



Woodside Primary Academy

Behaviour Policy

1 Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed so that all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** At the beginning of the academic year, each class writes a list of mutually agreed rules which are displayed in the classroom throughout the year. In this way, every child in the school knows the standard of behaviour that we expect in our school. Appendix A outlines rewards and sanctions for certain behaviours in class, and the teacher may also use 'circle time'. The Class Agreement is specific to each class but reflects our seven life values:

Determination; Independence; Confidence; Kindness; Honesty; Respect; Responsibility.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour choices, rather than merely deter poor behavioural choices.

2 Rewards

- 2.1** It is the firm belief at Woodside that children should not receive extrinsic rewards for good behaviour. We aim to instil in our children a strong sense of the "right way to behave" through very high expectations which are consistently reinforced by every member of Woodside staff. However, we praise and reward children for good behaviour in a variety of ways:
- teachers verbally praise children
 - every year group has a consistent approach to positive reinforcement strategies
 - all classes have an opportunity to lead an Class Assembly where they are able to show examples of their best work.
- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

3 Sanctions

- 3.1** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. See Appendix A to policy.
- 3.2** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. If a child is found to be bullying another, the class teacher(s), together with a senior member of staff, will have meetings with all the parents involved. At these meetings, a course of action will be agreed and the teacher will closely monitor the situation to ensure that the bullying ceases. We do everything in our power to ensure that all children attend school free from fear. Children should raise concern with an adult and the class teacher or senior leader meets with all children concerned. This will then be logged as a serious incident in the relevant files.
- 3.3** The academy's tracking system will support teachers in monitoring pupil's behaviour. Teachers are to log any serious breach of school rules. Parents are informed of their child's behaviour as outlined in appendix a.
- 3.4** If a child repeatedly misbehaves in a way which is disruptive to others and the above sanctions are not deemed to be working effectively, the school may introduce a behaviour book. The purpose of this book is to act as a daily communication tool between home and school. The teacher(s) records a comment on the child's behaviour and attitude to learning after each lesson. The purpose of this is twofold: positive comments boost the child's self esteem and reward good behaviour, particularly as the child's parents can also celebrate in any successes; negative comments are closely monitored by a senior member of staff to ensure that there is no further deterioration in the child's behaviour and it forms the basis of written evidence should any further steps need to be taken (such as a fixed-term exclusion).
- 3.5** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

4 The role of the class teacher

- 4.1** It is the responsibility of the class teacher to ensure that the seven life values are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

- 4.3** The class teacher treats each child fairly and enforces the Class Agreement consistently. The teacher treats all children in their class with respect and understanding.
- 4.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents and informs the Year Group Leader. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Year Group Leader and subsequently a Deputy Headteacher or the Head of School.
- 4.5** If a pupil is identified as having specific behavioural difficulties then they will be referred to our Behaviour and Safety team. They will work with the child through one to one sessions, group activities, lunchtime sessions, and collaborating with parents and the class teacher.
- 4.6** The academy has developed numerous strategies to support pupils that find it difficult to keep others and themselves safe in the playground. These strategies include a variety of activities in small groups that foster safe and responsible play. The impact is measured in the reintegration within the playground.
- 4.5** With the guidance of the Inclusion Manager, the class teacher liaises with external agencies, to support and guide the progress of each child.
- 4.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the Headteacher

- 5.1** It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.
- 5.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4** The Headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

6 The role of parents

- 6.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

- 6.2** All parents are aware of school’s expectations against our seven life values – Determination, Independence, Confidence, Kindness, Responsibility, Honesty and Respect.
- 6.3** We expect parents to support their child’s learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.
- 6.4** If the school has to impose reasonable sanctions on a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Year Group Leader and subsequently a Deputy Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

- 7.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.
- 7.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1** Only the Headteacher has the power to exclude a pupil from school. A child can be excluded for one or more fixed periods, for up to 45 days in any one school year. A child can also be excluded permanently. It is also possible for a fixed-term exclusion to be transformed into a permanent exclusion, if the circumstances warrant this.
- 8.2** If a pupil is excluded, the parents are informed immediately, with reasons given for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 8.3** The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 8.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.

8.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

9 Monitoring

9.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school records sanctions at all levels both during learning time and lunchtimes.

9.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

10.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

**Shane Tewes
Headteacher**

Date:

18th September 2017



Woodside Primary Academy – appendix a to Behaviour Policy

At Woodside we have seven life values:

- Determination
- Independence
- Confidence
- Kindness
- Honesty
- Respect
- Responsibility

We aim to communicate our seven life values effectively with children, staff and parents. We build on positive relations and follow the policy that we have all contributed towards. We work as a team to support the children in our care.

Everything we do is based on these values. We understand that children are individuals: we celebrate an ASP unit as a fully inclusive school. Our approach therefore, reflects fluidity and flexibility where appropriate. All children need to:

- Know they will be listened to
- Feel safe
- Feel happy
- Know they can trust adults
- Work in a clean and safe environment
- Be shown good role models
- Be shown respect and politeness
- Have ground rules

For this to happen, adults will be:

<ul style="list-style-type: none">✓ Welcoming and approachable✓ A good listener✓ Caring✓ Dedicated✓ Fair	<ul style="list-style-type: none">✓ Flexible✓ Cheerful✓ Encouraging✓ Patient✓ Supportive
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Adults at Woodside teach to, and personally demonstrate, our seven life values. We do this by –

- ✓ responding quietly, calmly, consistently and positively
- ✓ discussing the behaviour not the child
- ✓ avoiding labelling
- ✓ listening with empathy and tact
- ✓ handling confidential information with sensitivity

- ✓ being aware of our body language and the messages it gives

What behaviours do we reward?

At Woodside we *actively seek* children behaving appropriately in accordance to our seven life values. We try to:

- Seek children doing the right thing
- Use other children to encourage positive behaviour
- Model appropriate behaviour ourselves

We reward appropriate behaviour because we believe that it:

- Builds a child's confidence**
- Builds a child's self esteem**
- Makes the child feel valued / proud**
- Encourages further good behaviour**
- Sets a good example**
- Improves the child's life chances**

The types of behaviour we look for include:

Being confident Showing kindness Sharing and caring Tidying up Taking turns Taking responsibility Listening to instructions Being generous	Looking after each other and being helpful Being polite and friendly Having good manners Lining up smartly Being forgiving Being independent Being honest Being respectful and tolerant
Children should also be proud of our school and of the community in which we live and be aware that we have an active part to play in both.	

Children are praised in the following ways:

EYFS & KS1:

Praise – verbally, or by gesture eg thumbs up OR
Through our team point structure OR
Stickers for exceptional learning / behaviour

KS2: As above but no stickers

Personalised Behaviour Plans

Learning mentors work alongside lots of children. Their main work is to develop self esteem and build confidence through the seven life values. Where appropriate, children have 'Brilliant Books' that demonstrate how brilliant a child can be. Some children have Positive Behaviour Books where teachers record how well the child's day has gone. Both books are shared with parents. In addition, some children may have a Home School Book that enables daily feedback to parents.

Teachers can see parents every day before or after school that allows for good lines of communication.

What behaviours do we sanction?

QUALITY FIRST TEACHING

We have a shared understanding of what behaviour means to us at Woodside, and the sanctions given. Staff will use classroom management techniques to ensure all opportunities for learning are seized. To enable an outstanding learning environment, staff will limit opportunities where behaviour management strategies must be escalated by:

- ✓ Using positive praise
- ✓ Praising others nearby
- ✓ Reminding child of expectations
- ✓ Frequent use of assessment strategies for pitch and resourcing
- ✓ Make minor adjustments to teacher proximity, etc

If the above management techniques are not effective with the child, then adults will use the warning system. Behaviours are outlined as follows:

Type of behaviour:	Sanctions for that behaviour:
First verbal warning: <ul style="list-style-type: none"> ➤ Not listening to others ➤ Not following instructions ➤ Getting out of seat ➤ Preventing others from learning ➤ Low level, high frequency disruption ➤ Calling out ➤ Making wrong choices for smooth running of the class ➤ Having a poor learning attitude 	Verbal warning
Second verbal warning: <ul style="list-style-type: none"> ➤ Repeated level 1 behaviours ➤ Any of the above but with aggression or disrespect 	Second verbal warning
Time out in class: <ul style="list-style-type: none"> ➤ Repeatedly offending ie 2 x verbal warning behaviours ➤ Maliciously / deliberately pushing / shoving another child 	Continue with work but in isolation. Class teacher informs parents
Time out in YGLs class: <ul style="list-style-type: none"> ➤ Repeatedly offending ie 2 x verbal warning behaviours + timeout ➤ Dangerous behaviour / health & safety concern eg deliberately throwing pen / pencil ➤ Name calling 	Continue with work but in YGLs isolation area Complete Reflection Form YGL & class teacher to meet parents (If no YGL, just class teacher) (if YGL not in class, send to YGL from one year up or down)
Years 1, 2 & 3 only: Any of the above repeated	Sent to Senior Leader Senior leader meets parents
Internal Exclusions (1/2 day, full day): <ul style="list-style-type: none"> ➤ For use by the HT / DHT only 	Pupil disrupts learning of others Pupil not engaging HT / DHT informs parents

<p>Year 6 children only PM sessions: First time sent out of class - have time out with Learning Mentor and not YGL + the next afternoon session Second time sent out of class – as above + next three afternoon sessions Third time sent out of class – as above The above is reset after a four week cycle</p>	<p>Miss next afternoon session – Learning Mentor rings parents Miss next 3 afternoon sessions – Learning Mentor rings parents and arranges meeting with Y6 YGL or DHT Miss next 3 afternoon sessions – Learning Mentor rings parents and arranges meeting with Headteacher. Fixed term exclusion at HT discretion.</p>
<p>Learning mentor supports:</p> <ul style="list-style-type: none"> ➤ Repeated time out in YGL class ➤ Refusing to go to YGL ➤ Physically hurting another child / adult ➤ Targeted swearing at another child / adult ➤ Racist incident (complete entry in incident book) ➤ Bullying incidents (complete entry in incident book) 	<p>Incident recorded in class room behavior file</p>
<p>DHT involvement:</p> <ul style="list-style-type: none"> ➤ Repeated incidents from above ➤ Refusing to go to learning mentor 	<p>Internal exclusion DHT meets parents</p>
<p>HT involvement:</p> <ul style="list-style-type: none"> ➤ Repeated incidents from above ➤ Refusing to go to DHT 	<p>Exclusions HT meets parents</p>

All sanctions are recorded in the class 'Behaviour File'.

Serious Incidents

On occasions, there may be a serious incident to investigate. This is ONLY carried out by DHTs or HTs. A file is kept in the HTs office on both sites to record the incident and outcome.