



'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, respectful 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.
- To support all children through proportionate, fair and highly effective actions for maximum success.

Purpose

To outline simple, practical, relational procedures for staff and children that:

- Recognises agreed behaviour expectations that are predictable, systematic, consistent and habitual.
- Positively reinforces the expectations.
- Promotes self-esteem, self-confidence and self-discipline.
- Promotes preventative strategies through a behaviour graduated approach.
- Teaches appropriate behaviour through positive interventions.

-IDENTIFY the behaviour we expect.

-Explicitly TEACH behaviour.

-MODEL the behaviour we expect.

-NOTICE the excellent behaviour.

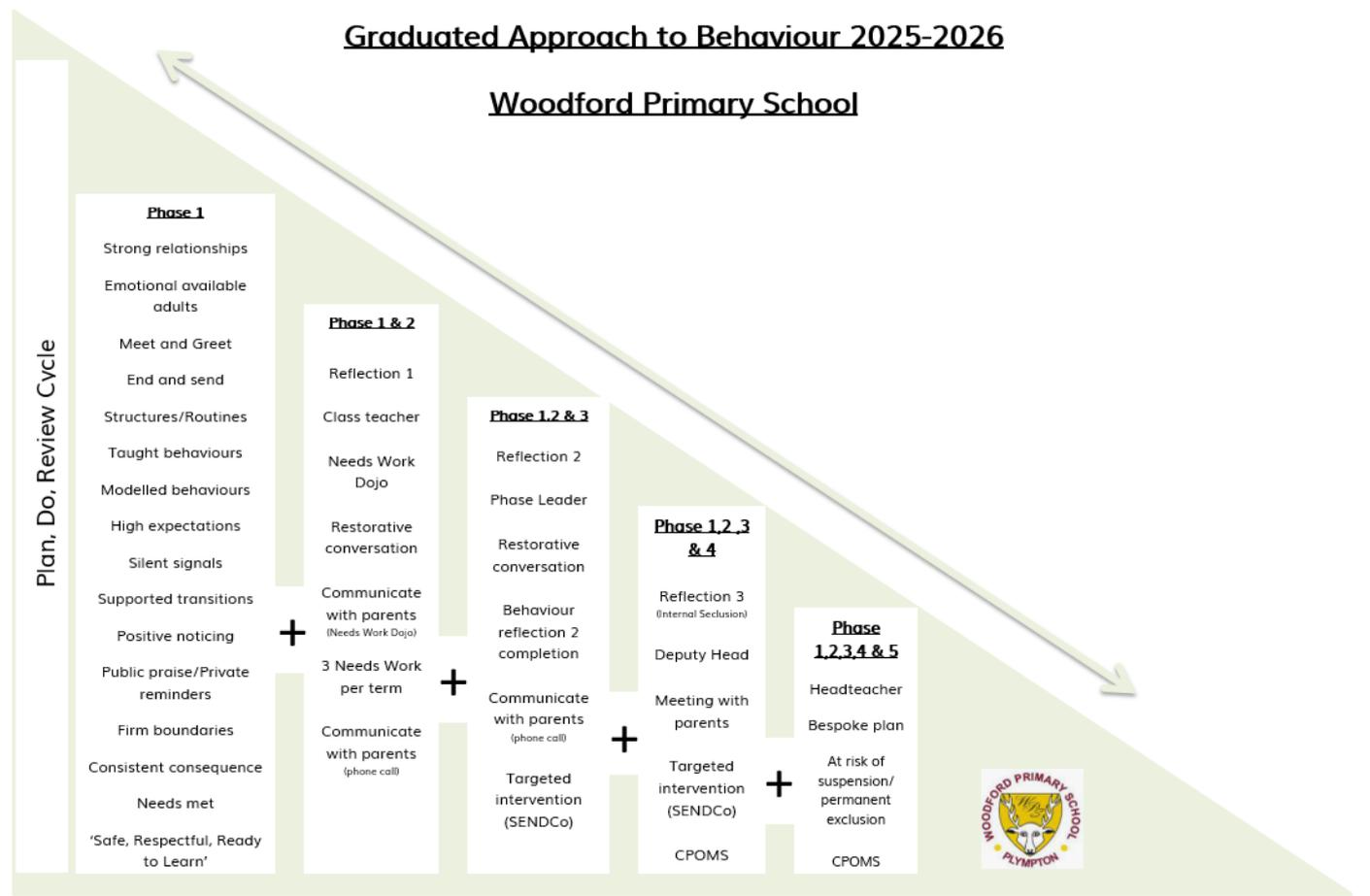
-CREATE conditions for excellent behaviour.



School Expectations

All children...	All staff, every day...
<ul style="list-style-type: none"> • Are safe • Are respectful • Are ready to learn 	<ul style="list-style-type: none"> • Model and teach the expectations • Coach children in safe, respectful and ready to learn • Positively notice
Senior leaders...	Recognition...
<ul style="list-style-type: none"> • Support staff and children • Positively notice • Visibly present to monitor behaviour • Implement and monitor the behaviour graduated approach 	<ul style="list-style-type: none"> • Positive praise and dojo points • Daily 'Star of the Day' • Stickers • Positive language • Positive message to parents for 'over and above' • Weekly merit certificates • Termly Class Dojo reward • Termly headteacher awards and 'Woodford Wonders'

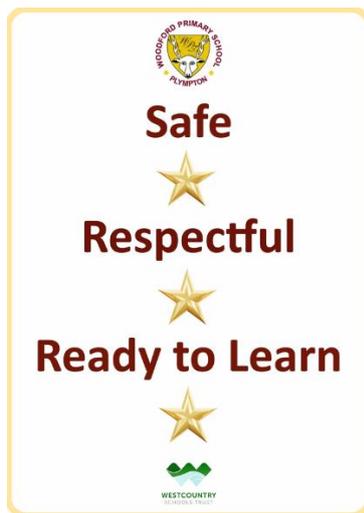
Graduated Approach to Behaviour





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' in their teaching and coaching.
- Use positive recognition.
- Meet the needs of all children.
- Are calm and 'take time' to teach behaviour expectations.
- Understand that every interaction is an intervention.
- Slow the intervention to support coaching behaviour.
- 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.



Behaviour Success 'Safe, Respectful and Ready to Learn'		
Reminder	 reminder	An adult will remind me of the behaviour that is expected so that I can focus on learning and make the right choice.
Reflect Year Team	 discuss	I have not made the right choice with the expected behaviour. My adults will talk with me to help me correct it. A 'Needs Work' Dojo will be added to inform my parents/carers.
Reflect Phase Team	 plan	I am finding it difficult to make the right choices. My Phase Leader will help me to improve this and make a plan of support. They will monitor this and let my parents/carers know my progress.

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 excellent standards of behaviour.
- Reports to the Trust and Hub Advisory Board on behaviour when required.
- Report to Hub 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 communicate with the school.
- Work positively in partnership with school, so children receive consistent messages about how to behave, learn and impact positively on society.
- Build a supportive dialogue between the home and school, and inform the school immediately if there are concerns about their child's welfare or behaviour.
- Support the positive rewards, selected support and consequences 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.

Hub Advisory Board

- The Trust and Hub 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.

Reasonable Adjustments

All children in our school are expected to show an understanding of the expectations of behaviour so that all can achieve maximum success. We understand that for some children following our behaviour expectations are beyond their developmental level and identified needs. However, we remain consistent in our principles but flexible in our practice in order to support success. In these cases, children will have bespoke positive behaviour provision which may include reasonable adjustments and rewards to reinforce positive, expected behaviours. We support SEND (Special Education Needs or Disability) through making reasonable adjustments and using appropriate preventative and de-escalation strategies. This is our Graduated Approach to Behaviour which sits



alongside our SEND Graduated Approach. These support our equality impact assessment and our curriculum equity documents.

Reasonable adjustments are implemented through:

- Meetings with parents and the child.
- Bespoke timetables.
- Bespoke provision.
- Wellbeing support programmes.
- Referrals 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 and at risk of harm.

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 our school. In this circumstance, internal seclusion or fixed-term suspension may be used. If all approaches towards behaviour management have been exhausted, then suspensions and exclusions may 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 and trust 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.

Consequences *should*

1. Make it clear that unacceptable behaviour affects others, is taken seriously and not tolerated.
2. Focus on coaching children to teach and support a behaviour change through restorative conversation.



3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
4. Not apply to a whole group for the activities of individuals.

Behaviour Reflection - Year Team

A grid of icons and questions for behaviour reflection. The questions include: 'What happened?', 'What were you thinking or feeling?', 'Who has been affected?', 'What needs to happen to put it right?', and 'Next time I could...'. The icons represent various emotions and actions like 'three', 'shouted at someone', 'walked off', 'worried', 'fidgety', 'confused', 'angry', 'excited', 'scattered on work', 'spit at someone', 'kicked someone', 'hurt someone', 'made a plan', 'write a letter', 'talk to someone', 'talk to someone', 'tidy something', 'think about notes', 'talk to a teacher', 'ask for quiet time', 'fade with someone', 'talk to someone', 'walk away', 'play with someone else', 'count to 10', 'take deep breaths', 'sit near someone else', and 'something else'.

Behaviour Reflection - Phase Team	Name:	Date:
! situation	What is the current situation?	
☺ solutions	What could be the solutions?	
📌 solution	Selected solution	
📈 steps to success	Steps to success 1. 2. 3.	

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.

Anti-Bullying

At Woodford Primary School, positive relationships and behaviour makes our school a safe, happy place to be and allows effective learning to take place. No-one deserves to be a victim of bullying and bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Woodford, we acknowledge that bullying does happen from time to time - indeed, it would unrealistic to claim that it does not. When bullying does occur, we respond to incidents quickly and effectively through the systems of behaviour support and in line with our Child Protection and Safeguarding Policy.

Anti-Bullying Ambassadors

At Woodford, we want to empower our children to understand and manage conflict. We work with The Diana Award which is a world class Anti-Bullying Programme and train Anti-Bullying Ambassadors in our school, giving our young people the skills and confidence to tackle bullying should it occur.



What is bullying?

The Government defines bullying as 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Bullying is not simply a 'falling out'. At Woodford to ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, we use the acronym STOP (Several Times On Purpose) with the children.

Several Times On Purpose

When a child is unsure whether they have experienced or witnessed bullying, we teach them to tell an adult.



What can I do?

Always encourage your child to talk about anything that concerns them.

Be calm - try not to let your child see how angry and upset you may feel at what is happening to them.

Reassure them that what is happening is not their fault.

Find out the facts

Tell your child that you may need to share this information with others in order to help them.

Contact school

What can I expect the school to do?

Schools have a responsibility to follow up on all allegations of bullying behaviour.

Where appropriate, consequences will be applied if bullying is confirmed and the incident will be logged.

Support will be provided for the children involved.

Support to address the bullying behaviour will be provided.



Summary

Structure, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to the success of our school behaviour culture. The



leadership of behaviour in schools is never complete and as a school we recognise that the techniques in our school that create calm and orderly classrooms require the dedication, persistence, and consistency of all staff to embed those techniques successfully. This supports all of our children to achieve maximum success.

Review

As a school, we review this policy annually. However, we 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 at HAB 14.11.24