

Woodlands Primary Academy Academy Behaviour Procedures

This should be read in conjunction with the CET Behaviour for Learning Policy and Anti-bullying Policy.

Uniform

Reception to Year 2

- Plain white shirt, blouse or polo shirt (long or short sleeved)
- Black trousers/black knee length skirt/black pinafore/Black shorts/green and white striped or checked summer dress
- Black v neck logo sweatshirt or logo cardigan
- Plain black shoes (no trainers or plimsoles)



Year 3 to Year 6

- Plain white shirt or blouse (long or short sleeved)
- Tie
- Black trousers/black knee length skirt/black pinafore/Black shorts/green and white striped or checked summer dress
- Black v neck logo sweatshirt or logo cardigan
- Plain black shoes (no trainers or plimsoles)
- Leavers hoodie – Yr 6 only



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PE Kit

- Black shorts /sports leggings & tracksuit bottoms in winter
- Green polo shirt
- Black sweatshirt or school hoodie (optional)
- Trainers or plimsoles.
- Long hair should always be tied up for PE
- Children should not wear any jewellery for PE

All Children

- For some children with sensory needs, we make adjustments to the school uniform in consultation with the child and their parents.
- In winter if boots are worn from home, children must change into shoes in school.
- Small plain stud earrings are allowed (a good example is the first pair of earrings when ears are pierced)
- No other jewellery (rings, bracelets or necklaces)
- No nail varnish
- No dyed hair or extreme hair cuts (not all families can afford these).
- We recognise and respect that some children will have their hair styled in accordance with their culture or faith or wear a hair covering. As a school we celebrate diversity as a vital component of an inclusive society.



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Managing Behaviour at Woodlands Primary Academy





A positive approach to behaviour management, where everyone who works in school contributes consistently and effectively, will provide a safe, supportive, and purposeful learning environment where children can excel. This will be best achieved by ensuring a structured, positive system based on praise for making the best choices about behaviour. A positive approach will encourage good attitudes, rewards and praise; staff will set good examples and have consistently high expectations of all who learn here. Success will be celebrated.

The Woodlands Way

At Woodlands, the children are taught to be **Ready, Respectful, Safe**. These are the guidelines for the high expectations of behaviour that you can see throughout Woodlands and are referred to and used regularly by all adults working in school. Children are aware of the correct helpful behaviours to show so that they are following the Woodlands Way.

Helpful Behaviours

Helpful behaviours:

-  Are positive, helpful, and intended to promote social acceptance;
-  Are characterised by a concern for the rights, feelings and welfare of others;
-  Are behaviours which benefit other people or society;
-  Create helpful feelings in self and others.

At Woodlands we have identified a set of helpful behaviours that will be explicitly taught to children and that we expect them to use. These are:

Ready to learn and grow	Respectful to all	Contribute to a Safe environment
Honest	Follow instructions	Understanding boundaries
Determined	Kind and caring	Mutual respect
Persevere	Inclusive	
Resilient		
Positive		

These behaviours will be explicitly taught and modelled by all adults.

Positive Behaviour Management

Rewards are much more effective than consequences in motivating children. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

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- Each day is started in a positive way, with children greeted at the door every morning by a member of staff.
- All adults use praise and encouragement regularly, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts children make in lessons, in their positive behaviour and attendance, in the help and respect they offer adults and other children in school and in the community and in the way they treat the environment.
- Dojos are used to reward children for showing good behaviour in school – these can be awarded by any member of staff. Parents have access to Class Dojo, so they can celebrate children's success at home. Certificates are given out in assemblies each week to celebrate good behaviour; parents are invited into school to jointly celebrate these achievements.

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Restorative Approach

Staff have had training on the Restorative Approach which ensures that there is a solid foundation on which to build, maintain and repair relationships within school. This approach is used proactively to build healthy relationships and prevent challenging behaviour and conflicts. It is also used reactively to address and resolve conflict. There is a focus on relationships and is a whole school approach, with all staff modelling the behaviours of the Restorative Approach.

Restorative conversations form a part of everyday practice within school and always take place as part of any sanctions given. Children are encouraged to reflect on the effects of their choices on others within the school community and how a positive climate for learning in school is the responsibility of everyone.

Class Dojo – Rewards

A 'Dojo' can be given to children by any member of staff to reward good behaviour and doing the right thing e.g. displaying good manners; good listening; kindness towards others; trying the best in work etc. Categories are the same in each classroom and Dojos are reset at the start of each term. Only one Dojo is given at a time unless given by the head teacher.

After 50 Dojos, children receive a bronze certificate in Celebration Assemblies; this is followed by a silver certificate for 100 Dojos. Children who achieve 200 Dojos receive a gold certificate and a platinum certificate for 300 Dojos. In both these cases, their parents are invited to the Celebration Assembly.

Sanctions

If a child is not following instructions and their behaviour is not as expected, then they will be reminded of the expectations.

If the behaviour persists, then the child is given a final warning. Again, the child is reminded of the expectations, and it is made clear of the next step if the behaviour does not change.

After the final warning, the child is given some reflection time away from the classroom.

When the child returns to the class, they should be more settled, and the expectation is that they continue with the learning. Any time reflection time is needed, a restorative conversation with the adult follows at an appropriate time.

If behaviour is still not at the expected standard, a member of SLT is called to support. This will result in a Restart at lunchtime for further restorative conversation.

Parents and class teachers are alerted to all Restarts via Arbor.

Any physical behaviour always results in Restart at lunchtime.

Ongoing unacceptable behaviour may result in Internal Exclusion for a set period of time, where the child works away from their classroom, supervised by an appropriate adult.

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On rare occasions, despite the school doing all that it can, a child's behaviour may lead to them being suspended from school. This may be for a fixed period or permanently. In either case, the school follows the legal procedures outlined in the Behaviour for Learning policy.

We aim to work with children and parents to avoid such sanctions wherever possible. We offer support for children who struggle to manage their behaviour through targeted behaviour plans that have specific actions, such as:

- Agreed time-out spaces;
- Now and Next boards;
- Sensory objects that help children to focus;
- Additional bushcraft sessions;
- Sunshine club at lunchtime;
- Support from external providers;
- Referral to external agencies (educational and medical);
- The use of Directed Off-Site Learning which may include an Alternative Provider.

This list is not exhaustive and the support offered is very much bespoke to the child.

Parents who become concerned about anything that might affect their child's behaviour, or a pattern in that behaviour, are encouraged to get in touch so that we can work together and find a solution. In the first instance, parents should contact their child's class teacher, who will escalate the concern to a member of the SLT if needed or if the initial support is not bringing about the change expected.

Reasonable Adjustments

The expectations and consequences above apply to all children in our school. There may be times where, due to learning or developmental needs, that consequences are adjusted for the child. Our first response will always be to educate any child in the helpful behaviours we expect and this may need to be repeated and retaught for individual children.

Pupil Voice

We value the thoughts and opinions of the children at Woodlands. This pupil voice is collected formally through the Academy Council and small group pupil voice sessions, as well as more informally through 'Worry boxes' and the Student Voice iPads. Pupil voice is regularly sought and taken into account when planning changes to the curriculum and grounds.