



Behaviour Policy

Aim

The ultimate aim of this policy is to promote the safeguarding of children as defined by Woodside Academy's statement on safeguarding children

Rationale

At Woodside Academy, we believe that good behaviour is the key foundation of good education. Without an orderly atmosphere, effective teaching and learning cannot take place.

We also believe that learning how to behave towards each other is an important part of Academy life and may directly influence attitudes adopted in later life.

The aim of this policy is to clearly indicate to everyone who works in our Academy, to parents/carers, visitors and our community; the standard of behaviour which is expected of every one of its members.

Our Academy Rules

Children are expected to follow our Academy rules as they support appropriate behaviour. These have been established as follows:

1. In our Academy, I will do as all adults tell me the first time
2. I will stay on task
3. I will respect property and leave other people's things alone
4. I will listen to others and wait my turn to speak
5. I will keep all objects, hands and feet to myself
6. I will always speak kindly, quietly and politely to others

If children choose not to follow the Academy rules and behave inappropriately, a stepped approach to consequences operates:

Foundation Stage Behaviour System

Step One

(a) Distract

Many young children can be diverted from poor or inappropriate behaviour by giving them focused attention or simply turning their attention to something else.

(b) Offer choices

Use a clear choice, 'I would like you to help tidy up or you might have to miss the story'. Offer to give children a few minutes to think about their choices and then go back to them and ask which they want to do.

(c) Say 'stop' instead of 'no'

Using the word 'stop' instead of 'no' is effective for many reasons. When 'no' is used as part of everyday boundary setting with children, it can lose the effect and children start to ignore it. However, when we say 'stop' it gives children something to do and also allows you to explain why the behaviour should stop.

It is agreed that when unacceptable behaviour occurs, the practitioner will talk quietly, calmly, in a lower register and slower than usual. Raised voices are not effective or acceptable.

Step Two

(a) Traffic light

All children's names begin the day on the green light. If the children's behaviour is not acceptable they will be given a verbal warning, if the behaviour continues their name will be moved to amber on the traffic light. Amber is a warning to the children that their behaviour needs to change. If the behaviour continues their name will be moved to red. They will have time out from their activity and their name will be recorded in the behaviour book.

(b) Use 'time out'

Time out can be used to modify serious or challenging behaviour. Remove the child from whatever they are doing and ask them to sit/stand in a safe place for a period of time. The adult in these circumstances could ignore the child and offer no eye contact or conversation. This is an opportunity for the child to calm down – to think and reflect on their behaviour. It is vital to remember to give the child an 'invitation to return' if they wish to be accepted back into the wider group – if appropriate, explain to the child why time out was needed. If this child then behaves appropriately in the next few minutes offer clear affirmation and praise. It is important that 'time out' is used appropriately, and only when essential.

Sometimes children need time and space to recover before explaining why their behaviour was unacceptable. In nursery, a 'thinking spot' will be defined by identical circular carpet mats in each area of provision.

Recording of Negative Behaviour

Traffic Light Record

When children's names have been moved onto amber and red on the traffic light their names are recorded by the class teacher with a record of the behaviour. The class teacher uses the record for evidence for rewards.

Step Three

If all steps have been followed and further action is required now follow the KS1 and KS2 Behaviour system:

Key Stage One and Key Stage Two Behaviour System

- a. One verbal warning
- b. Name on board
- c. One X after name
- d. A second cross actions a blue slip – of which there may be two possible outcomes:
 - Pupil serves a lunchtime detention from 12.00pm – 12.45pm and is supervised by a member of the Leadership Team. Work is provided by the class teacher.
 - However, if a pupil continues to be disruptive after receiving a blue slip, the pupil is then sent to their Phase Leader with their work for a specified amount of time (or details of task to be completed) as written on the blue slip. The pupil will also serve the lunchtime detention

In a half term:

3 blue slips = behaviour log for one week and a parent/carer meeting

6 blue slips = 1 day internal exclusion and a parent/carer meeting

9 blue slips = 2 day internal exclusion and a parent/carer meeting

The consequence system is continuous and operates for a half term.

If a child chooses to behave in a way which results:

- ***in a person being seriously hurt physically or verbally***
- ***in the safety of the child or that of others being threatened***
- ***in our Academy environment being damaged***

The child will receive a fixed term or permanent exclusion which overrides the standard approach.

Reasonable adjustments will be made to this policy for children with special educational needs/disabilities, in line with The Equality Act 2010.

Recording of Negative Behaviour

Names on the Board

Each class uses a weekly chart to record children who have had their name on the board. At the end of each week, these forms are collected and forwarded to the staff member responsible for Behaviour administration, and are recorded for monitoring purposes.

Behaviour Slips

The class teacher records on the blue slip monitoring sheet any further blue slips. If a blue slip is issued due to 4 white lunchtime slips, the person who is monitoring behaviour will discuss this with the child involved and mark up the blue slip monitoring sheet with an "L" for lunchtime. The blue slip monitoring sheet is collected by the Assistant Principal at the end of each week.

The Assistant Principal manually records children who receive behaviour slips in the Academy's behaviour file. The behaviour slips are then forwarded to the admin team, who record the behaviour slip using Arbor Behaviour Log.

Breaktime Behaviour

If a child behaves inappropriately they are sent to a designated playground area by an adult on playground duty. The child remains in the designated area until instructed to return to play by an adult. The child's name is forwarded to the class teacher and put on the board.

Lunchtime Behaviour

At lunchtime, incidents will be recorded in the behaviour duplicate book by the lunchtime supervisors. These will be passed on to the relevant class teacher at the end of lunchtime. The child's name will then go on to the board or the next step as necessary.

Children who display negative behaviour will be directed to a designated playground area for five minutes.

If a child's name is recorded on the lunchtime behaviour monitoring sheet four times in a half term, this equates to a blue slip and will be issued to the child by the Assistant Principal; with their name being transferred to the blue slip behaviour monitoring sheet. Duplicate copies of the lunchtime behaviour slips are forwarded to the Assistant Principal at the end of each lunchtime for monitoring purposes. Each half term is viewed as a 'fresh start'.

A minority of children display negative behaviour on a regular basis. These children will remain inside at lunchtime completing tasks set by their class teacher. They will need to report to the Assistant Principal.

A teaching assistant will take and collect the child to and from the relevant member of staff.

The Assistant Principal reviews these arrangements on a weekly basis.

Failure to hand in Homework (Year 2 – Year 6)

If children do not hand in their homework on the due date they receive a break time detention. The Assistant Principal allocates a member of staff to supervise (usually a Cover Supervisor). Children will complete the homework task whilst in detention. Children's names are recorded in the detention file and a text is sent to parents/carers. If a child's name is recorded four times on the homework detention monitoring sheet this triggers a request for a meeting with the Phase Leader, Class Teacher and Parents/Carers. Each half term is seen as a 'fresh start'.

Rewards

Inside Behaviour

At the end of each half term, Reception and Key Stage One pupils will receive a 'well done for keeping the Academy rules' certificate if they have had their name three or less times on the board across the half term. For Key Stage Two pupils, the same reward is in operation but with no names on the board.

For Reception, at the end of each half term, if the child's name has not been recorded in the behaviour book they will take place in the Rabbit reward afternoon. If the child's name has been on Red on the traffic light three times or more they will not take part in the reward.

Outside Behaviour (Year 2 – Year 6)

At the end of each break and lunch time three keys, two keys and one key will be awarded to the classes lining up with the best and most sensible behaviour. If a class is out of the Academy, it is at the class teacher's discretion to award a maximum of three keys.

Every week in Friday's reward assembly, the class with the most keys is rewarded by being allowed to sit on the benches for all of the next week's assemblies.

Lunchtime Behaviour

At the end of each week, the lunchtime team select a maximum of six children who have displayed outstanding positive lunchtime behaviour e.g.

- Helping others in distress
- Helping an adult sort out an incident
- Including other pupils in their games

The list of children is recorded on the Positive Lunchtime Behaviour reward sheet and forwarded to the Assistant Principal. The children are then acknowledged in reward assembly with a sticker. The record sheet is then forwarded to the Assistant Principal for monitoring purposes.

For Nursery children who attend dinners, 3 stickers for positive behaviour are issued by the staff supervising and discussed on return to nursery with the nursery staff.

Work

Nursery

If children try extra hard with their work they will receive a sticker. The sticker will reflect the learning that has taken place and encourage communication between children, key workers and parents/carers.

Reception and Key Stage One

If children try extra hard with their work they will receive a sticker for their sticker card.

After the card is full with five stickers they will visit the Principal and collect an additional sticker, a comment and a rosette.

This achievement will be recognised in Friday's reward assembly and the rosette will go on the relevant tree house display.

Key Stage Two

If children try extra hard with their work, they will receive a stamp in the back of their homework diary.

When children have gained ten stamps, their class teacher will give them a rosette.

This achievement will be recognised in Friday's reward assembly and the rosette will go on the relevant tree house display.

The house which achieves the most rosettes at the end of the year is awarded a shield which goes on display for the year.

Homework

Children (in Years 1 – 6) who complete all pieces of homework and hand them in on time each half term will receive a reward in the final Reward assembly for each half-term.

Pupil of the Week (Reception – Year 6)

Each class teacher will choose one child each week that has done something extra special.

In Friday's reward assembly, the children will receive a leaf with their name on it to go on the tree of achievement, a sticker and an item from the reward tray.

Pupils of the Year (Reception – Year 6)

In our end of year assembly, each class teacher will choose one boy and one girl from their class who has consistently shown an excellent attitude towards the Academy.

This child will receive a certificate and an award.

Attendance (Reception – Year 6)

Weekly

If a child achieves 100% attendance, then they place their name card into the tombola on their way in to Friday's reward assembly.

5 names are drawn from the tombola and each winner selects an item from the reward tray

If a class achieves 100% attendance, they are rewarded with a non-uniform day the following Monday.

Half-termly

If a child achieves 100% attendance, they receive a certificate and a reward in the end of half term reward assembly

End of Year

If a child achieves 100% attendance for the whole year, having been on roll since the start of the academic year, they will get a £20 gift voucher in the end of year assembly.

Punctuality (Reception – Year 6)

Weekly

Each Friday afternoon, a member of the Academy Community Team provides each class teacher with a list of children who have been on time to the Academy all week, along with the relevant number of punctuality stickers.

In Friday's reward assembly, children with punctuality stickers are asked to stand up and are praised

End of Year (Reception – Year 6)

Children who were on time to the Academy all year receive a certificate and a watch in the end of year reward assembly

Other Procedures to support a calm orderly Academy

Playground Lining Up

- A member of staff blows a long whistle once
- Children stand upright and still, stop talking and playing with equipment
- The member of staff blows the whistle again
- The pupils walk in silence to their class line
- The pupils stand in a straight line, in silence, facing the front

Moving Around the Academy Rules

1. Walk and wait silently
2. If you are moving around the Academy, walk on the left
3. If walking or waiting with a class, you need to be in single file and in assembly/number order
4. When using steps or stairs, you need to walk down on the left and walk up on the left, using one step at a time
5. Open doors for adults and wait for them to go through the door before moving on

Other Information

Academy staff has the power to use reasonable force, if required (see Use of Force by Staff to Control or Restrain Pupils Policy).

Light blue paper is used for documentation linked to negative behaviour
Gold paper is used for documentation linked to rewards.

This policy needs to be read in conjunction with our:

- Safeguarding Children statement
- Child Protection policy
- Anti-bullying policy
- Use of Force by Staff to Control or Restrain Pupils policy
- Homework policy
- Home-Academy agreement
- Equality policy
- Special Educational Needs policy

and the DfE's:

- Behaviour and discipline in schools – A guide for head teachers and school staff (2012)
- Behaviour and discipline in schools – Guidance for governing bodies(2012)
- Screening, searching and confiscation - Advice for head teachers, staff and governing bodies (2012)
- Use of reasonable force – Advice for head teachers, staff and governing bodies (2012)
- Preventing and tackling bullying – Advice for head teachers, staff and governing bodies (2012)
- Home-school agreements – Guidance for local authorities and governing bodies (2012)

Monitoring and evaluation

Woodside Academy ensures this policy is compliant with its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The Trust has a legal duty to make reasonable adjustments for disabled children and children with SEN.

Staff and directors, on a three yearly basis, will review this policy unless circumstances demand an earlier review.

Woodside Academy has adopted the Department of Education's guidance as outlined in Behaviour and Discipline in Schools – A guide for head teachers and school staff 2012

Appendix 1

Discipline in schools – teachers' powers

Key Points

- 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).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Appendix 2

Punishing Poor Behaviour

Woodside Academy will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the Academy's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment is necessary.

Appendix 3

The Power to discipline beyond the school gate

The Local Governing Body will need to ask the Principal to consider what the Academy's response should be to:

any bad behaviour when the child is:

- taking part in any Academy-organised or Academy-related activity or
- travelling to or from Academy or
- wearing Academy uniform or

- in some other way identifiable as a pupil at the school
- or, misbehaviour at any time, whether or not the conditions above apply that:
- could have repercussions for the orderly running of the Academy or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the Academy.

In all of those circumstances the Principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against the pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, Academy staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the Academy staff should follow its safeguarding policy.

Appendix 4

Searching

Academy staff can search a pupil for any item if the pupil agrees

The Principal and staff authorised by her/him have a statutory power to search pupils of their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence ii) to cause personal injury to, or damage to the property of any person (including the pupil)

The Principal and authorised staff can also search for any item banned by the Academy which has been identified in the rules as an item which may be searched for

Appendix 5

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the Academy's behaviour policy.

Appendix 6

Screening

The Academy can require pupils to undergo screening by a walk through or hand held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

The Academy's statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of Academy staff can screen pupils.

Appendix 7

Telling parents and dealing with complaints

The Academy is not required to inform parents/carers before searching, confiscation or screening takes place to seek their consent.

Complaints about searching confiscation or screening should be dealt with through the normal Academy complaints procedure.

Appendix 8

Off-site Behaviour

All non criminal bad behaviour and bullying which occurs anywhere off the Academy's premises and which is witnessed by a staff member or reported to the Academy is forwarded to the Principal. The incident will be investigated and the Academy's behaviour policy applied, if appropriate.

Appendix 9

Pastoral Care for Academy staff

Woodside Academy should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Local Governing Body instructs the Principal to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support Academy staff can expect to receive if they are accused of misusing their powers.