



# Woodrow First School

## Positive Behaviour Policy

<b>Signed by:</b>	
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# WOODROW FIRST SCHOOL & NURSERY

## POSITIVE BEHAVIOUR POLICY

We care, we share, we learn together in order to be ready, respectful and safe.

**Acceptable standards** of behaviour, work and respect depend upon the example of us all – it is a team approach, it is a nurturing approach and we all have a positive contribution to make.

**Good order** – we all have to work together.

- We set high standards
- We apply expectations firmly and fairly
- We expect to give and to receive respect
- We treat everyone as an individual

**Good relationships** are vital, between everyone and at every level.

- We take the initiative
- We greet and are greeted
- We smile and relate
- We communicate

**Problems** – we recognise that there will be problems. This is normal where children are learning and testing what is acceptable behaviour.

- We listen
- We establish the facts
- We judge only when certain
- We ensure consequences are always appropriate
- We PIP and RIP wherever possible. Praise in public, reprimand in private.

**We separate the problem from the person** by making it clear that it's the behaviour we are unhappy with and not the child.

We follow the Pivotal Education approach to talking to children about their behaviour. All adults aim to follow our script to ensure a calm and consistent approach. See Appendix 1.

### OUT AND ABOUT IN SCHOOL

**It is a team approach.** All informal contact with children contributes to standards of behaviour. We control that behaviour by taking the initiative at every opportunity.

- All behaviour will be acknowledged and dealt with appropriately
- We set high standards of speech, manner and dress
- We follow agreed school routines i.e. in the playground putting away equipment etc. movement around school; entering the hall for assembly in a calm and quiet manner.

**In the classroom** we create a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

- We are prepared for the lesson
- We keep everyone engaged and interested
- We challenge and motivate our children
- We keep an attractive, clean and tidy room
- We encourage creative talk
- We set classroom routines and insist on them
- We acknowledge the social health of the class
- We have 3 rules – ready, respectful and safe
- We recognise positive behaviour

### **WE BELIEVE THAT:**

- Positive expectations are the key to successful classroom behaviour management
- The manner in which we respond to pupils' behaviour impacts upon their self-esteem and success in school
- An assertive response style is our favoured approach, in which the teacher clearly, confidently and consistently states expectations to pupils and is prepared to back up these words with actions – we follow our behaviour script.
- Pupils learn to trust and respect an assertive teacher because they clearly know the parameters that have been set for acceptable and unacceptable behaviour.

### **POSTIVE RECOGNITION**

We firmly believe in the value of behaviour for learning and a great deal of emphasis is placed on the importance of working together as a community of learners in each class. Great behaviour is part and parcel of the strength of this work.

We have recognition systems where the class work towards an agreed celebration. We have a praise assembly to celebrate great learning and behaviour.

### **CONSEQUENCES**

In school as a rule:

All of our children are well behaved most of the time. Our consistent, positive calm approach ensures that our school is a safe and happy place where everyone is able to learn and achieve to the best of their ability.

The usual consequence is a 'giving' of an amount of time appropriate to the age of the child e.g. 2 minutes of playtime.

Some consequences are more serious than others – this means they can only be applied by the SLT and some can only be applied by the Headteacher.

This might involve: Removal from class, instigate a Managed move, suspend or in very rare instances suspend or permanently exclude.

The school will always work in line with Guidance from:

DfE Behaviour in Schools 2022 Document  
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England

## **CHALLENGING BEHAVIOUR**

Children with complex needs may display challenging behaviour. We work with our Educational Psychologist to create individual behaviour support plans and ensure appropriate interventions are in place to support these children.

## **RESTORATIVE CONVERSATIONS**

We follow up unwanted behaviour with restorative conversations with the children involved. We use strategies such as cartoon conversations as advised by our EP to help children recognise how their behaviour impacts other people and what they can do differently.

## **REPORTED INCIDENTS FILE**

We complete records of serious behaviour and monitor any trends. These are logged on MyConcern. These incidents are discussed with parents.

## **HOME / SCHOOL PARTNERSHIP**

We acknowledge that school and home need to work in partnership and parents are expected to support the school in the implementation of this policy.

We share positive behaviour with parents not just worries or concerns.

## **REASONABLE FORCE, SCREENING, SEARCHING AND CONFISCATION**

School staff can use reasonable force in certain circumstances, normally to keep students safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. (See separate policy). We do not use screening at Woodrow First School. But the school follows guidance outlined in DfE Advice, 2022.

## **DISCIPLINE BEYOND THE SCHOOL GATE**

The responsibility for our children's development is shared by the home and school. The School may apply a consequence for behaviour outside of the school premises e.g. when

pupils are taking part in a school-organised activity, travelling to and from school, wearing school uniform or identifiable in some other way as a pupil at the school.

The School also can implement a consequence if misbehaviour outside school could adversely affect the orderly running or reputation of Woodrow First School or pose a threat to another one of our children or member of the public. Where non-criminal bad behaviour outside school is witnessed by a member of staff or reported to the School, the School would normally liaise with parents and consequences would be decided on a case-by-case basis. The School values its partnership with parents and we will always work together to implement this.



# Woodrow First School Positive Behaviour - Appendix 1

## Positive Behaviour Scripting

At Woodrow we are **Ready, Respectful and Safe.**

A - Notice the behaviour

B - Give a warning

C - Take a moment

D - Last chance - use the script

E - Restorative conversation

**Our script** (30 second interaction) - low, calm voice; side by side at child's level; smile

1. Say their **name**
2. State the **noticed** behaviour
3. Peg to a **rule**
4. Tell them the **consequence**
5. Tell them a **positive** experience with them
6. **Clarify** you will **return** after **take up time**
7. **Thank** them for listening

If children answer back stick to the script - deal with the primary issue not secondary actions

Be that as it may...

There may be some truth in that, but...

You might be right, but your behaviour...

I hear what you are saying...

Children don't feel safe if the teacher is not in control of the learning and the class room management.

**RIP and PIP**

**R**eprimand **I**n **P**rivate

**P**raise **I**n **P**ublic

“

Hannah,  
I have noticed you are not  
concentrating on your task.  
You know at Woodrow we have a  
ready to learn rule.  
You know now that you will stay in  
for 2 minutes at playtime.  
I know how hard you worked on  
your division problems yesterday.  
I will come back and check all is  
well shortly.  
Thank you for listening

”

**Name,**  
**I have noticed...**  
**You know at Woodrow we**  
**have a ...rule.**  
**You know now that you**  
**will...consequence**  
**A positive.**  
**I will come back and check**  
**all is well shortly.**  
**Thank you for listening**

**Name,**  
I have **noticed...**  
You know at Woodrow we have a  
**...rule.**  
You know now that you  
will...**consequence**  
**A positive.**  
**I will come back** and check all is  
well shortly.  
**Thank you** for listening

**Name,**  
I have **noticed...**  
You know at Woodrow we have a  
**...rule.**  
You know now that you  
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