



# **Welholme** Academy

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## **BEHAVIOUR POLICY**

(This policy complies with section 89 of the Education and Inspections Act 2006)

**March 2018**

**Mrs. D. Turrell**

**Miss. K. Glasby**

**Chair of Governors:** Mrs Marlene Ranshaw

**Adopted by Governing Body:**

## **Introduction**

The Welholme Academy behaviour policy is intended to support the way in which all members of the school can work together in a supportive atmosphere.

Inherent to the aims of Welholme Academy is the desire to ensure that our school is a happy, safe, secure and caring place for all those people who work and learn within it.

In this document you will find strategies that promote good behaviour and clear guidelines for all staff to follow.

It is essential that all staff and parents/carers give the same consistent messages about our expectations and it is vital that we lead by example.

## **Aims**

We aim for every member of the school community to feel valued and respected. We need to create a setting where people have respect and tolerance for themselves and for others.

We want our children to behave with courtesy and be well mannered in and out of school. We encourage our pupils to be kind and considerate to everyone they meet.

It is vitally important that we develop a sense of self-discipline where everyone is responsible for their own actions. We need to encourage the children to make informed choices about the way they behave and to understand the consequences of their behaviour. This will allow our children to become responsible citizens.

We want our pupils to feel safe and happy to learn.

We want to create an environment where teachers can teach and all pupils can learn without disruption.

We want all staff to treat all pupils fairly and consistently.

We aim for all staff, parents/carers and pupils to know what is expected, acceptable behaviour at Welholme Academy and to have a consistent approach throughout.

We aim to develop quality relationships between staff, pupils and parents/carers so that we can foster good behaviour within our school and community.

We aim for our children to:

**S**tay safe and keep hands, feet and comments to myself.

**T**ry my best all of the time.

**A**lways listen and follow instructions straight away.

**R**espect and care for people and belongings.



Role of the

The class

Class Teacher

teachers at

Welholme Academy have high expectations of the children in terms of behaviour and they strive to ensure all pupils work to the best of their ability.

All class teachers have a responsibility to improve the behaviour of all pupils in school.

All class teachers have a responsibility to follow through the agreed school behaviour policy.

The class teachers will ensure agreed class rules are displayed in all classrooms so that the children know what is expected of them alongside the school STAR rules.

The class teachers will treat all children fairly.

The class teachers will treat all children with respect and understanding.

The class teachers will support, guide and motivate children. They will ensure all teaching resources are prepared in advance and teach the children class and school routines.

All class teachers will be ready to meet and greet pupils when they come into the classroom and supervise them in **ALL** areas of the building e.g. corridors, cloakrooms and classrooms.

All class teachers will act as good role models to the children and lead by example.

It is the responsibility of all class teachers to build positive relationships with pupils in their class to ensure that they behave in a positive manner within the classroom and around the school.

The class teachers will liaise with the Special Educational Needs Coordinators (SENCOs), members of the Leadership Team, Learning Mentors, Child and Family Support Workers, parents/carers and outside agencies as necessary to support and guide the progress of pupils in their class.

The class teachers should have a plan for pupils who are likely to misbehave and ensure all other adults working with the child know the plan. This will be shared with all involved with the child and provide 'wrap around care'. This plan will be devised with the nurture/behavioural support teacher, class teacher and parents/carers.

Class teachers will report to parents/carers termly during parent interviews about pupil behaviour. They will provide annual reports to parents/carers, which will include information about behaviour. Class teachers will take the opportunity to discuss the behaviour of pupils on a more informal basis during our daily sharing time in Foundation and KS1 and at home time in KS2. Teachers will meet parents/carers as needed both formally and informally to discuss any issues and praise good behaviour. A text message can also be sent to share information about a child's behaviour.

ALL school staff will record any incidents of inappropriate behaviour in the relevant record books and in the class Pastoral Record on the school's electronic recording system (CPOMS) which is monitored by the Head teacher, Deputy Head and Learning Mentors/Child and Family Support Workers

At Welholme Academy we have a Nurture teacher (Mrs Jollands) who provides support for children where needed. She will provide one to one support and small group interventions as well as training for staff.

### **Role of the Teaching Assistants/Non-teaching Staff (TA/NTS)**

The teaching assistants/non-teaching staff at Welholme Academy have high expectations of the children in terms of behaviour and they strive to ensure all pupils work to the best of their ability.

All TAs/NTS have a responsibility to follow through the agreed Welholme Academy Behaviour Policy.

All TAs/NTS have a responsibility to improve the behaviour of all our pupils.

The TAs/NTS will treat all children fairly.

The TAs/NTS will treat all children with respect and understanding.

The TAs/NTS will support, guide and motivate children.

All TAs/NTS will act as good role models to the children in school.

It is the responsibility of all TAs/NTS to build positive relationships with pupils to ensure that they behave in a positive manner within the classroom, around the school and on outside visits.

The TAs/NTS will support other colleagues to ensure good behaviour in and around the school.

Teaching assistants may be asked to attend and contribute to multi-agency meetings regarding a child's behaviour under the supervision of the class teacher, SENCOs or Nurture teacher.

### **Role of the SENCOs**

To provide leadership, direction and support for behaviour management throughout the school.

To support, guide and motivate colleagues.

To work with teachers to review progress and plan/write new individual plans.

To support, monitor and evaluate intervention work.

To ensure that practice improves the quality of education provided for all pupils within the school.

To lead on policy review and formation.

To ensure that the policy is implemented consistently across the school.

To monitor the effectiveness of the policy.

To liaise with the Governors and keep them informed about pupil behaviour at the school.

To keep abreast of current research and inform colleagues.

To liaise with outside agencies on matters concerning pupils' behaviour.

To work in partnership with parents/carers, establishing and maintaining a reporting and discussion procedure.

To arrange any meetings necessary to discuss the development of pupil's behaviour.

To liaise with SEND Governor regularly.

### **Role of the Head Teacher/Deputy Head Teacher**

It is the responsibility of the Head teacher/Deputy to ensure absolute clarity about the expected standard of pupils' behaviour.

It is the responsibility of the Head teacher/Deputy to ensure the policy is implemented consistently throughout the school.

The Head teacher/Deputy will model the behaviour expected by staff.

The Head teacher/Deputy will ensure the Senior Leadership Team have a visible presence around the school.

The Head teacher/Deputy will ensure the health, safety and welfare of all staff, pupils and visitors in the school.

The Head teacher/Deputy will provide leadership, direction and support for the implementation of the behaviour management policy throughout the school.

The Head teacher/Deputy will liaise with staff with regard to pupils with behaviour issues and ensure clear plans are in place to support the child and staff working with the child.

The Head teacher/Deputy will report to the Governing Body about issues of behaviour management.

The Head teacher/Deputy has the responsibility for giving fixed term exclusions and, for serious behaviour, the Head teacher/Deputy may permanently exclude a child. Permanent Exclusion is only given after the Governors have been notified.

#### **Role of the Learning Mentors/Child and Family support workers (Pastoral Team)**

The Pastoral Team have high expectations of the children in terms of behaviour and they strive to ensure all pupils work to the best of their ability.

The Pastoral Team have a responsibility to follow through the agreed Behaviour Policy.

The Pastoral Team have a responsibility to improve the behaviour of all our pupils.

The Pastoral Team will treat all children fairly.

The Pastoral Team will treat all children with respect and understanding.

The Pastoral Team will support, guide and motivate children and offer support and advice to parents/carers and signpost to other agencies as relevant.

The Pastoral Team will act as good role models to the children at school.

The Pastoral Team will build positive relationships with pupils to ensure that they behave in a positive manner within the classroom and around the school.

They will build positive relationships with parents/carers to support their children's behaviour.

The Pastoral Team will support other colleagues to ensure good behaviour in and around school.

The Pastoral Team will be asked to attend and contribute to multi-agency meetings regarding a child's behaviour.

The Pastoral Team will monitor and collate any incidents of inappropriate behaviour in a central record. They will liaise with parents/carers and support their child if appropriate.

The Pastoral Team will support the staff/children and parents/carers with behaviour management as part of the school's behaviour route.

### **Role of the Governors**

The governors have the responsibility to review the effectiveness of The Behaviour Policy.

The governors should liaise with the Head teacher over serious matters of discipline.

### **Role of the Senior Midday Supervisor**

Under the general direction of the Head teacher/Deputy, the senior midday supervisor directs a team of staff during the lunch break in order to provide a safe environment for all pupils.

To ensure that all midday staff have absolute clarity about the expectations of pupils' behaviour.

To ensure that school policy is understood and carried out consistently by all midday supervisors.

To act as a good role model to all pupils and midday staff.

To ensure all midday supervisors treat all children fairly.

To ensure all midday supervisors treat all children with respect and understanding.

To ensure all midday supervisors understand the additional needs/difficulties of some pupils.

To liaise with the Head teacher/Deputy in dealing with any issues regarding behaviour at lunchtime.

To log any incidents of poor behaviour at lunchtime.

To ensure class teachers are aware of any pupils with unsatisfactory behaviour at lunchtimes.

At the end of lunchtime to ensure that any issues have been resolved and all pupils are returned to their classroom or an appropriate adult.

To praise good behaviour.

To ensure the transition from the lunchtime period to afternoon lessons runs smoothly by handing over their supervision of the children to the teaching staff.

Key Stage 2 lunchtime begins at 12.15pm and ends at 1.15pm. Key Stage 1/Foundation begins at 12pm and ends at 1.15pm. There will be a hand signal which prompts the children to line up at their usual allocated area and teaching staff will escort the children inside along with the midday supervisors.

### **Role of the Parents/Carers**

The staff at Welholme Academy work closely with parents/carers to enable the pupils to receive consistent, positive messages about behaviour at home and at school.

The Behaviour Policy is available to view on the school website [www.welholmeprimary.com](http://www.welholmeprimary.com) in the policies section. Paper copies are available from the school office on request. The expectations of behaviour are explained to parents/carers at meetings and we expect parents/carers to support the policy. Parents/carers are asked to ensure that they and their child understands the policy and we expect the parent/carer and child to sign a home/school agreement contract and return this to school. All new to school families are expected to sign this agreement as are Foundation Stage children when they first start school.

Parents/carers are able to discuss any aspect of the policy with staff if required. At Welholme Academy we strive to build a partnership between home and school to improve the behaviour and attitudes of our pupils.

### **Management of Good Behaviour at Welholme Academy**

All pupils should know the school and classroom rules. These must be clearly stated and the reasons for the rules explained. All pupils need reminding of these rules regularly. Children should be praised when they follow the rules. The rules will be reinforced at the beginning of each term. They will be discussed during assembly times. All teachers will use circle time at least once each week to reinforce expected behaviour. All teachers will use the SEAL material to help pupils understand acceptable behaviour and this will form part of the Personal, Social and Health Education Policy (PSHE). The new PSHE policy has been introduced and is being implemented around school. SEAL material is also used in assemblies throughout the year. Circle times are also used in classrooms to address specific needs and current issues.

Evidence of PSHE work is available in topic books.

Please refer to PSHE policy.

Rules will be displayed clearly around school and in all classrooms. Good behaviour depends upon the actions of all staff - teaching, non-teaching, midday staff, volunteers and students. All adults should be firm in their expectations of good behaviour. However, good behaviour does not mean a repressive atmosphere. A quiet, firm but calm voice is often more effective than a loud, raised voice. An environment where all staff and pupils treat one another with respect will promote an improvement in

behaviour. All staff recognise the importance of providing equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background. All staff will take steps to develop positive relationships with the pupils and their parents/carers. Staff expect parents/carers to be mutually respectful and should not be approached with any form of aggression or threat of violence. --We will work to develop all pupils' self-esteem and a belief in themselves to consistently improve behaviour and attitudes and to develop a sense of responsibility for our actions and an ownership in our school. These should be related to the STAR rules.

### **Expectations and the role of the children at Welholme Academy**

1. It is being kind and caring to everyone you meet.
2. It is remembering to be polite and well mannered.
3. It is being tolerant of others.
4. It is having respect for adults and other children's points of view.
5. It is being trustworthy and always telling the truth.
6. It is always working hard, trying your best and having a positive attitude to learning.
7. It is having respect for school property and the property of others.
8. It is working quietly in school. Remembering to have a quiet voice so that other people can work quietly and teaching and learning time is not disturbed.
9. It is remembering to keep everybody safe by ensuring that we all walk in school.
10. It is about taking turns.
11. It is about all pupils being aware of different forms of bullying including cyber bullying and actively preventing it from occurring.

(please refer to Welholme Academy's E-Safety Policy)

### **Rewards at Welholme Academy**

Rewarding positive behaviour is often more effective than sanctioning poor behaviour.

Positive behaviour will be ensured by a whole school approach to rewards. However, some rewards will be age appropriate.

At Welholme Academy we recognise the behaviours of the 'always' children and they should be rewarded because of this

We will encourage good behaviour in a variety of ways:

1. Noticing good behaviour and attitudes. Being pleased and smiling, telling a pupil that they are behaving well and being specific about the good behaviour observed. Giving public praise.
2. Sent to the Head teacher/Deputy or another class with good work/behaviour.

3. Some children have a sticker chart to collect stickers for good behaviour and the child can work towards a reward.
4. Throughout school children are rewarded with Dojo points. Each individual child aims for a set target and are given a treat from a set list as a reward. This is recorded on an electronic system and is reviewed daily. Dojo points on cards are given out around school when an adult sees good behaviour and these can also be added to the child's individual collection of points. This information is also shared with parents/carers.
5. Each day a 'Superstar of the Day' will be chosen by the class teacher/children. They will be given a certificate at the end of that day.
6. Each Friday the class teacher will choose from that week's superstars of the day to be star of the week and they will be awarded their certificate in assembly. Trophies/certificates/badges will be presented in assembly and they will have their photograph taken and displayed in school each week. They will have tea and biscuits in the staff room to celebrate their success with a member of the leadership team.
7. Throughout school pupils have 'Golden time' each week. Golden time is a reward given to the children for good behaviour. It is a choice of a range of activities eg art/craft/sport/ICT. This will be held during a Friday afternoon for 30 minutes. All children are entitled to 30 minutes but if they exhibit inappropriate behaviour they will lose 2 minutes of their golden time. They can then redeem the time lost back during that day but it cannot be gained back the next day. (A maximum of 6 minutes can be earned or lost per day.)  
As part of our Home Learning Policy the children are expected to read five times per week and may lose some of their golden time if their 5 reads are not completed.
8. Pupils may be chosen for good behaviour during sharing assemblies/good work assemblies.
9. Dojo cards will be given for good behaviour in and around school.

### **What is not acceptable behaviour at Welholme Academy?**

When pupils have unacceptable behaviour, all staff need to follow consistent procedures to create and maintain a calm, positive and safe environment. Although the principles are consistent, the sanctions will vary slightly to reflect the age and stage of each child. However, all procedures will be known and clearly understood by all the children throughout school.

Hurting or bullying other people in any form is never acceptable at Welholme Academy. All pupils and parents/carers are encouraged to tell us if this occurs. We do not accept any violence, fighting, use of weapons, swearing, bullying, cyber-bullying, name-calling, stealing, vandalism, rudeness, intimidation, lack of respect, discrimination, racism, prejudiced or being disrespectful to adults or

each other. We do not accept any behaviour that disrupts the learning of other pupils and prevents the teachers from teaching.

We do expect the very best of behaviour from all of our children. However, there are occasions when a small minority of pupils need to follow the behaviour route when their behaviour causes concern.

Every classroom/teaching area has a behaviour chart on display and every child has their own peg/star to move up or down the chart.

### **The Behaviour Route**

Children can move up and down the route as appropriate and may lose Dojo points as a consequence of moving down The Behaviour Chart.

#### **I am a superstar**

This is where the children aim for everyday. They could then be chosen to be 'Superstar of the Day'.

#### **I am making the right choices**

Children will be praised/given stickers/Dojo points for making the right choices.

#### **I am ready to learn**

This is where all children will start every day.

(if they misbehave they will be given a verbal warning)

#### **I need time to think**

Time to think about my choices - reminders are given about appropriate behaviour. Time out in the classroom for 3 minutes. 2 minutes will be taken from Golden Time at this point.

#### **I need time out**

If the behaviour continues then the child should be escorted to another class (within year group or another). They should be sent with work that they are able to get on with independently so they are not disturbing the class. On entering the paired classroom, the child is directed to an isolated seat/area. This should be done with the minimal response possible from the teacher of the paired classroom, with the minimal disruption to the class. The child returns to his/her class after a set time or when the work has been completed. This will result in missing a further 2 minutes of their Golden Time.

If the child refuses to leave the classroom when requested then a phone call should be made to a Learning Mentor/Child and Family Support Worker, the nurture teacher or Head/deputy. A brief statement about what the child has done and their next steps should be shared with the receiving adult.

Refusal to comply may result in the child being removed to the Isolation Room. This will mean the loss of the full 6 minutes Golden Time for that day. The class teacher must inform parents/carers at the

end of the day that the child has been in isolation and the reason for this. This should also be recorded on CPOMS.

### **Parent Contact**

The class teacher will discuss the child's inappropriate behaviour with their parents/carers if it continues or if it becomes a pattern. The child may need to be given a behaviour record book at this stage. The behaviour book is a means of communication between home and school. A text message can also be sent to parents/carers to inform of the child's behaviour that day.

Children will be given time to talk to a member of the Pastoral Team or the nurture teacher. Any issues can be discussed to assess if there is reason for the behaviour. A Personal Support Plan (PSP) may be needed at this stage and the child may be put on report.

When a child has been given a behaviour book, the teacher will complete a report about the child's behaviour at the end of each session. The report must be an objective summary of behaviour during that session. Emphasis must be on being positive wherever possible and encouraging improved behaviour.

The Head teacher/Deputy may need to sign the book at the end of each day or at more frequent intervals if appropriate. The behaviour book will be sent home for parents/carers to read and sign. It is intended as a partnership between home and school to improve behaviour and provide parents/carers with information. The Pastoral Team should be informed if a child has a behaviour book and this will be recorded on CPOMS.

At the end of a pre-arranged period of time, the need for a behaviour book will be reviewed. A decision may occasionally be made to continue with the book for a further period of time. All books should be passed onto and are held in the Pastoral Team's room.

Parents/carers will have a meeting with the Head/Deputy head teacher to discuss expected behaviour.

All children are given a fresh start at the beginning of each new day and at the early stages of the route, each new session is a new start.

Occasionally additional support from external agencies will be required to work with pupils who are not responding to strategies to improve behaviour. This would involve working with their parents/carers too.

Staff will need to work closely with parents/carers before they begin school. The behavioural route will be discussed with parents/carers at Foundation Stage parent meetings before their child starts school and at parents' evenings. The home/school behaviour contract will be shared with them at this time as well as at the start of each new academic year. This is also shared with any new children on arrival to the school.

In some cases, a child may be moved through the sequence quickly as appropriate or they may be removed directly from the classroom to work with the Head teacher/deputy/Pastoral Team or in the Isolation Room without following the above sequence if the behaviour is causing a danger to others.

### **Fixed term exclusion**

A fixed term exclusion can be issued by the Head/Deputy if a child's behaviour is serious/dangerous to staff or pupils, or if the persistent poor behaviour of the pupil has an impact on the education of others and undermines the integrity of the behaviour policy.

At this stage a referral to the Behaviour and Attendance Collaborative (BACs) panel could be made, which may result in a 'managed move'. This would be after much support has been put in place and all the strategies listed have been exhausted, including the support of the Specialist Advisory Service or other external support.

A record of any fixed term exclusion is kept on the pupil's file and recorded on CPOMS.

### **Permanent exclusion**

If after a period of time, behaviour does not improve or if the behaviour endangers the safety of other pupils/staff, we may need to consider a permanent exclusion **IN LINE WITH NATIONAL GUIDELINES**.

**In serious or one off dangerous incidents a permanent exclusion will be considered.**

Governors will be informed about a permanent exclusion.

### **Isolation**

Some children may need to be away from other children for a period of time especially if their behaviours put other children, staff and themselves at risk of physical violence or threat.

They will spend a specific amount of time in the Isolation Room. This is an area supervised by two adults where the child can work quietly and independently with minimal interaction and no conversation with adults and other children. They should have breaks at an appropriate time but this would NOT be when the rest of the children are having their breaks.

Some incidents may warrant the child stays in Isolation for the rest of the day, others may be for the full day afterwards as well. A report of the child's behaviour in the Isolation Room and why they need to have this time-out should be recorded on CPOMS.

Isolation time for younger children could be for approx 1 hour at a time or a similar age appropriate time.

Parents/carers will be informed that their child has been working in the Isolation Room that day and the reasons for the decision. If a child is having many, regular times in the Isolation Room this could lead to an exclusion.

If a child needs any form of Team Teach restraint or is in an emotional crisis, they should NOT be taken to the Isolation Room on that occasion as this would not be appropriate. The child should be left where they are and the other children should be removed if needed. The staff dealing with the child should use Team Teach de-escalation strategies to calm the child. A member of the Pastoral Team, Head or Deputy or other appropriate adult who has a trusting relationship with that particular child should be called to calm the child if needed. This incident **MUST** be recorded by all adults involved and included on the child's PSP and on CPOMS. Parents/carers **MUST** be informed. When the child is calm, they can be walked calmly to the Nurture room or Pastoral Team's room.

### **Rules of the Isolation Room**

Children should always be sent to isolation room with work from the class teacher. If isolation is pre planned then work should be ready and sent down in advance.

Details of the incident that warrants isolation should be added to CPOMS.

There should be minimal interaction between the adults/children.

Children should not talk to each other or sit next to each other.

Toilet breaks should be when the rest of the children are in class working.

The child/children should be given a break outside for fresh air when the other children have come inside from playtime.

The child/children should have work to get on with independently.

Two adults should supervise the room and another 2 adults will take over so that they can have a break.

There is a telephone in the room for contacting another member of staff if needed.

The child/children should be supervised by the TAs/adults in their year group and cover will be arranged within the team.

### **Managing behaviour at playtimes**

Playtimes are split at Welholme Academy.

Foundation Stage have continuous outdoor provision in the Autumn and Spring term. They go out for a separate playtime in the big playground with the foundation staff at 10am. This continues in the summer term but is reduced in order to ease transition into KS1. By the end of the summer term the children will join the KS1 children for all playtimes.

In KS1, children are supervised by 2 teachers and all KS1 teaching assistants. Teaching assistants are expected to interact with the children and lead games using the equipment provided for playtimes. This will promote improved behaviour in the playground. Two Teaching assistants will be on first aid duty.

In KS2, children are supervised by 3 teachers and all teaching assistants who are not covering a first aid or corridor duty. Two teaching assistants will supervise the corridor and toilet area and 2 further teaching assistants who are first aid trained will manage the medical room.

On some occasions playtimes may be split and cover will be arranged within the year group to supervise the children at this time.

**All adults on duty must arrive promptly on the playground at the beginning of playtime.** Children should **never** be in the playground unsupervised. We have a very large playground and to promote good behaviour staff must ensure they locate themselves around the playground to ensure all areas are adequately supervised.

Any unacceptable behaviour at break times will be recorded on CPOMS and shared with any relevant staff. Any serious incidents are followed up by the Head teacher or Deputy head teacher and recorded.

Teachers should keep a record of pupils who miss their playtimes, are sent to another classroom or having Isolation time on CPOMS. This is monitored regularly by the Head, Deputy and Pastoral Team.

### **Managing behaviour at lunchtime**

Lunchtime is a very busy time at school with pupils moving around the building over the dinner period. It is very important that all children and staff are clear about their roles and the expected behaviour at this time to create a safe and orderly environment. It is also very important that routines are discussed regularly with all pupils and staff and any changes shared as soon as possible. To ensure lunchtime is managed calmly, children and staff should be ready to begin the lunchtime period promptly at 12pm for FS/KS1 and 12.15pm for KS2 as any delay has an impact on the swift running of this period of time.

School dinner pupils eat their lunch in the main dining hall. They are supervised by a senior midday supervisor and several midday supervisors.

Pupils with packed lunches eat their lunch in the classroom and are supervised by lunchtime supervisors.

**All adults supervising the playground must arrive promptly on the playground at 12 noon.**

Children should **never** be in the playground unsupervised. We have a very large playground and to promote good behaviour staff must ensure they locate themselves around the playground to ensure all areas are adequately supervised.

A lunchtime behaviour book will be used by the midday supervisors on duty to record any unacceptable behaviour. If a child's name is recorded in the book, the senior midday supervisor will report this to the appropriate class teacher. Any serious incidents are followed up by the Head teacher/Deputy/Pastoral Team/Senior Leader. This information is also recorded on CPOMS.

If a child has persistent poor behaviour at lunchtime, they will miss their lunchtime playtime. This means a child will spend between 12.00pm - 1.15pm (depending on lunch times) in the Community Room supervised by a senior member of staff. Their name will be recorded on CPOMS along with the

number of days off the playground and the reason. Children must bring work with them to complete during this period. It should be work they can complete independently.

Children should **NOT** be left outside the Staffroom unsupervised.

All staff moving around the school are responsible for encouraging good behaviour as the pupils move around the site at lunchtime. **It is the responsibility of all adults to encourage good behaviour in and around school.**

### **Wet playtimes**

**Morning playtime** - If the children are not able to go outside at playtime due to adverse weather conditions they should be given games/activities to do in their classroom. They will be supervised at this time by a teaching assistant and the teachers that would have been on duty on the playground for that day will patrol the area.

**Lunchtime playtime** - Children are supervised by lunchtime staff at lunch wet playtimes.

Key Stage 2 children who have school dinners will go to the Gym for a film and are supported by midday staff. Children who have a packed lunch will join the Gym when they have finished eating. They will go out if/when the weather is appropriate. At the end of lunchtime children will be picked up from the Gym by teaching staff and escorted back into the main building by their teacher and midday supervisor.

Key Stage 1 children who bring a packed lunch are supervised in class by a midday supervisor and children who have a school dinner will join them when they have finished. Each class has a wet playtime box with games and activities or a film is shown. They will go out if/when the weather is more appropriate.

All Foundation Stage children eat their lunch in the Dinner Hall and if the weather is not acceptable they will go into the Foundation classrooms.

### **Nurture Class and Nurture Groups**

Welholme Academy has a Nurture teacher who will support children who may be experiencing difficulties or whose needs may be above and beyond regular classroom support. Nurture support can also be offered to parents/carers if needed.

Some children often find it difficult to cope in certain situations and can react with inappropriate behaviours. Groups of children or individuals with difficulties work in the Nurture Room daily or weekly to address various areas of behaviour. This will help them to access the curriculum more appropriately, cope with challenging situations more readily and be ready to learn. The work is carefully planned and delivered by skilled staff and is carried out in the Nurture Room or within the child's classroom itself.

### **The use of restraint**

Occasionally for a child's own safety or for the safety of other pupils or staff, a child may need to be restrained. This should only happen in a minority of cases. For the majority of occasions (about 95% of the time) staff should be able to manage the situation using de-escalation strategies. However, in a small number of cases, staff that have been trained using the TEAM TEACH restraint techniques may be required to restrain a child using **ONLY** the techniques taught and this should be used **ONLY** as a last resort.

At all times the best interest of the child should be considered. Any restraint should be reported to the Head teacher and a written report should be placed on CPOMS. If restraint is needed for a child, then it is expected that this will form part of their PSP or Personal Handling Plan (PHP). An individual risk assessment may need to be carried out. The plan/assessment will be made available to all staff that come into contact with the child. It will also be shared with the parents/carers. Any incident that results in a physical injury should be passed onto the Business Manager Sam Jackson and a form will need to be completed and submitted to the Trust.

Only staff trained using the TEAM TEACH techniques are able to restrain a child. This training is updated yearly and a register of trained staff is available at school. Wrap training is also provided for adults working with younger children.

### **Child Protection**

Miss Glasby is the designated teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mrs Turrell is the Deputy.

If you have any concerns about the care or welfare of a child please come into school to speak to one of the Pastoral Team who will be able to assist you or contact the FFAP team directly on 01472 325555. (Families First Action Point)

Please refer to Welholme Academy's Safeguarding and Child Protection Guidelines and Procedures and ELT Safeguarding Policy on our school website [www.welholmeprimary.com](http://www.welholmeprimary.com)

**Monitoring** This policy will be reviewed in March 2020 or updated as necessary in light of any changes.

## **WELHOLME ACADEMY** **HOME/SCHOOL BEHAVIOUR AGREEMENT**

***"Respect has to be given in order to receive. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard"***  
(Core Belief: Learning Behaviour 2005)

At Welholme Academy we expect all pupils to keep the following rules:

**S**tay safe and keep hands, feet and comments to myself.

**T**ry my best all of the time.

**A**lways listen and follow instructions straight away.

**R**espect and care for people and belongings.

It is also expected that our children will demonstrate the same positive behaviour at playtimes, lunchtimes, at clubs and on out of school visits. Every adult at Welholme Academy is entitled to be shown equal respect and spoken to in the appropriate manner.

We are determined to create a learning environment where all children will be challenged in their thinking to achieve to the best of their abilities. We will also encourage our children to become respected and respectful citizens.

Failure to agree and keep these rules will result in pupils being part of the 'School's Behavioural Route' procedure, as stated in our policy.

After reading and sharing this important document with your child, please both sign and return it to your child's class teacher.

**WELHOLME ACADEMY  
HOME/SCHOOL AGREEMENT 2017-2018**

Name of child: \_\_\_\_\_

**I as a pupil at Welholme Academy will:**

- Follow the Welholme Academy Behaviour Policy
- Keep the STAR rules

- Be punctual and attend regularly
- Accept responsibility for my actions
- Develop self discipline
- Accept other children's culture, race, feelings, beliefs and values
- Wear correct school uniform and have an appropriate hairstyle

Pupil's signature: \_\_\_\_\_

**I as a parent/carer will:**

- Ensure my child follows the Welholme Academy Behaviour Policy
- Expect my child to keep the STAR rules
- Ensure that my child attends school regularly and on time
- Support the school by encouraging positive attitudes
- Attend relevant school meetings
- Support and work with the school to ensure policies are maintained
- Encourage a positive attitude towards my child's education and support their homework
- Read all information sent home
- Inform school of any changes which may affect my child
- Ensure my child wears correct school uniform and has an appropriate hairstyle

Parent/carer's signature \_\_\_\_\_

**Welholme Academy will:**

- Carry out the procedures stated in the Welholme Academy Behaviour Policy
- Expect pupils to keep the STAR rules
- Provide a high standard of education
- Provide a broad and well balanced curriculum
- Celebrate children's academic and personal achievements
- Ensure your child is always safe
- Plan opportunities for your child to reach their full potential
- Teach your child to develop positive attitudes
- Regularly discuss with you your child's progress and/or concerns
- Provide information to you about our school

Head teacher's signature: \_\_\_\_\_