



Culture for
Learning and
Behaviour Policy

April 2019
To be reviewed April 2021

Policy Statement

Outwoods Primary School has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment Aware School which means we focus on building positive relationships between children and staff and children with their peers. We ensure that we support children in forming positive working and social relationships.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/ self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence in their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the 'real world'.

This policy is for staff, pupils, parents, carers, governors, visitors and partner agencies working within our school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

Policy Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.

- To develop in all children the ability to listen to others; cooperate and appreciate other ways of thinking and behaving.

We hope to achieve these aims through a school policy based on rights and responsibilities and respect. Praise, rewards, privileges, and positive role modelling support the development of self-discipline and the capacity to make positive choices.

Ourwoods Code of Conduct

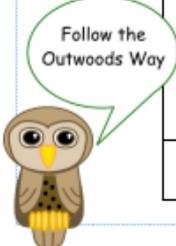


Love for Learning
Learning for Life



Home School Agreement

Outwoods Primary School



	The school will....	As a pupil I will.....	As parents and carers we will.....
Our Aims	Provide a purposeful, stable, safe and secure environment in which children can learn. Nurture self-belief in our children.	Work hard as a member of the Outwoods Team and try my best to be involved in the daily life of the school.	Talk to my/ our child about the school day and encourage them to participate fully in school life.
Our Work	Provide an exciting and stimulating curriculum which will prepare children for the next steps of their educational journey.	Do all my homework as well as I can. Try hard to join in all activities.	Support my/ our child with their work, encourage them to try their best and complete any work they bring home.
Our Home/ School Links	Provide annual written reports about your child. Have 3 open nights per year. Welcome parents into school regularly to keep up to date with school news. Adhere to the school's data information security policy.	Talk to my parents about school and share my targets with them. Take letters home and invite my parents to special events at school.	Work in partnership with the school. Do our best to attend open evenings and special events. Share relevant information and up to date emails and phone numbers with the school.
Our Behaviour	Promote and reward good behaviour through 'The Outwoods Way'. Tackle inappropriate behaviour when necessary.	Follow the Outwoods Way code of conduct. Try hard to be polite and helpful to everyone.	Read through the Outwoods Way with my/ our child and encourage them to keep the school code of conduct. Act as a role model for behaviour in the community and on social media.
Our Attendance and Punctuality	Check attendance and punctuality regularly and contact the parents with any concerns. Celebrate good attendance and work with parents to ensure improvement.	Attend school every day (except when I am not well enough) and be on time.	Ensure my/ our child attends school regularly and on time. Let the school know by 9.30 if my/ our child is too unwell to attend school.
Signed	Teacher : Date:	Pupil : Date:	Parent : Date :

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be good role models for our children as we develop their attitudes for all aspects of life.

Governors will;	<ul style="list-style-type: none"> • set the framework of the school's policy on behaviour after consultation with stakeholders • be responsible for ensuring that the school complies with this policy • delegate powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy • delegate powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy • take responsibility for ensuring funding is in place to support this policy
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	<ul style="list-style-type: none"> • take responsibility for ensuring policies are made available to parents • nominate a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body • take responsibility for the effective implementation, monitoring and evaluation of this policy
<p>The Headteacher and SLT will:</p>	<ul style="list-style-type: none"> • determine the detail of the standard of behaviour that is acceptable to the school through The Outwoods Way • ensure all school personnel, pupils and parents are aware of and comply with this policy; • work hard with everyone in the school community to create an attachment aware ethos that makes everyone feel valued and respected; • promote good behaviour by forging positive and successful working relationships with everyone involved with the school; • expect good behaviour and respect for others, in order to prevent all forms of bullying among pupils; • ensure the health, safety and welfare of all children in the school; • monitor the effectiveness of this policy;
<p>All adults will:</p>	<ul style="list-style-type: none"> • lead by example and uphold the Outwoods Way • create a positive environment where all children can learn • raise the levels of all pupils' self-esteem • encourage children to accept responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trust • constantly seek out and celebrate improvements in behaviour and learning • provide positive role models, co-operating and supporting one another, treating colleagues and pupils with courtesy, consideration and respect • have a high standard of pupil expectation in all aspects

	<p>of behaviour and work</p> <ul style="list-style-type: none"> • promote the pastoral care of children • never ignore or walk past children who are behaving inappropriately • for Lunchtime behaviour see Appendix 1
Pupils will;	<ul style="list-style-type: none"> • Learn to the best of their ability • allow others to learn • co-operate with staff • follow the school rules – ‘The Outwoods Way’ • sign the school’s ‘Home Agreement’;
Parents/carers are encouraged to:	<ul style="list-style-type: none"> • have good relations with the school; • support good behaviour; • sign the school’s ‘Home-School Agreement’; • ensure their children understand The Outwoods Way • keep us informed of behaviour difficulties they may be experiencing at home • inform us of anything which may affect their child’s performance or behaviour at school e.g. family problems, disturbed sleep etc • inform us about their child’s ill health and any absences connected with it • ensure their child arrives at school in time, is collected on time and wears school uniform • ensure their child is ready for school, bringing correct equipment when necessary e.g. PE kit, reading book etc. • support their child with work sent home, spellings, reading etc. • attend parent/teacher meetings and discuss their child’s progress

Encouraging and Reinforcing Positive Behaviour

We strive to incorporate all elements of all attachment aware approach to our teaching and to a child's learning. Following extensive training all members of staff will conduct themselves within the attachment aware guidance. At the beginning of each year the previous teacher will make the next teacher aware of all social, emotional physical and developmental needs a child has and identify children who need to have specialised behaviour procedures to support them, these could be any of or all of the following:

- Staff to show empathy instead of sympathy when dealing with behavioural children in distress. This will be shown through the speech we use and the way we present ourselves to a child.
- Emotional positivity where a child is entitled to feel a certain way and should welcome that feeling but in order to understand it they should know how to react when they feel that emotion. A behaviour or action may not be okay but an emotion always is.
- Adapt environments to suit individuals where appropriate giving children with sensory needs opportunity to self sooth in comfortable areas with given stimuli and by removing stimuli that may lead to or cause disrupted behaviours.
- Manage challenging behaviours with support and a consistent team approach.
- Consistently apply the schools restraint policy when needed.

Rewards System

Reward	Rationale
Smiles Thumbs up!	Should be used as much as possible to encourage positive behaviour and learning and should be explicit so the child knows what it is they are being praised for
Praise	Should be used as a form of encouragement and reassurance to promote a safe nurturing environment that recognised effort and good behaviour
Role models	Staff should lead by example and always demonstrate good behaviour to other members of staff and children to

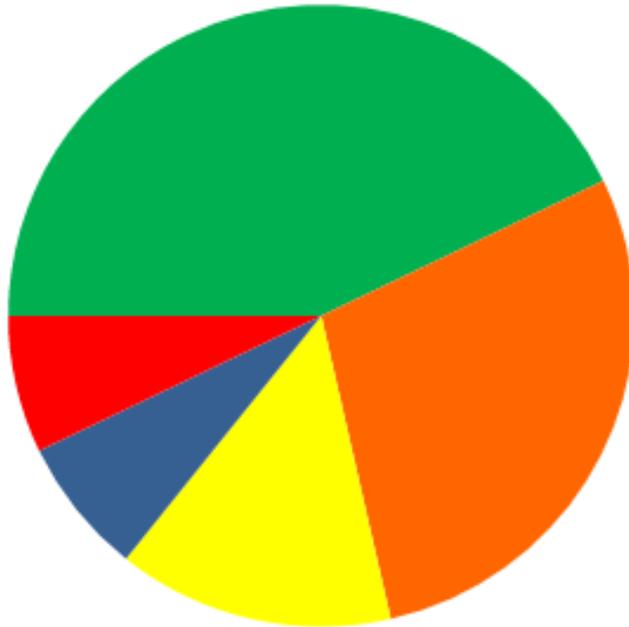
	encourage and motivate others
Stickers and wristbands	Awarded by any adult in school for positive behaviour or learning. Stickers awarded by Lunchtime supervisors will identify kind, helpful, friendly behaviour shown by children.
House points	Children are divided into four different teams or 'houses' and collect points for their house. Children earning 50 points earn a bronze badge, 100 a silver and 150 a gold badge. In general it is anticipated that one level should be achieved each term.
Responsibility	Children can be nominated or appointed into positions of responsibility within the classroom or school to develop their maturity and sense of responsibility by contributing to the wider school community.
'Gold Ribbons'	At least two children from each class will be awarded with gold ribbons each week in celebration assembly, parents will be invited to attend to share their achievements.
Post card home or a text to parents	Exceptionally good work or behaviour will be awarded with a postcard or text home to encourage parental discussion and involvement in their child's achievements
Excellent work visits	Excellent work seen by the Headteacher or Deputy Headteacher. The children receive a sticker for themselves and their work

Behaviour Wheel

The 'Outwoods Way' is promoted in school by the consistent use of a behaviour wheel. This system is fluid, meaning children can move both up and down to ensure they are motivated to improve their behaviour continuously throughout the day.

All children will begin the day on green – this represents expected good behaviour.

Children who consistently behave well and show extra effort or particular progress will move into the golden section. Children in the gold section will be celebrated in Family Assemblies.



Where children have been reminded about their behaviour, they will move their name on the wheel as follows:-

I am an outstanding learner!
I am an excellent learner and am making good choices.
I need to really focus on my learning.
I need to think about the decisions I am making.
I need to take time to review my decisions away from this area.
I need to speak with the headteacher in order to improve my behaviour.

If at any point a child reaches the 'red zone' for behaviour they will be taken by an adult to the head teacher or deputy head teacher to discuss consequences and to redirect behaviours into a more productive outcome.

Personalised Behaviour Plans

Children with exceptional needs will be put on an Individual behaviour plan. This will help to monitor the child's behaviour and more importantly provide the child with the opportunity to understand and work towards a given target or goal.

As this system is personalised we have ensured communication is key so all members of staff at Outwoods school are continually sharing information and making other colleagues aware of needs a child may have so that we can be reactive to a situation but consistent in our shared attachment aware approach.

Consequences and Rewards

At Outwoods Primary School we encourage an attachment aware approach to behaviour, we strive to avoid sanctioning or giving punitive consequences for behaviour. This prevents a revengeful system of punishment and a more tolerable inclusive approach. However in order to ensure safety of staff members and children, certain behaviours will warrant certain procedures.

Example of behaviour	Consequence
Following the Outwoods Way. Showing respect. Being kind and considerate to others. Trying your best.	Housepoints. Gold ribbons. Class rewards. Positive praise postcard home. Move to 'Gold Zone' on behaviour chart

<p>Initial low level behaviour e.g. Talking/shouting out. Not participating in the lesson. Bringing issues from the playground into the classroom. Distracting others or stopping them from learning Inappropriate use of equipment/resources.</p>	<p>Verbal reminder Move to orange on behaviour wheel.</p>
<p>Continuation of low level behaviours (above) following a reminder/warning: Also... Inappropriate language used without intent to upset/offend. Disruption of lesson. Moderate damage of equipment/resources (including graffiti). Unkind name calling. Deliberate physical contact (e.g. push, trip, shove, poke etc.) Leaving classroom without permission.</p>	<p>Move to Yellow – logged by teacher in behaviour log. You can return to orange when you demonstrate you are now following the rules. Loss of ten minutes free time at next break or lunchtime. If moved to yellow twice in one week parents will be informed.</p>
<p>Continuation of any of above</p>	<p>Move to blue – logged by teacher in behaviour log. This will be shared with parents. Time out in another classroom with your work. Loss of fifteen minutes free time outside Mrs Dandy's office at break time or lunchtime. If moved to blue twice in one week, you will be put on report.</p>
<p>Repetition of any of the above</p>	<p>Move to Red – logged by teacher in</p>

Also...

Threatening behaviour towards another pupil or member of staff.

Serious physical contact (e.g. hitting, kicking, punching, biting etc.) with the intent to hurt or frighten someone.

Encouraging others to fight.

Severe use of inappropriate language (e.g. swearing, racial or homophobic language) with the intent to hurt or upset someone

Spitting deliberately

Severe vandalism (equipment, resources, graffiti, damaging toilets)

Serious disruption of a class which results in the lesson being stopped for the safety of others (e.g. throwing furniture)

behaviour log.

Taken to Mrs Dandy or Mrs Taylor (with your work) for a period of time to reflect on your behaviour.

Three day loss of playground privileges.

Your parents will be informed.

You may be excluded if:-

- your behaviour is seen as a serious breach of the school behaviour policy
- your behaviour is persistently disruptive or dangerous
- you consistently stop others from learning
- you seriously assault another pupil or a member of staff

Lunchtimes

Rationale

Lunchtimes can be problematic for children as they are in school but outside the normal classroom environment. In primary schools, most incidents of poor behaviour and up to three-quarters of bullying takes place in the playground.

Aims

- At our school we aim to ensure that lunchtimes are a constructive time for recreation, exercise and social interaction.
- We expect the same school rules and standards of behaviour to apply as during the rest of the school day.
- We expect children to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

Strategies to Develop Constructive Lunchtimes

1. Regular Communication
2. Clear School Rules
3. Clear Rewards and Sanctions
4. Clear Routines/Roles
5. Designated Play and Quiet Areas
6. Playground buddies
7. Lunchtime Supervisor Training/Guidance

Regular Communication

Efficient communication between supervisors and teachers is assured through the use of the "Playground" and "Incident" book as well as regular meetings and verbal exchange.

All staff on lunchtime duty report incidents to Mrs Brookes, the Senior lunchtime organiser (SLO).

The SLO oversees the work of others, ensures effective communication, acts as the main contact point and ensures the reporting of incidents to class teachers. She monitors the incident book and informs staff of the need for further sanctions.

The SLO meets the head or deputy at least weekly to keep everyone fully informed of events and discuss any problems arising.

The head meets with all lunchtime supervisors to discuss areas of concern and check the implementation of the policy and procedures.

Clear Lunchtime Rules

School rules should be known and understood by all children and fairly and consistently enforced by all staff.

- No children are permitted to remain in the school building during playtimes and lunch breaks without adult supervision.
- In the case of extra-curricular lunchtime clubs, the children involved must wait/play on the playground until the member of staff leading the activity is ready to collect them in person.
- A teacher may decide to apply a sanction and ask a child to complete or redo a piece of work over lunchtime. In such cases responsibility for supervision rests with the teacher who applied the sanction.
- If a child is ill or parents have requested that they are absent from the playground for a limited period the child may stay in the main library area with a friend or with the teacher in the classroom.
- The only exception to this rule is monitors with a specific task not requiring supervision i.e. register monitors. Careful consideration must therefore be given to the choice of monitors. They should be trustworthy and coded 'green' for behaviour and attitude.

Activities Not Permitted

- "Play" or "Fun" fighting/ wrestling

- "Bull dog", "kick tig" or other games used as an excuse for overly physical contact
- Football with more than 12 players in total per game
- Climbing on/jumping the retaining walls/benches
- Hanging/swinging on trees and perimeter fencing
- No sweets, crisps or gum
- No littering
- Bringing own play equipment from home

Behaviour Codes

The same codes apply during lunchtime as with the rest of the school day in order to ensure consistency and high expectations.

Our Code of Conduct

- Follow the 'Outwoods Way' (on display on the playgrounds)

Our Line up Code

- Walk to the end of the line
- Leave a person space
- Keep quiet and still

Our Listening Code

When an adult asks for my attention

- Stop what I am doing
- Empty hands/show me five
- Look at the adult
- Keep quiet and still
- Listen

Lunchtime Supervisor Training/ Guidance

DO NOT SHOUT

- Staff refrain from shouting to reduce the risk of shouting from a child in response.
- Shouting is a sign that you have lost control.
- Use our "Listening Code" when addressing large groups.
- Unless in an emergency, walk to an incident rather than raising your voice.
- Use a quiet voice when talking to individuals.

LISTEN

- Every child has the right to be heard but they also have the responsibility to listen to others.
- Always allow both sides to be heard, calmly and without interruption.

BE POSITIVE

- Try to see good things being done in the hall, corridors and playground i.e. helping others, walking sensibly, playing co-operatively etc. Praise them and offer rewards.
- Try to give at least 5 class points each per day.
- Try to make at least 5 positive comments for every negative.
- Choose to reward those behaving well rather than focussing on those who are not.
- Avoid confrontation, but do not ignore bad behaviour.
- It is important always to label the behaviour and not the child (e.g. "It's dangerous to run in the corridor someone could get hurt" and not "You silly boy you will hurt someone").

PLAY with the children!

- Try to engage target children in constructive play. Prevention is always better than cure!
- When on duty, staff should circulate and take the opportunity to socialise with children, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per playground area maximises levels of visual supervision.

Use agreed phrases/ codes

- "Can I have your attention please?" when addressing a group.
- "This is your final warning, do you understand?" before resorting to sanctions
- Use listening/ line up codes.
- Refer to the Outwoods Way when discussing behaviour i.e. "If you climb on the wall you are not following the Outwoods Way and may hurt yourself".

CHILDREN SHOW RESPECT WHEN THEY ARE SHOWN RESPECT

No child should ever be "sent to the Head" as a sanction, as there is no guarantee that the child will arrive or that the Head will be available. If, in exceptional circumstances, a child needs to be removed from the playground or refuses to go to isolation, the Head should be sent for. If unavailable, the Deputy or most senior staff member available should be called.

Our "Physical Restraint Policy" clearly defines what is and is not acceptable practice should physical intervention ever be required. It is vital that any such intervention be reported and recorded.

Teachers can help improve lunchtime behaviour;

- By helping children learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- By supporting lunchtime supervisors and treating them as full staff members, thus raising their status and authority in the eyes of children.
- Keeping lunchtime supervisors informed of any children with problems or who are experiencing particular difficulties.
- Checking the Playtime Book regularly and following up entries with the children concerned.
- Ensuring the Class of the Week has high status, that children strive to achieve it, and that successful classes are always rewarded.

- Using circle-time, drama and PSHE to explore themes such as bullying, self-esteem and resisting peer pressure.
- Running lunchtime clubs.

Stickers and certificates will be awarded by the MDS for good behaviour. The class teacher will ask the child the reason for the reward and follow this up with praise or a reward. Each week lunchtime awards will be given out in assembly.

Anti-bullying Policy

Appendix 2 to the Culture for Learning and Behaviour Policy

This policy was written in consultation with staff, governors (including parent governors) and pupils (through the School Council). The policy exists as an appendix to the School's Culture For Learning and Behaviour Policy and should be read in conjunction with this document.

Members of Staff Responsible for dealing with incidents of bullying:

The first instance has to be followed up by 'who ever' witnessed the incident. This should then be reported to the class teacher. If the bullying persists after class teacher intervention then the Headteacher or Deputy Headteacher should be informed.

Aims and Objectives of School Anti-bullying Policy.

- To provide a safe and secure environment for education.
- That all staff, governors, parents and pupils should have an understanding of bullying – what it is and what it isn't.
- Procedures for reporting bullying and investigating complaints should be clear and followed by everyone.
- Specific sanctions should exist to deter bullying.

Definition of Bullying:

Where individuals or groups target different people, this should be seen as a pattern of bullying behaviour and treated as such.

Sometimes it can be hard to tell the difference between bullying and the 'normal' ups and downs of peer relationships. The checklists below may help but they are not a definite answer.

- 'Normal' Peer conflict is likely to involve equal power, friendships, no patterns of negative actions, no premeditation to upset or harm, sincere remorse afterwards, interest in repairing the relationship, alternate roles, not one sided, staying together after the incident.
- Bullying is persistent and likely to involve power imbalance, no real friendship, targeting those who are alone without peer support, patterns of negative actions, actions which are purposeful, behaviour which is there to gain control, power and items, no sincere remorse, no interest in repairing relationships, one sidedness, separation after incident.

Bullying can sometimes be unwitting, but the effect on the victim(s) is still the same. Research shows that there can be ill effects on both children who are victims and those who bully. Children subjected to bullying may suffer emotionally, academically and socially. The perpetrators may develop a belief that using aggression or threats is a successful strategy for achieving success.

The school takes a pro-active stance to Anti-bullying education, rather than waiting for incidents to happen before including it in the curriculum.

Anti-bullying strategies

The following strategies will be employed to encourage a school ethos where bullying is unacceptable:

- The Thrive approach will underpin all interactions with children throughout school
- School staff will set the example in approaching pupils and other adults courteously.

- Staff use consistent approach so children do not get 'mixed messages'.
- Children will be encouraged to talk to adults, or to older children (e.g. the School Council)
- ICT system is protected and children and staff implement E-safety policy.
- Do children feel safe at school? – conduct regular Parent and pupil questionnaires, reviewing outcomes of Taking Care work; AntiBullying Week and other Assemblies.

Procedures for investigating bullying incidents

The victim: The victim's side of the story should be heard.

The accused: The child who is accused of bullying should be given opportunity to explain their side of the story.

Bystanders: Children who have witnessed any alleged bullying incidents should be encouraged to explain what they saw. (This needs to be carried out separately so there is no concern about intimidation or collaboration.)

Where possible, the investigation will be carried out confidentially. The victim should not be questioned with the bully present.

Often, when dealing with the accused bully, a discussion around why the other child is upset is more fruitful than a confrontational approach. There are times when the victim requests that the incident is not investigated. On these occasions, it should be explained to the victim that a recurrence of the bullying is more likely to happen if the behaviour is not dealt with, and opportunity given at a later date (when the child is ready) for the behaviour to be dealt with.

Adults will still need to be made aware of the potential situation to enable them to take preventative measures.

Bullying outside the school gates

Teachers can also discipline pupils for misbehaviour outside school gates. Where bad behaviour or bullying which occurs off the school premises is

witnessed by a staff member or is reported to the school, parents will be informed.

This will include misbehaviour when the child is:

- taking part in any school –organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some way identifiable as a pupil at the school.

The pupil may be stopped from taking further part in the school organised or school related activity.

Where the behaviour poses a threat to another pupil or members of the public the police may be informed.

Usually, a response is agreed with parents that involves a loss of privileges or rewards.

The Headteacher may use the following measures as appropriate to the situation.

- Passing on the concerns to the parent of the victim.
- Passing on information about the incident to parents of any pupil implicated as a bully.

Action of staff when facing unacceptable behaviours

The School expects and requires its members of staff to behave professionally in difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

However, all staff, pupils and parents have the right to feel safe in the school environment and on the school grounds. All members of staff have the right to work without fear of intimidation, violence and abuse.

Procedure to be followed

If a parent/carer behaves in an unacceptable way towards a member of the school community, the head teacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included
3. The chair of governors/LA will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

Monitoring and Evaluation of this policy

The monitoring and evaluation of this policy is the responsibility of the Performance and Standards Committee of the governing body, who will undertake an annual visit to observe pupil behaviour.