



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 then be logged as a serious incident in the relevant files.

If peer on peer abuse is highlighted through behaviour logs, then the safeguarding reporting process must be used and DSLs will support with the next steps

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 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 exclusion).

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.

The role of the Class Teacher

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.

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.

The class teacher treats each child fairly. The teacher treats all children in their class with respect and understanding.

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 Personal Development, Behaviour and Welfare 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 Parents/Carers

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

Fixed-term and Permanent exclusions

Only the Headteacher and/or Heads of School have 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.

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.

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.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

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 exclusion, they consider the circumstances in which the pupil was excluded, 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 2019



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:

- | | |
|------------------------------|---------------|
| ✓ Welcoming and approachable | ✓ Flexible |
| ✓ A good listener | ✓ Cheerful |
| ✓ Caring | ✓ Encouraging |
| ✓ Dedicated | ✓ Patient |
| ✓ Fair | ✓ Supportive |

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 Traffic Light system linked to team point allocation
Class Team Winners of the Week- 3 pupils to be chosen each week by the teacher. Pupils’ names put into a class Team Winner box. At the end of each half term there will be a draw- pupils will receive prizes eg books
KS2- Stars of The Week chosen in each class- 2 pupils chosen by the teacher- Assembly announcement- Certificates given to pupils
Star of The Day – awarded to pupils who always display excellent behaviours.
Top Dogs of the Week – KS1/ EYFS – Toys to be taken home for the weekend and special diary.
Class Cup- will be given out to the team points winner- the winning team ribbon colour is tied to the cup and displayed. In addition, the pupils from the class with the highest overall team points receive stickers in assembly.
Overall Team Points Winner across the key Stage acknowledged in assembly and on the visual representation in all assembly halls. Overall team winner rewarded with non-uniform day (wearing team colour) on the penultimate week of each half term.
Top Table – Pupils chosen by the midday supervisors who are displaying 7 habits or 7 life values – names shared at assembly – pupils have lunch with 2 members of staff.

Personalised Behaviour Plans

Personalised behaviour plans are written alongside the Assistant Head / Year group Leader and the Class Teacher. The PDBW 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 PDBW 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 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 separate working area 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 separate working area Complete Reflection Form (File in behaviour Folder) 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 allocated AHT of Year Group/ member of SLT Senior leader meets parents with CT
Internal Exclusions (1/2 day, full day): <ul style="list-style-type: none"> ➤ For use by the HT / HOS only 	Pupil disrupts learning of others Pupil not engaging HT / HOS informs parents

<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) ➤ Behaviours that present as a barrier to learning 	<p>Incident recorded in class room behaviour file</p>
<p>HOS involvement:</p> <ul style="list-style-type: none"> ➤ Repeated incidents from above ➤ Refusing to go to learning mentor 	<p>Internal exclusion HOS meets parents</p>
<p>Headship team involvement:</p> <ul style="list-style-type: none"> ➤ Repeated incidents from above ➤ Refusing to go to HOS 	<p>Exclusions HT / HOS meets parents</p>

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

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 filed in the Serious Incidents Folder. A file is kept in the HOS office on both sites to record the incident and outcome.

Forest Site – Jill Rowlings

Bridge Site – Justine Heath

They need to be viewed and signed by a member of the Headship team.