

Appendix 1 - Primary Academy Specific

Booth Wood Academy

Celebrating Behaviour

Pupils respond well to immediate praise from teachers, and this can be reinforced when parents are notified. This could be for praising classwork, homework, an exceptional gesture of kindness or attitude to learning. We reward those children who demonstrate our core values and keep the school rules in a variety of ways such as, praise, privileges, team points, certificates and stickers.

	Reward
1	Verbal Praise
2	Written Comment on work
3	Display of work
4	Public commendation in assembly
6	Special privilege such as lunch/snack with the Head/ Wear what you like day
7	Team points
8	Rainbow Awards

How we record positive behaviour at Booth Wood Academy

Any team points gained are counted in the classrooms and put towards a team total at the end of each term. Those children that receive awards in Celebration assemblies will have their name go on the Tree of Success in the corridor and parents informed through the newsletters.

Booth Wood Academy Rules

There is only one rule. **BE KIND**

We want our children to be KIND in their:

- Words – what they say to each other and everyone around them
- Actions – how they behavior to everyone around them
- Thoughts – what we think often translates into our behaviour, so think kind things
- To themselves – such as to not be upset if they have tried and failed, and to get help when they need it by asking a friend on an adult in school.

Booth Wood Academy Sanctions for Pupils

In our primary academies, certain behaviours are classified into certain stages with an appropriate step of response. The following Behaviour Code and stages will be displayed in all the classrooms in a child friendly version from stage 1-4. Booth Wood Academy behaviour displays are simplified and easy to understand.

Stage	Pupil Behaviour	Sanction
1 Refocus support	Low level disruptive behaviour	• Reminder of the expectation and expectations at our academy. • The child's name written on ta card on the teacher's desk.

Stage	Pupil Behaviour	Sanction
2 Reflection	Low level disruptive behaviour which may include not listening to instructions, calling out, not following group work rules, interrupting and making rude noises.	- Teacher reminds the child of the classroom values and expectations at our academy. - Reflection workstation to be used within the classroom. - Re-engage with teacher support.
3 Re-direction	Continued low level disruptive behaviour impacting on others' learning. Disrespectful behaviour which may include speaking in a disrespectful way to another child or an adult.	- Teacher reminds the child of the classroom values and expectations at our academy. - Time in partner classroom with classwork to be completed. - Loss of social time supervised by teacher for: missed/ incomplete work. - Followed by a restorative discussion with that adult. - Behaviour recorded on Bromcom. - May inform parent/ carer on the same day.
4 Referral to SLT	Continued low level disruptive behaviour impacting on others' learning. Hurtful or dangerous behaviour. Racist or homophobic name calling, swearing, spitting, fighting, stealing, threatening or offensive to others.	- Removal from year group/ area to work elsewhere. - Discussion with a senior member of staff. - Loss of social time supervised by teacher for missed/ incomplete work. - Restorative conversation with adult and SLT. - Behaviour recorded on Bromcom. - May inform parents/ carers by SLT with a phone call home.
5 Internal exclusion	Continued disruptive behaviour impacting other' learning. Hurtful or dangerous behaviour which may include hitting or kicking another child. Racist or homophobic name calling, swearing, spitting, fighting, stealing, fighting, stealing, threatening or continuous homophobic, dangerous and/ or violent behaviour, racism, child on	- Removal from year group/ area to work elsewhere. - Discussion with the Headteacher/ Principal. - Loss of social time supervised by teacher for missed/ incomplete work (if deemed appropriate by the Headteacher/ Principal) - Due to the serious nature of the incident, a suspension or permanent exclusion may be

Stage	Pupil Behaviour	Sanction
	child abuse, sexualised behaviours.	considered by the Headteacher/ Principal and protocol followed. • Restorative conversation with adult (this may be a re-integration meeting) • Behaviour recorded on Bromcom. • Inform parents/ carers with a phone call home as soon as possible after the event. • If the child is vulnerable, other appropriate professionals will be informed on the same day. • Inform the Trust and LA of any suspensions/ permanent exclusions.

How we record negative behaviour/sanctions at Booth Wood Academy

Negative behaviour is recorded on Bromcom from stage 3 onward. Any behaviour that only takes place at stage 1 and 2 is recorded on a weekly sheet that is analysed by the SLT at the end of each term or sooner if needed.

How Booth Wood Academy prevents repeat behaviours

Booth Wood Academy adopts a variety of different interventions to support pupils in managing their behaviours and developing their ability to self-regulate, to reduce the likelihood of suspension and permanent exclusions. We achieve this by having clear and consistent behavioural expectations and offering swift and extensive support for those children who struggle to meet the expectations. We recognise that some children will require more focused and rapid support than others and this is provided preemptively. Often this support will be delivered outside of the classroom by our Mental Health and Wellbeing Lead either individually or as part of a small supportive group.

The pastoral team meet weekly, enabling them to closely monitor any pupils who are persistently misbehaving or not responding to support in place so that they are able to provide more intensive support. This also provides opportunity for Leadership to link with external agencies for further support if deemed appropriate.

Booth Wood Academy intervention list

- ELSA support
- Frequent and open engagement with parents, including home visits if deemed necessary
- Providing mentoring and coaching
- Short-term behaviour report cards or longer-term behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

What Booth Wood Academy does when we have specific/serious concerns regarding behaviour

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response'

should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

What off site direction/ alternative provision we use at Booth Wood Academy

To help support our children and prevent suspensions and exclusions, we may place a child with an alternative provision. This provision will be chosen with the child in mind, as the best place to support that child's behaviour as well as any special educational needs and disabilities (SEND) or health needs.

We will always make sure the alternative provision offers a broad and balanced curriculum, the nature of the intervention has been discussed and selected to meet the needs of the child and the placement will be reviewed by all parties. The child has an agreed date and plan for reintegration back into our academy and this is kept under review.

Reviewed Date: 8th August 2025

Reviewer: Heather Sharpe

Position: Headteacher