

Woodlands Academy Behaviour Policy 2016

This policy sets out the expectations of behaviour at Woodlands Academy. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, respect, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision (structured playground games)
- Personalised programmes/ support from outside agencies

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, gender, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All adults in school including lunchtime supervisors, parent helpers and site staff etc, are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Behaviour Management Plan

Our behaviour management plan is based on initial respect.

Everyone in our school has the right to.....

- learn
- be respected
- be safe
- be happy

Therefore everyone is expected to follow these whole school rules:

- We will always use commonsense, courtesy and consideration
- We will always try our best and allow others to do the same.
- We will show respect by looking after ourselves, others and school property.
- We will listen and follow adult instructions.

At the start of the school year, classes will negotiate and agree a small number of additional positive rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

Recognition

We aim to create a healthy balance between rewards and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through REWARDS and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition to parents at the end of the session/ day
- House points awarded
- Showing work to another adult/ class/ Headteacher
- Certificates (presented in assembly)
- Collective whole class rewards
- Diddy dots
- Stamp charts
- ‘You’re a star’
- Pom Poms

House point system

All children belong to a house group, brothers and sisters in the same house group, in which they remain. House points can be awarded by any adult in school. House points are high in value and are awarded for actions/ behaviour that are above and beyond what is normally expected. Each week the children add their merits to a collective score for their house (counted by school council members) and this is displayed in the hall. The winning house gets to choose their reward at the end of the year.

Dealing with unacceptable behaviour

Teachers should employ a variety of strategies to manage the behaviour of their children, for example: visual displays, avoidance/ distraction techniques etc. Avoidance/ distraction techniques can be: verbal reminder, moving the child, physically moving closer, acknowledging look to the child, PIP (Praise in Public), RIP (Reprimand in Private). These intervention/ distraction strategies should be used to defuse the behaviour, if it continues a warning should be given and marked on the tracker. The child should be made aware that being given a warning is a very serious issue.

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, which are age appropriate, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult

proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Sycamore Suite and the Head teacher will be informed.

The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

Stage 1-3- teacher level, mainly low level behaviours

Consequences

Stage 1: Verbal reminder of the expected behaviour/ school rule

Choice presented to child – You can choose to or you can choose to If you choose to then you will have time out.

Stage 2: Time out within classroom to reflect on their behaviour and what they should have done differently. (3-5 minutes for KS1, 5-10 minutes for KS2) Name recorded on class tracker sheet.

Choice presented to child – You can choose to or you can choose to If you choose to then there will be a further consequence.

Stage 3: Time out outside the classroom or in another class, with work- recorded on Tracker sheet- child to reflect on their choice of behaviour and what they should do differently

Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person, by letter or phonecall by the teacher

Choice presented to child – You can choose to or you can choose to If you choose to then there will be further consequence.

Stage 4: Unacceptable/ disruptive, serious behaviour

Sent out with orange slip detailing behaviours (including mid level behaviours)- This is extremely serious high level behaviour and such behaviours cannot always be defined- staff to use their common sense when placing a child at this stage.

Time out working away from class, with appropriate work, for one session, in Sycamore Suite or another classroom

Parent informed by phone or letter by Pupil and Welfare support (Jayne Graham)

Monitor behaviour/ individual behaviour

Stage 5: Severe behaviour

Extremely unacceptable behaviour will be reported to the Headteacher, Deputy Headteacher or Assistant Headteacher immediately. A letter will be sent home or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again?

Use of Reasonable Force

School staff have a legal power to use reasonable force to prevent pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

There are 8 members of staff currently trained in 'Team Teach' who will coordinate the correct response if a child needs to be removed or restrained.

Force is never used as a punishment, but is used to bring pupils under control or to restrain them.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

Parents will be informed and a 'Physical intervention Recording form' will be completed and a 'Positive Handling Plan' will also be completed for that child. This will be signed by all staff who intervened, the headteacher, pupil and parent.

Playtimes and Lunchtimes

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers, with the focus on co-operative play, good communication and teamwork. We encourage 'Happy Lunchtimes', and different activities are set out each lunchtime for the pupils, to encourage positive play.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution. Consequences are 'time out' to calm down and think about their actions or if the behaviour continues children are sent to the Sycamore Suite and are excluded off the playground. Children are recognised for positive behaviour at play and lunchtimes through verbal praise and the reward of 'Pom Poms', which go towards their house points.

Consequences

At play and lunchtimes there is a behavior code that is followed:

- The pupil will be spoken to about their behavior and asked to make the correct choice
- If behavior continues, the pupil will walk with the appropriate adult for a set amount of time and will be spoken to about appropriate behavior
- If behavior continues, the pupil will have time out in the Sycamore Suite and will be spoken to by a member of the SMT.
- If the behavior continues, parents will be informed by class teacher or SMT and other consequences may be out in place e.g. exclusion of the playground for a set time.

Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on 'repair' to ensure a sense of closure, and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and may be excluded from play and lunchtimes for a fixed period.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and working in partnership with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School agreement which is signed by pupils, parents and

teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have a concern about an incident that has happened in school, they should initially contact the class teacher. The Deputy and Assistant Head may then be involved, then the Headteacher and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, and professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular Educational Psychologist and other health agencies.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, monitoring and evaluating behaviour

Behaviour in school will be recorded through tracker sheets, behaviour books and lunchtime incident book and CPOMs. Progress towards individual targets will be recorded on individual behaviour/ education plans and positive handling plan. The Management Team and Pupil and Welfare Support, will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.

18th October 2016

Behaviour Management Plan 2016

Implementation of consequences requires **common sense** and an understanding **of context and the individual**. Children to be made aware of the seriousness of being on the tracker and all behaviour strategies have been implemented before issuing the first warning.

Low level behaviour			
Examples of behaviour	Consequence	Stage	Staff

<ul style="list-style-type: none"> • Calling out • Talking when others are talking • Being disrespectful to staff and other children • Failure to follow instructions • Poor display of common courtesies • Inappropriate play • Failure to follow school/class rules • Refusal to complete work • Inappropriate language 	<p>Verbal warning: Present choice to child e.g, “you can choose to follow the rules but if you choose not to then you will have a warning and go on the tracker.”</p> <p>1-Warning: Warning circled on Tracker. Reminder of class/ school rules and expected behaviour. Present choice to child e.g, “you can choose to follow the rules but if you choose not to then you will have time out.”</p> <p>2-Time out: Number 2 circled on tracker and time out in class. Again present choice to child.</p> <p>3-Time out in another class- Number 3 circled on tracker and child sent to another class, with work, for remainder of session. Present choice to child.</p> <p>Parent/ carer informed if reaching stage 3 regularly.</p>	<p>1-3</p>	<p>Teacher or TA/LSA</p> <p>Teacher or TA/LSA</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p>
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Mid- Level Behaviour			
Examples of Behaviour	Consequence	Stage	Staff
<ul style="list-style-type: none"> • Wilful damage to other peoples/ schools property • Continuous low level behaviour within one day • Physical contact with intent to hurt • Racist, homophobic or sexist language 	<p>Removed from class to Mrs Graham or a member of the SMT, with an orange slip and appropriate work for one session Or Internally excluded out of class.</p> <p>Communication to parents- verbally or by letter if appropriate.</p>	<p>4</p>	<p>Class teacher, Mrs Graham, SMT</p> <p>Class teacher, Mrs Graham, SMT</p>
Severe Behaviour			
Examples of behaviour	Consequence		Staff

