



## BEHAVIOUR POLICY 2018

### **Rationale:**

When children come to school they come with the varied expectations and strategies adopted at home or in their community to promote 'good behaviour'. Our school strives to develop children intellectually, physically, emotionally and socially and therefore is responsible for managing the behaviour of its community during the school day.

### **Aims:**

1. To promote positive behaviour in and out of our school that enables children to make positive choices.
2. To encourage a shared responsibility between home and school for the positive management and modelling of good behaviour.
3. To provide a clear structure for rewards and sanctions to manage behaviour consistently across the school.
4. Enable children to access the curriculum and feel secure in the school environment.

### **Guidelines:**

All children are expected, according to age and experience, to conduct themselves in and out of school in a thoughtful and polite manner. Awareness and adherence to social customs and to rules will be expected and clearly modelled by adults and other children throughout the school, as will whole school values.

Children and adults will be expected to be polite and courteous. They will show consideration and respect for the rights and needs of others within the school and wider community. Children will be encouraged to be comfortable with these adults in school and develop relationships with them and vice-versa. These POSITIVE RELATIONS and an ethos of mutual respect are the backbone of our school.

### **Golden Values**

Our behaviour policy is focused on our 5 Core Values. These are revisited annually and are, as of December 2017:

1. Teamwork
2. Respect
3. Ambition
4. Courage
5. Kindness

### **Positive Praise**

At Woodwater Academy, we believe children need a positive and supportive ethos to encourage them to thrive. Our policy is one of creating positive relationships between all stake holders. We seek to recognise those children who consistently follow our school rules and keep our school values, and that in itself is a reward. As well as modelling good behaviour, teachers and all adults working within the school actively encourage and praise positive caring behaviour which in turn helps to promote a happy secure school environment. Children are also, within class circle time or school council meetings, given opportunities to support each other in this process of personal growth and learning. Alongside the verbal praise given when good behaviour and thoughtfulness is observed or reported, teachers will celebrate such noteworthy behaviour across classes with significant adults in the child's life. This can include previous teachers, members of the senior management team and especially parents and guardians. The school also recognises good behaviour by celebrating individual successes in a Friday Celebration Assembly and sharing a Golden Time lunch together on a Friday afternoon where children have the opportunity to choose from a range of activities led by members of staff.

## **The Home School Agreement**

We reinforce the positive ethos of praise, trust, and shared responsibility through our Home/ School Agreement.

## **The House Point System Y1 – Y6**

We operate a house point system whereby each child is allocated to a house and can earn points for their house by demonstrating any of the 5 Golden Values. These points are displayed in the form of a chart in each classroom and totaled each week. The result is shared with the children in the Friday Celebration Assembly and the wider community through the newsletter and the display in the main entrance.

In EYFS we operate:

- Daily stickers
- Weekly star of the week, incorporating a pet dog communication diary that goes home to parents

### **Positive reinforcements:**

1. The use of praise and informal recognition by all staff.
2. The use of house of points to reward good behaviour whilst promoting a sense of team, community and shared achievement and success
3. Golden Time – a corporate/collective celebration of positive behaviour as a school on a Friday afternoon.
4. Celebration Assembly- Friday afternoon - celebrating achievements of individuals from each class
5. Opportunities for children's views to be heard via class circle time, school council meetings.
6. The teaching of positive strategies for conflict resolution eg through Circle time.
7. Additional responsibilities and rewards will be open to Year 6 children who are encouraged to proactively model good behaviour to their younger peers. These will include: Sitting on benches during assembly times; working with younger children; applying for and being awarded roles such as helpers in the office or games cupboard monitors.
8. All children have the opportunity to receive a Head of School's award. This award is designed to encourage children to have a greater pride in their work and will support the development of a good classroom working ethos.

### **Around the School**

1. Children will be taught and expected to treat the school and its community with care and respect.
2. There will be calm and controlled movement around the school at all times: allowing each other space and common courtesies at doorways.
3. This is expected both in and out of lessons.

### **Classroom Behaviour Y1 – Y6**

1. Teacher expectations of behaviour for specific class, year groups and individual children will be established on entering the class and will be clearly displayed for the children and adults to refer to. The Golden Values will also be displayed in all classrooms. These will continue to be expressed and expected, positively modelled and praised throughout the academic year. All children and adults will be valued and respected for their positive contribution to the community.
2. A yellow card / red card behaviour sheet is displayed in every classroom.
3. A house point record sheet is displayed in every class.
4. No child or group of children will be allowed to prevent another from accessing learning or from feeling secure and happy in that environment.
5. We will provide opportunities for children to enhance their social skills in class time through structured play opportunities and circle time activities. Classroom management will also encourage and support co-operative working situations to promote community dynamics.
6. Key year groups, notably year 5 and 6, will be given lunchtime and playtime responsibilities of both a social and physical nature with the aim of further developing their sense of community spirit and maturity. This will lead to a Sports Leaders Award.

In EYFS we operate:

- A timeout system that is used after children have received 2 consecutive warnings for their behaviour.

### **Procedure for what happens before School YR – Y6**

1. Children should not be on school premises before 8.40.
2. From 8.40 to 8.50 children are permitted on to the Piazza.

3. The silver gates will be unlocked at 8:40 to allow children to be taken to their classrooms.
4. Classroom doors will be opened at 8:50 to allow parents to pass on notes or information to teachers.
5. At least one member of the leadership team will supervise the external school area from 8:40

#### Nursery times

- 9:15 – 12:15 morning sessions
- 12:15 – 3:25 afternoon sessions

#### **Playtimes**

During playtime, no child will be permitted to be in an unsupervised area of the school for any reason beyond collecting outdoor wear or snacks/water.

#### **Wet Playtimes**

When it is a wet playtime, children should stay in their class with adult supervision at all times.

#### **Wet Play Equipment**

1. During wet playtimes, Children will be able to use the equipment provided in the wet play boxes kept in each unit.
2. It is the responsibility of all children to put the equipment away in the box before the start of lessons, but the supervising adult must ensure this is done appropriately

#### **Play Equipment**

At playtimes and lunchtimes, play equipment TA will be available to enrich play activities.

#### **Lunchtime Procedures**

- MTA to make a note of any behaviour issues during the playground to discuss Glen Burnett during lunchtime; all staff are responsible for following the behaviour policy and should make decisions about the use of cards in light with it..
- To have a prestigious high table where golden heroes and a nominated friend, have the privilege of sitting here for a week. School dinner children will be allowed to queue jump under the supervision of MTAs. MTAs to complete monitoring sheets that focus on specific children to assess their behaviour as required. The focus with this is to enable all children to enjoy a safe playtime.
- Glen Burnett to lead lunchtimes and deploy mealtime staff.
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- All MTAs should be ensuring safe and happy playtimes are experienced by all children.
- All MTAs should be actively playing with children during lunchtimes and modeling positive behaviour, including speaking courteously to children.
- MTAs must not deal with situations that involved their own children.

#### **Wet lunchtimes**

Children return to their classrooms after their lunch where they are supervised by MTAs TA and can access wet play equipment and other resources. Made available by their teachers.

#### **After School**

1. At the end of the school day, children are expected to leave the school promptly.
2. If they are attending after-school or organised extra-curricular activities, they must leave the premises as soon as the activity is completed in accordance with pre-set arrangements. KS1 children will not be allowed to walk home unsupervised.
3. KS2 will be allowed to walk home as long as that is normal practice for the child and we have parental consent in writing.

#### **Extra Curricular Activities**

Unsuitable behaviour at after school clubs may result in children being temporarily or permanently excluded from after school clubs.

Outside providers will be expected to follow our school behaviour policy when delivering after school clubs

#### **Sanctions**

Despite focusing on the positive sides of behaviour management, we recognise that there will be times when a clear structure for managing unacceptable behaviour will be required. All children will be made aware of this sanction policy and will clearly be made aware of its purpose and function. This sanction agenda will be followed by all staff and applied to those children for whom it is appropriate. Children will be made aware that sanctions are for the behaviour and not the child.

#### **Sanctions in class when a child is behaving unacceptably**

1. Verbal reminder of how one should behave to the whole class.
2. Specific verbal warning detailing unacceptable aspects of behaviour to an individual.
3. Second private verbal warning to individual involved telling them they will be moved to another class if they do not follow instruction, for a ten minute time out.
4. As a result of subsequent warning, yellow card issued. If a child receives 3 yellow cards in a week they will be given a red card. Yellow and red cards, are recorded on a sheet, displayed in each classroom and used by class teachers to monitor and track behaviour across the term. Any child that has received a red card will automatically lose their Golden Time. These children are supervised by designated member of staff.
5. A child will receive a red card straight away if they are verbally or physically aggressive.
6. Children with SEND will may follow a personalised behaviour plan that falls outside of the red/yellow card system.
7. In cases of severe or persistently challenging behaviour, the Head of School (or senior teacher when the Head of School is not in school) will apply the revised exclusion guidelines (Sept 12) for temporary and permanent exclusions.
8. Whenever a red card is issued the class teacher will speak directly with the child's parents.

#### **Sanctions in the Playground**

1. Children get a verbal reminder of appropriate behaviour.
2. Second verbal reminder.
3. Children are sent to a designated place outside or should accompany an adult for an appropriate period of time.
4. Staff may issue yellow cards for playtime behaviour. If a child is still not behaving appropriately, they are sent to the teacher on duty or their Unit Leader.

Children who persistently fall within these criteria must be monitored carefully. Individual behaviour programmes and PSPs may be set and shared for persistent offenders. These programmes will be reviewed and updated by individual teaching teams e.g. the class teacher and TA if appropriate, other teachers who teach that child, in consultation with the SENCO.

#### **Bullying**

At Woodwater Academy we work hard to keep our school a safe place to be. We follow Devon's advice on the recognition of bullying.

Bullying is: any deliberate and/or persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. Bullying may also show itself in more subtle ways such as repeated name calling or children excluding others from games or activities.

Bullying is not tolerated in our school. Through the positive ethos that is generated within the school community, it is hoped that normal childlike disagreements are managed effectively and considerately by both children and adults alike. However, repeated concerns and issues will be given serious attention, involving staff and parents.

Instances of bullying will be recorded in the Bullying Incident Log which will be monitored by senior staff.

### Links to other safeguarding policies

This policy is part of our commitment to safeguarding children. It should be read in interpreted in conjunction with the following policies and procedures that promote safeguarding.

REVIEW January 2019

1. Safeguarding
2. Behaviour
3. Anti-bullying
4. Confidentiality
5. Exclusions
6. Work experience
7. Drugs and substances
8. Attendance
9. ICT & Internet Safety
10. Health and Safety
11. Racial Discrimination
12. Single Equality Scheme
13. Educational Visits
14. Code of Conduct
15. Whistle Blowing
16. Managing Allegations
17. Physical Restraint (Including guidance on positive-handling)
18. Safe Recruitment
19. Information Sharing
20. CRB Disclosure Policy

**Bullying Incident Log**

(Record in the red behaviour file in the school office)

Date: \_\_\_\_\_ Time: \_\_\_\_:\_\_\_\_ a.m./p.m

***Pupils Involved:***

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Year: \_\_\_\_\_

Nature of involvement: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Year: \_\_\_\_\_

Nature of involvement: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Year: \_\_\_\_\_

Nature of involvement: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Year: \_\_\_\_\_

Nature of involvement: \_\_\_\_\_

***Type of Bullying Incident (tick all that apply):***

- Cyber-bullying
- Name-calling or mean teasing
- Name-calling or mean comments about race or colour
- Name-calling, mean comments, or gestures with a sexual meaning
- Physical bullying
- Rumor-spreading
- Social isolation/exclusion
- Taking another's property
- Threats/intimidation
- Other: \_\_\_\_\_

Incident Description:

Incident Location: \_\_\_\_\_ Incident Reported By: \_\_\_\_\_

Action Taken: