

# Woodcroft Primary School



## Positive Behaviour Policy

### **Contents:**

- Aim
- School Values
- Rewards
- Warnings and Consequences
- Associated Policies

**Co-ordinator responsible for the policy in consultation with the staff and governors:** Head Teacher

**Reviewed:** November 2023

**Next Review Date:** November 2024

# Positive Behaviour Policy

## Aim

Our aim is that when pupils leave Woodcroft Primary School they will be a productive member of a modern British society. They will: respect themselves and others in the way they behave within the community; through their own self-regulation they can support themselves and others setting clear boundaries of behaviour; they will have a growth mindset that demonstrates their resilience to life's challenges; they will be able to focus themselves to achieve their own targets; and motivate themselves to work to the best of their ability independently.

Our staff, governors and parents will support each other in encouraging and ensuring that our pupils achieve this and are inspired to learn for a lifetime.

In devising this policy we have worked with the Primary Behaviour Service (PBS) and followed the guidance of the DfE through *Behaviour and discipline in Schools January 2016* to ensure that we have clear rules and values that extend throughout the school community. This policy complies with Section 29 of the Education Act 2002.

## School Values

### **Respect; Boundaries; Resilience; Focus; Self-regulation and Independence**

Staff, Governors and Parents will support pupils in understanding these school values through their actions, words and behaviour across the school site.

These values are implemented through 6 school rules that all members of the school community must adhere to:

**I am respectful of others;**

**I follow adults' instructions;**

**I use resources safely;**

**I look after my learning environment;**

**I engage with learning;**

**I help others to learn.**

At the start of each half-term teachers will spend a day re-affirming each of the values through various activities. Then the remainder of each half-term will focus on one value specifically. E.g. Autumn 1 will focus in assemblies on the theme of respect. This allows for the language of each value to become embedded.

## Rewards

Our priority is to promote positive behaviour and children will be rewarded in various ways to do this.

### Value badges

Each class will receive 2 badges for each of the values (e.g. only respect badges given in Autumn 1). These will be given out daily to the child or children in the class that show that value during the day.

### Star of the week

This child will be selected by the class or class teacher as the person throughout the week who has demonstrated the chosen value the most.

### Dojo Rewards

Dojo points can be awarded by teachers or LSAs for children showing one of our core values. At the end of the week a bonus of 10 dojo points can be awarded by the teacher for pupils who have consistently shown our values – this includes lunch times and lesson times.

As a guide our very best behaved children could earn 5 per day plus a bonus 10. (35 per week)

At the end of each half-term each class will celebrate their 'Doggo Winner' during celebration assembly.

### Whole class rewards

Adults can award classes a class star. This maybe for example: lining up correctly; working well in groups; the best behaved class in assembly; showing our school values as a whole class. These will be shown on a whole school display. When a class has 25 class stars they can ask for an afternoon treat or activity. To make this more formal they need to write a letter to a member of SLT requesting what they would like to do. E.g. DVD afternoon. PJ party

I would expect each class to receive between 3 and 6 class treats a year.

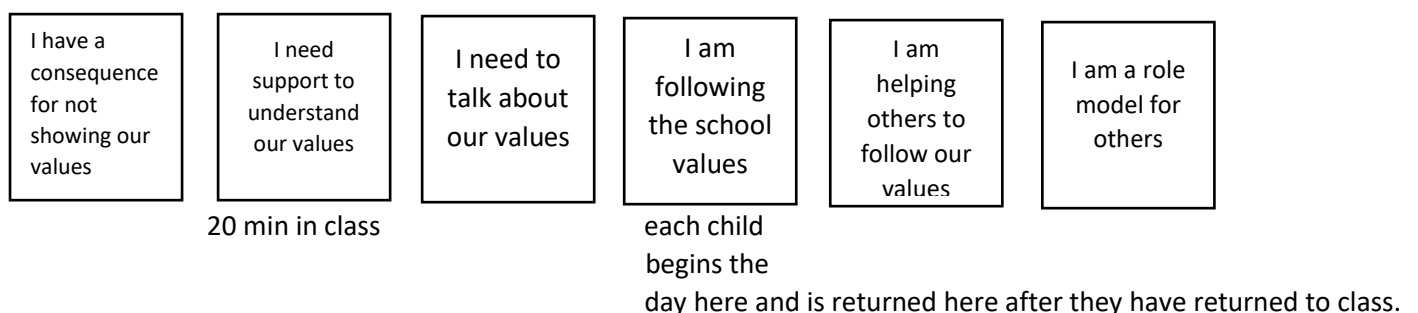
### Warnings and consequences

The vast majority of our children will be able to adjust their behaviour in class through clear teacher expectations and following the behaviour policy. Some children will require individual behaviour plans.

Each class records behaviour incidents through an online system called CPOMS. Lunch time behaviour is recorded by lunch time supervisors in a book that is then referred to the class teacher. Both CPOMS and the lunch book are then monitored by the senior leaders to identify behaviour trends.

Ensuring children behave appropriately around our school is the responsibility of every adult in the school.

#### **In class behaviour chart:**



Children move their named peg along the behaviour chart as indicated by the teacher. A child cannot lose Dojo points that they have earned. This chart is not intended to provide public humiliation to a child and adults must take into consideration each pupil and how their class behaviour chart will be used.

**Available consequences:**

Consequence	Circumstance	Adult's responsible
Permanent Exclusion Fixed term suspension Reduced school timetable Internal suspension	Serious Violent Incident which has caused harm to an adult or child. Absconding from the school grounds. Persistent poor behaviour over a substantial period. Bullying – (A pattern of behaviour over a period of time where a child or group of children target an individual)	Permanent exclusions will be the decision of the Headteacher who will inform the parents, local authority and governors.  All other suspensions can be decided by SLT in the absence of the Headteacher and the senior member of staff will inform parents.
After-school detention Lunch-time detention Break-time detention	Refusal to work – a warning will be given and then a timer used to monitor. Children will pay back the time they have lost through refusal. To a maximum of 30 minutes.  Abusive language or violent incident.  Persistent class disruption/not following instructions	If a child receives 3 detentions within a 2 week period then Teacher to meet with parents.
4) 20 minutes in another class 3) Discussion with Key Stage Leader 2) Moved in class 1) Verbal warning	Low level disruption Interrupting the learning of others Not following adult instruction	If a child is moved 3 times in a week then teacher to phone parents

**Persistent poor behaviour or repeated failure to follow adult instructions may result in children not being able to attend school trips. However, this will be discussed on an individual basis.**

**Role of governors**

Is to ensure that the Head Teacher and staff are supported in implementing and reviewing this policy on a frequent basis.

**Associated Policies**

This policy has significant links with policies for SEN, Anti-bullying, Positive handling and physical intervention policy, Child Protection policy, Keeping Children Safe in Education and Use of Reasonable Force which are available on our website or at the school office.

**Exclusion/Suspension**

For serious incidents, the school follows the current Exclusion Guidance by the DFE updated September 2023 available from the following link:

<https://www.gov.uk/government/publications/school-exclusion>