



BEHAVIOUR POLICY

Ethos

Wordsworth is proud to be an inclusive community of different and diverse children and staff learning side by side. We embrace difference as a strength and foster a strong sense of belonging with full participation for all our children irrespective of individual needs. As staff and governors, individually and collectively, we accept responsibility for creating a culture in which all children can flourish and receive a high quality education with appropriate differentiation to take into account academic, social and emotional needs to ensure there are no barriers to learning.

As a mainstream school we work hard to meet the needs of all children: Relationship building, positive behaviour management and a growth mind set approach are at the core of this.

Everyone in the school community respects that everyone in the school, child or adult, comes to learn. We aim to communicate politely, act kindly and listen carefully at all times. We aim to be advocates of the Wordsworth School values in all we do

- Teamwork
- Resilience
- Ambition
- Diversity
- Creativity
- Empathy
- Critical Thinking

We expect positive behaviour to be modelled by all adults and we encourage everyone to take pride in their school, their class, their work, their environment and their relationships. We expect all staff to treat children fairly, consistently and sensitively. We celebrate and praise children's efforts, achievement and successes personally, socially, creatively and academically.

Positive behaviour strategies and sanctions are communicated and practised in a systematic, consistent way by all adults in the school. We are advocates of the restorative practice approach where there have been incidences of poor choices made in relation to behaviour. We ask staff to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner.

We implement a behaviour support plan and package when necessary following a challenging behaviour consultation for our vulnerable pupils. We value parental support in working collaboratively to find solutions to behaviour management issues.

Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;

- Ensure a consistent, proactive, positive approach to behaviour management throughout the day;
- Provide children and staff with an environment that is suitable for learning;
- Ensure the emotional, social and learning needs of individuals are met;
- Praise and reward good work, behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour;
- Be aware that discipline in schools must respect children's rights
- Establish clear procedures for managing unacceptable behaviour;
- Utilise restorative practice procedures as the primary means for solving issues.
- Support vulnerable pupils to access learning, make the right choices and empower them to self- manage their behaviour.

Teaching and Learning

We believe that excellent teaching and learning promotes positive behaviour. The Teaching and Learning Policy defines the standard of teaching and learning expected in school.

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities, planned for explicitly and embedded into school life. The strategies we use include:

- Providing a learning environment that is tidy and well ordered;
- Providing stimulating lessons, matched to prior attainment, which capture the interests of all the pupils in the class, always with Quality First Teaching;
- Differentiation within lessons to meet the needs of all individuals and groups:
- Providing opportunities for children to work co-operatively;
- Providing opportunities for pupils to work independently;
- Planning pro-actively for smooth transition times in class, around school and in the playground;
- Develop our pupils as "self-managing" individuals who are able to set and maintain high standards of behaviour in every situation.
- Building a team identity and incorporating team building activities into the curriculum.

Appropriate behaviour – what we do consistently:

- Use reward, praise and encouragement at every opportunity to foster self-esteem and motivation;
- Pre-empt inappropriate behaviour by positive engagement with individual children
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures;
- Provide a role model of calm, self-management in all relationships with children, parents and other staff;
- Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to support this;
- Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to a senior leader;

- Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils;
- Employ the agreed school system of rewards and sanctions in a fair and consistent way;
- Communicate pro-actively with parents and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent to support the child and the school.

Inappropriate behaviour – what we do consistently:

- Give time for a child to engage so that contrition and a change in behaviour is genuinely appropriated (e.g. ask for an apology only when the child is able to respond);
- State clearly what the inappropriate behaviour is and how to correct it;
- Discuss problems/reprimand pupils in a private space away from others;
- Use positive directives telling children what to do, rather than what not to do;
- Keep the focus on the primary behaviour.
- Any form of confrontation or argument **MUST** be avoided;
- Sarcasm, humiliation and put-downs are never acceptable;
- Use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome;
- Apply sanctions that are clear, reasonable and appropriate to the behaviour. Where possible they should be immediate, although on occasions it may be necessary to defer;
- Allow the consequences to do the teaching – avoid oppressive talk;
- Wherever possible, give the child a chance to right the wrong e.g. apologise;
- Always re-establish relationships after correction.
- Exercise positive handling (restraint) of a child only in strict accordance with the School Policy;

Special Programmes

Some children have special needs in relation to their behavioural and emotional difficulties. We aim to address these through a range of individual intervention programmes involving social skills, anger management, mentoring and behaviour plans.

What children can expect of staff

As well as providing consistently high standards of teaching and learning experiences, children can expect staff to:

- Follow school systems and procedures fairly and consistently.
- Be aware of the social, emotional and learning needs of the children in the school;
- Treat them fairly and consistently when they have broken the rules or made poor choices. They will be listened to and expected to explain their actions.
- Ensure classrooms and playgrounds are positive, stimulating environments;
- Praise and reward good work, behaviour and attitudes, both in the classroom and around the school;
- Use Circle Time to develop self-reflection and self-esteem;

- Take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. Bullying is abusive behaviour which can be physical, verbal or psychological, directed by an individual or group against an individual. Harassment is a form of bullying. Harassment occurs when someone is victimised because of his or her ethnicity, gender, disability or sexuality. Bullying and harassment will not be tolerated – see the Anti-Bullying Policy.
- Devise a positively structured and worded Class Charter (in partnership with the class), so that a positive and constructive working and learning environment can be established and maintained; eg Listen carefully to others to help everyone learn, NOT ... Do not talk on the carpet. This helps adults praise and reward the positives. (Key Stage 2)

What adults can expect of children

- Treat other children and adults within the school community with respect and consider their rights, both as learners, teachers, adults and children;
- Follow the school rules and behave appropriately;
- Know that sanctions are in place if rules are broken at any time during the school day;
- Listen to each other and to all the adults in the school and respect each other's feelings;
- Attend every day, arrive on time, line up calmly, enter school ready to learn and play an active role in school life.

All parents and carers are expected to:

- Support the school in its application of the Behaviour Policy;
- Talk to their children about the school's expectations of work and behaviour;
- Encourage children to discuss and share problems;
- Attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning;
- Ensure that their child attends every day and on time.

Rewards

The school seeks to systematically encourage positive behaviour. The reward system and how it will operate is recorded as an appendix to this policy.

It is recognised that some children will need additional support and individually designed behaviour systems. Differentiation for behaviour is a positive behaviour management tool for some children but such an approach should operate within the structure of the school Behaviour Policy.

Sanctions

When children do not follow the school rules and class charters they understand that there are consequences and they need to take responsibility for their actions. These are recorded as an appendix to this policy.

Internal, Fixed Term External and Permanent Exclusions

Incidents which warrant internal or external exclusion are at the discretion of the Head Teacher and the Local Governing Body. The child will be provided with work throughout internal and external exclusions.

The following types of behaviour may result in an immediate internal and/or external exclusion:

- A serious attack on another pupil;
- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter.

The length of the exclusion is at the discretion of the school, but will operate within DfE guidelines.

Positive Handling

Physical force should only be used within the strict safety guidelines laid out in the Hamwic Trust Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available either online at Hamwic or in the SLT office.

Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as: mobile phones, toys, electric games, sweets and chewing gum are not allowed. Consumables will be disposed of or will be retained by staff to be collected from the school by a responsible adult.

Date of next Review: Autumn 2021

