



'Safe, Respectful and Ready to Learn'

Rationale

Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.

Aims

- To create a culture of exceptionally good behaviour for learning and for life.
- To ensure all children are treated fairly, shown respect and feel valued through positive relationships.
- To help children to understand and manage their behaviour in order to be responsible for the consequences of it.
- To promote positive emotional health and wellbeing of children and staff.
- To ensure that excellent behaviour is a minimum expectation for all.
- To create a culture of behaviour consistency across the whole school.

Purpose

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

- Recognise agreed behaviour expectations.
 - Positively reinforce the expectations.
 - Promotes self-esteem and self-discipline.
 - Teaches appropriate behaviour through positive interventions.
- IDENTIFY the behaviour we expect
 - Explicitly TEACH behaviour
 - MODEL the behaviour we expect
 - NOTICE excellent behaviour
 - CREATE conditions for excellent behaviour

School Expectations

All children...	All staff, every day...
<ul style="list-style-type: none"> • Are safe • Are respectful • Are ready to learn • <i>STRIVE</i> for success 	<ul style="list-style-type: none"> • Model the expectation • Meet and greet • Catch children doing the right thing • Insist on safe, respectful and ready to learn
Senior leaders...	Recognition...
<ul style="list-style-type: none"> • Meet and greet • Support staff and children • Praise children for going 'over and above' • Visible presence to monitor behaviour 	<ul style="list-style-type: none"> • Positive praise, dojo points, recognition boards • Daily 'Star of the Day', stickers, positive message • Weekly merit certificates • Termly headteacher awards and 'Woodford Wonders'
Classroom support...	Beyond the classroom support...
<ul style="list-style-type: none"> • Wellbeing check-ins • Emotionally available adults • Teaching behaviour expectations • 3 steps to behaviour recovery 	<ul style="list-style-type: none"> • Wellbeing team • ELSA • SLT • MAST



All Staff

- Model positive behaviours.
- Build strong relationships.
- Meet and greet children at the start of the day and throughout the day.
- Refer to 'safe, respectful and ready to learn'.
- Use visible recognition.
- Meet the needs of all children.
- Are calm and 'take time' to teach behaviour expectations.
- Understand, follow up and are consistent with the agreed high expectations.
- Never ignore or walk past children who need support.
- Communicate, regarding children's emotional responses, needs and behaviours with parents and senior leaders.

Senior Leaders

- Model positive behaviours and expectations through visible leadership throughout the school day.
- Build strong relationships.
- Meet and greet children at the start of the day and throughout the day.
- Refer to 'safe, respectful and ready to learn'.
- Celebrate staff and children whose efforts go above and beyond.
- Regularly share good practice and review provision of all children.
- Support colleagues and children.
- Follow up and are consistent with expectations.
- Never ignore or walk past children who need support.
- Communicate regarding children's emotional responses, needs and behaviours with parents, agencies, SENCO and the Headteacher.

Headteacher

- Responsibility of the Headteacher to implement the school policy consistently throughout our school to ensure acceptable standards of behaviour.
- Reports to the Trust and Local Advisory Board on behaviour termly.
- Report to Local Advisory Board, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children within our school.
- Supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- Keeps records of all serious incidents of misbehaviour and has the responsibility for giving fixed-term suspension and permanent exclusions. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Parents

- Support their child's behaviour and learning and to co-operate with the school.
- Work collaboratively with school, so children receive consistent messages about how to behave and learn at school.
- Build a supportive dialogue between the home and school, and we are informed immediately if there are concerns about their child's welfare or behaviour.



- Support the rewards and sanctions within school.
- Raise any concerns about the way that their child has been treated, through contacting the class teacher. If the concern remains, they should contact the Headteacher.

Local Advisory Board

- The Trust and Local Advisory Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness.
- They support the Headteacher in the implementing this policy.

Support

All children in our school are expected to show an understanding of the expectations of behaviour so that all can achieve success. We understand that for some children following our behaviour expectations are beyond their developmental level and identified needs. In this case, these children will have bespoke positive behaviour support which may include rewards to reinforce positive behaviour. Just as we support curricular SEND (Special Education Needs or Disability) we also support Behavioural SEND through making reasonable adjustments and using appropriate de-escalation strategies.

We do this through:

- Meetings with parents and the child.
- Wellbeing support programs for individual children.
- Referral to outside agencies (Educational Psychology/Multi Agency Support Team/Communication and Interaction Team).

Some children exhibit particular behaviours based on early childhood experiences. 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.

These children will have bespoke 'Behaviour Support' agreements and individual risk assessments completed.

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 and by trained staff only. (see corresponding *Physical restraint policy*)

Extreme Behaviours

At times, some behaviour may be more serious as it is deemed 'deliberate and intentional harm' which is unacceptable to the calm, safe and orderly environment within school. In this circumstance, internal seclusion or fixed-term suspension may be used (Appendix 2). If approaches towards behaviour management have been exhausted, then suspensions and exclusions may also be necessary. Parents will be informed immediately through discussions, messages and more formally through letters, clearly explaining the action and consequence. This ensures that both school and home are clear about any possible future consequences if inappropriate behaviour continues. It also ensures that both school and home agree actions to support the child in amending their behaviour through agreed reintegration plans and individual



risk assessments. The local authority will also be informed of suspensions and exclusions. A continuation of education occurs for all suspensions and for the first 5 days of a permanent exclusion.

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Bullying

Bullying can take the form of physical, psychological, verbal, social, cyber or hate. It is defined using STOP (Several Times On Purpose). Bullying of any kind is not tolerated. We promote the immediate reporting of bullying to safeguard children. Staff, children and parents all have a responsibility to report bullying. We respond to incidents quickly and effectively through the systems of behaviour support and in line with our Child Protection and Safeguarding Policy. Bullying is recorded using our online safeguarding management system.

Review

The Local Advisory Board reviews this policy annually. However, they may review the policy earlier than this, if the government introduces new regulations, or if there are recommendations on how the policy might be improved.

Approved by: Governors October 2022

Recorded on: Governors Meeting Minutes November 2022







Appendix I








3 Step Behaviour Recovery



Woodford Primary School

Calm approach, use child's name, child level, eye contact, deliver message.

Steps			What?	When?	Who?
1	'Protect' the child and the expectations.	 	An adult will remind the child of the 'on-task' behaviour that is expected so that they can focus on learning. Show the expected behaviour.	<i>'I need you to stop that and be ready to learn.'</i> <i>'Thank you for showing ready to learn.'</i>	Learning time Adults in the room
2	'Relate' with the child and 'Regulate' them.	 	The child has not made a good choice to show the expected behaviour and will need time to talk about the behaviour with an adult.	<i>'I understand that...but I need you to...'</i> <i>'I can see that...'</i> <i>'Help me to understand why.'</i>	Break or lunch time Adults in the room
3	'Reflect' with the child to change the behaviour choice.	 	An adult will help the child to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated.	<i>'It's ok to feel like this but I need you to be safe/respectful/ready to learn.'</i> <i>'Next time, I need you to...'</i>	Break or lunch time Adults in the room

Steps to Behaviour Recovery			
1 Reminder	 	An adult will remind you of the 'on-task' behaviour that is expected so that you can focus on learning. Show the expected behaviour.	
2 Time out	 	You have not made a good choice to show the expected behaviour and will need time to talk about the behaviour with an adult during break or lunch time. A 'Needs Work' Dojo will be added to let your parents/carers know. 	
3 Reflect	 	An adult will help you to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated during break or lunch time.	



Woodford Primary School

Safe, respectful and ready to learn.

Step 1: Reminder

'Protect' the child and the expectations.

Step 2: Time out

'Relate' with the child and
'Regulate' them.

Step 3: Reflect

'Reflect' with the child to change
the behaviour choice.

X3 Time outs Time out with
phase leader

'Reflect' with the child to change
the behaviour choice.

Behaviour support plan

'Protect' the child and the
expectations.

'Relate' with the child and
'Regulate' them.

'Reflect' with the child to change
the behaviour choice.

Internal seclusion with DHT

'Reflect' with the child to change
the behaviour choice.

Extreme Behaviours

Inform parents via
Class Dojo.

'Needs Work' Dojo point
added along with a brief note
to explain the reason to the
parents.

Record on
CPOMs.

Suspension

Behaviour that is 'deliberate and
intentional harm' which is unacceptable
to the calm, safe and orderly
environment within school. Behaviour
management approaches exhausted.

Permanent Exclusion

Behaviour that is 'deliberate and
intentional harm' which is
unacceptable to the calm, safe and
orderly environment within school