



# **Woodside Primary Academy**

## **Behaviour Policy**

## Aims and Expectations

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.

We aim to instil in our children the ability to make the correct choices. This is done through ensuring there are high expectations which are consistently reinforced by the Woodside community.

Our behaviour policy supports children to become leaders of their own learning. The children learn this through explicit teaching of the 7 habits and 7 life values.

At the beginning of the academic year, each class writes a class mission statement. This is specific to each class but reflects both the habits and the life values.

The 7 habits teach the children to be; **Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize and to also Sharpen the Saw.**

The 7 life values are: **Determination; Independence; Confidence; Kindness; Honesty; Respect and Responsibility.**

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment. We provide a setting where they can grow to become positive, responsible and increasingly independent members of the school and wider community.

## Rewards and Sanctions

When rewarding the children's effort, achievements and choice making the school community consistently refers to the 7 habits and the 7 life values. (Refer to appendix A for specific behaviour strategies)

The school encourages good behaviour, as it believes that this will help create a foundation of high expectation and will develop an ethos of kindness and co-operation.

The school employs a range of consequences when necessary to support the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. **See Appendix A to policy.**

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 be logged, recorded and monitored on the schools electronic recording system- CPOMS.

If child on child abuse is highlighted through behaviour logs, then the safeguarding reporting process must be used, and DSLs/ DDSLS will support with the next steps. This includes sexualised

language and behaviours.

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**

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 an Individual Behaviour/ Emotional Support Plan. The purpose of this is to provide more focused support and incremental strategy. This plan will be developed with the pupil and communicated with parents/carers in a formal meeting. This will be reviewed according to the timeframes set out on the plan.

The purpose of this is twofold: positive comments boost the child's self-esteem and reward good behaviour, particularly as the child's parents/carer 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 suspension).

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.

### **Staff Induction, Development and Support**

All staff receive induction annually at the beginning of the school academic year. This is completed by a member of the leadership team. Training is provided throughout the year – this may be Face to Face or Online Professional Development.

The Behaviour Lead and Pastoral Team provide staff with bespoke support for both individual / class behaviours.

The school will ensure that staff will have adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a person's behaviour.

## **The role of Teachers and Staff**

All staff will have an important role in developing a calm and safe environment for pupils and establishing clear boundaries.

All staff will teach, and model expected behaviours and positive relationships.

The teachers and staff 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.

The teacher and all staff treat each child fairly. The teacher and all staff treat all children in their classes with respect and understanding.

It is the responsibility of the class teacher to ensure that the seven life values and the seven habits are continually developed and embedded within their class, and that their class behaves in a responsible manner during lesson time.

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 the AHT allocated to the year group. If this behaviour continues it will be addressed by a member of the Headship team.

If a pupil is identified as having specific behavioural difficulties, then they will be referred to the Behaviour Support Team – this comprises of both the Inclusion and the Pastoral Teams. A member of staff will be allocated to support the pupil. They may work with the child through one-to-one sessions, group activities, lunchtime sessions, and/or collaborating with parents/carers and the class teacher.

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.

With the guidance of the Inclusion and Pastoral Team, the class teacher liaises with external agencies, to support and guide the progress of each child.

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.

## **The role of the Headteacher and Head of Schools**

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.

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.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher and Heads of School have 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.

## **The role of School Leaders**

The school leaders are highly visible and routinely engage with pupils, parents and staff and maintain the school behaviour culture and an environment where everyone feels safe and supported.

School leaders ensure that all staff understand the behavioural expectations and the importance of maintaining them.

## **The role of Parents/Carers**

Parents have an important role in supporting the school's behaviour policies and are encouraged to reinforce policy at home.

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

All parents/carers are aware of school's expectations against our seven life values – Determination, Independence, Confidence, Kindness, Responsibility, Honesty, and Respect.

All parents/carers are aware of school's expectations alongside the seven habits- Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize and to also Sharpen the Saw.

We expect parents/carers 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.

If the school must 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 the Assistant Head allocated to the year group followed by a member of the Headship Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of Pupils**

All pupils are expected to contribute to the school culture and to achieve this will be made aware of the school behaviour standards, expectations, pastoral support, and consequence process.

All pupils are encouraged to identify positive behaviours of their peers aligned with the 7 Habits and Values.

All pupils can share their experiences of behaviour and provide feedback on the school behaviour culture.

### **The role of Governors**

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.

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 disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term Suspensions and Permanent exclusions**

Only the Headteacher and/or Heads of School can suspend a pupil from school in response to serious incidences or persistent poor behaviour. All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. A child can be suspended 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 suspension to be transformed into a permanent exclusion if the circumstances warrant this.

A suspension can also be for parts of the school day for example the lunchtime period if behaviour at lunchtime is disruptive. Lunchtime suspensions are counted as half a school day.

If a pupil is suspended, the parents are informed immediately, with reasons given for the suspension. At the same time, the Headteacher / Heads of School 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.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher/ Heads of School.

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.

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

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

## **Monitoring**

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.

The school records unacceptable behaviours at all levels both during learning time and lunchtimes.

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

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.

## **Review**


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:**

September 2024





## Woodside Primary Academy Appendix A to Behaviour Policy

At Woodside “We are all leaders of our learning and behaviour.”

We consistently refer to the Seven Habits – ‘Steven Covey’

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand then to be Understood
- Synergise
- Sharpen the Saw

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. 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"><li>✓ Welcoming and approachable</li><li>✓ A good listener</li><li>✓ Caring</li><li>✓ Dedicated</li><li>✓ Fair</li></ul>	<ul style="list-style-type: none"><li>✓ Flexible</li><li>✓ Cheerful</li><li>✓ Encouraging</li><li>✓ Patient</li><li>✓ Supportive</li></ul>
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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 and the seven habits.

We try to:

- Seek children doing the right thing
- Use other children to encourage positive behaviour and good choice making.
- 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:***

**Praise** – verbally, or by gesture eg thumbs

**Class Dojo** system linked to 7 Habits

**Class Team Winners of the Week**- 3 pupils to be chosen each week by the teacher- These are the top 3 Class Dojo winners. Pupils' names put into a class Team Winner box and displayed in the class. At the end of each half term there will be a draw- pupils will receive prizes eg books/ non uniform day / extra playtime- bouncy castle

**Class Dojo Winner of the Year Group** – This class will receive an extra 10 minute play during the week.

**Class Dojo Stickers** – allocated by lunchtime supervisors linked to the 7 habits.

**KS2- Stars of The Week** chosen in each class- 2 pupils chosen by the teacher- Assembly announcement- Certificates given to pupils

**KS1/ EYFS – Woody the Bear of the week** — Toys and special diary to be taken home for the weekend

**Star of The Day** – awarded to pupils who always display excellent behaviours.

## Personalised Support Plans

An individualised plan may be needed to provide a pupil with support and strategies if they are finding the school behaviour system, rules and routines challenging.

The purpose of this plan is to support the pupil in making progress towards, and re-induction to, the school systems.

Personalised support plans are written alongside the Assistant Head / Year Group Leader /SENDCO /Pastoral Lead and the Class Teacher. The Behaviour Lead will oversee all plans.

The plan will be shared with the pupil. Pupil voice is important – All pupils are required to contribute and express their own issues/ concerns. In addition, they will, alongside the class teacher/ YGL personalise the success chart.

A meeting will be arranged with the parents/carers to share the behaviour plan. The Behaviour Lead may attend the meeting. Parents will be given the opportunity to express their views/ areas of concern. The parent and teacher will arrange to meet and discuss progress on a timeframe according to the individual needs of the pupil. All parties concerned will sign the behaviour plan. All plans will be modified and reviewed as appropriate to the plan.

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

Learning Mentors work alongside a range of children. Their main work is to develop self-esteem and build confidence through the 7 life values and the 7 habits. All pupils who are regularly timetabled for support have parental consent. Learning mentors communicate with parents/carers according to the individual need of the pupil.

Learning Mentors are present in the playground before and after school.

## 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 reminder system. Behaviours are outlined as follows:

Type of behaviour:	Sanctions for that behaviour:
<b>First verbal reminder:</b> <ul style="list-style-type: none"> <li>➤ Not listening to others</li> <li>➤ Not following instructions</li> <li>➤ Getting out of seat</li> <li>➤ Preventing others from learning</li> <li>➤ Low level, high frequency disruption</li> <li>➤ Calling out</li> <li>➤ Making wrong choices for smooth running of the class</li> <li>➤ Having a poor learning attitude</li> </ul>	Verbal reminder – Orange Dot The pupil has the opportunity to change their behaviours. The pupil may choose to go to the Reflection / Redirection area within the class. The pupil may choose a strategy from this area to calm down or refocus.
<b>Second verbal reminder:</b> <ul style="list-style-type: none"> <li>➤ Repeated level 1 behaviours</li> <li>➤ Any of the above but with aggression or disrespect</li> </ul>	Second verbal reminder – Red Dot The pupil will be directed to the Reflection / Redirection area within the class. The pupil may choose a strategy from this area to calm down or refocus.  Behaviour will be communicated to parent/carer
<b>Time out in class:</b> <ul style="list-style-type: none"> <li>➤ Repeatedly offending ie 2 x verbal reminder behaviours</li> <li>➤ Maliciously / deliberately pushing / shoving another child</li> </ul>	Continue with work but in separate working area <b>Class teacher informs parents</b>
<b>Time out in YGLs class:</b> <ul style="list-style-type: none"> <li>➤ Repeatedly offending ie 2 x verbal reminder behaviours + timeout</li> <li>➤ Dangerous behaviour / health &amp; safety concern eg deliberately throwing pen / pencil</li> <li>➤ Name calling</li> </ul>	Continue with work but in YGLs separate working area Written account of their behaviour (Upload onto CPOMS) <b>YGL &amp; class teacher to meet parents</b> (If no YGL, just class teacher)  (if YGL not in class, send to YGL from one year up or down)
<b>Years 1, 2 &amp; 3 only:</b> Any of the above repeated	Sent to allocated AHT of Year Group/ member of SLT <b>Senior leader meets parents with CT</b>
<b>Internal Exclusions (1/2 day, full day):</b> <ul style="list-style-type: none"> <li>➤ For use by the HT / HOS/ SLT only</li> </ul>	Pupil disrupts learning of others Pupil not engaging Pupils need space to refocus and change behaviour choices

Possible Sanctions may include:

- Lunchtime ‘ Mindful Moments’ Reflection and Sanction
- Internal Exclusion Support – continuation of pupil education in a supervised setting and which is meaningful to pupils.

<p>Learning mentor supports:</p> <ul style="list-style-type: none"> <li>➤ Repeated time out in YGL class</li> <li>➤ Refusing to go to YGL</li> <li>➤ Physically hurting another child / adult</li> <li>➤ Targeted swearing at another child / adult</li> <li>➤ Racist incident (Log on CPOMS)</li> <li>➤ Bullying incidents (Log on CPOMS)</li> <li>➤ <b>Behaviours that present as a barrier to learning</b></li> </ul>	<p>Incident recorded on CPOMS</p>
<p>HOS involvement:</p> <ul style="list-style-type: none"> <li>➤ Repeated incidents from above</li> <li>➤ Refusing to go to learning mentor</li> </ul>	<p>Internal exclusion HOS meets parents</p>
<p>Headship team involvement:</p> <ul style="list-style-type: none"> <li>➤ Repeated incidents from above</li> <li>➤ Refusing to go to HOS</li> </ul>	<p>Exclusions HT / HOS meets parents</p>

All sanctions/ actions and communications are recorded on CPOMS

## Serious Incidents

On occasions, there may be a serious incident to investigate. These will be carried out by the SLT or Headship Team. They MUST be logged on CPOMS and the Headship Team/ AHT allocated to the Year group alerted – Follow Alert Guidelines