



## **Woburn Lower School**

### **Behaviour Policy**

#### **Rationale**

At Woburn Lower School our high standards of behaviour reflect the shared values of the school, enabling effective learning and supporting social and emotional development in accordance with Section 89 of the Education and Inspections Act 2006.

#### **Aims**

Our aim is for our school to be a happy, safe place where children feel valued and respected. We value an approach which recognises that children are individuals who will respond more positively to care, generosity of spirit and consistency than punishment.

Woburn Lower School does not accept or condone any form of bullying, racism, sexism or homophobia (also see Woburn Lower School Anti-bullying Policy).

#### **Governor role**

The Governing Body has a responsibility to work with the headteacher to ensure that the school has a comprehensive behaviour policy that is effectively implemented and monitored.

#### **Headteacher role**

The headteacher has a responsibility to create a behaviour policy that reflects the school ethos and is shared with all parties. Working closely with staff and Governors the headteacher will promote and monitor good behaviour and ensure the health, safety and welfare of all children in the school. Guidance, support and training will be given to all staff including regular safeguarding training and updates.

#### **Strategies for Behaviour Management**

- Throughout the school, all staff have a responsibility to model the behaviour expected and actively encourage positive behaviour through affirmation,

praise and encouragement and to challenge inappropriate behaviour. Staff will identify and praise good behaviour as well as implementing consequences for inappropriate behaviour

- Behaviour management will be fair and consistent, with expectations that are appropriate to the ages of the children. Staff will have regard to the individual situation and the individual pupil where discretion and sensitivity may be required. Staff will recognise and praise pupils who are having difficulties in consistently upholding the school rules, but are clearly making a concerted effort. Staff will be pro-active in reminding children of expectations and the use of de-escalation strategies, reminding children to 'make the right choices'. Staff are always aware to make clear to children that it is the behaviour that they are rejecting, not the child
- Lessons and activities planned will be stimulating and appropriate to the learning needs of the children
- All children will discuss and set the rules with their class teacher, ensuring clear understanding of what the rules are and why we have them. Rules will be written with a focus on the positive rather than the negative and displayed in classrooms, with whole school and playground rules displayed in the hall
- Values Education, PSHE and Citizenship Education will promote an ethos of caring for each other and taking responsibility for our own actions
- A child may need to be taken to a quiet area to calm down before a discussion can take place.- behaviour is always discussed with children to ensure understanding and to give the child the opportunity to communicate how they are feeling. Children will be encouraged to talk to any member of staff if they have any worries or anxieties
- Children will always be given the opportunity to 'put things right', for example, by apologising to someone they have upset
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may prevent the child from taking part for the rest of that session
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the SENDco/headteacher. The school will contact the child's parents/carers to arrange an appointment to discuss the situation, working together to resolve any issues and to improve the behaviour of the child. The child may be referred through the SENDco for pastoral support, either 'in house' or through outside agencies
- In some cases there will be a need to formalise an approach to behaviour management in the form of an individual behaviour plan. Serious incidents will be logged in the school's Behaviour Incidents Record Book
- We do not wish to exclude any child from school, but sometimes this may be necessary. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may

permanently exclude a child. These actions are taken only after the school governors have been notified

### **Rewards**

- Smile charts, stickers, housepoints
- Values awards, Celebration assemblies
- Children may be sent to another member of staff or the headteacher to re-enforce the praise

### **Sanctions**

- Missing part of playtime/golden time – ‘time out’
- Children may be asked to complete a consequences ‘Think’ sheet
- Children may be asked to move during carpet/lesson time/assembly if they are disturbing others
- Children may be sent to another member of staff or the headteacher to discuss their behaviour

### **Reasonable force**

Staff will only use reasonable force to prevent pupils from hurting themselves and injuring others (also see Woburn Lower School Physical Restraint Policy).

### **Parents/Carers role**

Parents/Carers form part of the school team, and we ask for their support in dealing with, and in improving the behaviour of their children. Working in a positive partnership we can set a good example for the children in our care and provide a safe, structured system allowing them to develop self-discipline and good behaviour. Parents and carers agree to a Home School Agreement when enrolling their child at the school and are given a copy of our behaviour policy.

### **Special Educational Needs**

Children who experience difficulties in managing their own behaviour will be treated sensitively, according to their needs, in close co-operation with parents and if relevant, external professionals. For some children with behaviour difficulties this may be as a result of an underlying condition that means they find behaving appropriately difficult – for example, children on the autistic spectrum or with ADHD. The class teacher may need to liaise with the SENDco to set up, for example, individual behaviour targets for the child to work on.

### **Related policies:**

Peer-on-peer abuse (Changes to child-on-child abuse September 2022)

PSHE

SMSC

Relationships and Health

Values

Physical restraint

Suspension and Exclusion

**Governor:**

**Date**

**Headteacher:**

**Date: June 2024**

**Review: June 2025**