



North Wootton Academy
 Priory Lane
 North Wootton
 Kings Lynn
 Norfolk PE30 3PT

Name of policy:	Positive Behaviour
Lead member of staff with responsibility for this policy:	Mr J Grimsby
Date of governors meeting when policy agreed:	September 2021
Type of governors meeting:	School Council
Date of implementation:	September 2021
Details of dissemination:	Staff: SMT Meeting Staff Meeting Parents/Carers: This policy is available on our school website and is available on request from the school office.
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1. North Wootton Academy Values

North Wootton Academy is trying to establish a clear vision of the type of learners and future citizens that we develop in order to support our community. In addition to the teaching and learning approach of the school, we believe that establishing a culture in which positive behaviour is key will fundamentally TRANSFORM our pupils into young Norfolk citizens. Towards this aim we believe that the concept of TEAMWORK provide a set of core values that will successfully underpin the expectations that we have of others and ourselves:

- T ransform
- E mpowerment
- A spiration
- M otivation
- W onder
- O pen-Mindedness
- R espect
- K indness

2. Wider Role of Expectations

Our school is a community in which many individuals (children, staff, parents, governors and friends) are actively involved. It is our hope that our vision will underpin the actions of all community members as outlined in their rights and responsibilities.

Pupils

We believe that pupils have the right to:

- be encouraged to wonder about the world around them and become more open-minded through the experiences that we provide
- be empowered to become confident, independent and resilient learners whose aspirations have no limits so long as they remain motivated to achieve these
- be treated with respect, kindness and with an open-mind wherein their own well-being is fundamental to theirs and others success at school

Equally, we believe our pupils have a responsibility to:

- own their own behaviour, showing respect and kindness to our community and being open-minded towards the views and characteristics of all of its members
- own their own learning through aspiring to achieve their potential and remaining motivated to do so even when encountering challenges
- understand that they are part of a community and that we all need to see our role in the TEAMWORK needed to continue to transform it into a wonderful place.

Staff

We believe that Staff have the right to:

- be treated with respect by pupils, parents and colleagues who are open-minded towards their ideas and approaches
- teach children who match our aspiration and motivation through their actions
- be empowered and motivated by the school to be successful in their role Equally, we believe our Staff have a responsibility to:

- be motivated and aspirational professionals who aim to empower students and develop a sense of wonder inside of them
- provide a kind, open-minded and respectful learning environment in which our pupils flourish
- Value to over-arching value of TEAMWORK and seek to collaborate with parents and other community members to create the best education for our pupils and work towards transforming West Norfolk through the future Leaders of Lynn that we aim to develop.

Parents

We believe that Parents have the right to:

- be treated with respect and kindness by other members of the school community
- an education that sets high aspirations for their children's academic and pastoral needs
- a motivated school in which teachers look to work in partnership with them to meet their parents needs
- be empowered to understand and question the approaches that we take
- see a transformation in their children as they pass through our school Equally, we believe Parents have a responsibility to:
 - understand that they have an important role to play in the TEAMWORK needed to maximise their child's success
 - respect the rules, processes and policies of the school
 - wonder about their child's learning, be open-minded to the approaches that we take but also empower us to make improvements by communicating any concerns that they have
 - share our motivation and aspiration for their child's education and well-being

This sense of teamwork is underpinned by the school's annual Home-School Agreement - appendix 1

3. Our rules as opportunities to display school values

It is our aim to develop our school values consistently across the school and therefore, have agreed a basic set of rules to encourage this within our pupils:

In the Classroom and Cloakroom

With TEAMWORK as the school over-arching aim, it is key that each class has a shared understanding of what is expected from their members on a daily basis.

Therefore, it is essential that each school year empowers its pupils by agreeing age-appropriate rules. They should be precise and positive, displayed in the classroom and be based upon the school's value, particularly respect and kindness towards our school, its member and the learning that takes place within it.

Where age appropriate, these should be decided as a class to ensure all have ownership. Therefore, we should encourage our pupils to wonder and question why specific rules should exist, be open-minded to the ideas of others and respectful challenge those that they feel are not suitable.

Beyond the classroom

A sense of TEAMWORK should also extend across the school as we are all members of the same community. All children are asked to consider how they contribute to our school environment and the learning within it. The concepts of 'service to others' and 'volunteering' across the school underpin a wider idea of collective responsibility that we try to instil. Moreover, we would also expect this to be shown through a sense of pride in their work and appearance, and the school as a whole.

However, the school has also articulated agreed a shared set of expectations in all areas which we may share with others including:

- Assembly Time
- When Moving Around the School
- In the Dinner Hall
- On the Playground

These are outlined in full in Appendix 2 and should be reviewed each September with the pupils.

Beyond the school gates

The sense of TEAMWORK and the individual values that it represents should also extend beyond the school itself and into the community that we belong. Therefore, the school's expectations remain consistent whilst the children are on the school's premises, its immediate locality or whilst in the care of school staff. This includes during pick-up/drop-off, attending after-school clubs, extended-care provision or whilst being educated off-site. For this reason, we share a home school agreement with parents and asked that this is signed. The Principal is on duty before and after-school to reinforce the school rules whilst on school property.

Pupils working from home

Increasingly, our pupil's interactions take place online as much as in real-life especially within recent periods of school closure. From a school's perspective, our expectations of conduct remain the same and therefore, see that it is our responsibility to deal with any issues in this environment also. We would ask that any concerns around online contact are sent directly to the class teacher or principal, who will address these as if they had taken place within the school itself.

4. How school values are encouraged and rewarded

We believe that positive feedback/praise is very important for behaviour issues as well as academic ones. In linking all behaviours to a core set of values, we believe we can provide a moral framework in which to model and encourage a core set of positive behaviours. Primarily this is achieved through:

- Verbal praise linked to a school values
- Class Dojo points linked to school values
- Within the EYFS, a visual weather-based system is used
- Certificates for assembly highlighting key values
- House points linked to outstanding examples of work
- Being given extra responsibilities such as through pupil committees and school leadership position
- Actively promoting exemplary pupils as role models within the school

5. Supporting pupils to show school values

As with all areas of children’s learning, some things take longer than other to develop and making mistakes is a key part of this process. It is completely normal that our pupils will may make choices that lack the values that we desire in our school. It is our job to use these as learning opportunities in which we can help the child understand the impact that their choice, discuss alternative ways in which they could have dealt with the situation and hopefully, ensure that this is a one-off event – mistakes are fine, as long as we learn from them.

Restorative Approach

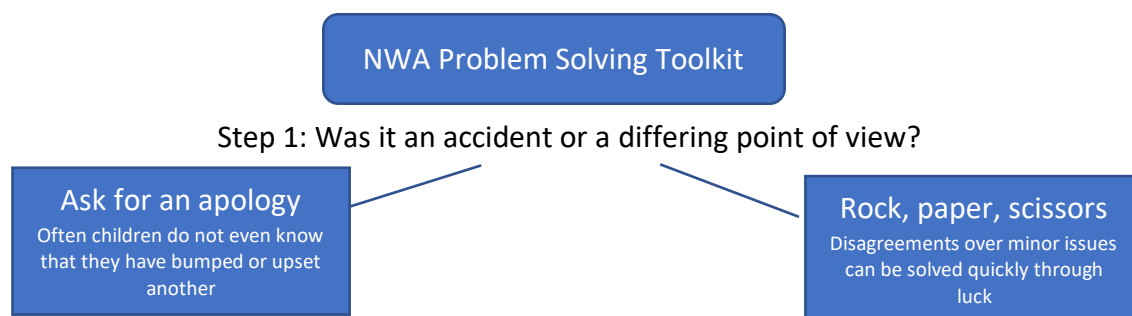
The school believes that the most effective way to help a child understand the impact of a negative choice is through a restorative approach, a conversation that attempts to help the child understand the emotional reaction that others have had to their action, take responsibility for this and look to find a way of restoring this. Such a conversation would follow a set script:

Teacher:
What happened? Did you check if it was an accident? Can you solve it by yourself or would you like a circle?
(If a circle is chosen)
Child 1:
What happened? How did that make you feel at the time? How do you feel now?
Child 2:
Is this what happened? *(You may need witnesses)* How do you think you have made them feel? What could you do to make this right?
Child 2:
Would this make this feel right? If not, what would you need?

Pupil and Peer Problem-Solving Toolkit

The school believes in the restorative approach as it feels that this script can be learnt by our pupils as a way of dealing with any problem now and in their future lives. Moreover, one learnt can become a process that can be led by peers rather than adults and thus provide a life-long skill for solving conflict.

However, this is only aspect of this toolkit that we would hope to use to empower our pupils:



Step 2: A restorative conversation is needed to help a child understand the upset they have caused

Use a peer mediator or friend
We aim to develop these skills within our pupils such that they can solve issues independently

Step 3: Understand that this is a problem that requires an adult to help restore.

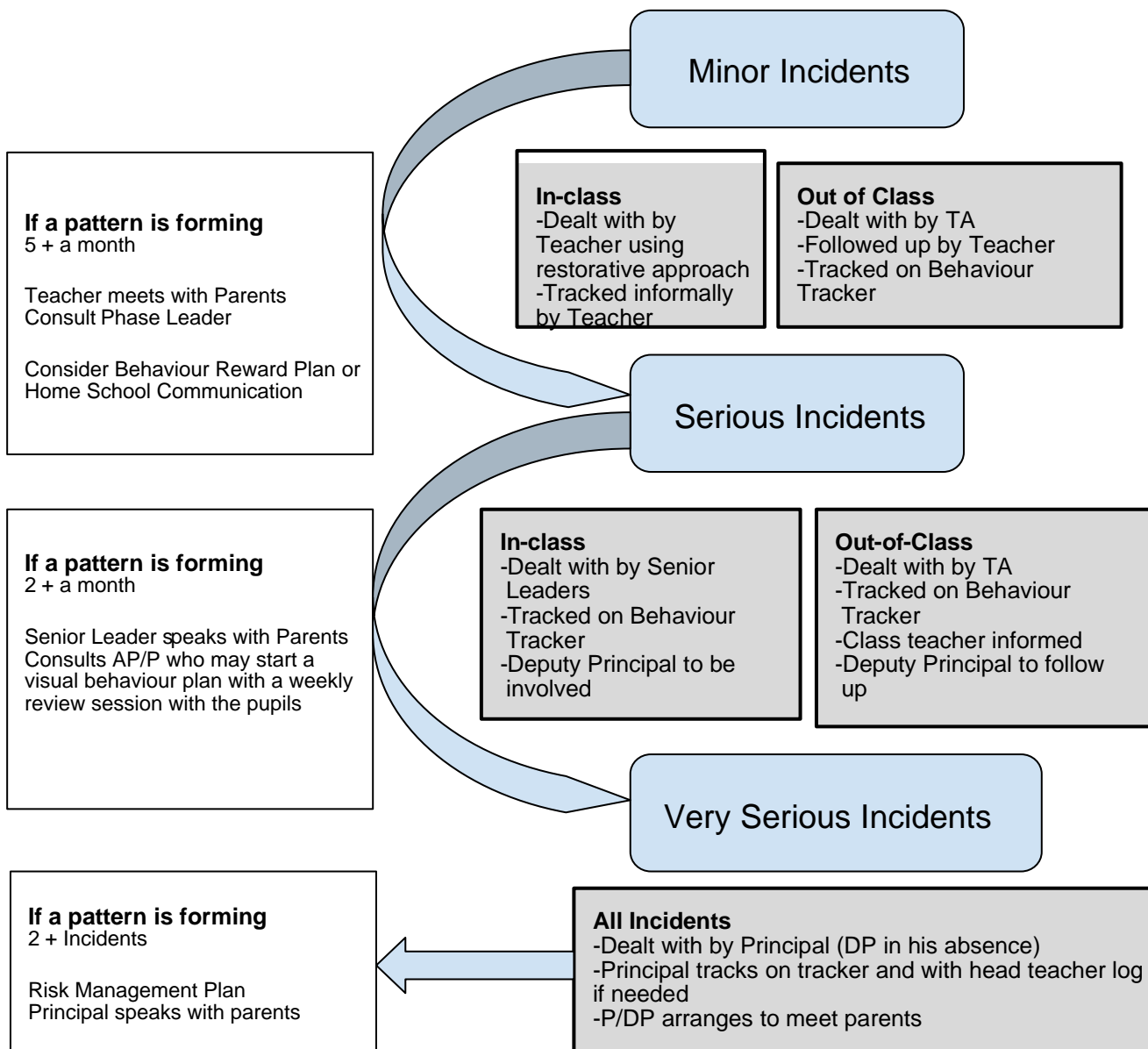
Escalating the response

Whilst our aim is to address most problems instantly and informally, an important aspect of solving any problem is understanding when additional help is needed. Therefore, although a restorative approach will continue to underpin behaviour conversation, a graduated level of support may be needed through more senior staff members working with the pupil or involving parents to ensure that mistakes do not continue to be repeated and any harm that has been caused is addressed. Therefore, we categorise our behaviours into three levels in order to tailor an appropriate level of support:

- Minor incidents
- Serious incidents
- Very serious incident

This is not an exhaustive list and it does not cover every example of poor choice but provides a guide for staff to understand the level of support needed. In addition, these categorisations are used within the school's behaviour tracker. This ensures the school can understand whether these incidents are one-off or part of a bigger issue. It also ensures a level of connectivity amongst all staff members in the school. This is reviewed monthly by member of the Senior Leadership Team in order to identify patterns and ensure we are taking proactive steps to address issues.

How we support the three levels of behaviours in school:



Types of Incidents	Who is responsible for dealing with this behaviour and how is it recorded
<p>Minor Incidents</p> <ul style="list-style-type: none"> • Talking inappropriately during learning time • Damaging work books • Leaving litter • Leaving cloakroom untidy • Being inattentive and distracting others • Not sharing or taking turns • Not tidying equipment • Not standing still and being quiet after the whistle • Running in the dinner hall/corridor etc. • Aggression towards others without touching them. • Refusal to comply with instructions • COVID specific: Continuing to ignore social distancing instructions 	<p>Class Teachers are responsible for such incidents and keeping a record of this if they believe a pattern is forming and a conversation may be needed with parents.</p> <p>TAs, MSAs and other support staff should report these behaviours to Class Teachers. Class teachers should decide whether to add these to the</p> <p>Much of this will be dealt with by highlighting behaviour and discussion.</p> <p>The class teacher should arrange a meeting with parents to discuss the situation if it re-occurs 3 times within a month.</p>

<p><u>Serious Incidents</u></p> <ul style="list-style-type: none"> ● Constant Minor Incidents ● Malicious lying about others ● Inappropriate language and insults causing distress ● Physical harm/hitting that causes distress ● Throwing food or other items at someone ● Answering back ● Leaving room without permission ● Swearing ● Spitting ● Damaging other people’s property including the school’s 	<p>For pupils who constantly (daily) display minor behaviours, Class teachers should seek the support of a Senior Leader if such behaviours are ongoing (Weekly) and decide whether a behaviour plan is necessary.</p> <p>TAs, MSAs and other support staff should report these behaviours to Class Teachers and complete a Behaviour Record Form.</p> <p>Phase Leaders may wish to involve the Assistant Principal and SENDCO before arranging an additional meeting with the pupil’s parents.</p>
<p><u>Very Serious</u></p> <ul style="list-style-type: none"> ● Constant Serious Incidents ● Bullying in any form – racial, physical, verbal, homo/bi/trans phobic ● Graffiti ● Vandalism ● Being verbally abusive to staff ● Racist incidents ● Damage to property-vandalism ● Inappropriate sexual behaviour ● Stealing ● Physical harm that causes injury ● Inappropriate use of school technology including malicious damage, inappropriate use of personal social media or school email accounts both at school and at home 	<p>For pupils displaying serious behaviour incidents on at least a weekly basis, the pupil should be referred to the (Deputy) Principal</p> <p>Any serious incidents that would also potentially illustrate a safeguarding concern should also be recorded using the appropriate forms.</p> <p>The AP/P will also record the behaviour and any follow up on the appropriate forms for incidents of bullying (Bullying Log), peer on peer abuse (safeguarding), prejudiced related behaviour (Prejudiced Related Behaviour Log) and inappropriate sexual behaviour (Safeguarding File)</p>

6. Supporting pupils to display values in the class

The vast majority of behaviour issues occur outside of the classroom during unstructured periods such as play and lunch. The school is proud that the learning behaviour that we see within the classroom is consistently in line with the school values. However, just with all other aspects of learning, learning how to be part of the class ‘TEAM’ is achieved through a deliberate and consistent set of actions:

Verbal Warning 1	Highlight undesired behaviour and explain what behaviour is required
Verbal Warning 2	Repeat initial verbal warning but with an explanation of the consequence that will follow e.g. missing an aspect of break, being asked to stand up
In-class Time-out	Place the pupil on time out preferably by moving them to another table within the class or group if during a lesson such as PE

Move Class

If poor behaviour continues, it may be necessary to ask a Teaching Assistant or responsible peer to take the pupil to parallel class for the remainder of the lesson. In PE, this may involve sending the child back to the class teacher. Due to COVID, this may involve the pupil sitting by themselves within a doorway to ensure some distancing.

It is important that these strategies are used in a consistent way. As a school, we accept that our rewards and sanctions need to take into account the individual child, especially those with Special Needs and or disabilities.

Guidelines on in class consequences

Ideally a class teacher wishes to keep a pupil within their class as should they have to move to a parallel class, there is undoubtedly some reduction in learning. Therefore, the school use two main consequences to address minor issues both based upon the idea of removing the pupil temporarily from the TEAM.

Time out can be a very effective way of dealing with a situation. It gives the child concerned space to calm down and the adult concerned does not unwittingly reinforce an undesirable behaviour by giving the child extra attention etc. Time out provides an opportunity for a child to reflect on their behaviour and calm down before re-engaging in their learning. Another time in which this is used is where minor but frequent disturbances are adding up to a loss of learning time; in this case, the teacher may record this as 'minutes owed' on the board. Any time out should be limited to 5 minutes, as any wasted learning time should be made up during a break time so long as the pupil has the majority of their break time and this does not impact the time needed to eat lunch. In addition, children can be asked to take a time-out on a bench during their outside play or during a PE session.

Standing up a child in certain situations is a quick method for reinforcing that an undesirable choice of behaviour needs to change. This tends to be in explanation periods of a lesson, assembly or on the playground (where equally a child may be asked to sit down). This approach is used simply to remove the child from the TEAM without them actually leaving the room and thus having to use break time to make up for a lack of learning. Such an approach is generally used for less than a minute in order to give the teacher time to complete that aspect of explanation. At this point, the child is asked to sit down (or stand up) and the learning continues.

Remote Learning

Within the last year, the school has had to adapt its approach to ensure consistent expectations are achieved when learning online as well as in the school building:

- **Step 1** – The class as a whole will be advised of the undesirable behavior and instructed as to what is expected.
- **Step 2** – The teacher will directly address this with the child. We would appreciate parental support before this point as we are aware that other parents will hear this.
- **Step 3** – The child's name will be passed to the Principal and they will phone the parent directly.
- Should a child continue to be disruptive, they will be removed from online lessons and an alternative will be provided.

Extra-curricular Learning

Where a child is unable to show the expected TEAMWORK values in after-school or off-site activities, the Principal may decide, following consultation with the parents/carers, not to allow the child to attend after-school provision or a subsequent external visit for their own development and safety.

Any decision and action regarding a child potentially not going on a trip will be planned before the trip takes place therefore giving the child every opportunity to modify their behaviour. A suggested timeline of at least 4 weeks is recommended.

Children with a SEND will be exempt from this as appropriate risk assessments will be in place and staffing levels will be adjusted accordingly, unless in agreement with the parents.

7. Supporting Pupils after Serious Incidents

It is the belief that the majority of incidents can be managed within the phase setting, however, when necessary, the Assistant Principal will be involved in the management of ongoing or serious incidents. Both levels of intervention should involve the following:

- Discuss the incidents with the pupil in order to gain their perspective. This will most likely occur during a break time away from the class to avoid an audience.
- Class teachers should begin informally noting such conversations - they may also need to record any incidents on the behaviour tracker. If three serious incidents are recorded in a relatively short period of time (approximately one month) he/she will consult their Phase Leader and parents should be invited in to gain their perspective of the child's behaviour. This will also be tracked by the Assistant Principal who will speak with the pupil within school time and potentially begin a visual behaviour plan.
- Children placed on a Behaviour Plan - see appendix 3 - which should be constructed with the pupil and their parents and reviewed half-termly.

Phase Leaders are responsible for supporting teachers within their team and if necessary meeting with parents. If after 2 further serious incidents and meetings with parents has no impact then the Phase Leader may need to refer the child to the Assistant Principal who will then liaise with parents. Should this not have any noticeable impact then the child will be referred to the Principal.

In addition, the school's behaviour tracker will be reviewed each half term by the Principal and Assistant Principal, with names who are repeatedly appearing on this, discussed with the class teacher and parents if necessary.

Appropriate consequences for Serious Incidents:

- Time out at break or lunchtime – this will normally be for a maximum of one day and parents will be notified of this.
- Parent meeting with phase leader, class teacher and if needed the principal. Normally, this will outline any behaviour plan moving forward. The school will always aim to ensure such actions are by mutual agreement in the best interest of the child.

Dealing with Physical harm/hitting that causes distress

It is our aim to ensure that all conflict is dealt with verbally and instil that violence towards totally unacceptable. Therefore, any such acts will result in the child who initiated this and any child who retaliated,

in missing their next breaktime sitting outside the Principal's office as we believe that they have temporarily lost their right to be part of our playtime.

8. How do we deal with very serious incidents

Pupils should be referred directly to the Assistant Principal or Principal and they will record the event on the appropriate form. Parents will be asked to attend a meeting that day or as soon as possible to gain their perspective and discuss strategies to be used. A visual behaviour plan will be started and parents may be asked to attend the school.

Appropriate consequences for very serious incidents:

- Referral to Principal
- Meeting with parents in which any follow action will be agreed and any behaviour action plan outlined.
- Removal of break and lunchtimes for a set period in which the child will be asked to read or complete some additional learning. This will be agreed with parents and should they feel this necessary an alternate outside break will be provided but not with the child's normal class.
- Removal from the classroom for a set period normally moving to another phase class for a period of time
- Time limited ban for inappropriate use of school technology – please see below.

If part of an ongoing problem, the school would normally follow a Pastoral Support Plan linked to a Risk Management Plan - see appendix 4 - to ensure a consistent and transparent process is being followed. Fixed Term exclusion and Permanent exclusions are only seen as an option in extreme cases and as a last resort, when all other options have been exhausted.

Online Behaviour

As noted, we believe our behaviour expectations should extend beyond the school gates and it is our role to ensure that the pupils learnt how to interact online following these same values. This is because any negative interactions outside of the school will inevitably cause harm and distress within the school.

All communications will take place via NSIX accounts which are monitored by the Principal. Any inappropriate comments online, via email, or any other platform will be taken very seriously and could result in a referral to the police. However, the school would encourage parents and pupils to share any concerning behaviour with the school that appears on private devices in order for us to follow this up using this policy and the aims of the Online Safety Policy, towards an appropriate resolution.

Bullying, Discrimination and Peer-on-Peer Abuse

The school does not tolerate any bullying or actions that may be considered peer-on-peer abuse whether in the school or online. Both would be seen as very serious incidents and dealt with as such. A full explanation of the steps taken can be found within the Anti-bullying and Safeguarding policy.

Linked to this may be the use of discriminatory or sexual language. There are no circumstances in which this is seen as 'banter' or acceptable and will be dealt with as a serious incident in all situations regardless of whether the child fully understands their words. It is felt that this is the best approach to ensure that pupils do not repeat this mistake.

COVID-19 Requirements

Within the context of COVID-19, there will be more emphasis placed on the need to follow certain the rules and the intent with which certain behaviours are seen such as:

Minor Incidents including:

- Not being able to line-up appropriately both in school and at the school gates
- Not staying in seats
- Moving around the school inappropriately
- Leaving the playground without permission
- Sharing of equipment
- Bringing unnecessary items from home
- Rough play that would involve contact

Serious Incidents including

- Repeatedly ignoring the teacher's instruction leading to minor issues
- Deliberately coughing at people
- Spitting/Biting

In such cases, these may result meeting with a Senior Leaders more quickly to ensure that the seriousness of these actions are understood.

9. Exclusions

The school is extremely proud of its record of not excluding – any such cases would be seen as a failure of this policy and a last resort to address behaviour that falls outside of its remit.

Therefore, before an exclusion is instigated the Principal will consider the following points:

1. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
2. Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
3. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.
4. The Principal and governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.
5. Whilst an exclusion may still be an appropriate sanction, the Principal should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying.
6. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.

7. The Principal should also consider what extra support might be need to identity and address the needs of pupils from these groups in order to reduce their risk of exclusion – through the risk management plan.

It is the responsibility of the Principal (or the AP in his absence) to decide whether to exclude a pupil. Before implementing an exclusion the school needs to ensure the following processes have been implemented where appropriate*:

1. Has the Behaviour Policy been adhered to?
2. Is a Behaviour Plan in place?
3. Is a Pastoral Support Plan and Risk Assessment in place?
4. Are outside agencies involved i.e. Short Stay School?
5. Have all reasonable steps been taken to prevent a significant incident occurring?
6. Has the school exhausted all other sanctions before implementing an exclusion?
7. Have the individual pupil's needs been taken into consideration (SEND/Vulnerable groups)?
8. Has the impact of an exclusion been considered in terms of safety towards others, the individual pupil, family/home situation and whether it will address any underlying behavioural issues?

**At times the Principal may deem it appropriate to exclude a pupil due to a significant and serious incident without necessarily implementing the above. However, this will be in extreme circumstances and not normal practice.*

10. Restraining Pupils

School staff are regularly trained on strategies to deal with very serious behavioural incidents and how to deescalate them without involving physical contact. However, at times for some children staff may have to use appropriate physical contact to ensure either the safety of the individual child, other children, staff and property. Should a pupil's behaviour warrant the need for staff to use physical restraint on a planned basis the approach decided will be agreed with the child's parents and recorded on their Risk Management plan and therefore, should only involve the Principal or designated senior leaders, unless in the case immediate danger.

The use of touching within the school is outlined within the school's Intimate Care and Touching Policy. This policy highlights that the school, on very rare occasions, may need to intervene physically to stop someone putting themselves or others in danger. Examples of these could be:

- A child running towards a busy road
- An angry child about to hurt someone through contact or the throwing of objects
- A serious fight
- A child seriously damaging school property

COVID-19 Adjustment

Should this need to occur, mask and visors would be worn, if possible. If there was concern that this was likely to happen again, within the context of social distancing, an individual pupil risk assessment would need to be completed before that pupil could attend a class setting again.

11. School Uniform

In establishing a sense of belonging to the TEAM, uniform plays an understated role in school conduct and therefore, is taken seriously. Pupils must wherever possible come to every day in the correct uniform and we would ask parents to support this.

Teachers have a responsibility to remind pupils to wear the correct uniform throughout the day including wearing the correct PE kit during PE/Games which has been simplified through the uniform policy.

However, we understand that there are a number of reasons why a child may not be wearing the correct uniform:

- Loss - A pupil may have lost or misplaced an item of uniform in which case it is reasonable to give the child time to try and find it as soon as practically possible. Replacement ties can be 'loaned' out for the duration of the day. If the child repeatedly comes to school without the correct uniform due to loss then after the 3rd reminder contact the Office so an email can be sent home informing the parent of this loss.
- Forgotten - If a pupil has forgotten their uniform for the day remind them of the importance of wearing the correct uniform. If it is a small item such as a tie teachers have spare ties to 'loan' out to pupils for the day. Teachers need to ensure the tie is returned at the end of the day and a verbal reminder given that the pupil needs to come to school correctly dressed the next day. If the child forgets the next day the same procedure needs to be applied: (Reminder/loan/return). If on the 3rd occasion please inform the Office so that an email can be sent home reminding the parent that their child is repeatedly forgetting to wear the correct uniform and that 'spares' can be purchased from the Office. (Ties only).
- Cost – Children grow fast and it is understood that uniform can become costly particularly within large families. In such situations, we would urge families to ask to discuss this with the Principal as support could be provided.
- Non-compliance - There may be times when a pupil may choose not to wear the correct uniform due to a desire not to conform, an expression of personal identity or lack of or unwillingness by the parents to support the school Uniform Policy. However, any children with additional needs must be discussed with the SENDCO as allowances may have been agreed.

Teachers need to carefully identify what the reason is. If it is because a parent is unwilling to support or is unable to purchase the correct uniform this information needs to be passed to the Assistant Principal or Principal so that it can be followed up directly with the parent.

12. Links with other policies and Outside Agencies

Special Educational Needs Policy

We believe that repeated misbehaviour may be underlined by a Social, Emotional and Mental Health and that a child who is unable to conform to our reasonable expectations may then be referred to the SENDCO to determine if additional support is needed such as 'Thrive' or 'ELSA'.

In extreme cases input may also be sought from outside agencies e.g. Medical, behaviour support, social services etc. In order to fully understand a pupil's needs and give the greatest support. As a school we recognise all children are different and aim to support them as individuals. It is recognised that for some children, especially with SEN or a Disability that our behaviour management provision will need to be modified in respect of their individual needs.

Other Policies

At North Wootton Academy we are committed to equal opportunities for all and will not form of discriminatory actions etc. Primarily this policy should therefore be seen in conjunction with our Equality Statement, Safeguarding, Anti-Bullying Policy, Intimate Care and Touching, Anti-Discrimination Policy and our Online Safety Policy.

13. Involving parents in implementing the Behaviour Policy.

We believe that a partnership between school and home is vital if we are to implement a behaviour policy and improve children's behaviour. Contact may be formal or informal and may take a variety of forms including:

- Informal meetings
- Notes home
- Letters home
- Formal meetings (sometimes on a weekly basis for a child with a specific needs)
- Home/school communication books or sharing of class dojo
- Home/school behaviour plan (specific children)
- Pastoral Support Plans and Risk Management Plans

13. How do we monitor the affect of this policy

All behaviours tracked and monitored by the school. The Behaviour Lead is responsible for reviewing all incidents on a monthly basis in order to proactively identify patterns of concern.

This is shared with the Senior Leadership Team on a half-termly basis and the Local Governing Body on a termly basis. In addition, our policy is reviewed annually by all stakeholders including pupils who complete pupil voice surveys in relation to safety, bullying etc.

North Wootton School Home School Agreement

It is our aim to ensure your child has the happiest, safest and most successful education possible as they progress through our school. This can be done most effectively when all staff, parents and children have a shared understanding of role they play in working towards this aim.

We would like to share what believe is necessary for this success within our Home School Agreement:

As a School Staff we will endeavour to:

- *provide your child with a safe and stimulating environment with clear and consistent expectations in which to learn and grow*
- *recognise your child's individual needs and work hard to maximise their progress through careful assessment and planning of learning*
- *keep you, the parent/guardian, informed about our curriculum, the pupil's learning and your child's progress through our website, parent workshops, formal parent teacher meetings and availability after the school day*
- *seek and welcome feedback from our community to ensure our education is meeting the needs of all our pupils*
- *ensure that we keep your child in a COVID secure environment to the best of our ability and current guidance allows*

As a Pupil of our school we ask that you show:

- *respect for your learning by arriving on time, with the correct uniform and prepared for your day*
- *responsibility by bringing belongings e.g. homework, lunch box, PE kits to and from school on time*
- *kindness and respect for others by following our school rules and expectations around the school at all times*
- *motivated and open-minded in your learning, challenging yourself to always do better and never give up*
- *honesty when you are having a problem at school - your teachers are always there to help.*

As a Parent or Carer we ask that you ensure:

- *your child arrives and leaves school punctually each day or inform the school of any delays in-line with current COVID-19 arrangements*
- *your child is prepared each day with the correct uniform and home learning that they need*
- *you attend parent teacher meetings to receive formal feedback about your child's progress but also ask to meet with the teacher after school if you have any more immediate concerns*
- *you understand, model and support our expectations of your child's behaviour whilst on the school premises and whilst waiting to enter the school*

- you work in partnership with the school by keeping up to date with information we share or ask for - particularly policies such as behaviour, homework and uniform
- you support the school's effort in establishing a COVID Secure setting for the children to come to school

Appendix 2: Showing School Values around the School In assembly

We show respect by:

- Lining up quietly in 'Line Order' before coming into assembly
- Coming into the assembly hall silently and neatly presented
- Sitting smartly on the floor, respecting other's personal space
- Listening silently unless asked to give answers

When moving around school

We show respect by:

- Walking silently within and around the school
- Holding the doors open for others
- Walking in single file

In the Dinner Hall

We show respect by:

- Giving our friends enough space and quiet to enjoy their lunch
- Eating food sensibly and eating with your mouth closed
- Checking Listening to the adult's instructions
- Using a table-only voice to speak with our friends
- Using our knife, fork and spoon properly

We show teamwork by:

- Queuing up and waiting patiently
- Moving around the dining hall slowly and carefully
- Keeping all of our packed lunch rubbish in our lunch box
- Tidying up our eating area including the floor beneath
- Checking that we have eaten or tidied enough before we leave

On the Infant Playground

We show respect by:

- Keeping our hands to ourselves, sharing the playground toys and
- Thinking before we speak
- Battling imaginary enemies and not play-fighting with real friends
- Waiting to be told by an adult before going on the field
- Letting children play on the playground without bikes, football and water flying about

We show kindness by:

- Saying sorry when we make a mistake

We show teamwork

by:

- Sorting out our problems by talking to each other with adults
- Including other children in our game if there is space and they stick to the rules
- Tidying up on the first whistle and lining up on the second
- Making sure somebody is refereeing our football and watching us in the mud kitchen
- Asking an adult when we need to leave the playground
- Taking 5 minutes on the bench when our actions are upsetting others

On the Junior Playground

We show respect by:

- Using the play equipment correctly, keeping our hands to ourselves and thinking before we speak
- Waiting to be told we can go on the field by the adult
- Ensuring any ball games are played in safe area
- Politely following the instructions of the adults on duty

We show kindness by:

- Saying sorry when we make a mistake
- Sorting out our problems by talking to each other with adults
- Including other children in our game if there is space

We show teamwork by:

- Freezing on the first whistle and lining up silently on the second
- Returning any play equipment to the shed
- Asking an adult when we need to re-enter the school
- Taking 5 minutes on the bench when we have forgotten how to play sensibly

Appendix 3: Behaviour Plan

My Behaviour Plan				
Name:		Year:	Class:	
Start Date:		Review Date:		
Things I am good at:				
Things I want to get better at:				
My Targets:	What do I need to do?	Who and what is going to help me?	How did I get on?	Date
			😊	

Teacher Signature:

Pupil Signature:

Appendix 4: Risk Management Plan

Background - What has already been done so far?	Ongoing record of harm Record of Physical Intervention
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Seriousness</th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Foreseeable outcome is hospitalisation, significant distress, extensive damage</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Foreseeable outcome is harm requiring first aid, distress or minor damage</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Foreseeable outcome is upset or disruption</td> </tr> </tbody> </table>	Seriousness		4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage	3	Foreseeable outcome is hospitalisation, significant distress, extensive damage	2	Foreseeable outcome is harm requiring first aid, distress or minor damage	1	Foreseeable outcome is upset or disruption	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Probability</th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>The Risk of Harm is persistent and constant</td> </tr> <tr> <td style="text-align: center;">3</td> <td>The 'Risk of Harm' is more likely than not to occur again</td> </tr> <tr> <td style="text-align: center;">2</td> <td>The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a recurrence unlikely</td> </tr> <tr> <td style="text-align: center;">1</td> <td>There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain</td> </tr> </tbody> </table>	Probability		4	The Risk of Harm is persistent and constant	3	The 'Risk of Harm' is more likely than not to occur again	2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a recurrence unlikely	1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
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Hazard/Behaviour	Opinion/ Known	Deliberate Accidental Involuntary	Seriousness Of Outcome (A)	Probability Of Hazard (B)	Severity Risk Score	Home school reward chart needed	Individual Behaviour Plan needed 3+	Risk Reduction Plan Needed 6+	Pastoral Support Plan Needed
	O/K	D/A/I	1/2/3/4	1/2/3/4	A x B				
Harm to Self									
Harm to Peers									
Harm to Staff									
Damage to property									
Harm from Disruption									
Criminal Offence									
Harm from Absconding									
Other Harm 1									

Child: _____ Parents: _____ Supporting Adults _____

Name:	DoB	Date	Review Date
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Photo	Potential Triggers
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What we want to see (1)	Strategies to maintain (5)
First sign things are not going well (2)	Strategies to support (6)
Where behaviour leads next (3)	Strategies needed (7)
What we are trying to avoid (4)	Interventions necessary (8)

Reviewed:..... Position:..... Parental signature..... Date:.....