

WOODSIDE GREEN PRIMARY SCHOOL

Behaviour Appendix

This Appendix sits alongside our MAT Behaviour Policy, with much of the information mirroring that within the MAT policy.

Our school values and code of conduct at Woodside Green Primary all focus around being always being **READY, RESPECTFUL and SAFE**. This is described to children in school as:

READY

I always

- have SMART UNIFORM
- arrive to school ON TIME EVERY DAY
- am READY TO LEARN
- do MY PERSONAL BEST
- follow the 'Give ME 5' rule

RESPECTFUL

I always

- follow instructions FIRST TIME, EVERY TIME
- have GOOD MANNERS and am HONEST
- use KIND WORDS
- react and respond CALMLY
- look after PROPERTY and our SCHOOL ENVIRONMENT

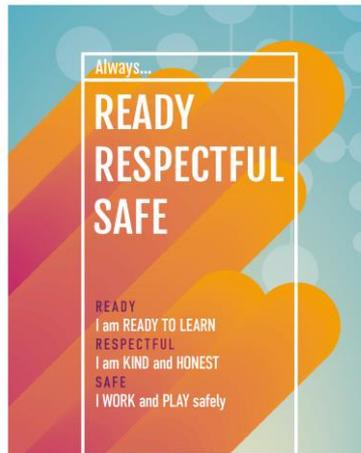
SAFE

I always

- am in the RIGHT PLACE at the RIGHT TIME
- LINE UP quietly and calmly
- WORK and PLAY safely
- WALK CALMLY in school
- SEEK HELP for myself and others when needed



Ready, Respectf



: 5'

Expectations:

The achievement of the aims and expectations within the behaviour policy are met through the promotion of the following:

- Positive attitudes from all staff, teaching and non-teaching, who come into contact with the children - including encouragement, praise, recognition of good work/behaviour etc
- Use of rewards to mark examples of good behaviour, such as kindness helpfulness, politeness, respectfulness, good manners etc towards others
- All opportunities, assemblies, RE, PSHE (Jigsaw Scheme), role play, circle time, drama etc, are taken to teach children what is acceptable and unacceptable behaviour
- Teaching of individuals/ group games and activities which the children can use during playtimes
- The use of School Council/Anti-bullying Ambassadors/Peer mentors and restorative conversation
- Listening to pupils, treating them fairly and helping them to manage their emotions and behaviour
- Challenging unacceptable behaviour

Pupils are expected to -

- Listen to staff and others and show respect
- To use language that is appropriate to the learning environment both in person and when using the internet
- Show respect for the learning environment
- Promote the good reputation of the school in the community
- Adhere to anti-bullying, anti-racist and anti-homophobia procedures and practices

Parents/carers are expected to –

- Support the school's behaviour policy by talking regularly to their children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for the child's school, staff and their child's classmates
- Show respect and support for the school's anti-bullying, anti-racist and anti-homophobia policies
- Keep the school informed about any issues that arise which might affect their child's work or behaviour through appropriate channels

School rewards pathway

The emphasis in terms of behaviour management focuses on seeking out and drawing attention to the behaviour we wish to be developed in order to encourage others to emulate that behaviour. Pupils are rewarded in a variety of ways both at individual, class and whole school level.

Targeted verbal comments and non-verbal prompts are used to recognise good behaviour through intrinsic praise. Class Dojos, Dojo Champions and class awards, Star of the week, class of the week and Top Table for example used as extrinsic rewards. These are presented to pupils in recognition of their achievement.

Parents/carers are kept up to date with pupil and class rewards through the online Dojo platform and through our weekly newsletter, alongside our weekly assembly.

Additionally, **Always Awards** will be given out to deserving children who have been a credit to the school and are handed out termly.



Always Rewards

The Woodside Green Primary Always Award recognises those children who demonstrate excellent conduct in school – ALWAYS! This award recognises children for what they do every day.

The 'Always Award' involves being nominated by class teachers for consistently excellent behaviour, effort and attitude around school. This is then checked by the senior leadership and pastoral team to ensure that it is supported by excellent attendance, excellent uniform (including PE kits) and excellent punctuality. If the child meets all these criteria, they will be awarded an ALWAYS round star badge to wear on their school jumper or cardigan. Children will only be chosen for this prestigious award once each year but may wear more than one badge on their jumper if they have received one in previous school years. Each badge is a different colour and children can potentially be selected for an always award every year they are in school.

Consequences

We follow the MAT policy, this may include 'time to think' – to give children the opportunity to reflect on their behaviour or to complete work that has not been done at the appropriate time in lesson).

Pupil Leadership Roles

We offer pupils the opportunity to develop their leadership skills through different roles in school such as, Peer Mentors, School Council Representatives and Play Leaders/Buddies.

Pupils in these roles work with our Pastoral Team and the HLTA responsible for PE to develop the skills needed in these roles. All pupils have the opportunity to be selected by their peers through a democratic process.

Lunchtime

Staff on duty are responsible for managing behaviour with the support of the SLT team. The same behavior policy will be applied consistently and fairly during social times. The lunchtime staff also use the class Dojo system.

Physical Intervention

Positive handling techniques may be used by appropriately trained staff to support children who may be in a state of dysregulation. Prevention strategies will always be used first, however it may be necessary for the safety of themselves and others to use positive physical intervention. Such necessary interventions are fully in line with guidelines set out in the Government document 'New Guidance on the Use of Reasonable Force in School' (DFE 2013).

Specific provision and strategies

We recognise that some children have Social, Emotional and Mental Health (SEMH) needs and, at times, these needs can create a barrier to their learning in school. When necessary, our SENCO and Pastoral Team work together to offer additional support. This support may include strategies in the classroom, 1-1 intervention or group support. To help inform plans we may use a Boxall Profile or SDQ questionnaire to assess SEMH needs.

A small number of children may need a more tailored and specific plan and this would be considered in line with their SEND needs. For children with a range of complex behavioural needs, a support to regulate plan is often produced with input from the child, parents, staff working alongside the child and/or external agencies. This includes clear descriptions of the children's behaviour and presentation at different stages (Green, Amber and Red) alongside 'triggers' which may result in behaviour escalation and how to de-escalate the child by using bespoke strategies, as well as a risk assessment and a positive handling plan.

Additional documentation utilised:

- Pupil Profile
- Support to regulate plan (including risk assessment and positive handling plan)
- Individual Education Plan
- Positive attitude plan
- My support plan