



# Woodhouse Primary Academy Behaviour Policy September 2020

## INTRODUCTION

The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves. It is the combination of all these factors which give a school its character and identity.

There are implications for the whole range of people involved with the school - from parent to pupil, from governor to site manager, in creating the orderly conditions in which learning can take place. Our vision is one of a school which creates a positive atmosphere based on a sense of community and shared values.

## POLICY AIMS

- To apply a whole school approach towards behaviour that is consistent across throughout the whole school
- To ensure all members of staff support and implement the policy
- To engender in all members of the school community feelings of dignity, mutual respect, and self-discipline
- To provide an environment in which shared values and positive attitudes can develop
- To encourage and involve parental support of the policy and ensure that they are directly involved wherever this is appropriate and necessary

## POLICY OBJECTIVES

**For children to:**

Show	Develop
<ul style="list-style-type: none"> <li>• self-confidence</li> <li>• pride in their achievements</li> <li>• an interest in their activities</li> <li>• self-control</li> <li>• respect and tolerance for others</li> <li>• empathy with others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• responsibility for their learning and their environment</li> <li>• an understanding of the need for equality regardless of race, gender, religion, beliefs or sexuality</li> <li>• an independence of mind and self-esteem</li> <li>• a respect and tolerance for others' ways of life and different opinions</li> <li>• a persistent approach to tasks</li> <li>• a sense of fairness</li> <li>• the ability to accept fair criticism;</li> <li>• an acceptable reaction to bullying and abuse</li> </ul>

**For staff to:**

- treat all children equally, irrespective of gender, race, religion, beliefs or sexuality
- play an active part in building up a sense of community and apply the agreed standards of behaviour consistently
- have a responsibility to model the type of behaviour felt to be acceptable
- be alert to signs of bullying, racial harassment or discrimination of any kind and deal firmly with such issues, in line with school policies
- record any incident of racial harassment and alert the Head teacher and other staff
- deal sensitively with children in distress, listen to them and deal with any incident appropriately
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

**To ensure consistency the school must**

- make clear to pupils the limits of acceptable and unacceptable behaviours:
- ensure that adults are as consistent in their behaviour as the children are expected to be:
- encourage good behaviour rather than to simply punish bad behaviour:
- teach children the difference between minor and more serious misbehaviour:
- ensure that children are aware that good behaviour will be recognised and, when appropriate, will be rewarded for it:
- ensure that children are aware that poor behaviour will be recognised and appropriate sanctions or consequences will follow:
- ensure that all adults are consistent in their approach to behaviour

**SCHOOL RULES****In the classroom**

Classroom rules are discussed and negotiated at the beginning of each school year.

The children must understand that they are designed to maximise their learning.

They will be positively phrased and displayed in the classroom

Teachers and other school staff will refer to them regularly and when giving rewards or applying sanctions

**Around school**

Children are spoken to in assembly about behaviour and rules around school. The children know that we:

- walk on the left of the corridors
- hold doors open for adults and other pupils
- speak to visitors politely and always remember our manners
- when walking through school as a whole class we are silent so that we do not disturb the learning of others
- enter assembly in silence

All school adults are expected to model appropriate behaviour when walking around the building.

All school adults are expected to remind children and reinforce the rules when moving around school

## **REWARDS**

Children at Woodhouse are rewarded in a range of ways, these include:

- verbal praise
- stickers
- housepoints
- class dojo
- use of zone boards (see appendix)
- visit to Assistant Head Teachers
- visit to SLT
- praise certificates and hot chocolate club (see section on Praise Assembly)
- parents informed (verbal or written)
- individual teachers may use additional rewards at their discretion

## **PRAISE ASSEMBLY AND HOT CHOCOLATE CLUB**

Each Friday there are two Praise Assemblies. Key Stage 2 in the morning and EYFS and Key Stage 1 in the afternoon. Each class teacher nominates two children who will receive a praise certificate. Their parents are informed and they are invited to join us at assembly to see their child receive their certificate.

Those children who have been in praise assembly join a member of SLT at Hot Chocolate Club. Here they can talk about why they have been awarded the certificate and other areas of their learning

## **SANCTIONS and CONSEQUENCES**

Sanctions or consequences are applied when a child has not followed school rules or has engaged in undesired or disruptive behaviour. The aim of all sanctions is to encourage the children to take responsibility for their actions, to accept the consequence and to support them in ensuring the behaviour does not reoccur.

## **ZONE BOARD**

The zone boards are used in every classroom. Please see full guidance in the appendix to this policy

## **THE BEHAVIOUR PATHWAY**

The Behaviour Pathway is included as an appendix to this policy. The behaviour policy works for the overwhelming majority of our children. The Behaviour Pathway is in place to support the small number children who need additional strategies or interventions. There are three stages to the pathway. At each stage the roles and responsibilities of adults are clear. The Behaviour Pathway also identifies when outside agencies may be utilised. The Head Teacher is made aware of children who are on the pathway and would become directly involved at stage three.

## **THE BEHAVIOUR TEAM**

The Behaviour Team consists of the behaviour lead, SENDCO and the learning mentor. They support staff and children with managing behaviour at WPA. They provide training and resources for staff, link with outside agencies, support with meeting with parents and intervene with individual children as appropriate. The Behaviour Team also support staff in the event of a child moving on to The Behaviour Pathway.

## **PHYSICAL INTERVENTION**

In rare cases school staff may have to physically intervene in a situation. The use of physical intervention is an act of care.

When force is used it will involve the least amount necessary for the minimum period of time to enable a child or young person to regain self-control and to be safe.

Only designated members of staff who have undertaken Team Teach Training will physically intervene with children.

Physical intervention will be used as a final option to protect a child or others from harm. Other de-escalation techniques will be employed before physical intervention is used.

## **INTERNAL EXCLUSION**

In the event of a serious breach or continued breaches of the behaviour policy SLT may decide the most appropriate sanction is an internal exclusion. For the agreed length of time, the child will work in another part of school (supervised) and will have no contact with other children in their class or year group. This will apply to learning and break times.

This is to allow the teacher to teach children without major disruptions and to make the children consider their own behaviour and give them time to think about how to change their behaviour. Parents will be requested to attend a meeting in school to explain the arrangements.

## **FIXED TERM EXCLUSION**

The Head teacher will use exclusion as one of the strategies available to schools for managing the behaviour of pupils. Exclusion is appropriately used as a way of giving clear messages to the pupil involved and the whole school community that certain kinds of behaviour are unacceptable. Exclusion is only used at Woodhouse Primary Academy as a last resort and when all other avenues have been explored.

***A decision to exclude a pupil should be taken only:-***

- a) in response to repeated serious breaches of the school's behaviour policy; and
- b) a single incident that is deemed serious enough to warrant a fixed term exclusion
- c) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, this includes the safety of the individual child concerned.

## **PERMANENT EXCLUSION**

A permanent exclusion is used as a final resort by Head teachers when it is acknowledged that, despite interventions, the school can no longer manage the behaviour of a pupil or when the incident is so serious that a pupil's return to the school is considered inappropriate. This could mean:

- if they have seriously breached the school's behaviour policy, either repeatedly and after fixed term exclusions have been used or for a serious, one off incident

- it would seriously harm the education or welfare of themselves or others in the school if they remained in school.

### **Serious one off incidents that may warrant a permanent exclusion.**

- serious actual or threatened violence against a pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug (details of which are clearly explained in our School Drugs Policy)
- carrying an offensive weapon.

### **CONFISCATION OF ITEMS**

The school will confiscate any inappropriate items found in the possession of pupils. In the case of items not potentially dangerous eg mobile phones, these would normally be returned to the pupil with a warning at the end of the school day.

For repeated instances, the item would have to be collected by the parent. In the case of potentially dangerous items eg knives, parents would be immediately informed so that collection could be arranged. In this instances the appropriate authorities may be informed.

### **ANTI-BULLYING**

At Woodhouse Primary Academy we take allegations of bullying very seriously. Please see the Anti-Bullying Policy for further information.

### **ANTI-RACISM STATEMENT**

This behaviour policy takes account of our commitment to race equality. The procedures and criteria for rewards and sanctions are fair and equitable for pupils from all ethnic groups.

We aim to identify and adopt good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups. Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils irrespective of ethnicity. All our processes for excluding a pupil are free from racial discrimination and our strategies to reintegrate excluded pupils accommodate the needs of pupils from all ethnic groups.

Our aim is not only to encourage all stakeholders to oppose racial discrimination but also to make sure that they have the skills to challenge such racism if and when it occurs.

Any racist incident or accusation against a pupil or member of staff is recorded and the documentation is passed to the appropriate authority for monitoring and scrutiny.

### **LUNCHTIME PROCEDURES**

At Woodhouse Primary Academy it is important that children are able to play and eat their dinner in a safe, enjoyable and supportive environment. Lunchtime supervisors are expected to follow the school policy and promote and demonstrate positive behaviour. A system is in place whereby LTS report undesired behaviour including action taken to the Learning Mentor. The Learning Mentor will then filter these incidents as to whether any further action should be taken, and who needs to be informed.

### **AS RESOURCE BASE (The Rainbow Room)**

The behaviour policy applies to pupils in The Rainbow Room. Pupils' individual needs will be considered carefully and dealt with accordingly to ensure that they are managed appropriately and fully understand what is expected of them. Staff will be aware of the individual situations of each pupil and will work in partnership with parents at all times.

### **PARENTS/CARERS**

Any parent/Carer who has a concern regarding behaviour should speak to their child's class teacher in the first instance, for example at the beginning or end of the school day.

We are confident that the majority of queries or concerns can be resolved after speaking with the class teacher. However, if this is not the case then parents or carers can make an appointment to meet with the Phase Leader who has responsibility for the year group in question.

If a concern still persists after following the above procedure then parents or carers can make an appointment to see a member of the Behaviour Team, A member of the Inclusion Team, the Head Teacher or member of SLT.

Date: September 2020

Review: September 2022

## APPENDIX 1

### WOODHOUSE PRIMARY ACADEMY - USE OF ZONE BOARDS and Think Sheets

- The following has been agreed for the use of zone boards, consequences and rewards
- There will be five zones displayed in the classroom

Gold

Silver

Green

Amber

Red

### ALL CHILDREN START EACH DAY IN GREEN

#### CONSEQUENCES

- After a warning for undesired behaviour children may be moved to Amber which is seen as a formal warning
- Repeated undesired behaviour will result in a child being moved to Red and visiting the partner class or an AHT for time out and to complete a Think Sheet. The Think Sheet gives children time to reflect as well as recording the consequence that they have had for the behaviour. **NB. Moving to red, does not result in being sent to SLT**
- Think Sheets are used during time out for children who are moved to red. These are age appropriate. The child uses this opportunity to reflect on their behaviour and choices. Think Sheets need to be kept by the class teacher. If a child moves to red regularly then these sheets will be referred to when discussing with the Behaviour Team
- For more serious behaviour such as wilful swearing, physical aggression etc. A child can be moved straight to red sent to see SLT (depending on the circumstances the child may be escorted to see SLT by another child, and if it involves crossing a playground, an adult). The member of the SLT who deals with the child will decide on the consequence and follow through, including notifying the Learning Mentor (for record keeping purposes).

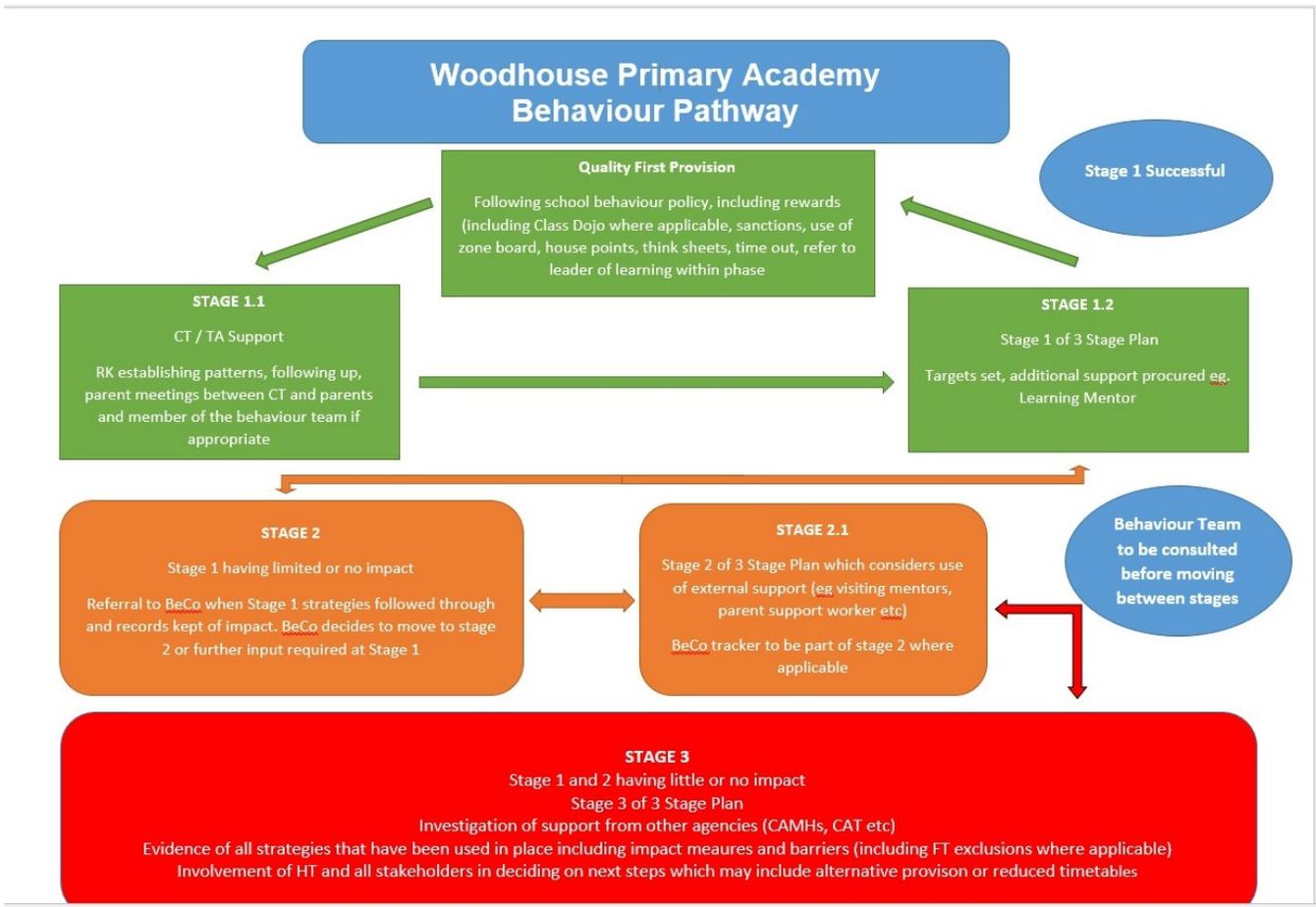
#### REWARDS

- If a child moves to Silver they will be given a reward slip to take home to share with their parents
- If a child moves to Gold they will also be given a reward slip to take home to share with parents
- Teachers have the autonomy to adapt reward systems, for example allowing children to go beyond gold and 'off the chart' or using a raffle ticket reward system

#### NB:

Children who are moved to amber or red have the opportunity to atone for their behaviour and be moved back up to green etc.

## Appendix 2 – The Behaviour Pathway



## Appendix 3 – Return to full opening post COVID-19 – September 2020

### INTRODUCTION

**During the initial return to school in September 2020, The Behaviour Policy and all the expectations within are still relevant.**

This appendix has been written to support children, parents and staff in keeping safe during the return to full opening in September 2020.

This appendix will be relevant, and included in the behaviour policy for as long as social distancing and local or national restrictions and guidance applies.

This appendix may be edited and shared at any time subject to changes in local or national guidance.

### ADDITIONAL PROCEDURES AND RULES

Additional procedures and rules have been put in place and there is an expectation that children will abide by them. On return to school these will be shared with the children and the expectations made explicit.

These include:

- **Entering and exiting the school site (including year 5 and 6 children who walk to and from school unaccompanied)**
  - Each year group has a designated entrance and exit with specific times. These have been communicated with parents, are on the school website and will be displayed on the entrances.
  - Year 5 and 6 children who walk to and from school unaccompanied are expected to abide by these times. If they cannot the privilege of walking unaccompanied may be withdrawn.
  - If any children are consistently early / late or arrive at the wrong entrance than parents will be invited to discuss with the Deputy or Head Teacher.
- **Items that can / cannot be brought to and from school**
  - It has been clearly communicated that only a coat, a lunchbox and a drinks bottle can be brought into school. All other items, such as book bags, are not permitted. Any such items will be left with parents on the gate.
  - Mobile Phones – children in Years 5 and 6 are still permitted to bring mobile phones to school. These **must** be left in the office as per procedure. If they are not then this privilege will be removed.
- **Moving around school**
  - In order not to mix bubbles it will be important for children to follow instructions from their class teachers on moving around the building. If children from different bubbles pass, they must keep 1m+ apart
  - Children will not take messages or collect resources from different class bubbles, this includes teams such as the Techno-Team and Green Team, which are suspended
- **Use of toilet facilities**
  - Children must only use their designated toilet facilities. To support keeping bubbles separate coloured cubicles will be identified for each year group
- **Handwashing regimes**

- Children must follow handwashing and sanitising regimes as set out by the class teacher
- **Breaktimes**
  - Each class has its own designated play area. These must be adhered to and the children must not visit friends from other bubbles.
- **Lunchtimes**
  - As with breaktimes. Additionally, children will have a designated area to eat their lunch.
- **Keeping bubbles separate**
  - Every effort will be made to keep class bubbles separate. In the event of the mixing of bubbles, SLT must be informed and a decision will be made as to whether further action is taken

### **HOME/SCHOOL AGREEMENT**

A home school agreement has been written. This outlines the responsibilities of school, children and parents. It will be shared with parents and will be available on the school website.

### **SANCTIONS**

It is expected that the overwhelming majority, if not all of the children, will follow the additional rules and procedures.

In the event that a child does not then the following will happen:

#### **1. Initially not following rules**

- class teacher discusses with child, is it a lack of understanding? Is it a one off?
- child reminded of need for additional rules
- parents contacted if necessary

#### **2. Repeatedly not following rules / serious breach of rules**

- class teacher refers to Behaviour Team / SLT
- discussions with parents, support given where necessary
- appropriate sanction applied

A range of sanctions will be available. For example, if the issue related to break or lunchtimes a child could be kept in.

It should be noted that as the new rules and procedures are designed and implemented with the single aim of keeping the entire school community safe, fixed term exclusions will be considered as an appropriate sanction.