

**North Walsall Behaviour Procedure - Covid 19 Partial Opening
May 2020**

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Associated documents:	
<ul style="list-style-type: none"> • ATT behaviour Policy • North Walsall ethos and vision • COVID19 Home school agreement • Privacy notices 	
Links to:	
<ul style="list-style-type: none"> • Complaints Policy • Curriculum Policy • SEND Policy • Data Protection policy • Anti-bullying policy • Equality Policy • Exclusions Policy 	

Our ATT Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.

- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

North Walsall Behaviour Procedures for partial reopening during Covid 19

Good behaviour in our academy is essential in order to maintain a safe and happy environment. At North Walsall Academy, it is expected that all members of the community; staff, children and parents work together to ensure that our academy is safe and harmonious. Our mission is to provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

Aims

- To create a secure, stable, caring environment in which effective learning can take place
- To have mutual respect for all and understand the importance of democracy; the rule of law; individual liberty; mutual respect and tolerance for those with different faiths and beliefs and for those without faith
- To set acceptable standards of behaviour, using positive ways of maintaining high levels of behaviour, consistently role modelling these expectations.
- To ensure physical, sensory, intellectual impairment and mental health are fully supported, with training reflecting the needs of the academy.
- To ensure all standards are meaningful, attainable, discussed and adhered to by all
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.
- To embed a belief that the education and success of all pupils is of equal value.
- A learning environment where respect for the dignity of ourselves and others are paramount to success.
- A respect for the community and stakeholders, acting as an advocate for the academy at all times.
- Recognition that all pupils may experience personal difficulties. The academy should provide support to ensure that behaviour issues do not impinge on the learning and progress of others.
- Specific support for SEN/disabled pupils, Pupil Premium pupils and EAL pupils should be regularly monitored and communicated across the academy.
- A commitment to developing individual potential both inside and outside the classroom recognising and celebrating personal milestones. The belief that pupils

learn best in a safe and nurturing environment, which promotes a sense of belonging and ownership of learning

Behaviour System

The behaviour of pupils throughout the academy is exemplary. Relationships between pupils and adults in the academy are very strong. All staff are expected to take the time to greet and talk to pupils as they travel through the academy. There is a relentless pursuit to create a happy, respectful and purposeful learning environment. All members of the academy community must model the high standards of behaviour and conduct expected.

There is a clear system of rewards and sanctions that is well understood by pupils: In EYFS/KS1 & KS2.

We use a combination of two systems Good to be Green & Class Dojo.

In each classroom there is a Good to be Green chart displaying children's names. Behind each name are three cards which are used alongside praise and rewards. Children who are green all week will be rewarded with five Dojo points and a treat from their class teacher e.g. extra break or a prize from the prize box. Children who remain green for a half term will receive a privilege card, 3 privilege cards in a half term will result in an enrichment treat.

Praise will be verbal feedback, positive dojos, stickers, Principal/ Executive Principal stickers and further awards for learning given weekly in class celebration assemblies. The winners in each class will be shared with our community via class dojo/

Children will be rewarded dojos for the following positive behaviours:

- Making safe decisions about their own behaviour and considering the safety of others
- Showing a can do attitude
- Showing their love of learning in all aspects of academy life
- Showing respect and contributing to their wider community

In addition, a class teacher may personalise their dojo awards to fit the learning and needs of the class they teach.

Sanctions

At times, children may need to be reminded about the behaviour choices they make especially if these behaviours result in an unsafe environment for the other children and adults in the environment.

Where adults identify poor choices being made, they will follow these steps:

Orange Card Occasionally children will need a reminder of behaviour expectations in school. Staff are expected to use

- 1. Non- verbal reminder (the 'look')
- 2. Polite reminder (Given on a 1:1 basis)
- 3. Verbal warning (Given on a 1:1 basis) If a child needs reminding three times of our expectations they will be told to change their card to orange.

An orange card will result in one playtime being missed. After the missed playtime or at the end of the day the card will be changed to green ready to start the new day. Children who are required to miss their playtime due to an orange card are to

Red Card: If a child continues to demonstrate behaviour that is not in line with the class/school rules they will be instructed to change their card to red. This results in a consequence. Red card letters must be dated and be given to parents on the same day as the incident. A copy must be kept for behaviour records. COVID19 sanctions will differ from normal procedure:

- 1st Red Card – Two missed playtimes (To stand by the wall outside with the class teacher)
- 2nd Red Card – Lunchtime detention (SENT to a member of the SLT team for their isolation)
- 3rd Red Card - Afternoon breaks to be removed for 1 week, followed by a report card being issued for the period of one week initially.
- 4 Red Cards - A one day internal exclusion with a member of the SLT team, followed by a report card being issued for the period of one week initially.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Any pupil who commits serious or persistent breach of the academy rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases fixed term and permanent exclusion.

The system is GDPR compliant and further information regarding their privacy policy can be found here:

<https://www.classdojo.com/en-gb/privacy/>

Implementing the system

It is imperative ALL children know and understand their class rules and the associated rewards and consequences.