Woodcroft Academy

'Be wise, be wonderful

Head of School: Mrs H Hewitt

Behaviour Policy
2019 / 2021

Updated 1st September 2020 in line with COVID-19 Government guidelines – details changed are written in red

1. INTRODUCTION

Our Ethos Statement

Woodcroft Academy believes that education is preparation for life and we seek to prepare each child to face life beyond the School with confidence. We aspire to set high standards for personal behaviour and self-discipline, with courtesy, consideration and respect for other people of all ages, races and cultures. We aim to deliver with the provision of exciting and quality learning experiences in a safe, secure and happy environment. We endeavour to achieve high standards in every aspect of School life by making the most efficient use of all resources available.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In addition to the contents of this Behaviour Policy, reference should also be made to the Aims and Values of the Academy and Teachers' Standards (DfE, May 2012).

2. SCHOOL LEADERSHIP

We believe that "Leadership is a choice and not a position". This mantra underpins everything that we do. With this in mind, we expect all adults to abide by the following Academy Mission Statement.

Woodcroft Academy - Mission Statement

We believe that education is preparation for life and we seek to prepare each child to face life beyond the school with confidence.

We aspire to set high standards for personal behaviour and self-discipline, with courtesy, consideration and respect for other people of all ages, races and cultures.

We are concerned with the provision of exciting and quality learning experiences in a safe, secure and happy environment.

We endeavour to achieve high standards in every aspect of school life by making the most efficient use of all the resources available.

All children should know, understand and abide by 6 Golden Rules, copies of which are prominently displayed in classrooms and around the school.

6 GOLDEN RULES

We are gentle.
We are kind and helpful.
We listen.
We are honest.
We work hard.
We look after property.

In return we expect to be treated with care and consideration.

We expect all children to act sensibly and in a safe, responsible manner. Children show consideration for others and must not take part in any act which may cause distress, or put in danger any member of the school.

In addition to this the following specifics must be followed and adhered to-

- children are not allowed to climb on trees, fences or any part of the buildings.
- children should keep to the paths on their way to and from school
- children should not wear jewellery in school. Stud earrings are acceptable although these must be removed for P.E. and games.
- the school will not accept any responsibility for items lost or stolen following any contravention of this rule.
- ball games can only be played in designated areas at playtimes and at extra-curricular clubs and not before or after school – balls and equipment to be provided by school staff only.
- children must not use play apparatus at any time unless supervised by a member of staff – apparatus not to be used at this current time unless directly told to use it by a member of the senior leadership team.

3. CLASSROOM MANAGEMENT

In classes staff will undertake to:

- create a calm and purposeful classroom atmosphere
- be well organised
- be constructive and positive, rewarding good behaviour
- be clear about and reward our 'non-negotiable behaviour for learning'
- be specific about what is expected and what is unacceptable
- deal fairly but effectively with unacceptable behaviour, remembering that it is not the child that is disliked but a particular action
- avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances
- inform parents of any problems where appropriate - set an example to the children in all matters.
- Encourage children to wash their hands regularly and thoroughly and to use hand sanitizer when they enter and exit the classroom/school.

4. COVID-19 SAFETY RULES AND GUIDELINES

The Children will begin the academic year 2020/21 with a new set of rules and guidelines linked to keeping themselves and others safe and prevent the transmission of Covid-19. These procedures must be adhered to by all pupils for their own safety. The staff will remind the children of these procedures regularly. However, these procedures must form part of the behaviour policy and will link to the Good to be Green behaviour system – we are kind and helpful.

- Wash their hands regularly

- Use hand sanitizer when entering and exiting the classroom/school
- Have their temperature taken when they enter school
- Follow advice from members of staff regarding social distancing
- Remain separate from children who are in another class/bubble.
- Not bring unnecessary items in from home – toys etc.

Children who have been given warnings regarding not following or refusing to follow the Covid-19 guidelines and procedures will receive yellow and red cards in line with the Good to be Green behaviour System. Children will be rewarded for following the procedures.

5. REWARDS AND SANCTIONS

Children, like adults, feel more comfortable in an environment where they are regularly encouraged and their different strengths recognised. Far from wanting to catch children doing wrong, we want to catch them performing well and reward them appropriately. 'If a child lives with encouragement he / she learns confidence' indeed our behaviour tracking system is focusing on the best behaviour as we take seriously the need for children to learn how to behave appropriately in a positive climate.

Good behaviour and work is rewarded in many different ways taking account of the age of the child. All of the children within the school belong to a team and they may earn 'team points' which enable them to feel a part of a group. There are achievable rewards for the collective team such as extra playtime, 'non-uniform day', an afternoon disco. Rewards may include some of the following: praise within the class, informal talks to parents; public commendations (in Celebration Assembly for example); prominent displays of children's work; taking work to show another teacher or the Head of school and taking part in Golden Time. Team Points can be earned within the classroom bubble during this period – the class can then enjoy a reward as a 'team' – additional playtime, colouring, outdoor learning. The class team points will be celebrated on the school newsletter and in a Friday Zoom celebration assembly.

The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have done their best. This is the underlying principle.

In exceptional circumstances and after everything else has proved ineffective the Headteacher retains the power to exclude a pupil from the school (whether by suspension, expulsion or otherwise). This is in line with sections 6 and 7 of the Education Act 1997.

5. BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR
"GOOD TO BE GREEN"

Across our school we use and apply the "Good to be Green" behaviour system. Each new academic year offers the opportunity for the whole school to be reminded about how the system works. Follow up sessions will also be expected to be covered in each class. The "Good to be Green" system will continue to be used in order to support and encourage adherence to our motto and our Code of Conduct. Under this system, each classroom has a visible display showing which colour card pupils have earned during the day. Every morning the children will start with a "Green" card.

How it works?

All classes from Nursery to Year 4 have a wall chart which includes every child's name. All the children have 3 cards – one green, one yellow, one red. The aim for every child is to stay green all week. A "Yellow" card may be issued in response to persistent minor infringements, with a "Red" card being reserved for serious misconduct. Teachers will keep a running record of which cards are awarded during the week and rewards and sanctions will be based upon this.

How do pupils stay green?

By behaving well, using CCR and following the Golden Rule. Pupils who remain green by the end of the week will get to take part in 'Golden Time'. 'Golden Time' is a structured, staff-led session in each class in which children can come "off timetable" in order to engage in fun activities outside of the normal curriculum e.g. Circle games, team-building activities, board games, trips to the park, etc. Golden Time activities will currently be limited to those in which social distancing can be adhered to and the children will remain in their class bubbles.

When a whole class stays green children are rewarded with a class 'green frog' card which will appear on their classroom door. This is celebrated during Friday celebration assembly time. Classes with green frogs will be celebrated through the school newsletter and a Zoom celebration assembly.

A further layer to the G2BG system is children being 'greener'. This is a system for those children who have gone above and beyond 'staying green' themselves and are actively encouraging other children and supporting them to stay green. These pupils are nominated by staff and they will receive a letter home from the Head of school and a 'brag tag'-silicone wristband-which identifies their efforts.

What happens if a child is given a yellow or red card?

In the event that a yellow or red card is given then a record is kept which is monitored by the Senior Leadership Team. A bespoke behaviour plan may be arranged between the child and teacher, and the class are encouraged to support one another in choosing to stay green and make positive behaviour choices. Parents are also informed and staff keep a log, in a year group behaviour diary, of meetings which have taken place with parents to discuss how we will support their children. Communication with parents is currently via telephone and email – teaching staff will use these forms of communication to inform and discuss children's behaviours with parents. If a meeting in school is necessary, then both the parents and staff will wear face coverings that cover the nose and mouth. Meetings will be by appointment only

Patterns of concerns will be tracked by the SLT and behaviour lead so that if necessary extra help can be offered externally or internally within school including Early Help. Where children have been identified as having serious behaviour issues which impacts on other children's learning and is a significant barrier to their learning-the inclusion team and behaviour leader will work closely with the class teacher to create a care plan to support both the child and also provide a system of actions which will be used. These children's behaviour is tracked using a 'morse' form to identify any patterns which might allow us to understand and avoid children being in situations which prove most challenging.

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

During this current period, the use of force to control or restrain a pupil will not be used to avoid contact with pupils. Parents will be informed to collect their child from school if it is deemed that the pupil is not safe in school. Children who cannot follow the social distancing procedures whilst they are at school, will be excluded from school for the safety of themselves and others.

Reference should also be made to "Ensuring Good Behaviour in Schools" (DfE, 2012). This advice summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

6. STAFF DEVELOPMENT AND SUPPORT

Students and new members of staff have an induction session and are given a copy of the Staff Handbook which sets out expectations, routines and practices. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. Teachers are also encouraged to read and refer to Charlie Taylor's 'Getting the Simple Things Right' (DfE, 2011) which is a behaviour checklist providing approaches to managing behaviour.

7. PUPIL SUPPORT SYSTEMS

All pupils are encouraged to talk to staff about any concerns they may have. These concerns are recorded in class incident books and are dealt with in line with the School Safeguarding Policy. Weekly PSHE lessons are an opportunity for the class to discuss any concerns with their class teacher. As the children have been unable to attend school for many weeks, the pupils will be encouraged to talk to staff if they have any worries or concerns.

BULLYING

To avoid misunderstanding, we define 'Bullying' as direct or indirect physical, verbal or emotional dominance of one pupil by another, or a group of others. We are conscious of the pain and distress which can be caused by all types of bullying. Occasionally children keep this pain to themselves which means that staff are not able to deal with it. Educating children as to what constitutes bullying and how they can report concerns and who to is a regular focus of assemblies and circle time throughout the school. Staff are trained to recognise signs of bullying and report incidents and deal with concerns promptly – this is reported to phase leaders. We actively encourage parents and children to inform us of any concerns about bullying or instances of bullying behaviour so that it can be dealt with swiftly for the benefit of the victim and perpetrator. Staff will fill in 'bullying behaviour' forms if they have concerns that a child is being bullied to enable all children involved to be supported and any child

demonstrating bullying behaviour being involved in a programme aimed at preventing the behaviours. This may include contacting outside agencies or multi-agencies to support in preventing bullying behaviour. Bullying of any sort is not acceptable in this school and further information on this subject is available in the School Anti-bullying Policy and 'Preventing and Tackling Bullying' (DfE, 2012).

8. LIASON WITH PARENTS AND OTHER AGENCIES

The standard of behaviour expected of all pupils is included in the school's home-school agreement.

In addition to being kept informed of any particular incidents or instances of unacceptable behaviour parents should undertake to:

- ensure that pupils arrive at school on time and suitably clothed - please see Covid-19 return to school timetable for staggered start and finish schools times. Pupils should arrive to school in their full PE kit on their allocated PE day – these days will be communicated with parents.
- ensure that pupils are collected from school at the appropriate time – see above
- support the school's rules and Code of Conduct, values and general ethos show as much interest in their child's education as is realistically possible inform the school of any concerns or grievances they may have.

9. MANAGING PUPIL TRANSITION

Opportunities are provided for smooth transition at all transition points whether they be between Key Stages or year groups. These include moderation meetings and move up days. We work closely with other partner settings such as Middle Schools in order to aid transition from Year 4 to Year 5. This includes attendance at the Leek Educational Partnership Heads' Meetings, Transition Projects and meetings between Year 4 staff and Heads of Year 5 at prospective Middle Schools.

Reference should also be made to the School Equality, Diversity and Cohesion Policy and Scheme to which the contents of this policy forms part.

Date: September 2020

Review Date: July 2020