

Behaviour at Team Wood End



It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, whose values are built on the rights of the child, mutual trust and respect for all people, living things and property. We aim to promote an environment where everyone feels happy, safe and secure. The school behaviour policy is therefore designed to support the way in which all members of the school can live and learn together.



Getting ready for learning

- **Morning routine**, having a good **breakfast** is really important.
- Coming into school **on time** is important but we do understand that sometimes you can get late, **please do not rush**, still try to make the morning as calm as possible
- In our busy days it can be hard to remember but **wish your child a good day**, it makes them feel settled and ready for the day ahead
- **Yoga classes** will begin next week for children in the mornings
- **Breakfast club** - if you have not made a booking but need a place on the spur of the moment please do ask
- **Zones of regulation** charts are used in every classroom – this is a tool for the children to show us how they are feeling
- **Soft start** – provides a relaxed start to the day
- **Physical movement** – physical breaks and muscle strengthening activities
- Mind Up – give your **brain a break!**



Mind Up



- *Sit down in a comfortable position.*
- *Close your eyes or look down at your palms...to be respectful of others in the room*
- *Take calm, slow breaths. Gently breathe in and out.*
- *Keep your shoulders relaxed.*

- *When you hear the chime, listen to the sound as long as you can (hit chime – wait until you cannot hear the chime)*
- *Bring your attention to your breath (pause for 10 seconds)*
- *If your mind wanders, that's ok, just try to bring your focus back to your breath (pause for 10 seconds)*
- *Feel your tummy rising and falling (pause for 10 seconds)*
- *Feel the air coming into your body and going out again (pause for 10 seconds)*

- *When you hear the chime again, listen as long as you can.*
- *When you can't hear the sound any longer, slowly, gently open your eyes and look to the front of the room (hit chime)*

Team Wood End Rules

- **We are gentle**
- **We share**
- **We are kind**
- **We walk inside school**
- **We follow instructions**
- **We have a go**
- **We listen to each other**
- **We ask for help**





During Learning

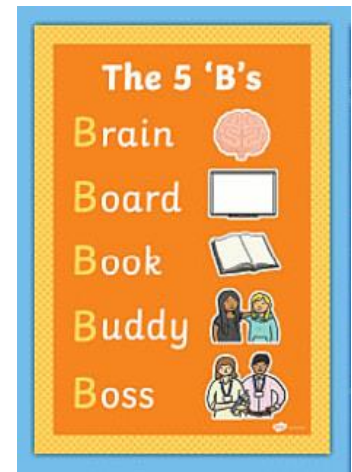
Expectations are set and clear for the children Differentiated teaching means that learning is tailored to your child

An interesting curriculum is provided

We support independence by using the 5B's

We make sure that the children are comfortable and can see the board.

Sometimes they will sit on a cushion if it helps them.



Supporting positive behaviour

- We **praise** children and tell them why
- We give children special **stickers**
- **Class Dojo** is used to collect positive behaviour points
- **School rules** help children to understand what is expected
- We treat the children **equally** but we also **personalise** our strategies if a child has a particular emotional need
- **Marbles in a jar** are collected by the **class team**
- **Star table** is used at lunchtime
- **'Hot Chocolate' Time**
- **Sharing with parents**



Unacceptable behaviour



- Ignoring instructions
- Answering back, rudeness or aggression
- Making unkind remarks
- Disrupting others learning
- Damaging property
- Biting, spitting, hitting and kicking
- Swearing
- Racist, homophobic, sexist comments
- Bullying (also refer to Anti-bullying policy)

Unacceptable behaviour is managed by:

EYFS

- 1st time – reminder of behaviour required
- 2nd time – reminder of behaviour required
- 3rd time – Time out and parents informed
- If a child carries out a high level action immediate time out is given, parents informed and recorded on SIMS. If the same behaviour reoccurs inform a member of SLT and positive behaviour chart put into place. If after two weeks behaviour does not change speak to SENDCo to seek further advice and assessments.



Key stage 1

Levels of unacceptable behaviour (not limited to the ones listed) and consequences

Level		Immediate response	Re-occurring
Low	Running in the school building Talking in assembly Talking on the carpet Distracting others learning	Reminder Remove dojo points x 2	Log on SIMS 10 minutes taken off Talent Time
Medium	Being unkind Ignoring teammates Laughing at others	Log on SIMS Reminder then remove dojo point	Log on SIMS Lunchtime detention – 15 minutes
Medium	Hurting others Snatching/grabbing Distracting whole class learning Name calling	Log on SIMS Lunchtime detention – 15 minutes	Log on SIMS 1)Lunchtime detention 2)Miss all talent time Inform parents
High	Breaking school property on purpose Deliberately hurting others Swearing Stealing Bullying Ignoring adults	Log on SIMS Inform parents Internal exclusion – 1 hour (work given from class teacher)	Log on SIMS Inform parents Internal exclusion - ½ day (work given from class teacher) Behaviour chart in place for two weeks (reward model)
			Log on SIMS Inform parents and HT Internal exclusion - 1 day (work given from class teacher) Behaviour chart in place for two weeks with daily update to parents Refer to SENDCo for observation and assessment

Repeated or very serious acts of anti-social behaviour

The Headteacher (or the acting Headteacher) has the authority to exclude individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This exclusion has to be reported to the Local Authority immediately and a back to school meeting needs to be arranged when the child returns to school.

We believe that a child's behaviour is telling us something. It may be;

Lack of communication skills – Talking to your child is extremely important to build their confidence in communication and vocabulary

Lack of experiences of being independent – Encourage your child to do age appropriate tasks on their own

Lack of academic self – esteem/belief/ resilience – Reading/writing/maths skills are important – encourage your child to do their homework, enjoy learning

Lack of motor skills – play catch with a ball, go climbing/running/swimming/carry their own bag/coat etc

Lack of focus – Limit use of computers and TV

Children worry a lot about their parents – be careful of what they may hear you saying

Arguments with brothers and sisters or change in family due to a new baby can give many children added anxiety/worry that they find hard to manage and understand

- **Positive relationships with parents** is the main driver for children changing their behaviour patterns. Working together can change behaviour
- Set **clear expectations**, which are **fair** and the same for each **sibling**
- **Recognising behaviour** you wish to see and **praise** when they do it
- **Explain** what was wrong in their behaviour and **why**
- **Children love** rewards which involve **special time with parents**, a trip to the park or baking a cake together, it does not need to be expensive toys/games etc
- Value the children's individuality, they all have their own special qualities

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Thank you for supporting us to help your children to be the best that they can be. The full policy can be found on the website and if you need any support please do not hesitate to talk to a member of the school team.