



POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

This policy is available on our school website and is available on request from the school office.

Date written: October 2022

Date of next review: October 2023

Author: S Campbell

Signed:

A handwritten signature in black ink, consisting of a stylized 'L' and 'G' intertwined.

Luke Geary (Chair of Governors)

Date: 21/02/23

BACKGROUND

This policy is for the staff, children, parents/carers 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 of Woodlands and is used to support classroom management and whole school expectations.

The policy aims to give consistency throughout our school, with regard to safety, values, security and access to the curriculum; successfully enabling all children within the school community.

The effect of this policy will be to provide a system, in response to behaviours, which have been agreed by all stakeholders. In order for this policy to be effective throughout our school, the following guidelines will be adhered to.

AIMS & PRINCIPLES

Aims

The Academy of Woodlands ethos and aim is to create an environment in which effective learning is taking place for all children.

To achieve this, positive behaviour management should be utilised so that we:

- maintain the continuity of teaching and care of children
- develop a respect for others' rights - the right of the teachers to teach and the rights of the pupils to learn
- enable the pupils to develop self-control and the ability to co-operate with others
- develop an attitude leading to personal accountability
- build a system of self-esteem for both staff and pupils
- develop as positive individuals, have a sense of belonging, security, enjoyment, fun and social interaction

Principles

The Academy believes in a positive behaviour policy, where positive behaviour is encouraged and reinforced, promoting a culture of good behaviour and attitudes.

Relationships are key; it is the responsibility of all staff to model positive behaviours and build relationships

All children will be taught what the school's expectations of behaviour are. Children and parents/carers, through open forum meetings, will be involved in the formulation and revision of the school's behaviour expectations. Times such as assemblies and circle time will be used to discuss what acceptable and positive behaviour is and what expectations are.

All staff are responsible for all children in the school. Staff will be supportive of each other of decisions made and Parents/Carers and pupils will be involved in discussions regarding their behaviour.

Children, parents/carers and staff have the right to suggest organisational changes which they believe will help improve positive behaviour and care in the school. These can be brought to the attention of the Senior Leadership team and/or discussed at a Staff meeting.

POSITIVE REINFORCEMENT

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

The Staff

All staff have a duty to reinforce positive behaviours of our pupils whenever possible and highlight these as well as promoting educational achievement. In many cases, a few positive words/recognition from a member of staff can be worth more than any of the reward systems used at the school.

Merits

Merits can be awarded by any member of staff to any child. Usually they will be a concrete reward for good effort, improvements, achievement, manners, showing a caring attitude and/or positive behaviour.

Children accumulate their merits which go towards certificates. During special mention assembly children are presented with certificates once they have gained a set number of merits throughout the year. They receive:

- 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 guide:

- 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.

Special Mention Assembly

During the Special Mention Assembly, a child can 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/carers of their child's achievement. Again this is aimed at improving the self-esteem, positively reinforce expectations of work and behaviour. The children will also receive a certificate for themselves in the same envelope.

Stickers

All staff have stickers which can be given to children for good work, behaviour etc. The Headteacher, Deputy 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.

OUR RESPONSE TO WHEN A CHILD MAKES A MISTAKE?

All staff will follow the 4 P's (*Please, Pause, Praise, Prompt*) when dealing with **initial behaviours**; these are below:

PLEASE	Ask the child politely to stop; be precise and positive
PAUSE	Wait a minute before taking any further action
PRAISE	Find something positive to praise the child with, raise their self-esteem and reinforce positive behaviour
PROMPT	Speak to the child privately and offer a right choice and refer to previous examples of good behaviour. Reinforce expectations and the possibility of consequence if the behaviour continues
CONSEQUENCE	The consequence should be reflective of the behaviour

To ensure a consistency in approach, all staff will employ the following steps in response to **continued behaviours**:

Verbal reminder	A reminder of the behaviour expectations delivered privately
Caution	Name on board or noted depending on the professional judgement of the member of staff. A clear verbal caution delivered privately, wherever possible, making the pupil aware of their wrong choice. At this stage outline the next stage (see below)
Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a right choice and refer to previous example of good behaviour Maximum of 2 ticks on the board or noted; which will result in 1 minute (FS/KS1) and 5 minutes (KS2) deducted from the next out of learning opportunity - playtime/lunchtime (Class adult to undertake a quick restorative chat during this time to prevent repeating behaviours)
Consequence	A short time (5 minutes maximum) for the child to calm down, breathe, look at the situation and compose themselves. Examples of reflection- <ul style="list-style-type: none"> • change position in class/hall etc • short time in a calming space/ outside the classroom/ alternative space in the classroom • short time with another member of staff/Key Stage lead • short time to the side of PE session When the child re engages from the consequence, it is vital that they are greeted with a 'fresh start.' If a consequence has been implemented, parents/carers are informed.

If, a child is spending some time in an alternative classroom as a consequence, and again presents with continued behaviours a member of the Leadership Team will be called to support. Consequences for this may include:

- The removal of the privilege of representing The Academy (in consultation with a member of the leadership team)
- The stopping of Academy trips if safety is an issue (in consultation with a member of the leadership team)

High level behaviour

These behaviours could include:

Stealing, abusive language to peers/adults, physical abuse to peers/adults, sexual harassment, inappropriate touching, damage to property, biting, fighting, spitting, kicking, throwing Stones/objects, and/or strangling.

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 works in an alternative area/space of the school, 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.

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.

Once the child is calm, has reflected and accepted their consequence they will return to their class. On returning to their class, it is vital that they are greeted with a fresh start.

The consequence for these behaviours will be on an individual basis. Consequences could include:

- a number of break and/or lunchtimes spent in reflection
- a meeting held with parents/carers to discuss their child's behaviour
- an internal exclusion
- a fixed term exclusion
- start a contact book with parents/carers

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. Some members of staff are Team Teach trained; however, if reasonable force is necessary then this should ideally be done by a member of the Leadership Team.

Lunchtime behaviours

Behaviours at lunchtimes are dealt initially with by the Midday Meals Supervisors (MDMS), following the 4 P's and then if needed, the continued behaviour steps. If a consequence has been implemented, the child's class teacher must be informed.

Any behaviour incidents 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 consequence or, if the incident needs to be referred on to a member of the Leadership Team. If an incident relates to bullying, sexual harassment or racism, then this will be referred directly to the Leadership Team.

If a child has been involved in a serious incident, e.g. physical violence, a member of the Senior Leadership Team will be informed and use their professional judgement to make decisions on the next steps. It is also encouraged that MDMS's inform the class teachers when a child has done particularly well.

Clubs

Clubs are extra-curricular and the children attending these clubs, including Wasps, must abide by the behaviour policy.

If persistent behaviours occur during the school day and/or during after school clubs, a discussion will be held with parents/carers regarding their child's attendance to the clubs.

Totally Unacceptable Behaviour

Totally unacceptable behaviour could be:

- Bullying: See the bullying policy which states a child gets one chance and if it happens again, will be excluded.
- Refusal: If a child refuses to do as a member of staff asks, all staff are to follow the initial and continued behaviour checklist
- Racism: If a child is involved in these forms of behaviour they will be Sectarianism educated the first time it happens. If it is a severe case, a phone call/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.

Appendix 1

Academy Code of Conduct

All members of The Academy of Woodlands community will:

- Care for each other
- Respect each other's rights as a person
- Respect each other's rights to learn
- Be responsible for their own actions
- Be honest and tell the truth, even when it is very difficult to do so
- Treat the school's buildings as they should be treated so that they are in good working order for everyone
- Respect other people's property
- Respect the school's property so that it is available for everyone
- Represent the school as well as they possibly can
- Be polite and courteous to all adults and pupils
- 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 school, such as, we do not run in the corridors or play in the toilets

Appendix 2

LUNCHTIME

When using the playground/apparatus children must/can:

- use the entrance to the apparatus
- must go round the same way
- bring a pocket toy no bigger than the average adult pocket
- chalk when staff permit

Children must not:

- Push others
- Use the path behind the 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 the steps to science garden