



Behaviour Policy September 2025

Review date: September 2026

Reviewed by: Mrs K Moores

1. INTRODUCTION

'Be Wise. Be Wonderful.'



Woodcroft Academy



Our Ethos Statement

Woodcroft Academy believes that education is preparation for life and we seek to prepare each child to face life beyond the School with confidence. We aspire to set high standards for personal behaviour and self-discipline, with courtesy, consideration and respect for other people of all ages, races and cultures. We aim to deliver with the provision of exciting and quality learning experiences in a safe, secure and happy environment. We endeavour to achieve high standards in every aspect of School life by making the most efficient use of all resources available.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In addition to the contents of this Behaviour Policy, reference should also be made to the Aims and Values of the Academy and Teachers' Standards (DfE, May 2012).

2. SCHOOL LEADERSHIP

We believe that "Leadership is a choice and not a position". This mantra underpins everything that we do. With this in mind, we expect all adults to abide by the following Academy Mission Statement.

Woodcroft Academy - Mission Statement

We believe that education is preparation for life, and we seek to prepare each child to face life beyond the school with confidence.

We aspire to set high standards for personal behaviour and self-discipline, with courtesy, consideration and respect for other people of all ages, races and cultures.

We are concerned with the provision of exciting and quality learning experiences in a safe, secure and happy environment.

We endeavour to achieve high standards in every aspect of school life by making the most efficient use of all the resources available.

All children should know, understand and abide by 6 Golden Rules, copies of which are prominently displayed in classrooms and around the school.

6 GOLDEN RULES

- We are gentle.**
- We are kind and helpful.**
- We listen.**
- We are honest.**
- We work hard.**
- We look after property.**

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In return we expect to be treated with care and consideration.

We expect all children to act sensibly and in a safe, responsible manner. Children show consideration for others and must not take part in any act which may cause distress, or put in danger any member of the school.

In addition to this the following specifics must be followed and adhered to-

- Children are not allowed to climb on trees, fences or any part of the buildings.
- children should keep to the paths on their way to and from school
- Children should not wear jewellery in school. Stud earrings are acceptable although these must be removed for P.E. and games.
- The school will not accept any responsibility for items lost or stolen following any contravention of this rule.
- Ball games can only be played in designated areas at playtimes and at extra-curricular clubs and not before or after school.
- Children must not use play apparatus at any time unless supervised by a member of staff.

3. CLASSROOM MANAGEMENT

In classes staff will undertake to:

- Create a calm and purposeful classroom atmosphere..
- Be well organised. .
- Be constructive and positive, rewarding good behaviour.
- Be clear about and reward our 'non-negotiable behaviour for learning'.
- Be specific about what is expected and what is unacceptable.
- Deal fairly but effectively with unacceptable behaviour, remembering that it is not the child that is disliked but a particular action.
- Avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances.
- Inform parents of any problems where appropriate - set an example to the children in all matters.

4. REWARDS AND SANCTIONS

Children, like adults, feel more comfortable in an environment where they are regularly encouraged, and their different strengths recognised. Far from wanting to catch children doing wrong, we want to catch them performing well and reward them appropriately. 'If a child lives with encouragement, he / she learns confidence' indeed our behaviour tracking system is focusing on the best behaviour as we take seriously the need for children to learn how to behave appropriately in a positive climate.

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All classes from Nursery to Year 4 have a chart which includes every child's name – we call this out 'Recognition Board'. Each week, we have a whole school focus which children want to get spotted showing these behaviours. These will include the 6 golden rules and the school values, which are as follows.

6 GOLDEN RULES

We are gentle.
We are kind and helpful.
We listen.
We are honest.
We work hard.
We look after property.

Our School Values

Resilience
Enjoyment
Responsible
Respect
Excellence

If children are spotted showing this behaviour, teachers will put the child's name onto the class recognition board.

What happens when pupil's have been spotted to be placed on the recognition board?

All pupils who have been spotted following the golden rule or school value will enjoy 20 minutes 'Golden Time' on a Friday afternoon. 'Golden Time' is a structured, staff-led session in each class in which children can come "off timetable" in order to engage in fun activities outside of the normal curriculum e.g. Circle games, team-building activities, board games, trips to the park.

When every pupil in the whole class has their name on the recognition board during the week the class is rewarded with a 'green lily pad'. This is celebrated during Friday celebration assembly time. The class with the greatest total of lily pads will be rewarded with extra play time on the last day of term.

A further layer to the G2BG system when children go above and beyond the golden rules and school values and are actively encouraging other children and supporting them to be recognised for the recognition board. These pupils are nominated by staff, and they will receive a post card home from the Head of school.

During individual lessons, staff can choose a star learner. This a pupil who has shown great effort and achievement in a given lesson. Star learners for Maths,

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English and afternoon session should be displayed within the classroom and changed on a daily basis. Star learners are also rewarded with 2 dojo points.

Dojo points are rewarded for the following:

1 dojo point can be rewarded to pupils from any member of staff. 1 dojo point can be rewarded to pupils for going above and beyond one of the 6 golden rules –

For example:

- We are kind – a pupil tides away all the reading books without being asked.
- We work hard – a pupil works hard to achieve their individual goal during a lesson or input.

2 dojo points can be rewarded to pupils who are the class star learner.

5 dojo points can only be rewarded to pupils from our principal of the school, Miss Wright.

Pupils and staff are to keep a running record of pupils' individual dojo point score during an academic year. Children are then rewarded with a pin badge during celebration assembly on a Friday morning, when they have reached the following total points:

A bronze pin badge is rewarded for 80 dojo points.

A silver pin badge is rewarded for 125 dojo points.

A gold pin badge is rewarded for 200 dojo points.

Pupils will have the option to spend their Dojo points at the school dojo shop. Dojo points will not be taken from pupils overall score on the app but teachers will keep an overall record of how many Dojo's pupils have spent. Pupils will be able to visit the shop and spend dojos when they have reached 10, 25, 50, 100, 150 and 200. It is pupil's choice on when they spent their Dojo's, the more that have the better to prize.

Other rewards may include some of the following:

- Praise within the class
- Informal talks to parents
- Public commendations (in Celebration Assembly children can be rewarded with the star of the week certificate)
- Prominent displays of children's work
- Work displayed on the class masterpiece wall
- Taking home their class pet
- Taking work to show another teacher or the Head of school
- Taking part in Golden Time.

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The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have done their best. This is the underlying principle.

5. BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR “GOOD TO BE GREEN”

Across our school we use and apply the “Good to be Green” behaviour system. Each new academic year offers the opportunity for the whole school to be reminded about how the system works. Follow up sessions will also be expected to be covered in each class. The “Good to be Green” system will continue to be used in order to support and encourage adherence to our motto and our Code of Conduct.

What happens if a child is struggling to follow the school rules?

On a day to day basis adults in school will use ‘restorative conversations’ with children to help them make good/better behaviour choices. We may ask children to have some time out during break or lunchtimes to reflect on behaviour too.

When pupils consist with these behaviours teachers and pupils will follow the level system below to support pupils to follow the school rules.

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Woodcroft Academy - Behaviour Levels



Level 1 - Behaviours

Out of seat, rocking on chair, calling out, not listening or paying attention, pushing, shoving in the line, not clearing up, being in the wrong place, running indoors.

Level 1 - Non-verbal gesture.

The purpose of this is to redirect the child's behaviour and make them aware they need to alter how they are behaving.

Level 2 - Repetition of behaviours in level one.

Level 2 - verbal

This is a quiet reminder that they need to adjust their behaviour. It needs to be specific (what needs to be changed) and this needs to be noted. A suggestion is to have a class list and columns for different stages so it is a quick note. Staff to have a restoration conversation with child.

Level 3 - Repetition of behaviours in level 1 and 2, encouraging others to misbehave, using obscene words to offend, causing hurt intentionally, persistent rough play, answering back constantly, questioning adults decision or request, destroying others work, name calling, damage to property.

Level 3 - Time out of class or on the playground. A chair and working space which is away from peers. The pupil will be asked to move to so they can earn their way back to their working group.

Conversation with a parent needs to be had. This needs to be recored as a level 3.

Level 4 - Behaviour from previous levels is still occurring. Physically hurting others causing injury or serious damage to property.

Level 4 - Time in another class This is to be a 5/10 minute time out because behaviour has continued to be disruptive. Conversation at the end of the day with parent needs to happen to clarify the situation.

Level 5 - Behaviours above are continued.

Level 5 - Referred to SLT/ Principal/ Vice - Principal

The pupil will be put on a weekly report so that Principal/ Vice Principal will see the daily behaviour chart of child and can be monitored.



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In exceptional circumstances and after everything else has proved ineffective the Head teacher retains the power to exclude a pupil from the school (whether by suspension, expulsion or otherwise). This is in line with sections 6 and 7 of the Education Act 1997.

What happens if a child gets to level 3 to 5?

Parents are also informed, and staff keep a log on CPOMS and on Teams and meetings which have taken place with parents to discuss how we will support their children.

Patterns of concerns will be tracked by the SLT and behaviour lead so that if necessary extra help can be offered externally or internally within school including Early Help. Where children have been identified as having serious behaviour issues which impacts on other children's learning and is a significant barrier to their learning-the inclusion team and behaviour leader will work closely with the class teacher to create a care plan to support both the child and also provide a system of actions which will be used. These children's behaviour is tracked using a 'morse' form to identify any patterns which might allow us to understand and avoid children being in situations which prove most challenging.

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Reference should also be made to "Ensuring Good Behaviour in Schools" (DfE, 2012). This advice summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

6. STAFF DEVELOPMENT AND SUPPORT

Students and new members of staff have an induction session and are given a copy of the Staff Handbook which sets out expectations, routines and practices. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. Teachers are also encouraged to read and refer to Charlie Taylor's 'Getting the Simple Things Right' (DfE, 2011) which is a behaviour checklist providing approaches to managing behaviour.

7. PUPIL SUPPORT SYSTEMS

All pupils are encouraged to talk to staff about any concerns they may have. These concerns are recorded on CPOMS and are dealt with in line with the School

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Safeguarding Policy. Weekly RSE lessons are an opportunity for the class to discuss any concerns with their class teacher.

BULLYING

To avoid misunderstanding, we define 'Bullying' as direct or indirect physical, verbal or emotional dominance of one pupil by another, or a group of others. We are conscious of the pain and distress which can be caused by all types of bullying. Occasionally children keep this pain to themselves which means that staff are not able to deal with it. Educating children as to what constitutes bullying and how they can report concerns and who to is a regular focus of assemblies and circle time throughout the school. Staff are trained to recognise signs of bullying and report incidents and deal with concerns promptly – this is reported to phase leaders. We actively encourage parents and children to inform us of any concerns about bullying or instances of bullying behaviour so that it can be dealt with swiftly for the benefit of the victim and perpetrator. Staff will fill in 'bullying behaviour' forms if they have concerns that a child is being bullied to enable all children involved to be supported and any child demonstrating bullying behaviour being involved in a programme aimed at preventing the behaviours. This may include contacting outside agencies or multi-agencies to support in preventing bullying behaviour. Bullying of any sort is not acceptable in this school and further information on this subject is available in the School Anti-bullying Policy and 'Preventing and Tackling Bullying' (DfE, 2012).

8. LIASON WITH PARENTS AND OTHER AGENCIES

The standard of behaviour expected of all pupils is included in the school's home-school agreement.

In addition to being kept informed of any particular incidents or instances of unacceptable behaviour parents should undertake to:

- ensure that pupils arrive at school on time and suitably clothed..
- ensure that pupils are collected from school at the appropriate time..
- support the school's rules and Code of Conduct, values and general ethos □
show as much interest in their child's education as is realistically □ possible
inform the school of any concerns or grievances they may have.

9. MANAGING PUPIL TRANSITION

Opportunities are provided for smooth transition at all transition points whether they be between Key Stages or year groups. These include moderation meetings and move up days. We work closely with other partner settings such as Middle Schools in order to aid transition from Year 4 to Year 5. This includes attendance at the Leek Educational Partnership Heads' Meetings, Transition Projects and meetings between Year 4 staff and Heads of Year 5 at prospective Middle Schools.

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Reference should also be made to the School Equality, Diversity and Cohesion Policy and Scheme to which the contents of this policy forms part.

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