

Woodnewton- a learning community

Behaviour Policy



Approved by: Governance
Last reviewed on: 1 st September 2025
Next review due by: 1 st September 2026
Date: 1 st September 2025

Woodnewton – a learning community

Purpose of our Positive Behaviour Policy

The purpose of our school is to provide a positive, motivating environment which enables children to learn. Our Vision Statement is as follows:

- At Woodnewton – a learning community, we are determined to create an inclusive culture where all children will be challenged in their thinking, strive for continuous self-improvement and be motivated to become life-long learners.
- We will empower our children to become respected citizens to enable them to make valuable contributions locally and globally.

Our School is held in high regard for our inclusive approach, pupil voice and ethos which strives to create a welcoming, caring environment where relationships are based on our core values of respect, responsibility, friendship, compassion, trust and hope. We respect and celebrate adults and children's religion, race and culture in the implementation of our behaviour policy. We aim to develop a positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions. (See Charter of Rights, Appendix 1, The School Code of Working Together, Appendix 2 and Ready for Learning, Appendix 3) As a staff team we will provide clear expectations of behaviour to which everyone can aspire, following the restorative approach.

Both our vision and ethos are set in the context of our approach to learning at Woodnewton – a learning community which helps to promote an enquiring mind, confidence, self-esteem, respect for others and positive relationships with children and adults (restorative approach).

This policy takes into account the needs of all children including those with Special Educational Needs, disability and vulnerability.

Acknowledging Behaviour – General Principles

Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively.

<u>Behaviour we encourage:</u>	<u>Unacceptable behaviour includes:</u>
<ul style="list-style-type: none"> • Children being ready for learning (see Appendix 3) • Respect for other people, their views and their work. • Attentiveness. • A sense of right and wrong. • Self-respect. • Respect for the environment. • Working co-operatively. • Honesty and trust. • Fairness. • Self-discipline. • Politeness and good manners. • Setting a good example. 	<ul style="list-style-type: none"> • Racial harassment. • Violence and aggression. • Hurting other people’s feelings. • Threatening behaviour including bullying. • Dishonesty. • Deliberate disobedience. • Discrimination. • Lack of respect. • Using unacceptable language. • Deliberately damaging property. • Disrupting teaching and learning. • Taking things that do not belong to us. • Threatening behaviour including weapons being brought onto the School site and used inappropriately.

At Woodnewton- a learning community children will be educated in how to keep themselves safe. All children will be expected to behave in a way that keeps themselves and others safe; being aware of how their actions impacts other pupils physical and mental health.

It is important to consider the following:

1. **Consistency** - throughout the School. A whole School framework must have approaches used by everybody and have flexibility for individual pupils.
2. **Fairness**- it is easy to miss out the ‘*in the middle*’ children who do not stand out. It is important that teachers keep some sort of checklist to ensure that all children are considered.
3. **Ground rules** - used for ongoing class management in line with the behaviour policy and classroom room rules individual to each class based on the School values.
4. **Communication** - within the School, but also between the School and home (good news letters).
5. **Variety** - so that approaches do not become stale, but at the same time strategies need to remain constant for stability. (See Appendix 4)

Woodnewton – a learning community will always take into account, offer special support and make reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing our behaviour policy.

Zero tolerance behaviours

There are certain inappropriate behaviours which Woodnewton have a zero-tolerance approach to which are:

- Any form of discrimination or harassment including sexual and those against any of the protected characteristics*
- Racism
- Inequality
- Homophobia
- Extremist behaviour
- Bullying, including cyber-bullying and prejudicial bullying
- Criminal damage
- Harassment including sexual harassment and/ or violence

Woodnewton strictly adheres to the Equality Act 2010 and the updated Equality Act 2021 and Human Rights Act 1998; we will not tolerate any discrimination against someone because of any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/ or sexual orientation).

Any zero tolerance behaviours/ incidents, will be referred to the Senior Leadership Team and reported to IFtL. Parents will be notified. Any breaches of the above behaviours can lead to an internal suspension if the allegation of behaviour is substantiated. (Appendix 12) If the behaviour continues after the internal suspension, further consequences will be put in place, which could include a fixed term suspension from school. If cases are deemed too serious, a permanent exclusion may take place.

Equality and Diversity

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances. As highlighted within KCSIE September 2022, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act.

Children who are lesbian, gay or trans (LGBT), identify as LGBT or those who are perceived as being to be LGBT may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this.

At IFtL, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swift and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

Behaviour in Schools Guidance (July 22)

Within Woodnewton, we follow and adhere to the DfE Behaviour in Schools Guidance (July 22) Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)

We ensure they fulfil all the 'must' requirements and where appropriate all the should criteria as we believe in good practice in addition to compliancy. The head teacher, Head of School take responsibility for implementing measures to secure acceptable standards of behaviour" to meet the national minimum expectation.

We will ensure will fulfil the national minimum expectation and that it is aligned with Ofsted's 'Good' grade descriptor for behaviour and attitudes:

1. High expectations that are commonly understood and applied consistently
2. Visible leaders that support staff to follow the policy
3. Measures and interventions are in place to improve behaviour
4. Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
5. Bullying is not tolerated, and the environment is safe and respectful; and
6. Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

Whole School System for Behaviour Management

This system is based on Dojo points, which can be given by all adults in the School. Dojo points can be given but must **NEVER** be taken away.

50 Dojo points = Bronze award

100 Dojo points = Silver award

150 Dojo points = Gold award

200 Dojo points = Platinum award

250 Dojo points = Diamond award

300 Dojo points = Sapphire award

350 Dojo points = Emerald award

400 Dojo points = Ruby award

Children will receive certificates in the weekly Key Stage celebration Assembly on a Friday.

Dojo points can be given for:

- appropriate behaviour
- working towards appropriate behaviour
- work which is of a good standard for an individual
- politeness and good manners
- following School / class rules
- helping others
- for following the new behaviour expectations in relation to the Covid 19 edit
- Effort and positive attitudes

We expect adults to:

- use a positive reinforcement model which focuses on celebrating expected behaviours
- be aware of positives in every child and reward them with Dojo points and associated certificates
- praise every child by rewarding an achievement certificate and a postcard home every year

We expect children to:

- to behave and work positively in line with the behaviour policy and School expectations
- to receive acknowledgement for effort made in work, behaviour and School life in general

Other Class-wide and Individual Recognition of Positive Behaviour

In addition to the whole School system individual teachers can use other strategies to reinforce good behaviour (appendix 9). Examples are:

1. Praise

This should be used the most. You can look for good behaviour and continuously promote positive behaviour by modelling expectations. Feedback should be specific. For example, "Thank you for putting the pencils away". Praise should be natural and varied, age/developmentally appropriate, attention getting (name names), frequent and consistent and must outnumber corrections or reprimands. Such positive feedback could include words, nods, claps, smiles, thumbs up etc. Be generous with praise when establishing the rules. Children should be praised for their effort against their ability. **(NB: No child should ever be compared or shamed for their achievement or effort. For example: reading/sharing test results in a public forum, popularity voting outcomes etc)**

2. Showing and telling

Children should be given time to talk about good behaviour and good work within the classroom and to another class / teacher. It is important that children are also referred to the EPL Year group leader, SLT and the Headteacher in these circumstances.

3. Work and behaviour targets

Individual targets can be set and rewards for achievements can be given which include stickers, certificates, postcards sent home to parents etc.

4. Class rewards

Children work together to collect class reward decided by pupils. Two children will be nominated by each class teacher to be shared in their weekly year group assembly.

Each class will have the opportunity to earn termly x3 times per year class treats eg movie afternoon

5. SLT Golden Awards

Each term, one child from each class will be chosen to have afternoon tea with a member of the SLT as a reward for their hard work and dedication to excellent behaviour and these are linked to the Woodnewton values.

6.SLT class sticker system

Children work together to demonstrate the school values, good focus and positive learning attitudes and behaviours. By doing this, the class can earn stickers from SLT. When the class has earned 15 stickers they will receive a class award. The rewards increase in value as more SLT stickers are earned in increments of 15. (See Appendix 13)

General Classroom Management

The basis for all classroom management is the PIP/RIP rule.

All adults must:

Praise In Public (PIP) and Reprimand In Private (RIP)

The Dojo system and other reward systems acknowledge appropriate, positive behaviour but it is also necessary to have a consistent system to acknowledge inappropriate or negative behaviour. The system is explained to children very carefully and clearly so that everyone understands the procedures. (See Appendix 8)

With inappropriate behaviour, interventions can be made in a low-key way, with as little disruption as possible, without shaming. However, if an incident should escalate some disruption cannot be avoided.

In the first few minutes the following strategies can be used:

1. Firm tactical ignoring.

For behaviour such as playing with equipment or daydreaming it is sometimes effective to avoid eye contact or commenting. Other children can be praised for on task behaviour, whilst being aware of the moment when the misbehaviour changes to being on task behaviour so praise can be given.

2. Simple direction or rule restatement.

For example, "Joe, the task was to work without talking, thank you". Using the words "thank you" communicates the expectation of compliance. Then, turn the eye focus away to the 'on task' members of the class.

If the behaviour continues teacher response should be as follows:

In EYFS the system is in line with GEMS. (Appendix 5)

In KS1 and KS2 the behaviour cards are to be used and followed to manage unwanted behaviour.

Emotional Literacy and Self-Regulation – Universal Offer

Within our IFtL schools, we use an approach to emotional regulation which aligns with Zones of Regulation but that uses progressive and sequential language to support the development of self-regulation in our pupils so that they are all equipped to support and recognise the behaviour of themselves and others in an age-appropriate manner. Also, we support pupils to understand there is a link between their emotional state and readiness to learn and celebrate the importance of all their emotions. Our approach to self and co-regulation begins with relationships and children knowing they have a sense of belonging within their school through secure and positive relationships with adults and peers.

Our children are taught how to identify their own feelings through explicit teaching of language, scenarios and unpicking the physiological signs in their bodies. The language IFtL schools use, which sits alongside the emotional regulation approach, enables our children to use age-appropriate yet aspirational language to tell an adult or a peer how they are feeling and to seek a strategy to help them. This teaches our children how to engage in mindfulness and how to protect and nurture their own mental health and wellbeing and that of others.

By using groups of emotions (which work alongside the Zones of Regulation), we are teaching the children that emotions can be categorised into levels of alertness, each of which impacts how ready we are to learn. Dysregulation happens when we are not feeling calm or alert and we know this can present itself differently from individual to individual. Because of this approach, when our children are dysregulated, they feel safe to access a toolkit of strategies either independently, or alongside an adult, to return to being ready to learn. Toolkits for all children are continuously being added to and revised to best suit the needs of the children, even as they change.

Our approach to emotional literacy and self-regulation is a framework for teaching children strategies for emotional and sensory self-management. The different emotions help children identify how they are feeling in the moment according to their emotions and level of alertness and guide them to strategies to support regulation.

We have identified four Groups of Emotions which our children will refer to and which the language is grouped into. These will be taught as Colour Monsters/Zones in our Early Years settings and any children who find self-regulation challenging will continue with the colours until they are able to transition across to Groups of Emotions.

Blue Zone - Group of emotions where we feel a lack of energy and we might not feel ready to learn.

Green Zone - Group of emotions where we are calm, alert and ready to learn.

Yellow Zone - Group of emotions where we feel things more strongly; our energy is getting higher. We might not be fully ready to learn.

Red Zone - Group of emotions where I have excessive energy and we need to channel this in another way to make good learning choices.

See Appendix 14 for the IFtL Zones of Regulation and progressive emotional language used within each zone as the children get older and gain more confident with the use of the zones.

Emotional Literacy and Self-Regulation – Targeted Offer

Our approach to emotional literacy and self-regulation is universal for all of our children. However, at times, some of our children may need more bespoke teaching of self-regulation depending on their primary area of need. This may be a child with SEND or a child who often experiences dysregulation and this impacts on their learning.

Therefore, our offer can be personalised to the needs of the individual child in order to support them in their journey and to have a positive response to changes in their emotions. For some children, they might require a kinesthetic approach (coloured trays linked to the zones with physical objects they have chosen which help them feel ready to learn). Often, alongside this, will sit an intervention which explicitly teaches the differences within the groups of emotions, and it will look at scenarios with the child to explore how they might feel in those situations. Other children may require their own laminated zones reminder with their own strategies clearly listed for them to quickly refer to when support is needed. All children may need reminders and support by adults to use these dependent upon each circumstance.

Our approach has been designed so any child who has gained confidence in referring to different colour zones, will be able to transition across to Groups of Emotions in preparation for secondary school.

Positive Behaviour/ Intervention support plans

All behaviour is communication and often, when our children are unable to self-regulate, we see communication may be more 'physical presentations' or not conducive to a learning environment. By giving our children every opportunity to develop themselves into self-regulators and equipping them with aspirational language to share their feelings and know how to support themselves, we are giving them every chance of success in their next steps.

Our children's toolkits will sit alongside their positive behaviour support plans to enable staff to see their triggers or physiological signs and guide the child to engage with co or self-regulation.

RESTORATIVE CONVERSATION

KS2 all questions. KS1 * questions usually enough

- What happened?*
- How did this make people feel?*
- Who has been affected?
- What should we do to put things right?*
- How can we do things differently in the future?

RESTORATIVE CONVERSATION

- STAGE 3 teacher/adult with child
- STAGE 4 SLT alongside teacher/adult with child

STAGE 1—The Woodnewton Way

Reminder—A nudge in the right direction

A reminder of our Academy Code of Conduct

Respect, Responsibility and being Ready to Learn

Delivered privately. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

STAGE 1—Reminder

Not following our Academy Code of Conduct

- Listen and follow instructions
- Walk quietly in/around building
- Use hands/feet for working & playing
- Keep environment clean, green & tidy
- Treat others like want to be treated
- Behave in kind & considerate way
- Think before we speak/act, use polite & kind words & actions

(Inappropriate language—these are not the words we want to hear in our Academy)

STAGE 2—WARNING CARD ISSUED

Continuing to display the behaviours at STAGE 1

- Spilling another's work
- Leaving class/playground without permission

Reminded again—Academy Code of Conduct

STAGE 2—WARNING CARD ISSUED

5 minutes with a yellow card to get themselves back on track to STAGE 1

Name, I am giving you time to think now. When you (describe behaviour here) you are not following our Academy Code of Conduct (name rule here). You are choosing to be on STAGE 2. Do you remember when (description of previously displayed positive behaviour). That is the behaviour I would like to see.

Thank you for listening.

STAGE 3—TAKING A BREAK. NOTE HOME

Continuing to display the behaviours at STAGE 2

- Hurting another child once, physically
- Persistently goading another child
- Taking property that does not belong to them
 - Showing threatening behaviour
- Throwing equipment at another child or adult

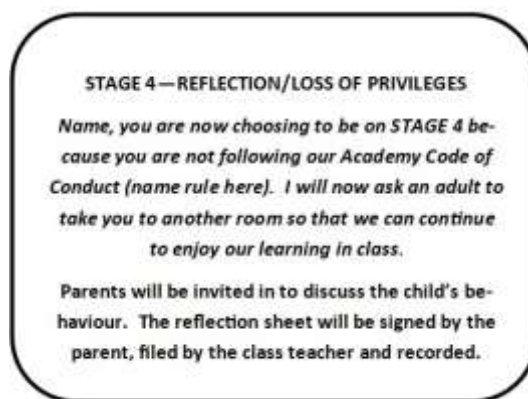
STAGE 3—TAKING A BREAK. NOTE HOME

PART 1—'Take a Break'

Name, you are now choosing to be on STAGE 3 because you are not following our Academy Code of Conduct (name rule here). We will discuss this later. You need to 'Take a Break' to help you focus and ensure you get back to STAGE 1.

PART 2—Note Home, loss of privilege

Name, you have chosen to be on STAGE 3 and I have written a note home. You are (describe loss of privilege i.e. currently missing out on your play). Do you remember when (description of previously displayed positive behaviour seen by adult). That is the behaviour I would like to see. Thank you for listening.



Stage 1: If a child is showing unwanted behaviours they should be reminded of the expected behaviour. When the behaviour changes the child should be acknowledged and the expected behaviour praised (appendix 9).

Stage 2: If the unwanted behaviour continues the child should be told to take a 5 minute break in the classroom away from the area they are working in, using the verbal script on the Stage 2 card. E.g. If a child receives a Stage 2 while working on the carpet, they would sit at a desk or the back of the classroom, still able to join in with the learning. The child at this stage would not leave the classroom.

Stage 3: If the unwanted behaviour continues the child should 'take a break' away from the classroom for 10 minutes in their buddy classroom. It may be appropriate for the child to complete the 4 W's Thinking sheet to encourage them to reflect on their unwanted behaviour. (See Appendix 6) The subsequent break time or 15 minutes of lunchtime should be lost and the child will remain with their class teacher. A verbal discussion is to be held with the child and their parent at the end of the day (once all of the other children have been collected) if a Stage 3 is given to a child. If the child walks home alone (Year 5 and 6 only), attends Tea Time or is picked up by someone other than their parent/carer a phone call, made by the class teacher, informing them of a Stage 3 must be made.

Stage 4: If Stages 1-3 have been followed and the unwanted behaviour continues the child is taken to another class by an adult and they will remain here for the rest of that session. (E.g. morning or afternoon) A discussion should be had with a member of SLT (and any other adults involved with that child) to determine next steps and the parents will be informed by the class teacher via phone. Parents will be invited in for a meeting with the Class Teacher to discuss actions agreed.

Stage 5: In the case of a single serious incident (e.g. all zero tolerance behaviours including racist or homophobic abuse directed at another individual) or multiple stage 4 incidents, the headteacher will be immediately involved and may need to follow the Fixed term and Permanent Exclusion guidance within the IFTL Responsible Citizens and Behaviour Core Values Policy where appropriate.

NB: A call on the walkie talkie for support/SLT should NOT be made unless Stage 1, Stage 2 and Stage 3 have already been followed and the verbal script has been used with the child. The only exception to this would be if a child is at risk of harming themselves or others (not for noncompliance). In this exceptional instance the behaviour would skip straight to Stage 4 and a call for support would be made.

Buddy Classrooms 2025-2026

FS2MH/ - FS2CL	Y2HWa – Y2AM/TB	Y4JB – Y4LM	Y6DF - Y6CG
FS2MH – FS2SB	Y2HWa - Y2HWe	Y4JB– Y4AM	Y6CB - Y6RK
Y1LD/HW- Y1AC	Y3GS – Y3AC	Y5CR -Y5RH	
Y1LD/HW- Y1KK	Y3GS – Y3TP	Y5DB-Y5CM	

SEND

It is understood that the vast majority of children will be able to follow the behaviour policy and comply with the rewards and sanctions outlined above. However, children with significant special educational needs may require adaptations to enable them to follow the policy appropriately. Adaptations may include; timetable reduction, time in one of the school's specialist provisions - The Hive, The View or The Nest, The Meadow a range of teacher and teaching assistant support or simplified behaviour instructions/expectations. Children attending Woodnewton's specialist provisions will be supported on a 1:1 - 1:3 basis where behaviour will be closely monitored and supported through regular dialogue with the Pupil Support Team and parents. Behaviour plans will be written for those children who need them and regularly reviewed if behaviour is consistently challenging.

Assemblies

During Assemblies, children choosing to exhibit inappropriate behaviour will be given a reminder, if a second reminder is required they will be given a warning that if they are spoken to again that they will be guided from the hall and supervised until the assembly has finished (the child will also be spoken to at the end of the Assembly by the adult leading the session reminding them of the expectations). If this happens twice in one week, a letter will be sent to parents informing them of their child's misbehaviour in assembly resulting in the loss of playtime privileges for one day.

Low Level Behaviour

If children repeatedly need stage 1 and stage 2 reminders, staff must follow the low-level disruption procedure (Appendix 10) which ensures persistent low-level disruption is tackled by the SLT and parent/carers are involved through a staged approach.

Lunchtimes

At lunchtime, the Senior Supervisor and Midday Supervisors play an extremely important role in promoting positive pupil behaviour. For guidance on the role and relationship with children and teachers, SLT will provide training to support. (Appendix 7)

Mobile Phones

While we accept that children may bring mobile phones onto the School site, under no circumstances should these be used on School site unless they are given permission by a member of staff. Mobile phones should be turned off and given to a responsible adult in the classroom at the beginning of the day and will be returned to children as they leave the School at the end of the day. If a child is found with a mobile phone on them during the School day, the phone will be removed and stored safely until it can be handed to the child's grown-up at the end of the day. If

the child walks home/attends Teatime club, the phone will need to be collected by the child's adult from the School office at an appropriate time, the phone will not be handed back to the child.

Parent Links

It is important to develop a good working relationship between teachers and parents/carers through:

- Maintaining regular meetings and working together as a team.
- Parents should be able to contact their child's teacher in addition to the regular consultations if there is an immediate concern that needs to be addressed quickly.
- Teachers should discuss with parents any concerns **or successes** at an early stage.

Parents should not be approached on the playground or in the vicinity of other parents but should be asked in to the classroom or contacted via telephone. These discussions should take place at the end of the day to avoid the disruption of lessons in the morning. If this is not possible due to children being child-minded etc. then a telephone call or letter home (delivered by a responsible adult) may be appropriate.

In addition, the School will act in accordance with this policy to enforce the positive behaviour of children when walking to and from the School, on residential and School visits, applying consequences for misbehaviour and praising the demonstration by the children of the School's values. A specific code of conduct relating to behaviour on residential visits should be shared with parents and children and signed.

Inclusion, SEND and Behaviour

Some Children with additional needs, may require additional bespoke support and intervention to help meet their needs and support them in making positive choices. The programme of support will be highly bespoke, personalised and specifically targeted to address these needs with the collaboration of the parents/ carers. The successes will be reviewed and the programme of support adapted adaptations made as frequently as the needs of the child requires.

Children who do not respond

It is expected that while generally year groups will work together to deal with challenging behaviours, on occasion the serious unwanted behaviour will continue. In the event of a serious incident, e.g. fighting in class, teachers will need support straight away. It is expected that the class teacher will skip through the stages of behaviour to Level 4 and use the Walkie Talkie to call for SLT support, giving the class name and location that is required. No child's name is to be given over the 'Walkie Talkie'. The member of staff responding will say '(member of staff name) on the way.' If the behaviour is not serious (e.g a child has refused to do their work) the 'Walkie Talkie' should not be used and other behaviour strategies should be referred to in line with the stages of behaviour. The class teacher may need to discuss the behaviour with the child at a later date,

when they are ready to listen. Persistent behaviour should be documented and referred to P.A.S.S for further discussion and support. In addition, the child will be put on a success card so that behaviour can continue to be monitored. (Appendix 11)

Setting up a Personal Intervention Plan for behaviour.

Some children will require a Personal Intervention Plan (PIP). These will be set up in conjunction with the SENCo and parents will be informed. They will be reviewed regularly (weekly if necessary).

Positive Handling Interventions and Searching

Woodnewton adheres to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use 'reasonable force' to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

KCSIE September 2022, paragraph 162 states:

'There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.'

Reasonable means 'Using no more force than is needed.' When using reasonable force in response to risks presented by incidents involving children with SEND including disabilities, mental health or with medical conditions schools should consider the risks carefully and recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. (KCSIE, 2022 para 164)

Early and proactive intervention with a focus on de-escalation is the key approach and 'positive handling' will only be used as a last resort according to the criteria stated above. Appropriate training by qualified team-teach trainers needs to be provided for staff where you can anticipate positive handling may be required and positive handling plans for these children, agreed with the parents/ carers, need to be in place. If positive handling does occur, they must always be recorded within the positive handling bound and number book and parent/ carers informed.

In line with KCSIE September 2022, Woodnewton recognise the importance of planning and implementing positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, and effective adaptations and personalized approaches to meet varied needs can help to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession (weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images) a pupil can be searched in the presence of another member of staff without removing any item of clothing, without the pupil's consent but the parent/ carer must be informed. Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

Within Woodnewton, we believe in the approach and ethos outlined within the Ofsted document, 'Positive environments where children can flourish.' We promote our staff working positively and confidently with children and that we must find the least intrusive way possible to support, empower and keep children safe. Building relationships of trust and understanding, understanding triggers and finding solutions and where incidents do occur, defusing and deescalating the situation and/ or distracting the child wherever possible are key.

If the behaviour is serious, it may in the first instance be necessary to remove the rest of the children to a safe place first. The teacher, or other named members of staff will try to deescalate the situation however they may decide that it is necessary to use positive handling techniques to control or restrain children. Only those who hold the Team Teach certificate are able to use positive handling. In extreme cases and if no member of staff who holds the qualification is present then the Governing Body have endorsed the ruling that any responsible adult is able to use positive handling to restrain the pupil if there is a significant threat of harm to the pupils' safety or the safety of others. Parents must be informed if positive handling is used on any child and the Bound and Numbered book must be completed by the member of staff who administers the hold.

Searching, Screening and Confiscation advice for schools

Woodnewton will comply to the searching, screening and confiscation DfE advice for schools. This reflects the response to the treatment of Child Q in December 2020.

If the police attend an incident at the school that requires searching, the role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing. An assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item.

Our staff will be aware and knowledgeable about all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, schools should do everything "reasonably possible" to inform parents ahead of the search and must inform them after a search take places.

At least two other people must be present with the child throughout the search, one of which must be an appropriate adult.

We will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not. This should involve relevant staff, such as the Designated Safeguarding Lead.

IFtL executive team will be informed should a police search be required within any IFtL school.

Children's personal property – staff have the right to remove children's property should the item be considered to be a distraction from children's learning, inappropriate to task or a health and safety risk – it is to be kept in a safe place and returned to the parents at the end of the day. School staff will always refer to the Headteacher for guidance and support and all items will be safely stored in the school safe for the period of time agreed. Parents will always be involved if this action occurs.

In the unlikely event of staff suspecting that children are carrying knives or items that could harm others, staff have the right to search children. This will be with 2 members of staff present. This is to ensure the safety and wellbeing of the entire School community. Parents will be notified of this action.

Fixed term Suspensions and Permanent Exclusion

At Woodnewton, we do not wish to suspend or exclude any child from school, but sometimes as a very last resort and for very specific reasons, this may be necessary. A child may be suspended or excluded with the direct agreement of the Head Teacher/ Head of School. Every effort will be made to avoid the need for any exclusion, but schools will have the right to suspend/ exclude pupils whose behaviour infringes on the safety of themselves or others and infringes upon the rights of the school community. Parents/ carers have the right to appeal any decision to exclude their child both fixed term and permanently. Parent/ carers will be informed of any form of suspension or exclusion in writing and their rights to appeal will be clearly explained within the letter.

At Woodnewton, we all believe in the importance of inclusion and meeting of varied needs and therefore will regularly review and adapt provision to help reduce the need for exclusion. Close collaborative working and partnership with parents/ carers and external agencies are also seen as key. Should the last resort of an internal exclusion, fixed term suspension be required, provision will be carefully considered and reviewed to help prevent the reoccurrence and these will be discussed and documented in the reintegration meeting. During the period of suspension, the child will be provided with appropriate work as detailed within guidance.

Internal exclusions may be used as part of a continuum to enable the child to regulate, reflect on their behaviour as part of the restorative practice bespoke to their needs. As with suspensions, these will be used as a last resort and adaptations will be made to help prevent the need for more moving forward. Internal exclusions must be logged and shared with parents/ carers at all times.

We adhere to all the latest guidance and fulfil all legal requirements relating to behaviour and exclusions including the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion' and with Section 89 of the Education and Inspections Act 2006. Any form of suspensions, exclusions or internal exclusions will be reported to IFtL on a half termly basis.

Permanent exclusions will only occur in extenuating circumstances and only with the agreement of the CEO.

Any decision to exclude a pupil will be lawful ((with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; fair; and proportionate. Permanent exclusion will only be used as an absolute last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Chief Executive Officer, Sarah Bennett, must be fully consulted and informed of any potential permanent exclusions.

In highly exceptional circumstances, if a child is permanently excluded, we will work with parents/ carers, IFtL and the local authority, to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. We will notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, we will work closely together with IFtL, social workers, local authorities and other professionals to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

The Headteacher and Head of School/ Deputy Headteacher, (in the Headteacher's absence in consultation with the Headteacher) have the power to suspend a pupil from the School after consultation with the Trust CEO. We may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year.

We must inform the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The School informs the parents how to make any such appeal.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher or Deputy Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be re-instated.

If the governors' appeals panel decides that a pupil should be re-instated, the Headteacher must comply with this ruling.

Suspension and Permanent Exclusion guidance July 2022

At Woodnewton, we will comply with the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' July 2022 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)

We fully believe and adhere to the DfE "ambition to create high standards of behaviour in schools".

As stated within the guidance, we will adhere to the following:

- Headteachers are able to cancel an exclusion that has not been reviewed by the governing board (previously referred to as rescinding/withdrawing a suspension or exclusion). It is expected this will be used where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, parents and governors must be notified, as should social workers/virtual school heads if relevant. Cancelled suspensions and/or exclusions should be reported to governors on a termly basis.
- When a pupil is suspended or excluded, parents must be notified “without delay”. This requirement extends to social workers and/or virtual school heads as applicable for looked-after children and children with a social worker.
- When a pupil is suspended or excluded, the local authority must be notified – regardless of the length of suspension.
- We will work closely with social workers and virtual school heads if they are allocated to the suspended or excluded pupil.
- Data monitoring for governing boards and Trustees will be in place to ensure exclusion is used only as a last resort.

Recording and Reporting Behaviour

All higher levels of inappropriate behaviour and zero tolerance behaviours will be recorded using CPOMS and parent/ carers will be informed where appropriate and always for zero tolerance behaviours.

Monitoring

The Headteacher and Deputy Headteacher monitor the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The School keeps a variety of records of incidents of misbehaviour. When necessary the class teacher records repeated classroom incidents and year groups keep a log. The Headteacher, Deputy Headteachers and Assistant Headteacher record serious incidents reported to them or dealt with by them. The Midday supervisors always report incidents of antisocial behaviour and other problems to the class teacher.

The Headteacher and Deputy Headteacher keep a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the School policy is administered fairly and consistently.

Review

The governing body and staff review this policy every 2 years. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved.

Safeguarding

Safeguarding is everybody's business. Woodnewton is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the Woodnewton community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. Woodnewton school fully adheres to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances.

Appendices

1. Charter of Rights
2. School Code of working together
3. Ready for Learning
4. Strategies for Positive Performance
5. Behaviour in the Early Years: GEMS
6. 4W Thinking Sheet
7. Guidance for Midday Supervisors
8. Behaviour Stages Ladder
9. Positive reinforcement
10. Low-level disruption procedure
11. Success Card
12. Fixed Term Suspension Letter
13. SLT Sticker reward system
14. Zones of Regulation

Charter of Rights at Woodnewton – a learning community

Children have the right:

To be treated with respect

To be treated kindly

To be listened to

To be helped

To have a friend

To join in class games and other games by agreement

To be happy

To feel wanted

To be safe

To feel special

To lead a healthy lifestyle

To have an opinion

To be treated equally

To say 'No' to playing with others

Adults have the right:

To be treated with respect by everyone

To be treated kindly

To be listened to

To be happy

To feel wanted

To be safe

To feel special

To be treated equally

To be valued for who and what they are

Appendix 2

School Code of Working Together

At Woodnewton – a learning community we will always try to do our best and accept responsibility for all the things we do.

We will:

1. Treat everyone how we would want to be treated. In particular, we will be kind and speak politely to everyone in the School community and be helpful and caring to others when needed.

2. Respect other people and all that is special to them including whether they are male or female, have a disability, and whatever religion, beliefs or skin colour they may have.

3. Behave in a safe way by:

- Leaving jewellery at home (except stud earrings).
- Always walking around the School.
- Arriving at the School after 8:45 am and before 8:55am, unless booked in at Breakfast Club or a Sports Club.
- Only leaving the School with written, signed permission from Parent/Carer.
- Always wearing sensible and appropriate clothes and shoes – School Uniform.
- For PE lessons, remembering to bring a spare pair of trainers or plimsolls, taking earring studs out of ears and ensuring hair is tied up if it is long.

4. Remember to:

- Have all items of our clothes named.
- Keep the cloakrooms and classrooms tidy.
- Wear PE kit to the School on specified PE days.
- Leave the School quietly and calmly with Class Teacher at the end of the day to meet parents on the playground.

- Take home all School letters.
- Complete Home Learning tasks.
- Be ready for the register at 8:55am.

5. Ask for help or tell an adult if we are unhappy.

Appendix 3

Ready for Learning!

Thinking Heads

Listening Ears

Looking Eyes

Friendly Hands

Talking Mouths

To ask a fantastic question:

Think about what you want to know.

Practise your question, with a partner or in your head.

Look at the person you want to ask.

Ask the question clearly. **Wait**
for the answer.

To answer a question brilliantly:

Listen carefully to the question.

Practise your answer in your head.

Think again - does it answer the question?

Put up your hand and wait.

Speak clearly when asked.

To sit smartly on the floor:

Sit on the floor **Face**
the front

Cross your legs

Hands in laps

Listening ears

Looking eyes

To sit smartly on a chair:

Sit on the seat

Face the front

Hands in front of you

Feet and chair legs on the floor

Listening ears

Looking eyes

Appendix 4

Strategies for Positive Performance

- Invite, model and expect respect.
 - Separating behaviour from the person.
 - Allowing the consequence to do the teaching.
 - Use private rather than public reprimands.
 - Take children aside to focus on what they should be doing.
 - Avoid bearing grudges.
 - De-escalate tension, use humour.
 - Re-establish the relationship as soon as possible after correction. - Avoid sarcasm or idle threats.
 - Target specific behaviour.
 - Re-focus the children.
 - Adopt a no-blame approach.
- Use praise!
- Describe the behaviours you want.
- Model fairness, consistency and problem solving and staying calm.
- Make your classroom a 'no put-down' zone.
- Start positively and stay there.
- Teach, and use, 'I' messages.
- Separate the person from the behaviour.
- Set a time or positive deadline.
- Be specific with your language.
- Give single instructions.
- Teach and use active listening skills.
- Practise behaviours and be consistent.
- Use a timeline for behavioural flexibility.
- Use names when addressing children.
- Tactical ignoring and use of silence.
- Give choices.
- Be aware of your own behaviour
 - Body language
 - Tone of voice (respectful)
 - Posture
 - Eye contact

Our Behaviour Policy for the Early Years is... GEMS

G Get their attention...when a child is making the 'wrong choice', say their name and make sure they are looking at you.

E Explain..... the 'right choice' for their behaviour.

M Model.....the 'right choice' so that they are aware of our expectations.

S Show meso that they, and we know, if the child has understood.

This will be used twice and if the child is still not making the 'right choice', he or she will need some time out to think about their behaviour, 4-5 minutes depending on age of child. This will be spent constructively by helping to mend something broken, drawing a picture to show how they can make it better, etc.

**The 4W Thinking Sheet Who is
learning what around here?**

1. What happened?
2. Which rule did you break?
3. What was the consequence of your action?
4. What could you have done differently, to have a better outcome next time?

Appendix 7

Guidance for Midday Supervisor Training

General

Be observant on the playground. Look for negative body language, children by themselves and children annoying/chasing/interfering with other children's games.

Action:

- Distract the child and give them a job to do or ask them to take a five minute break from the activity/area.
- If the child ignores or is rude to you the child should be spoken to and instructed to take a break with the Senior Supervisor. There should be no more than 3 children with the Senior Supervisor at any one time.

Additional Actions

- Using the Walkie Talkie to call for the Class Teacher who should note the child's behaviour in the Day Book.

Important

- Always try and build up a positive relationship with the child you are trying to manage. Model positive language using the 3 phrases on the back of this card at all times.
- It is important that all adults in our School model our school values of respect and responsibility.
- Always be visible on the playground and move around a lot to ensure that you are not in 'pairs' so that you miss children's behaviour.
- Teachers should inform you of any pupils who have had a difficult morning prior to lunchtime so that an eye can be kept on them.

Use the following phrases:

xxxx.... I can see that something is wrong/has happened and you are feeling angry/unhappy.

I am here to help/talk/listen.

Do you want to tell me about it/talk to someone/ or go to X [offer a specific place] to calm down first?

Tell me what happened.

What do you think needs to happen/you could do next?

Do you know a good way to sort this out/make this better?



How will you be recognised ?

School Level

- Values award
- Congratulated in celebration assembly
- Additional responsibility
- Afternoon tea with SLT

Classroom Level

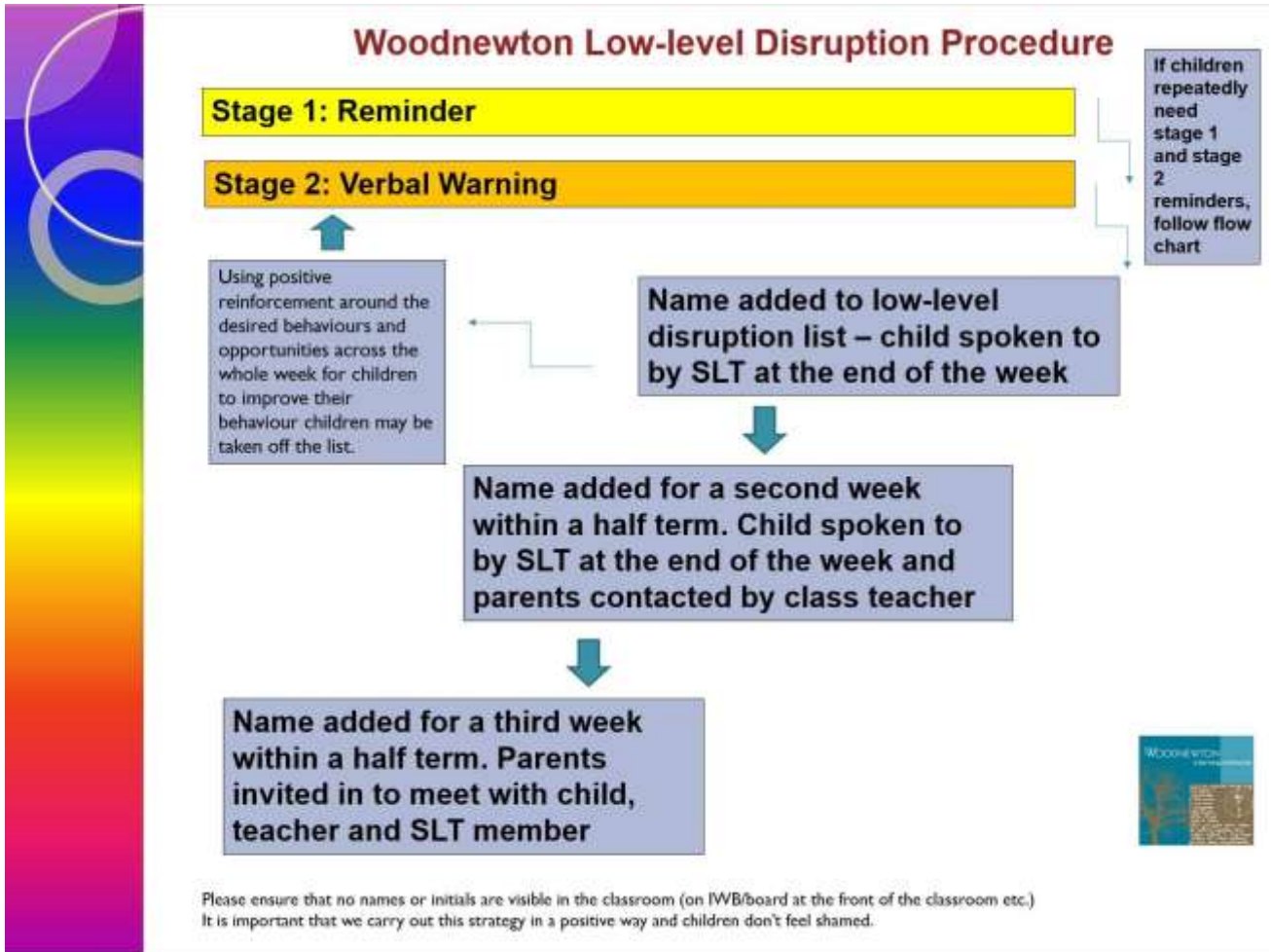
- Additional responsibility
- Personal praise
- Positive note
- Positive phone call
- Positive referral to EPL Year Leader or Assistant Headteacher
- Share work in class / with other classes
- Dojo points
- Termly Class Treat

At Woodnewton, we focus on recognising and reinforcing the excellent conduct and effort of children who consistently perform at a high standard.

We reward our children who consistently demonstrate the school values –

Respect, Responsibility, Friendship, Compassion, Trust, Hope.







SUCCESS CARD



W/C:
 Name:
 Class:
 Number of times on a Success card:
 Week number:

Day	Before school/Registration	Lessons to break	Break Time	Lessons to lunch	Lunchtime	Afternoon lessons	After school
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

DAY	Teacher comments:	Family comments:	SLT member feedback and comments:
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Next Week I need to...			
<p style="text-align: center;">Grading:</p> <p style="text-align: center;"> Excellent 4 Good 3 Acceptable 2 Poor 1 Unacceptable </p>			



(Date)

Re: (Name of the child)

Dear Parent,

I am writing to inform you of my decision to internally suspend (Child) for a fixed period of 1 day. This means that (Child) will not be allowed in his classroom, or mix outside with the other children on this day. (Child) will have breaks, however, these will be facilitated at different times of the day. The internal suspension begins on (Date) and ends at the end of this day.

The decision to internally suspend (Child) has not been taken lightly. (Child) has been internally suspended for this fixed period because of racist abuse towards another pupil.

We would like to invite you to a reintegration meeting on (Date) with Mrs West at Woodnewton – a learning community.

Thank you for your continued support.

Yours Sincerely,

Kate West
Head Of School
Rowlett Road
Corby
Northants
NN17 2NU

t 01536 265173
e katewest@woodnewtonalc.com



SLT sticker chart
How many SLT 100% effort awards
can your class earn?



- Bronze Award = x 15** **Edible treat on the playground/field**
- Silver Award = x 30** **15 minutes Extra Playtime**
- Gold Award = x 45** **Ipad/Board game hour**
- Platinum = x 60** **Film afternoon**
- Diamond= x 75** **Golden Time afternoon**
- Sapphire = x 90** **Class Party with party food**
- Emerald x 105** **Class treat chosen by the children**
- Ruby x 120** **Class treat chosen by the children**

End of the Year - Total Up Winning class for each year group!

Zones of Regulation			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

