

Woodlands Academy of Learning



Behaviour and Relationships Policy
September 2022



‘Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.’

Woodlands Academy is a caring, nurturing community and we aim to create an environment which encourages and reinforces positive behaviour and relationships. We have high expectations for positive behaviour throughout the school and at all times during the school day. All those who work at Woodlands have a vital role to play in the support that our pupils require to thrive. We recognise the integral role that the development of positive relationships plays in this process.

Positive relationships in schools are central to the well-being of both pupils and staff and underpin an effective working environment. We are working towards becoming an attachment & trauma aware school and this will empower us to build a dynamic and developmental approach to working with children that supports their emotional and social well-being.

Aims

Woodlands Academy has identified the following aims to support the development of relationships and high quality behavior characteristics:

- To provide a safe, secure and happy environment for pupils to learn
- 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 positive behaviour
- 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 develop pupils understanding of what makes a positive and effective relationship
- To model positive behaviours and relationships
- To encourage the partnership between home and school

School Values and Rules

Woodlands Academy has identified 5 key values which forms our SMILE tree. This sits at the heart of all learning and personal development at our school. School staff supports all children in developing their awareness of these values and strive to empower children to take ownership of the development of these values in themselves. Through shared expectations and a consistent approach, the school aims to promote a harmonious working environment where all can build the skills of both working independently and co-operatively. By creating a sensitive and supportive atmosphere all children are encouraged to:

Seize every moment

Make a difference

Inspire inquisitive minds

Learning for life

Enjoyment and laughter

Role of Staff

‘Relationships are not built in a day, they are built daily’

Developing a positive relationship between staff and pupils is a fundamental aspect of high quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development. School staff support pupils to develop their confidence and to succeed in an environment where they are not restricted by the fear of failure. They are able to assist and develop pupils’ resilience and ambition, and help them become reflective learners, as well as being there for support and guidance.

Staff to be aware of every child’s individual needs, whether academic or social and emotional, and to provide the necessary support to ensure that children are supported in overcoming their barriers to success. This support is delivered in a number of different ways dependent on the situation and the needs of the child, such as:

- Emoji displays in each classroom- ‘It’s real to feel’
- ‘Heart to heart’ time- Heart displayed in class, when child wants some 1-1 time, put peg on the heart

- ‘Self- regulation’ stations in every classroom for children to access. Children have choice to utilise this resource when their emotions are becoming too much. It is equipped with recording prompt sheets to enable children to reflect on their emotions and how they manage them, and resourced with mindful tasks such as colouring.
- ‘Check in, Check up and Check out’ used by staff to develop connection/ relationship with their children, sense of belonging for the child
- ‘Triangle of need’ and ‘flow chart’ to be followed in school to support the child and family (Annex A & B)
- Communicating with parents/ carers about their child’s concerns
- Offering advice and guidance in relation to concerns
- Individual Support plan
- Plan appropriate additional support (1-1 sessions, interventions)
- Adapting practice to support children with additional needs (A&T, SEND, MH)
- SEND Toolkit on Mental Health- resources, support & advice
- Small group ‘Emotions’ interventions delivered by the teaching assistants
- ELSA trained member of staff to deliver small group sessions or 1-1 with pupils

All staff positively encourage a culture where children and young people feel included, listened to, respected, safe and secure. Furthermore, pupils’ achievements and contributions are valued and celebrated which is essential to the development of good relationships. In order to create this environment for effective learning and teaching, there should be a shared understanding of well-being underpinned by children’s rights and a focus on positive relationships across the whole school community.

Examples of how staff seek to develop and strengthen relationships:

- Treat all pupils with respect
- Provide a safe and positive learning environment
- Be there to listen to pupils and provide support
- Use techniques learnt through Emotion Coaching training to develop/ regularly reflect on practice.
- Use restorative practice to help pupils take responsibility for their behaviour by helping them to think through the causes and the consequences and how they can make it better
- Identify the most appropriate time to address issues
- Monitor pupils that are not presenting themselves emotionally and mentally as they usually would e.g. actively speaking to a child who is acting a lot quieter than usual

All staff understand the importance of highlighting the positive behaviour choices made by pupils, as and when they happen. They seek to celebrate these instances both publicly, where appropriate, and privately with the individuals.

Recognition/ Praise

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.

Examples of how staff celebrate positive pupil behaviour:

- 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
- Marvelous Me

Examples of actions that staff seek to avoid:

- Humiliation/ shaming
- Over reacting- the problem will grow
- Shouting/ raised voice
- Harsh sarcasm
- Threatening children with someone else’s discipline (e.g. go to Mr X)
- Using an area of the curriculum as a punishment (e.g. extra math’s or no PE, missing whole break times).

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 e.g. walking sensibly down the corridor, displaying an act of kindness towards another. 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.

‘Sense of belonging, sense of community.’

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

- learn
- be respected
- be safe
- be happy
- belong

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.

School Behaviour Plan

‘See conflict as a teachable moment’

The creation of the school behaviour plan allows pupils and staff to engage in productive discussion around behavioural actions and the impact it has on individuals, using restorative practice. It gives pupils an understanding of consequence and the importance of reflection and should be utilized by all school staff when supporting children after incidents have occurred. Most importantly, it provides pupils with an opportunity to jointly agree with any potential consequences and develop a greater sense of self-awareness, in order to strengthen their decision making process.

In order to share the school’s expectations around positive behaviour and behaviour deemed inappropriate, the behaviour plan is used around school. Its purpose is to ensure that staff, pupils and the wider community have a common, consistent understanding of actions and consequences and use these to develop effective behaviour strategies within individuals.

The plan allows an opportunity to reflect on their behaviour and suggest what their next steps are. It ensures clarity for staff and gives consistency throughout the school and helps the pupils make the correct choice to improve their behaviour.

When incidents occur, children will be encouraged by staff to discuss what has happened, introducing and recognising their feelings and how others may have felt (see script below). The key principle when dealing with any incident is to give all the people involved a chance to have their say and become actively involved in the process to find the most appropriate resolution.

‘Know our children well but allow our children to know us well too.’

It is integral for the development of healthy relationships that staff find a consistent balance between promoting positive behaviour and supporting children in recognising when actions are inappropriate. When required to do so, staff will carefully consider when and how consequences are put into place, clearly explaining their reasoning to individuals in order for pupils to develop an understanding of the impact of their actions have on others and such behaviour choices require further reflection as a result. For this we use reflective practice techniques.

Restorative Practice

‘It takes 2 sides to build a bridge’

This is a practice that encourages the child to take responsibility for their behaviour by thinking through the causes and consequences and what they can do to make it better. It is all about developing, maintaining and repairing relationships, building a community, based around empathy and self-learning.

It is important NOT to point the finger of blame so the child will not become defensive- separate the behaviour from the child. Emotion Coaching is a key strategy for all staff to use when dealing with inappropriate behaviours. Keep yourself regulated and use a calm tone and model to the child how they can self-regulate. It is important to pick your moment to have the discussion around the incident; the child needs to be calm and able to communicate without feeling angry, anxious or ‘cornered’.

Emotion Coaching

Key Questions:

- What happened? Name the behaviour- I can see you are feeling angry....
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected and in what way?
- How could things have been done differently? What do you need to move forward?
- What do you think needs to happen to make things right? Would you be prepared to..... Would you consider.....

Benefits include:

- Improved positivity, resilience and responsibility taking
- Better behaviour management
- Greater respect and courtesy towards teacher/ staff and each other
- Increased empathy
- An understanding of how to make wrongs right.

Staff should contact parents/carers to discuss specific incidents of behaviour or concerns.

Dealing with unacceptable behaviour

‘Some children need the most love when they deserve it the least’

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), Emotion Coaching, restorative practice. The child should be able to access the self -regulation station to reflect on their behaviours. 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

Name the behaviour and impact it is having ‘ the class feels.....’ ‘I feel.....’

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 – chd to use self- regulation station – 5mins

Choice presented to child – You can choose to or you can choose to

..... If you choose to then there will be a further consequence.

Discussion with class teacher at some point during the day to discuss, reflect & repair

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

Choice presented to child – You can choose to or you can choose to

..... If you choose to then there will be further consequence.

Time spent with teacher at some point during the day to discuss, reflect & repair

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 phone call by the teacher

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)

Time spent with teacher at some point during the day to discuss, reflect & repair

Monitor behaviour/ individual behaviour- If these behaviours continue, Boxall to be completed and strategies to be put in place by teacher- parents contacted and plan shared

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?

Time spent with teacher at some point during the day to discuss, reflect & repair

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 14 members of staff currently trained in PRICE who will coordinate the correct response if a child needs to be removed or restrained.

The schools approach to the use of reasonable force is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. Any action will always be carried out with the child's safety and dignity in mind.

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

Parents will be informed and incident logged by the member of staff and reviewed by the head teacher.

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 and yellow, orange and red cards used to show level of action:

- 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.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class and across the school. These include and are not limited to:

- Classroom and school monitor jobs
- School Council
- Head boy and Head Girl
- Librarians
- Learning ambassadors
- Woodlands Warriors

- Funky Food Ambassadors
- Litter Patrol
- Buddies
- Wake up & Shake up
- Parking Patrol

What pupils can do to develop relationships

- Be open and honest about concerns that they may have both within and outside of school
- Be aware of their role in supporting their peers in and around school and ensure everyone is safe and listened to
- Endeavour to make positive behaviour choices
- Recognise the role of the adults in school in supporting them with their choices
- Be reflective on their choices and the consequences

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.

Adapting Practice and Targeted support

The school recognizes that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies and the key values in any one person. A combination of any number of factors, such as SEND, attachment & trauma,

home circumstances, may determine a child's capacity to comprehend their actions and the actions of others.

As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided on by the pastoral and safeguarding team on an individual basis.

The Woodland stages of need and actions regarding support for individual children is in the appendix to the policy. Initially support may be offered at class level through year group support such as mentoring by the Teaching Assistant or Classteacher, completion of an individual behavior plan or wishes and feelings undertaken or working with the ELSA in school. At the highest level of greater need, external agencies will be involved in order to support the needs of the child, such as SWING, NHS or CAMHs.

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 support (ISP) and positive handling plan. These plans will work alongside the Boxall profile that will be completed by class teachers, and strategies for the ISP will be formulated from this profile. These will then be evaluated half termly. The Management Team and Pastoral team, 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.

Behaviour Management Plan

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.” Name the behaviour being shown.</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.” Time spent with teacher at some point during the day to discuss, reflect & repair</p> <p>2-Time out: Number 2 circled on tracker and time out in class. Again present choice to child. Chd to reflect on their behaviours at the self -regulation station Time spent with teacher at some point during the day to discuss, reflect & repair</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. Time spent with teacher at some point during the day to discuss, reflect & repair</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>

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>Time spent with teacher at some point during the day to discuss, reflect & repair</p> <p>Communication to parents- verbally or by letter if appropriate.</p>	4	<p>Class teacher, Mrs Graham, SMT</p> <p>Class teacher, Mrs Graham, SMT</p>
Severe Behaviour			
Examples of behaviour	Consequence		Staff
<ul style="list-style-type: none"> • Severe physical aggression • Un-provoked aggression • Reaching stage 4 on a regular basis • Verbal aggression including use of very inappropriate language • Constant open defiance of instructions • Racist abuse • Homophobic abuse • Sexist abuse • Theft • Carrying a weapon 	<p>Internal OR External exclusion</p> <p>Notify local authority</p> <p>Contact Police</p>	5	<p>Head Teacher</p> <p>Head Teacher</p>

Within our behaviour policy **trained staff** are allowed to use **PRICE** as a form of restraint.

Lunchtime Behaviour Plan

Rules at lunch and break

Remind the children of the rules throughout the course of the lunchtime

- **Do** follow every instruction
- **Do** respect everyone
- **Do** be kind to others and be a good friend
- **Do** play games fairly and respect equipment
- **Do** keep everyone safe
- **Do** listen to each other's point of view

Praise and positive recognition

Praise children who are following the rules, be specific in your praise. Which rule did they follow? What values did they show eg kindness

A graduated response to behaviours

If children don't follow the rules then consequences need to be applied consistently

Every year group to have a behaviour book where coloured steps are briefly recorded.

Children move through the colours according to their behaviour

For severe behaviour jump to the appropriate colour

- No colour
 - A brief reminder about how we behave on the playground for a one off minor incident
- Yellow card – a verbal reminder about following the rules.
 - Remind the child what the rules are and what they need to do. What have they done? Why have they done that? What should they do next time?
 - Record Yellow incidents

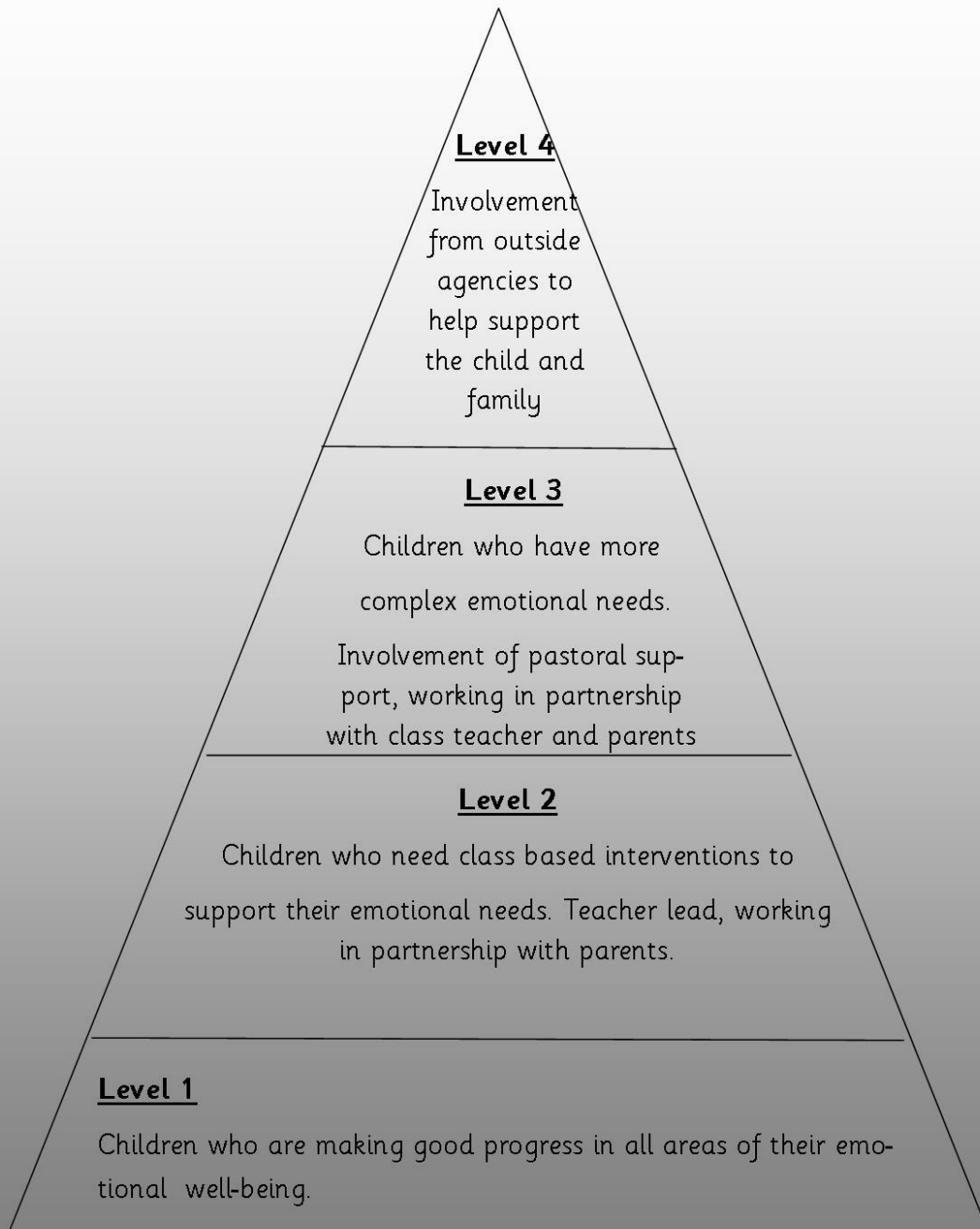
More serious behaviours

- Amber card – time out to regulate and reflect on what has happened.
 - Child could stand with the adult or in a space on the playground.
 - Then the adult would speak to the child about their behavior choice, what they should have done, what they will do next time.
 - Record Amber incidents and inform the teacher
- Red card – time out to sycamore suite. Involvement of SLT
 - Ask the child to go to the sycamore suite or to a member of SLT
 - Examples – a series of behaviours, extreme behaviours, flipping their lid, fight, attacking another child or adult physically or verbally
 - Record Red incidents and inform the teacher. Consequences will be in line with school behaviour plan

Annex A

EMOTIONAL WELL-BEING OFFER

'Digging deeper'



Annex B

KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY

Annex A

Digging deeper support & interventions for our SEMH Children

Intervention Flowchart

Need identified by member of staff

