



GREENWOOD ACADEMIES TRUST

Woodvale Primary Academy Behaviour Policy

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1. Aims

Woodvale Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone, including staff, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This guidance echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 Greenwood Academies Trust

GAT is responsible for holding the principal to account for its implementation.

5.2 The principal

The principal is responsible for reviewing and approving this behaviour policy.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The principal is responsible for monitoring the effectiveness of this policy.

5.3 Staff

Staff are responsible for:

- Managing behaviour effectively to ensure a good and safe learning environment
 - Have clear rules and routines for behaviour in classrooms, take responsibility for promoting good and courteous behaviour both in classrooms and around the school
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

(Teacher Standards, DfE, 2011)

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
 - These expectations are referred to as 'Our School Standards' and are explained to pupils using appropriate language:-
 - We follow instructions first time
 - We will treat everybody how we would like to be treated ourselves
 - We will keep hands, feet and unkind words to ourselves
 - We will respect everybody, including ourselves
 - We will care for our school and everything in it
 - We will be good learners and allow everyone to learn together
 - We will always listen to whoever is talking
 - We will wear the correct uniform at all times

If pupils are following our school standards then they are fulfilling our school values of being responsible, outstanding, kind and safe.

7. Rewards and sanctions

7.1 Recognising success

School staff seek out opportunities to reward those pupils whose behaviour and attitude goes above and beyond. It is important as a school that we do not simply reward those pupils who show the minimum expectations in school as this may show an acceptance of minimum standards.

Staff may choose to celebrate behaviours using a variety of means which may include, but are not limited to:-

- Verbal praise for the behaviour or quality of work.
- Stickers or stamps
- A name moved onto the class Recognition Board
- A positive phone call home or conversation at the end of the school day with a parent or carer
- Star of the day
- A round of applause or other whole class recognition
- A visit to see the Principal or Deputy Principal to share work or other achievements

- A subtle privilege within the classroom such as sitting on a special chair during story time or being the first to line up at lunchtime or to go out to break.
- On Fridays a 'Star of the Week' award is given to a child from each class in celebration assembly. This is an opportunity for staff to acknowledge the following:-
 - Excellent achievements in a child's learning
 - Outstanding or sustained improved behaviours
 - Contributions to the life of the class or the school community
 - Success in extracurricular activities and activities which take place outside school
 - Outstanding attendance

We believe in sharing pupils' success with parents and carers and we invite parents and carers to attend these assemblies and to join in the celebration of their child's achievement. Following the assembly, each 'Star of the Week' and their parent or carer is invited to attend 'Hot Chocolate Friday' with the Principal.

- Class Dojo points are awarded to pupils for good behaviour. Class teachers are able to set their own in class rewards for the pupils with the highest Dojos each week and in addition to this, the 5 children from each class with the most Dojos each week will have an extra breaktime on Friday afternoon.

As a school we avoid giving physical rewards to pupils as we believe these to be short term motivators and unsustainable in the long term.

7.2 Responding to inappropriate behaviour

There is a whole school system of rewards and sanctions which is explained to the pupils and applied consistently by all members of staff within the school community.

All staff will strive to avoid confrontation and defuse situations wherever possible by talking to pupils in a clam, but fair manner. In cases where 'Our School Standards' are broken a series of sanctions will be applied. It is the responsibility of the member of staff who is involved, witnesses or experiences the break in standards to issue the sanction.

Learners are held responsible for their behaviour.

Staff will deal with behaviour without delegating.

Staff will use the steps in this behaviour policy when dealing with poor conduct and steps should always be gone through with care and consideration, taking individual needs into consideration. *Clear take up time must be given between steps - it is not possible to leap or accelerate steps for repeated low level disruption*

In an emergency, a telephone call should be made to a member of SLT.

The table below shows the stages, examples of behaviour that fits each stage and the action the adult should take. The list of pupil behaviours is not exhaustive and therefore the class teacher should make a judgement based on best fit. Any uncertainties should be discussed with a member of SLT.

Stage	Pupil Behaviour	Actions
1	Low level one off which may include: <ul style="list-style-type: none"> ● Low level disruptive behaviour ● Calling out ● Answering back 	Classroom staff might:- Use non-verbal cues to avoid disruption to flow.

	<ul style="list-style-type: none"> • Being unkind verbally • Not following class rules • Interrupting and making rude noises • Not looking after resources 	<p>Express private, firm disapproval.</p> <p>Reset expectations (linked to 'Our School Standards' and set a target to get on the recognition board for a desirable behaviour.</p> <p>Allow take up time to let the child save face, to process your instruction or to avoid confrontation in front of an audience.</p> <p>If the unwanted behaviour stops then the child's stage is reset.</p>
2	Low level repeated	<p>Classroom staff might:-</p> <p>Give a closed choice: <i>You can either get on with your work now or you can finish at break time.</i></p> <p>Keep them back briefly at break / lunch to reset expectations.</p> <p>If the unwanted behaviour stops then the child's stage is reset.</p> <p><i>'Stage 2' negative Dojo to be recorded.</i></p>
3	<p>Low level persistent or disrespectful behaviour which disrupts the learning of others and which may include:</p> <ul style="list-style-type: none"> • Speaking in a disrespectful way to an adult or child • Minor 'unkind hands, unkind feet' incidents • Not taking responsibility for actions • Throwing classroom objects 	<p>Classroom staff might:</p> <p>Give a time out to the other year group class (no discussion – supervision only). Follow up at the next opportunity, supported by KS leader.</p> <p>Keep the child back for 5 minutes of breaktime (EYFS/KS1) or 10 minutes of breaktime (KS2)</p>

		<p>If the unwanted behaviour stops then the child's stage is reset.</p> <p><i>Incident recorded on SIMS.</i></p>
4	<p>Serious incident which undermines the health and safety of everyone in school which may include:</p> <ul style="list-style-type: none"> ● Sustained aggressive behaviour towards an adult or pupil ● Deliberately damaging school property ● Inappropriate use of ICT ● Discrimination ● Refusing to follow an adult's instructions following a discrete intervention ● Swearing (heard by an adult) ● Spitting 	<p>Classroom staff will:-</p> <p>Ensure that everyone is safe and send for SLT</p> <p>Senior leaders will:-</p> <p>Remove the child from the classroom / playground</p> <p>Contact parents to inform them and reset expectations.</p> <p>Set up a Behaviour Report and review in 2 weeks.</p> <p>Senior leaders might:-</p> <p>Set an internal exclusion if appropriate</p> <p>Issue a fixed term exclusion / permanent exclusion if appropriate.</p> <p><i>Incident recorded on SIMS</i></p>

The expectation is that the majority of unwanted behaviours will fall under Stage 1 or 2. **Stage 4 is reserved** for a serious breach of behaviour norms and may result in a fixed term exclusion or alternatives such as working in isolation.

Note that these stages 'reset' and are not cumulative throughout the course of an entire school day.

We may ask a child to work in isolation in response to serious or persistent breaches of this policy. Pupils may be sent to this area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.3 Lunchtimes and Breaktimes:

The same system of rewards and sanctions applies during lunchtimes and breaktimes. Should a child reach Stage 3 and need time out from the playground then they will be asked to sit out from breaktime (for example away from other children) for the required amount of time.

7.4 Severe Behaviour

Severe behavioural issues must be reported to a member of the SLT who will deal with the incident. Severe behaviour can include but is not limited to:-

- Inappropriate or dangerous items being brought onto school premises
- Racist abuse
- Bullying
- Physical assault
- Homophobic abuse
- Sexual misconduct
- Theft
- Serious damage to school property
- Persistent disruption to learning

All incidents will be recorded in SIMS. In the case of bullying and prejudice related incidents, additional documentation will be recorded in line with policy.

7.5 Vulnerable Groups:

It is recognised that some children need a more individual approach to independently display positive behaviour.

To do this we offer the following approaches:

- Time out opportunities
- Work with Learning Mentor
- Meet and Greet sessions
- Targeted interventions
- Social skills work
- Pastoral Support Plans

7.6 Pastoral Support Plans

Behaviour is monitored regularly by SLT and a Behaviour Support Plan (PSP) is a structured plan which aims to gain a greater understanding of a child's behaviour when it is agreed that a more focused approach is needed to support the child to make positive changes to their behaviour. The decision to place a child on a PSP is made by SLT in conjunction with the class teacher. This involves setting targets for improvements in behaviour, outlining any support that may be needed to support the child in achieving these targets and is reviewed regularly by the class teacher alongside a member of SLT.

7.7 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.8 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

We believe that it is the culture of the academy that is the most important driver of positive attitudes and behaviour for learning. As such, our academy has 4 'Golden Rules' / values which we expect all members of the school community to adhere to:-

- Be responsible
- Be outstanding
- Be kind
- Be safe

As an academy, we look to recognise and celebrate those pupils who go above and beyond in any of these rules/values but we appreciate that there will be times when children display unwanted behaviours.

Our behaviour policy adopts a 'stepped and staged' approach but it is important that there is consistency not only in terms of the *application* of the policy but in the *practice* of adults when managing challenging behaviour:-

- Consistent **language**; consistent response - simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up** - ensuring certainty in expectations from all staff. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement** - routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- Consistent **consequences** - defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent, simple **expectations** which promote appropriate behaviour
- Consistent **models of emotional control** - emotional restraint that is modelled and not just taught ; teachers as role models for learning
- Consistently reinforced **rituals and routines** for behaviour around the school

The vast majority of behaviours will be able to be managed and categorised as Stage 1 and Stage 2 behaviours. Some behaviours such as disrespectful behaviour (rudeness to staff for example) are Stage 3 behaviours and it is important that in these cases, there is the opportunity for the learner to repair the harm and that all parties have the opportunity to explain how they felt in a calm and careful manner.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Ensure consistency in rewarding and sanctioning pupils
- Follow up every time
- Retain ownership of behaviour management
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display class rules (ideally no more than 5) that are understood by pupils, reflect the school's values (Be responsible, be outstanding, be kind, be safe) and use these to support behaviour management in the classroom.
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Plan lessons that engage, challenge and meet the needs of all pupils
- Do not use whole class sanctions as a punishment
- Are calm and give 'take up time' when going through the steps - prevent before sanctions
- Never ignore or walk past learners whose behaviour falls short of expectations

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by SLT every year. At each review, the policy will be approved by the principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

13. Appendix A:- COVID-19 Amendments

- In line with government guidance, the school has included this appendix to the behaviour policy to ensure that behaviour expectations regarding rules and hygiene measures intended to limit and reduce the transmission of COVID-19 are clear to pupils, parents and staff.
- We are mindful of the need to support pupils, many of whom have been out of school for six months with their transition back to school. We provide clear guidance on the changes to the school routines and frequent reminders of our expectations in an age appropriate way. We take into account the possible impact of the virus on individual children when making a decision as to the level of sanctions. **However, maintaining the health and safety of everyone on the school site is our priority.**
- Children will be taught and reminded about expectations around behaviour and specific COVID-19 related behaviour regularly and throughout the school day alongside reinforcement through posters in school. This will be a focus for remote assemblies and classroom discussion and is of particular importance when pupils from all year groups attend in September 2020.

13.1 Expectations

- Children should remember to:-
 - **Wash their hands throughout the school day or when asked to.** This will be reinforced by staff at key points throughout the day and should as a minimum be when they arrive in school, before break, after break, before lunch, after lunch and every time they use the toilet. Posters on display in classrooms and toilets reinforce this message.
 - **Walk in school on the left hand side and follow the arrows around school to ensure the safety of everybody.** This aims to reduce the contact between pupils when passing in corridors.

- **Only mix with pupils from their own year group bubble.** Pupils will be working in year group bubbles and times not spend in class such as breaktimes have been carefully structured to minimise the chances of pupils interacting with pupils from other bubbles.
- **Use a tissue to sneeze or cough into and dispose of the tissue safely.** Tissues are provided in every classroom and lidded bins are also provided in each class for the safe disposal of tissues. If a tissue is not available then pupils should sneeze or cough into their elbow.
- **Use only the equipment they have been provided with.** Pupils will be provided with basic equipment such as pencils and rulers. Where there is specific equipment being used such as glue sticks, there may be occasions where these are shared but this should only be with the agreement of a member of staff.
- **Avoid touching other people.** Although pupils will not be socially distancing in the classroom, they should still avoid touching others, including at breaktime. They should also ensure that they social distance themselves from school staff other than in situations or year groups where this is not practical (For example in the Early Years or when working 1:1 with an adult for a short amount of time)
- **Tell an adult if they are feeling unwell.** The school has a robust procedure and risk assessment for managing COVID symptoms and this must be followed at all times.

13.2 Use of face masks and face coverings

- Following government guidelines, face masks are not be worn by pupils in school. As a primary school, pupils are not expected to wear face coverings or masks when in enclosed spaces outside of school. Pupils who wear face masks on the school site will be asked to remove them and in the event of a pupil refusing to remove their mask, parents or carers will be contacted.

13.3 Rewards

- Praise and encouragement are effective motivators for pupils and these should continue to be used
- The school will continue to use Class Dojo to reward pupils.
- Class teachers may decide to use their Recognition Boards to promote positive COVID related behaviours such as excellent handwashing.
- At this time, it will not be possible to send pupils to the Principal or Deputy Principal for recognition. However, there will be an online celebration assembly held each week to recognise those pupils who have gone above and beyond and demonstrated behaviours that are responsible, outstanding, kind and safe.

13.4 Updated table of steps and sanctions

Stage	Pupil Behaviour	Actions
1	<p>Low level one off which may include:</p> <ul style="list-style-type: none"> • Low level disruptive behaviour • Calling out • Answering back • Being unkind verbally • Not following class rules • Interrupting and making rude noises • Not looking after resources 	<p>Classroom staff might:-</p> <p>Use non-verbal cues to avoid disruption to flow.</p> <p>Express private, firm disapproval.</p> <p>Reset expectations (linked to 'Our School Standards' and set a target to get on the recognition board for a desirable behaviour.</p> <p>Allow take up time to let the child save face, to process your instruction or to avoid confrontation in front of an audience.</p>

		If the unwanted behaviour stops then the child's stage is reset.
2	Low level repeated	<p>Classroom staff might:-</p> <p>Give a closed choice: <i>You can either get on with your work now or you can finish at break time.</i></p> <p>Keep them back briefly at break / lunch to reset expectations.</p> <p>If the unwanted behaviour stops then the child's stage is reset.</p> <p><i>'Stage 2' negative Dojo to be recorded.</i></p>
3	<p>Low level persistent or disrespectful behaviour which disrupts the learning of others and which may include:</p> <ul style="list-style-type: none"> • Speaking in a disrespectful way to an adult or child • Minor 'unkind hands, unkind feet' incidents • Not taking responsibility for actions • Throwing classroom objects 	<p>Classroom staff might:</p> <p>Give a time out to the other year group class (no discussion – supervision only). Follow up at the next opportunity, supported by KS leader.</p> <p>Keep the child back for 5 minutes of breaktime (EYFS/KS1) or 10 minutes of breaktime (KS2)</p> <p>If the unwanted behaviour stops then the child's stage is reset.</p> <p><i>Incident recorded on SIMS.</i></p>
4	<p>Serious incident which undermines the health and safety of everyone in school which may include:</p> <ul style="list-style-type: none"> • Sustained aggressive behaviour towards an adult or pupil • Deliberately damaging school property • Inappropriate use of ICT • Discrimination • Refusing to follow an adult's instructions following a discrete intervention • Swearing (heard by an adult) • Spitting 	<p>Classroom staff will:-</p> <p>Ensure that everyone is safe and send for SLT</p> <p>Senior leaders will:-</p> <p>Remove the child from the classroom / playground</p> <p>Contact parents to inform them and reset expectations.</p> <p>Set up a Behaviour Report and</p>

		<p>review in 2 weeks.</p> <p>Senior leaders might:-</p> <p>Set an internal exclusion if appropriate</p> <p>Issue a fixed term exclusion / permanent exclusion if appropriate.</p> <p><i>Incident recorded on SIMS</i></p>
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13.5 Serious breaches of the school's behaviour policy

- There may be occasions when a child's behaviour is deemed high risk. These can be grouped into two categories:-
 - **Refusing to adhere to safety measures** – this may include but is not limited to hand washing, not following social distancing guidelines / floor markings etc...
 - **Behaviours that put themselves or others at risk** – this may include but is not limited to spitting, deliberately coughing at others etc...
- Where there is a **continued and deliberate** refusal to adhere to safety measures and the usual approaches to managing pupil behaviour have not worked or where pupils **deliberately** behave in a way that put themselves or others at risk, a member of SLT will make contact with the child's parents or carers to discuss whether it is safe for the child to remain in school. This may result in a fixed term exclusion being applied in line with the school's Exclusion Policy.

13.6 Use of positive handling/restraint

- There can be times where a pupils' behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical intervention and there are named staff who are trained in Price Training to use physical intervention if deemed necessary.
- Physical intervention will be avoided at all costs. In the event that all other support techniques do not work and the child is an immediate danger to themselves or others, physical intervention may need to be used as an immediate safety precaution. Where a child may need physical intervention, staff will wear PPE to help avoid cross contamination or any potential virus spread.
- Any use of physical intervention will be deemed as a serious breach of the school's behaviour policy and parents or carers will be contacted immediately. Further actions and sanctions, including the possibility of exclusion will be decided by the Principal.

13.7 Poster for display in classrooms



We will wash our hands **properly** throughout the school day or when asked to



We will **walk on the left** and **follow the floor markings**



We will only mix with **children from our own year group bubble**



We will not **put our hands** on other children, even at breaktime



We will **'Catch It, Bin It, Kill It'**

Keeping Everyone Safe at Woodvale



We will always **sit in our own space** in the classroom



We will **tell an adult** if we are feeling poorly



We will **use our own equipment** unless our teacher says it is ok