line games and social media sites if they are on them, but we all have a responsibility to ensure that children are not exposed to inappropriate material at an early and impressionable age and that they do not use offensive language in school.

Thank you in anticipation of your support.

Mr G Tucker

.....  
**RED SLIP CONFIRMATION SHEET - To be returned to Mr Tucker**

Please return this slip within 48 hours of receiving this letter to confirm that you have received it.

Thank you for your cooperation.

Name of child.....

I have received a letter about my child's language and discussed it with them.

Signed..... Date.....



## Code of Conduct

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**Responsibilities**

### Rights

I have the right to:-

- politely express my own opinions and feelings
- be shown respect
- make mistakes and learn from them
- feel safe
- receive an education

I have the responsibility to:-

- show respect for the rights of other people
- be kind and non-threatening to others
- be trustworthy and honest
- behave well and consider how my behaviour affects others
- look after my own property and respect the property of others
- understand that I cannot always have my own way

### **School Rules**

We come to school to **learn**.

We do our **best**, complete tasks in the time given and **never** stop others working.

We are **polite** and **well-mannered** at all times.

#### **We always:-**

- Act and speak kindly to each other throughout the course of the whole day, including break and lunch times.
- Listen to whoever is speaking without interrupting, showing respect for adults and children
- Act as role models for younger children, demonstrating what it is to be well mannered and polite.
- Demonstrate that we are effective learners by behaving in line with the principles of Learning 2 Be
- Take personal responsibility for our own behaviour at all times
- Treat all individuals, regardless of background, with respect and consideration, refraining from using racially derogative and stereotypical language.
- Engage with creating our own classroom rules and then abiding by them.

#### **We do not tolerate:-**

- people being hurt through violent or aggressive actions or words
- behaviour that stops other people learning
- the taking of or damaging other peoples' property