



# POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

September 2019

## The Academy of Woodlands

### POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

**This policy is aimed at protecting the rights of the children who wish to learn**

#### **Background**

This policy is for the staff, children, parents and all those concerned with the care and education of our children.

It has been formulated by the staff to reflect the ethos of The Academy. It will only be used when staff feel it is necessary and will help their classroom management.

The policy aims to give consistency throughout The Academy, with regard to safety, value, security and access to the curriculum, thus enabling all children to fit into The Academy community successfully. Children's behaviour is never personal and staff have to treat all incidents with that in mind.

The effect of this policy will be to provide a system of rewards and sanctions which have been agreed by all concerned.

In order for this policy to be effective throughout The Academy, the following guidelines will be adhered to.

#### **Aims**

To create an environment in which effective learning is taking place.

To achieve this, discipline should:

- (a) maintain the continuity of teaching and care of children
- (b) establish a good framework for 'on task' activities
- (c) develop a respect for others' rights – the right of the teacher to teach and the rights of the pupil to learn
- (d) enable the pupil to develop self-control and the ability to co-operate with others
- (e) develop an attitude leading to personal accountability
- (f) build a system of self-esteem for both staff and pupil
- (g) sense of belonging, security, enjoyment, fun, social interaction, develop as positive individuals

#### **Principles**

1. The Academy believes in a positive behaviour policy, where good behaviour is encouraged and reinforced by The Academy reward system.
2. When a child has been criticised or punished, it is the responsibility of all staff to rebuild the relationship with that child. Only praise can be given after a sanction.

3. All children will be explicitly taught what The Academy's expectations of them are. Children and parents, through open forum meetings, will be involved in the formulation and revision of The Academy rules. Circle time will be used to discuss what acceptable behaviour is and what can be done to improve behaviour.
4. All staff are responsible for all children in The Academy. **Any action taken by one member of staff will be supported by all other staff in front of the children and parents.**
5. Children, parents and staff have the right to suggest organisational changes which they believe will help improve behaviour and care in The Academy. These can be brought to the attention of the Senior Management team and/or discussed at a Staff meeting.
6. All staff will try to follow the **4 P's and a sanction idea** when dealing with a child who is disturbing other children in the class. **Stop yourself if you do not want to get to step 5. If you get to step 5, you must follow through.**

Step 1: <b>Please</b>	ask the child politely to stop; be precise and positive
Step 2: <b>Pause</b>	wait a minute before taking any further action
Step 3: <b>Praise</b>	find something to praise within the class, raise their self esteem
Step 4 : <b>Prompt</b>	look for who needs a reminder and be very polite but clear in what you want
Step 5 : <b>Consequence</b>	give the appropriate consequence from the Behaviour Policy

Following a sanction there is an expectation that staff will offer at least four pieces of praise to that child as promptly as possible.

### The Academy Rules

See appendix (1)

### Reward Systems

A number of reward systems have been put in place to encourage children, raise self esteem and promote good behaviour. These reward systems are:

#### 1. The Staff

All staff have a duty to praise children whenever possible and highlight good behaviour and/or educational achievement. In many cases a few positive words from a member of staff are worth more than any of the reward systems used at The Academy.

## 2. A Merit System

Merits can be awarded by any member of staff to any child for any reason. Usually they will be a concrete reward for good work, improvements, achievement, manners, showing a caring attitude and/or desirable standards of behaviour. These merits have a 2 fold purpose.

- (a) They go towards The Academy's team points trophy. All children are divided into one of 4 houses or teams. Every week all the merits throughout The Academy are added up and the winning team wins a trophy. This sets out to encourage children to strive to improve not just for themselves but for others in their team. Children will remain in their house/team throughout their time in The Academy. Siblings will be put in the same house/team. Team captains will collect team points for their team.
- (b) The merits also go towards individual targets to achieve their certificates. During this assembly children are presented with certificates if they have gained a set number of merits throughout the year. They receive a:

Bronze Certificate for	50 merits
Silver Certificate for	150 Merits
Gold Certificate for	300 Merits
Platinum Certificate for over	400 Merits

The aim of the certificates is to encourage the children to strive to improve for their own benefit.

As a general principle (**please note**):

- 1 merit is given for something worthy of praise
- 2 merits are given if the child has produced a much improved piece of work or behaviour
- 3 merits are given for a quite outstanding piece of work or reason
- 3+ merits are only to be given in exceptional circumstances.

## 3. Special Mentions

During the Special Mentions Assembly, a child may receive a special mention in celebration of an achievement in any area. Any member of staff can give any child a special mention. The child will receive a letter informing their parents or guardians of the child's achievement. Again this is aimed at improving the self-esteem of the children in The Academy. The children will receive a certificate for themselves in the same envelope.

## 4. Stickers

All staff have stickers which can be given to children for good work, behaviour etc. The Headteacher and **Assistant Headteachers** also have a box of stickers and any child or children can be sent along at any time to show good work or achievement. If they have been sent by the teacher they will automatically get a Headteacher's sticker. Midday Meals Supervisors also have stickers for positive reinforcement.

## 5. Consequences/ Sanctions

- (a) Consequences will only be used after The Academy's principles have been followed.
- (b) In return for good behaviour part of sanction can be redeemed, provided this was offered in the first place.
- (c) A consequence which cannot be carried out on the same day must be carried out the next Academy day or at the first available opportunity.

### Systems of Sanctions

#### Small scale class or playground sanctions

All staff will use the following system so that there is consistency throughout The Academy:

- i. Verbal warning.
- ii. Name on board or noted depending on the professional judgement of the member of staff.
- iii. Continued negative behaviour will result in verbal warning and a maximum of 2 ticks on the board, or noted; which will result in 1 minute lost from playtime or after-Academy hours with prior agreement of parent.
- iv. Children may be made to sit out for short periods of time if very poorly behaved.
- v. Further multiples of 1 minute will be lost if the behaviour continues.
- vi. Older children may lose multiples of 5 minutes.

#### Lunchtime Procedure

Small scale disruption at lunchtimes will be dealt with by the Midday Meals Supervisors, e.g. standing a child by a wall for 5 minutes etc. If the child then behaves, it is not necessary to inform the class teacher at 12.30 pm for FS2/KS1 children or 1.30 p.m. for KS2 children.

However, if a child continually misbehaves at lunchtime, this will be reported to the class teacher at 12.30 pm for FS2/KS1 children or 1.30 p.m. for KS2 children, as will an incident at the end of lunchtime that has not been dealt with, even if it is quite minor.

A child, who has been involved in a serious incident, i.e. fighting, bullying etc., will be referred to a Senior Manager. Midday Meals Supervisors will inform the class teacher where the child is.

It is perfectly fine for a Midday Meals Supervisor to inform the class teacher when a child has done particularly well.

#### Other Sanctions which can be used for poor behaviour.

- 1. Clubs: they are a privilege, a portion may be withheld (this must be discussed with the teacher taking the club) or they may miss the whole club.
- 2. Free choice can be withheld

3. Lunchtime sanctions covered by the teacher concerned. All problems that cannot be dealt with exclusively by Midday Supervisors at lunch times will be referred to the class teacher at the end of lunch time. The class teacher will then decide on the punishment or, if the incident needs to be referred on to the Headteacher or Assistant Headteachers. However, if an incident relates to bullying, refusal or racism, then this will be referred directly to the Head or Assistant Headteachers.

**Note:** All children attending our after-school provision (WASPs) must abide by the same Academy rules.

### Time out

Time out is only used when a child is having an emotional problem and needs a short time out of the classroom environment. It must be made clear that this is not a punishment and they can return to their classroom as soon as they are ready. The child in question will be sent to the positive link teacher or staff member. They can be accompanied by a friend or LSA if they wish, for a calming down period. Once the child has calmed down, the class teacher or suitable member of staff will counsel the child.

### Exit

This is a child who has been given a chance with the tick system on the board but is still disrupting other children, or who is causing such a problem that they need to be removed from class quickly, as they are disturbing others.

**Note:** Please remember that if a child is not working but is not disturbing others, point out that it is that individual who is losing out, but let them sit there and ignore them, ensuring they make up the time and work in their time.

The disruptive child will then be **taken** to the **exit partner classroom**. If the child continues to cause disruption, they will be sent to the Headteacher or Assistant Headteacher.

An LSA will take the child, where possible. However, if not, the child in question is sent with work. The LSA will follow in a few minutes or send a sensible child to ensure that the disruptive child has arrived. This is to make certain that the disruptive child is not seen to be getting extra attention by staff coming into class to get them.

If the child then gets on with their work, they can then be returned to their class once they have completed their work or at a point when it is felt that they can be successfully integrated into their own class. When a child returns to class they must have a sanction for their behaviour, e.g. finishing any missed work in their own time or a loss of some playtime.

If the child is disruptive when within the **exit partner class**, then these members of staff will use one of the following sanctions:

- ❖ Start giving punishment of greater severity, e.g. the loss of break or lunchtimes
- ❖ The withdrawal of club privileges

If the child continues to make poor behavioural choices Assistant Headteacher's or the Headteacher will use one of the following sanctions:

- ❖ The banning of the privilege of representing The Academy (consultation with Headteacher)
- ❖ The stopping of Academy trips if safety is an issue (Headteacher to authorise this)

### Serious Misbehaviour

These behaviours will be discouraged at every opportunity. In the first instance they will be dealt with by the appropriate senior member of staff. When the child is sent out, work will be provided at the earliest convenient moment. The receiving member of senior staff will privately be informed either verbally or by note, of the suggested consequence resulting from the child's action.

When the child has left the class, the class teacher will inform the rest of the class of the punishment, except in the case of exclusion, when the class will be informed by a member of the Senior Management Staff at a later point.

The receiving member of senior staff will discuss the child's behaviour when appropriate and give the consequence, wherever possible, matching the teacher's suggestion.

Only when the child is calm, has accepted their consequence and is ready to return to class, will this be allowed. The child in question will then be returned to class with as little fuss as possible.

Serious misbehaviour could be:

Stealing  
Abusive language  
Pinching  
Inappropriate touching  
The deliberate destruction of material  
Biting  
Fighting  
Spitting  
Kicking  
Throwing Stones/objects  
Strangling

In these cases punishment will be far more severe. Depending on the individual case punishment could be:

- ❖ All breaks and lunchtimes to be stopped for a week
- ❖ A letter and/or a phone call home to parents informing them of their child's behaviour and punishment
- ❖ The removal of all privileges for a lengthy period of time

- ❖ After Academy hours detention, parents to be informed
- ❖ A short term exclusion in severe circumstances
- ❖ Start a contact book with parents.

The Use of Reasonable Force

If a child is in any immediate danger to themselves or others, it may be necessary for a member of staff to use reasonable force to remove them from a situation. This is in line with point 108 in Keeping Children Safe in Education (2018). Most teaching staff have had Team Teach training however if Reasonable force is necessary then this should ideally be done by a member of the Senior Management Team.

Totally Unacceptable Behaviour

Totally unacceptable behaviour could be:-

- |                                 |  |
|---------------------------------|--|
| <b>Bullying</b>                 | See the bullying policy which states a child gets <b>one</b> chance and if it happens again, will be excluded.   |
| <b>Refusal</b>                  | If a child refuses to do as a member of staff asks e.g., leave the room, then that member of staff will say “are you refusing to do as I ask?”. If the child says yes, or does not answer anything, then point out that they will be excluded. If they continue to refuse, report the incident to a senior member of staff who will pass to the Headteacher or Assistant Headteachers if an exclusion is required. |
| <b>Racism/<br/>Sectarianism</b> | If a child is involved in these forms of behaviour they will be educated the first time it happens. If it is a severe case a letter will also be sent home informing parents that this type of behaviour cannot be tolerated. If this happens again and the child is fully aware what they are doing then they will be excluded for a period of time to be decided by the Headteacher.                             |

Policy review date : September 2020

Headteacher: \_\_\_\_\_

The Academy of Woodlands Director: \_\_\_\_\_

## **Appendix 1**

### Academy Code of Conduct

These are the rules applying to all staff and pupils throughout The Academy.

At times you must stand your ground.

All members of The Academy community will:

Care for each other

Respect each other's rights as a person

Respect each other's rights to work in class

Be responsible for their own actions

Be honest and tell the truth, even when it is very difficult to do so.

Treat The Academy buildings as they should be treated so that they are in good working order for everyone.

Respect other people's property

Respect The Academy's property so that it is available for everyone

Represent The Academy as well as they possibly can, whether in The Academy or out of The Academy they will uphold the good name of The Academy.

Be polite and courteous to all adults and pupils in The Academy.

Endeavour to produce their best work in class all the time.

Listen to each other's problems which staff will investigate whenever it is necessary

Abide by all the general rules which help in the day-to-day running of The Academy, such as, we do not run in the corridors or play in the toilets.

## **LUNCHTIME**

### **When using the apparatus:**

#### **Children must:**

Use the entrance to the apparatus

#### **Children must not:**

Push others

### **Children must go round the same way**

#### **In the playground, children must not:**

Use the path behind canteen to get to the tyres or top playground

Climb over any of the fences

Climb or swing on goal posts

Dig up stones

Throw items into the trees or branches

Engage in Play fighting, of any kind

Climb steps to science garden

- Children can bring a pocket toy no bigger than the average adult pocket.
- Children can only chalk when staff permit