



THE WOODLANDS PARK WAY

TEACHING AND LEARNING HANDBOOK



2023-2024



THE WOODLANDS PARK WAY

SECTION ONE: SYSTEMS AND ROUTINES

HOW TO... CREATE A STRONG START TO THE DAY- WELCOMING EVERY CHILD AT THE GATE OR CLASSROOM DOOR

HOW TO... CREATE A STRONG START TO THE DAY- EARLY MORNING WORK

HOW TO... CREATE A STRONG START TO THE DAY- TAKING THE REGISTER

HOW TO... GAIN THE CHILDREN'S ATTENTION – SILENT SIGNAL

HOW TO... MOVE SAFELY AND WITH RESPECT AROUND THE SCHOOL

HOW TO... ENSURE THAT ALL CHILDREN CAN SEE, HEAR AND PARTICIPATE: SEATING PLANS

HOW TO... ENSURE THAT AS A TEACHING MEMBER OF STAFF, YOU ARE SEEN AND RESPECTED BY ALL CHILDREN

HOW TO... CELEBRATE POSITIVE BEHAVIOURS

HOW TO... SPEAK TO THE CHILDREN AT WOODLANDS PARK WHEN A CHILD IS DISTRESSED

HOW TO... FOLLOW THE SIX STEP BEHAVIOUR APPROACH

HOW TO... DECIDE WHERE A CHILD'S BEHAVIOUR SHOULD BE PLACED ON THE BEHAVIOUR COLOURED ZONE CHART

HOW TO... ENSURE ALL CHILDREN HAVE POSITIVE LUNCH TIMES

HOW TO... MODEL EXPECTATIONS AS AN ADULT AT WOODLANDS PARK



THE WOODLANDS PARK WAY

HOW TO... **CREATE A STRONG START TO THE DAY- WELCOMING EVERY CHILD AT THE GATE OR CLASSROOM DOOR**

WHY?

- **Every** day is a **new** start.
- As a staff member at Woodlands Park Primary School, **you make a difference to each and every child.**
- We don't know what happens in a child's life when they are at home, what kind of night, weekend or even the morning that they have had. **You are their safe person and school is their safe place.**

HOW?

- Teachers will **stand** at their classroom **doors**, ready to **open at 8.40 am**. If the teacher is not available, then the class **TA** will be at the classroom door.
- We **welcome our children** by saying to each and every child, **"Good morning... How are you?"**
- As a member of staff, you may want to **mention something that you notice**, e.g a new hair cut or asking how their dance class was last night, or you have heard something positive about them.
- **Every** interaction at the door **must be positive and personalised** to the child.
- Watch out for children who **sneak** behind, or **try not** to talk to you. You **must make an extra effort to check in with them!**





THE WOODLANDS PARK WAY

HOW TO... CREATE A STRONG START TO THE DAY- EARLY MORNING WORK

WHY?

- It is important that routines are established as soon as possible so that they become automatic. This ensures that time is not wasted, and learning opportunities can begin as soon as possible. It also ensures that the children know what to expect and that there is a calm start to every day.

HOW?

- Once the children have entered the classroom, they should put their **coats and bags away, packed lunches away, water bottles away** and take their reading diaries/ reading books out and place in a **labelled box** ready for the teacher/TA/volunteer to access easily, if the books need changing.
- Children should then **sit at their desks, in their places**.
- Early Morning Work (**EMW**) **will be on** the interactive whiteboard.
- The EMW will have the **school logo to the top right hand side** of the screen, the **full date and the short date**. It will also have an **overview of what the task** is that they should be doing whilst the teacher/ TA is welcoming children at the classroom door.
- At **8.50 am**, the bell will ring. The class room **door will be closed** and the **class register** will begin.

[Monday 12th November 2023](#)

[12.11.23](#)



Good morning Tawny Owls.

1. Have you taken out your reading diary, reading book and are they in the box if they need to be changed?
2. Complete the maths questions focusing on perimeter. They are on your desks ready for you.
3. Finished? Then read the next chapter of your library book. Be prepared to tell me all about it!

The image is an example and will need to be adapted for the year group and class.



THE WOODLANDS PARK WAY

HOW TO... CREATE A STRONG START TO THE DAY- TAKING THE REGISTER

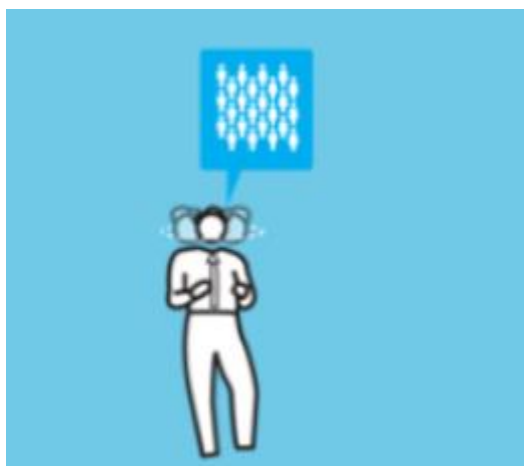
WHY?

- Taking the register is not just a **legal document**, it also allows us to **track attendance, safeguard** children but also is an **important time to build relationships** with the children.

HOW?

- At Woodlands Park, the bell will ring at **8.50am**. All children should **be sat at their desks**, working through the **Early Morning Work** activities and be **ready for the class register**.
- The class teacher, (TA if teacher is not available) will use the **silent stop** (raised hand) signal to get the **class focused**.
- When **every child in the class is focussed**, the teacher will begin by saying **“Good morning...” (class name)**.
- The register will then start by the teacher saying, **“Good morning Charlie.”**
- The teacher will **ensure that eye contact is given with the child** (unless eye contact makes the child feel **uncomfortable**).
- The **child** will respond with, **“Good morning Mrs Vollans, good morning Mrs Peters”** The child **must** say good morning to the **teacher and the TA**.
- **After** the main register, the children can then **choose their lunch** options.
- Throughout the **register, the children must be in silence** completing their **EMW** unless it is **their turn** to answer the register. **THE REGISTER IS A LEGAL DOCUMENT AND IS A SAFEGUARDING MEASURE.**
- Using the **silent stop signal**, the teacher will then **gain the full class attention** before asking the class to put their **EMW in their rucksack toolkits** and be **ready** for the first session to start.

The first lesson in every class must be started by 9am. Every minute of the day is precious time.



THE WOODLANDS PARK WAY

HOW TO... GAIN THE CHILDREN'S ATTENTION – SILENT SIGNAL

WHY?

- The silent signal is to be used because using your voice over children's voices is ineffective, encourages negative behaviours and can take longer, eating into learning time.
- This signal ensures consistency from every member of staff, in every situation. Children know and respond to this silent signal.

HOW?

- This routine will be used several times throughout the day. It can be used for transitions, lunch time in the hall, break times as well as in the class.
- It should be used by **every** member of staff and students at Woodlands Park Primary School.
- This signal is to be used because using your voice over children's voices is ineffective, encourages negative behaviours and can take longer, eating into learning time.
- The signal that we use, is a **raised hand**. The **palm of your hand should face the children**. Raise your arm into the air **above your head** when you use the signal.
- The signal is **non-verbal**. You can attract any child who is not focused on you, by moving towards them, **catching their eye and pointing to your hand**. Children should do this to their **peers** if they see a child in class who is not responding. **Please do not use count downs, say "Team Stop", clapping or chanting. Just the non verbal hand signal is to be used.**
- The aim is for every child in a classroom situation, to **respond within 5 seconds**.
- This will need **practising!**
- When you have your hand in the silent signal position, you **do not start to speak or move until EVERY child is focused on you**. Children need to see that this signal is being **insisted** upon and consistent, for them to respond and build the habit .



GIVE THE SIGNAL



PAUSE



INSIST



THE WOODLANDS PARK WAY

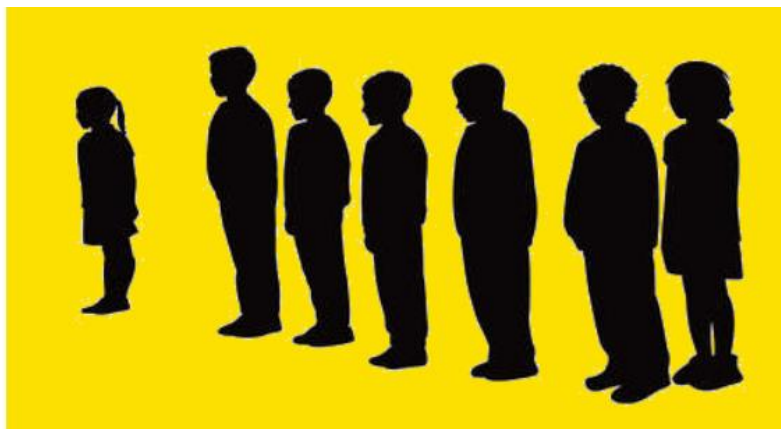
HOW TO... MOVE SAFELY AND WITH RESPECT AROUND THE SCHOOL

WHY?

- Safety is paramount. There are over 300 children and 50 members of staff at Woodlands Park Primary School. The way we collectively move around the school, must be safe and orderly.
- Learning time is precious. Children need to be in classes, learning. The more efficient we are at moving around the school, the less learning time is lost.

HOW?

- Children should be lined up in the classroom before walking to another classroom or location.
- When walking, all children should walk silently, single file and facing the front.
- Children should politely **hold doors** for each other and for staff/visitors.
- When in a corridor, children should walk on the **left-hand side**.
- If waiting to enter a classroom or the hall, children should still be silent and facing the front.
- Children must **not be allowed out of the classroom** (e.g. onto play areas) **without an adult** at the front of the line, leaving the classroom before the children. **THIS IS SAFEGUARDING.**
- Children must **not** be allowed out at playtimes and lunchtimes unless adults are ready for them in the playgrounds. **THIS IS SAFEGUARDING.**
- If you are an adult on play duty, you must be outside ready for the children at least 2 minutes before the start of the play/lunchtime. **THIS IS SAFEGUARDING.**
- If you see children entering a classroom without an adult, please go and investigate and stay with the children until the class teacher/ teaching assistant returns. Children must never be alone in the classroom. **THIS IS SAFEGUARDING.**
- Children should be polite to other children, staff and visitors when walking around the classroom.
- Children should correctly identify any **visitor not wearing a lanyard** and report this to a member of staff. This is taught to them numerous times as part of our safeguarding teaching. **THIS IS SAFEGUARDING.**
- If a **child or a staff member notices litter on the floor, they are to pick it up** or let a staff member know.
- Children should **only** be in the school building during breaktimes or lunchtime if they are **attending a club, visiting the toilet, or accompanied by a staff member.** **THIS IS SAFEGUARDING.**



THE WOODLANDS PARK WAY

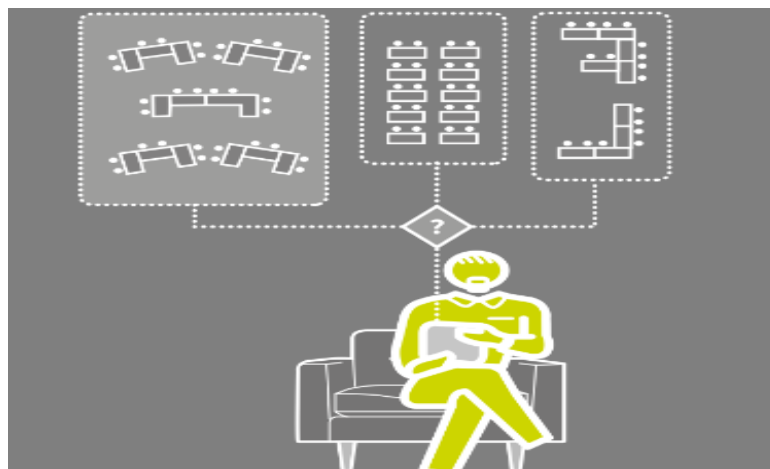
HOW TO... ENSURE THAT ALL CHILDREN CAN SEE, HEAR AND PARTICIPATE: SEATING PLANS

WHY?

- Seating plans allow for positive relationships between the children and teacher- child to be built and maintained. They are especially useful when you are starting to teach a new class or group as they allow you to learn the children's names easily.
- Seating plans help to reinforce and sustain the behaviour policy, expectations and strategies, as every child can be seen easily.
- Seating plans ensure that every child can see the front of the class, the teacher and the boards clearly. There are no backs to the front in our classrooms.
- Seating plans are carefully crafted and adapted so that every child has their personal learning and social needs met.

HOW?

- As the **teacher, take ownership** of the classroom layout and seating plan.
- Ensure that **every child knows** where they sit.
- Ensure that **every child** is sitting with the teacher, board and front of the class **in front of them**.
- Always double check to make sure that there are **no backs to the front of the room**.
- Check your table arrangements weekly, **sit at child height**- what can you see?
- Children should be sat with children of **mixed learning confidences and mixed attainments**.
- **Peer to peer** support is encouraged, hence the importance of children **not to be grouped and not to be sat in attainment levelled groups**.
- **Table formations can be changed** due to activities, e.g rows for direct teaching, grouped for group work or L-forms/Horse-shoe formations for presentations etc.



THE WOODLANDS PARK WAY

HOW TO... ENSURE THAT AS A TEACHING MEMBER OF STAFF, YOU ARE SEEN AND RESPECTED BY ALL CHILDREN

WHY?

- In order to secure the highest quality learning and build respect, teaching staff must have a warm, friendly, responsive yet assertive manner in the classroom and around the school.
- In the classroom, where you position yourself, alters behaviour expectations, learning opportunities and being able to swiftly address and respond to learning misconceptions. Without presence and assertiveness, this is difficult to achieve.

HOW?

- The way that the teacher stands needs to be **alert and positive**.
- **Walk around every space** in the room- own the classroom. Be **live and responsive** in your marking and feedback. Try **not to be static**, sitting at a table or only standing at the front of the class. This applies to **all adults** in the classroom at Woodlands Park.
- Use **non-verbal** cues to assert warmth and calmness (e.g, thumbs up).
- Project your voice so that it reaches every corner of the classroom- **but do not shout. At Woodlands Park, adults do not shout.**
- Use **different voice registers for different situations**. One for every day normal conversations and exchanges, and one for communicating additional firmness. Please ensure that as an adult, you do not shout.
- Make **eye contact** (where relevant and necessary), to ensure that expectations are being met or to engage the children in discussions. Some children cannot give eye contact, and that is okay. Please be aware of this.
- **Scan the class constantly**, including the corners and back tables so that every child knows that they are included and you are involving them.
- **Continually reaffirm your high expectations** by using silent signals, positive affirmation and different voice registers.
- Be clear that you **mean what you say**, e.g if you ask the children to draw the graph in pencil, the graph must be drawn in pencil. Pen is unacceptable. The graph must be drawn in pencil.
- Do not let low level negative behaviours build up. Use the Woodlands Park behaviour **6 steps** to address concerns appropriately.
- Reaffirm **expectations positively**, e.g. "Thank you, that is great. Everyone is listening and ready to go. Well done."





THE WOODLANDS PARK WAY

HOW TO... CELEBRATE POSITIVE BEHAVIOURS

WHY? At Woodlands Park we celebrate the positives in behaviour, progress and achievement. We do this because we understand that when positive recognition is given, which is sincere and meaningful, everyone thrives and wants to do their very best.

HOW?

CELEBRATE!

- At Woodlands Park, we celebrate the positives in all that the children and the wider team do. Positives always come first.
- We have clear expected behaviours for both adults and children.
- Everyone is treated with respect and dignity.

HOW DO WE CELEBRATE POSITIVE BEHAVIOURS?

- Praise- meaningful and specific. Can be verbal or non- verbal.
- Positive Postcards.
- Phone call home.
- Email home.
- Class Dojo messages home.
- Celebration assembly.
- Weekly newsletter to families and the community.
- Headteacher awards.

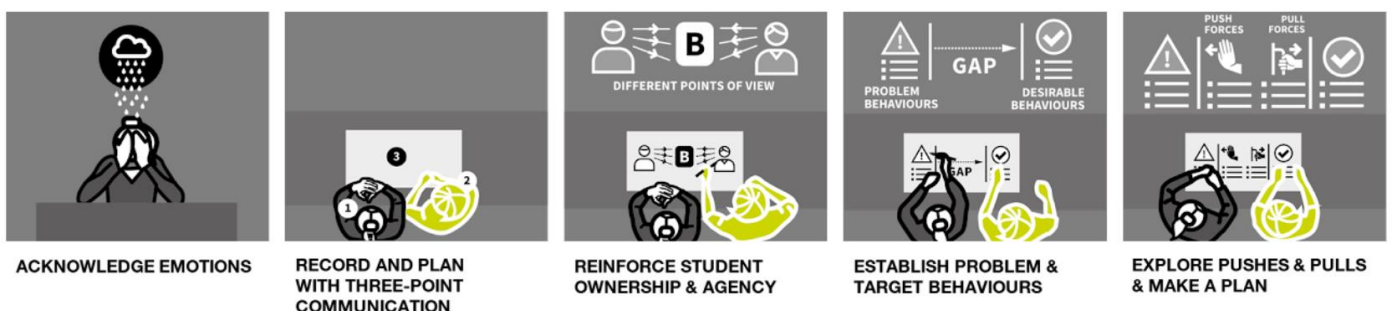
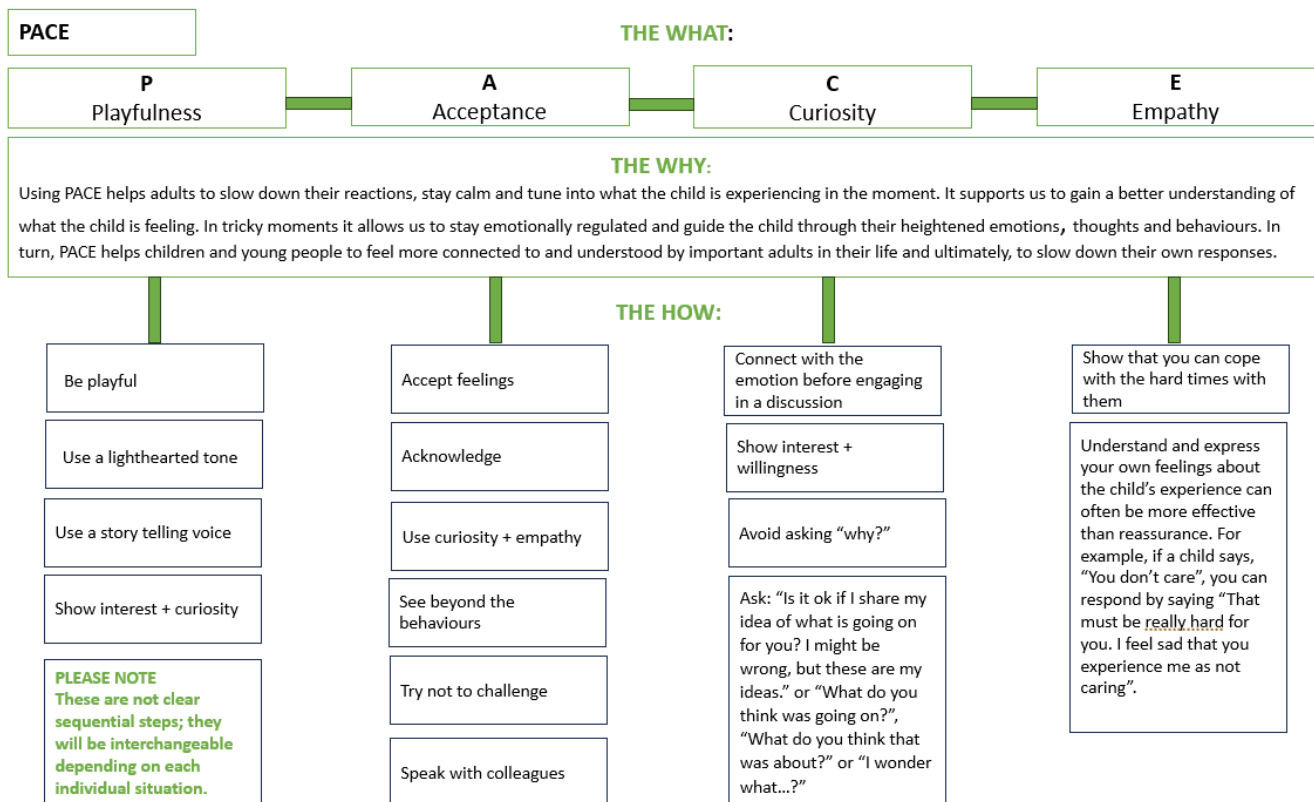
THE WOODLANDS PARK WAY

HOW TO... SPEAK TO THE CHILDREN AT WOODLANDS PARK WHEN A CHILD IS DISTRESSED

WHY? Adults at Woodlands Park communicate with the children through using the PACE approach. We use this approach because we respect every child and their uniqueness and we understand that when a child is distressed, it may take time and a caring attitude to be able to communicate with them. This is done through PACE.

HOW?

- PLAYFULNESS
- ACCEPTANCE
- CURIOSITY
- EMPATHY





THE WOODLANDS PARK WAY

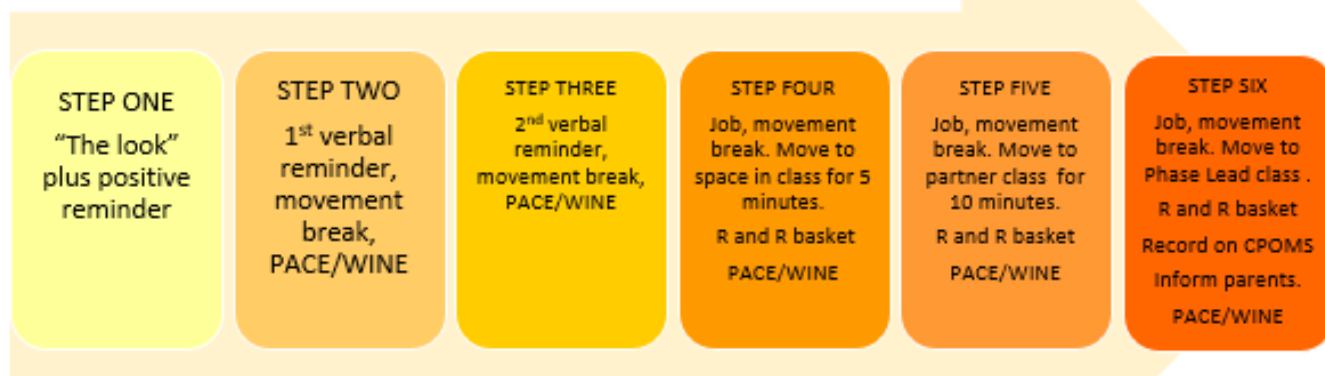
HOW TO... FOLLOW THE SIX STEP BEHAVIOUR APPROACH

WHY? Systems and routines are needed to create a calm and consistent learning environment, where every child can thrive. To create this safe and secure environment, there must be clear rewards and consequences. It is important that these are transparent and visible and understood by all children, members of staff and parents/carers. At Woodlands Park Primary School, we “Connect before we correct”.

HOW?

- Most negative behaviours displayed in learning environments can be resolved with minimal intervention and disruption to learning.
- For every negative behaviour displayed, the teacher/adult should find at least 5 positives to remind the child of how their behaviour can be easily restored and balanced.
- Before a child is taken to the Headteacher, the six stepped behaviour responses must have been followed. If a step is missed or incorrectly followed, this is not consistent and can be upsetting for the children involved.
- Every classroom must have a safe space area, that is not the reading area. This space should have a cushion or chair for the child to sit on, ideally an area to complete work and the R and R basket of calming equipment. These spaces will not be outside of the classroom unless specifically designed for individual children and their needs. In these cases, advice will be followed from external educational agencies.
- If a child’s teacher is the Phase Lead and the child has reached step six, then the child should be taken to another Phase Leader within the school. This Phase Leader will then inform the parents by a phone call or face to face meeting.

STEPPED BEHAVIOUR CONSEQUENCES





THE WOODLANDS PARK WAY

HOW TO... DECIDE WHERE A CHILD'S BEHAVIOUR SHOULD BE PLACED ON THE BEHAVIOUR COLOURED ZONE CHART

WHY? This clearly defined colour and number zoned chart enables children to see, discuss and reflect upon their behaviours. It acts as a reminder that their behaviour is NOT limited to one colour/number, and they are NOT defined by their behaviours. It is a tool to be used in discussion between the adult and the child and encourages reflection and restoration.

HOW? The behaviour-coloured zone chart is fluid. This means that a child may enter different zones in a day. If they are in the green, amber, or red zone, that is not fixed. This tool is not to be used to display children's names. Names are also never written on the board. At Woodlands Park, we do not shame or embarrass the children.

- **Numbers 10-7** show that the children are working as a role model in class. They are in the "green zone". This is where all children should aim to be. **Celebrate!**
- **Numbers 6-4** show that the children need to take the time to reflect upon their behaviours shown. Examples of behaviours in this "amber zone" could be:
Stamping feet, sighing, or rolling eyes, refusing to start work, not following the silent stop signal, calling other children names, not letting other children play with them, making noises during learning or transition time, rocking on chair when asked to stop, touching others even when asked to stop. **This list is not exhaustive and needs to be considered with professional judgement. For every 1 negative behaviour= 5 positive affirmations.**
- **Numbers 3-1** show that the behaviour choices shown are now needed to be reflected upon and refined with urgency. These behaviours are in the "red zone". Examples of behaviours in this "red zone" could be:
Shouting out repeatedly, after being asked not to, stopping others from learning, making distracting noises, leaving my workspaces without permission, ignoring the requests from school adults that are trying to help keep me safe, playing in the toilets to avoid lessons, purposely and repeatedly stop other children from playing with me or my friends, continuing to be physical towards others even when asked to stop, swearing, spitting, making unkind and offensive comments to other children and staff, calling others offensive names, physically aggressive towards others, leaving the classroom without permission. **This list is not exhaustive and needs to be considered with professional judgement.**
- **Number 0** show that the behaviour choice now needs to be **restored as a priority**. Examples of these serious incident behaviours could be:
Leaving the classroom aggressively without permission, aggressive and extreme punching, hitting, kicking, biting, and fighting, touching others knowingly and inappropriately, using racist, sexist or homophobic language, damaging property and hurting a member of staff. **This list is not exhaustive and needs to be considered with professional judgement.**
These behaviours are an immediate "red card" to the Headteacher. These behaviours will be logged on CPOMS and as a paper log. The consequences will range from internal suspension, after school detentions to fixed term suspensions. Each incident will be considered individually in consultation with the parents.



WOODLANDS PARK PRIMARY SCHOOL

POSITIVE BEHAVIOUR CHART

"Together we all discover, learn, grow and succeed."

10 9 8 7	Role Model
6 5 4	Reflect
3 2 1	Refine
0	Restore



THE WOODLANDS PARK WAY

HOW TO... ENSURE ALL CHILDREN HAVE POSITIVE LUNCH TIMES

WHY? We understand that for some children, being outside in a loud environment with many children may be too much of an overload cognitively, socially and behaviour wise. Every child is unique, and their uniqueness is celebrated.

HOW?

- Every lunchtime, a member of the school leadership team (SLT) will host a lunch time club.
- This club will be held in a classroom. This will be displayed on the staff room white board so all staff are aware.
- The children can collect their lunch from the lunch hall and bring it to the allocated classroom. If the child needs help to carry their lunch, an adult will help.
- The children will eat with the teacher and then have access to a large variety of games, crafts, books and films.
- This is a time for the children to relax and enjoy their lunch time in a safe space.
- After lunch time, the class teacher will ensure that the children have at least 15 minutes outside with a friend and a member of staff to play outdoor games.
- The playground areas are split into zoned areas.
- Teaching assistants work alongside and together with lunch time supervisors, ensuring that there are many staff members supervising the lunch hall and play areas at lunch times. **THIS IS SAFEGUARDING.**
- All Woodlands Park staff who are outside at lunch time wear a high visibility tabard and carry a walkie talkie so that they are highly visible and able to communicate swiftly if needed. **THIS IS SAFEGUARDING.**



THE WOODLANDS PARK WAY

HOW TO... MODEL EXPECTATIONS AS AN ADULT AT WOODLANDS PARK

WHY? “What you walk past, you accept” Children watch adults closely throughout the day and imitate behaviours that they see. Adults should be explicitly modelling expectations throughout the day as through modelling is how a child learns effectively. Adults at Woodlands Park understand that they need to model social behaviours as well as academic teaching behaviours.

HOW?

- Calm, consistent and fair.
- Give first attention to best conduct.
- **Five positives for every behaviour reminder- verbal and non-verbal.**
- **High expectations for all, in all areas.**
- Model everything clearly and explicitly, always.
- Be seen, be present, be active not static.
- Live mark and feedback. Capture those misconceptions, record them and address them swiftly!
- **“What you walk past, you accept”- be relentlessly bothered. Model picking up rubbish, coats, bags, closing lockers etc.**
- Positives, positives, positives... 5 positives for every 1 negative behaviour.
- Effective use of change in voice register. Adults shouting at Woodlands Park, is not permitted. Everyone is treated with respect and dignity.
- Adults always support the children, positively encouraging and modelling- never shaming or embarrassing a child.
- Sarcasm towards a child is never tolerated.
- Communicate positively and professionally with the school community. Adults at Woodlands Park are visible, welcoming, actively listen and support.
- Use each child’s Class Dojo to send positive communications home. You can email and call home too.
- Follow the Woodlands Park behaviour policy with professionalism, responsiveness, and respect.
- Mobile phones should only be used in the staffroom or off site. They cannot be used in the classroom. **THIS IS SAFEGUARDING.**
- You must have a walkie-talkie with you in class and on any break duties. **THIS IS SAFEGUARDING.**
- 1-1 support assistants should have a walkie-talkie with them if they leave the classroom. This is to keep everyone safe and is a must. **THIS IS SAFEGUARDING.**
- Use the Staff Code of Conduct policy as a reminder for expectations.