



Behaviour Statement

Principles

At The Academy of Woodlands, we believe that the wellbeing of all children and adults in our school and community are important and we understand that positive behaviour is an essential factor in this. We strive to ensure that children feel happy and safe, enabling children to 'be the best at what they do'. We all have vital roles to play in modelling, developing, encouraging and supporting positive behaviour. We have high expectations of behaviour within a positive, solution focused ethos. The children understand these expectations and learn within clear boundaries and a consistent whole school approach.

We follow a restorative approach alongside our school values to promote high expectations and where appropriate apply staged consequence.

Our values underpin our high expectations:

- **RESPECT** others by showing an understanding, appreciation and tolerance for others' views and opinions while accepting and celebrating our differences.
- Build **RESILIENCE** by positively reinforcing behavioural norms; promote self-esteem and self-discipline.
- To strive for **EXCELLENCE** and work to the best of our ability, every lesson, every day.
- Be **SELF-AWARE** recognising our strengths and areas for development as an individual and supporting one another to achieve our goals. and treat others as we wish to be treated; by ensuring that all children are treated fairly, shown respect and to promote good relationships.
- Take **PRIDE** in promoting community cohesion through improved relationships and celebration of our successes.
- Demonstrate **EMPATHY** by encouraging children to understand their emotions through use of specific language and methods to help them regulate them.
- **COMMUNICATE** appropriate behaviour through positive interventions, relationships, and role modelling.
- We show **TOGETHERNESS** by creating a culture of exceptionally good behaviour: for learning, for the community and for life.

The Seven Stages address any behaviour that does not meet the school rules and values and the steps, and consequences, are as follows:

1. First verbal **warning** is a reminder of rules and expectations.

2. If this behaviour does not improve, a **caution** is issued and this is a further reminder of the rules and expectations.

3. Third occurrence or continued behaviour, a **last chance** will be issued.

4. If behaviour continues to persist, the children will receive a **natural consequence and reflection**. At this stage the family will be informed of the steps taken by school.

5. **Repair/Restorative** conversation: If the unexpected behaviour continues, or if there is a sudden serious behaviour. This might be a quick restorative conversation or a more formal meeting (another adult supporting) depending on the severity of behaviour. This restorative conversation may lead to some further consequences which are outlined in our full policy.

6. **Persistent behaviours**, or sudden, serious or unsafe behaviour. Spoken to by Headteacher, Assistant Headteacher or member of SLT and parents or carers will be asked to come into school. This conversation may lead to some further consequences which are outline in our full policy.

7. On rare occasions, if the behaviour is serious or unsafe it is possible that there would be a suspension or exclusion.

Communication and Parent Partnership

As a school we strive to share the positives of each and every child. Through conversation, special mentions and various other forms of communication we inform families of what is going well.

We aim to build trust and support families openly and honestly alongside outside agencies to find ways forward to improve the behaviour and self-esteem of children whose boundaries and behaviours go beyond the five school

As a school we as needed, we engage with relevant professionals and tailor the provision for individual children with personalised intervention and behaviour/pastoral plans to support them. We always seek to work in partnership with families and support the children to make good choices to prepare them for the future and life outside school. We aim to have a robust, fair and consistent approach and we ask parents/carers to trust school to deal with incidences, to view all sides of a situation and reach a fair decision that is reasonable and proportionate considering all the circumstances. We ensure that support is in place both for the children making unexpected choices and those children affected by them. We endeavour that the focus on positive behaviour, restorative approaches and empathy will significantly reduce the need for more serious sanctions for individuals. However, we will not tolerate behaviour which is prejudicial towards others, including race, religion, gender or sexuality. When making decisions, the Headteacher and/or Senior Leadership Team, will balance the needs of the individual with those of the safety of the wider school community and the safe operational working of the school. This written statement and the policy on the website apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.