




# Positive Relationship and Behaviour Policy

Date plan last reviewed: June 2024

Signatories		
Head of School	Mrs C Brown	
To be ratified by Chair of Governors	Mr L Geary	

Review	
Dated	June 2024
Next review	June 2026

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

Date written: June 2024

Date of next review: June 2026

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## Our School Vision and Values

**Here at The Academy of Woodlands, every individual is valued and challenged to succeed in all they do, whilst being encouraged to become life-long learners.**

Our **Vision** is a community where all children feel loved, respected and encouraged to develop to their fullest potential.

Flourishing as an individual (human flourishing) is a widely accepted life goal. Our **Values**, which are aspirational attributes and attitudes, are the foundation for everything we do at The Academy of Woodlands. These can be nurtured to help people discover the very best of themselves, enabling them to be good citizens and prepare them for life beyond our school.

Our **Values** are based on RESPECT for all:

**R**esilience, **E**mpathy, **S**elf-awareness, **P**ride, **E**xcellence, **C**ommunication, **T**ogetherness

## Purpose

The purpose of this policy is to outline the way in which we establish, secure and build upon positive relationships across the school community as well as providing a framework for consistency in responding to behaviours (*see appendix item 1*). It is acknowledged that members of our school community may have different parenting experiences and views on behaviour. However, the aim of our Positive Behaviour and Relationship Policy is to bring us all together as a community to adhere to some basic key principles that reflect our school ethos.

This Positive Relationship and Behaviour Policy links to the following other policies we hold in school and as part of the Rivermead Inclusive Trust:

### Anti-bullying Policy

[download.asp \(theacademyofwoodlands.co.uk\)](#)

### CCTV policy

[https://www.rivermeadinclusivetrust.co.uk/tws\\_downloads/20231211-110113\\_cctv\\_policy.pdf](https://www.rivermeadinclusivetrust.co.uk/tws_downloads/20231211-110113_cctv_policy.pdf)

### Child Friendly Safeguarding Policy

<https://www.theacademyofwoodlands.co.uk/attachments/download.asp?file=424&type=pdf>

### Child on child abuse policy

<https://www.theacademyofwoodlands.co.uk/attachments/download.asp?file=437&type=pdf>

### Equality information and Objectives

[20240515-135838\\_equality\\_information\\_and\\_objectives.docx \(live.com\)](#)

**Exclusion Policy**

[https://www.rivermeadinclusivetrust.co.uk/tws\\_downloads/20240304-135735\\_exclusions\\_policy.pdf](https://www.rivermeadinclusivetrust.co.uk/tws_downloads/20240304-135735_exclusions_policy.pdf)

**Health and Safety Policy**

[https://www.rivermeadinclusivetrust.co.uk/tws\\_downloads/20231211-115826\\_health\\_and\\_safety\\_policy.pdf](https://www.rivermeadinclusivetrust.co.uk/tws_downloads/20231211-115826_health_and_safety_policy.pdf)

**Online Safety Policy**

<https://www.rivermeadinclusivetrust.co.uk/TWSDownloadManager/13/346/online-safety-policy>

**Positive Handling Policy**

<https://www.rivermeadinclusivetrust.co.uk/TWSDownloadManager/13/407/positive-handling-policy>

**Privacy Policy**

<https://www.theacademyofwoodlands.co.uk/attachments/download.asp?file=324&type=pdf>

**Relationships and Sex Education Policy**

[download.asp \(theacademyofwoodlands.co.uk\)](https://www.theacademyofwoodlands.co.uk/attachments/download.asp)

**Safeguarding Policy**

[download.asp \(theacademyofwoodlands.co.uk\)](https://www.theacademyofwoodlands.co.uk/attachments/download.asp)

**Searching and Confiscation Policy**

[https://www.rivermeadinclusivetrust.co.uk/tws\\_downloads/20221212-125548\\_searching\\_and\\_confiscation\\_policy.pdf](https://www.rivermeadinclusivetrust.co.uk/tws_downloads/20221212-125548_searching_and_confiscation_policy.pdf)

**SEND Policy**

<https://www.theacademyofwoodlands.co.uk/attachments/download.asp?file=324&type=pdf>

**Staff Code of Conduct**

<https://www.theacademyofwoodlands.co.uk/attachments/download.asp?file=494&type=pdf>

**Teaching and Learning**

<https://www.rivermeadinclusivetrust.co.uk/TWSDownloadManager/13/392/teaching-and-learning-policy>

**Trust Relationship and Behaviour Policy**

<https://www.rivermeadinclusivetrust.co.uk/TWSDownloadManager/13/443/trust-relationship-and-behaviour-policy-overview>

**WASPS Terms and Conditions**

<https://www.theacademyofwoodlands.co.uk/attachments/download.asp?file=452&type=pdf>

We expect that everyone in our school community will act with respect and kindness. This means that everyone will:

- **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.

## Aims of the Policy

The Academy of Woodlands vision, ethos and aim is to create an environment in which effective learning is taking place for all children and positive relationships are established and embedded.

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

- Provide a broad and balanced curriculum which is tailored to challenge, motivate, and enrich our children's own life experiences.
- Encourage perseverance when faced with challenges and feel confident when facing new situations.
- Develop confidence and self-esteem by recognising personal strengths and qualities and both celebrating and nurturing these.
- Encourage all to be polite, form positive relationships, celebrate diversity and show tolerance and respect for all members of the school and local community.
- Encourage all to listen and communicate clearly, showing consideration to others and respecting differences.
- Ensure that children are safe and know how to keep themselves safe.
- Develop a positive role for our school within the wider community, understanding the importance of togetherness and shared responsibility.

## The Woodlands Way

At The Academy of Woodlands, we develop behaviour norms by consistently using the following language (our Woodlands Way) when discussing behaviour.

- Wonderful Walking
- Proud Presentation
- Relentless Respect
- Pleasant Playtimes
- Lifelong Learners

### **Embedding the Woodlands Way**

We, at The Academy of Woodlands, continue to teach positive relationships and behaviours. In the first instance, we role model our expectations and use our PSHE and RSE curriculum

in class to provide children with essential knowledge to help them make informed decisions about their well-being, health and relationships. Our ELSA (Emotional Literacy Support Assistant) sessions promote safety and well-being and foster personal development. Our support programmes through Swans and outside agencies are used collectively to foster personal development by helping students understand and manage a range of emotions, build resilience and develop self-esteem.

Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children.

### **Class Expectations**

To ensure consistent expectations within all classrooms, the Woodlands Way will be displayed in each classroom and referred to consistently in practice. A set of bespoke class expectations will be created, in collaboration with the children, at the beginning of the school year. The class expectations will be developed with age-appropriate language, in line with the Woodlands Way and values. Once developed, the expectations will be clearly displayed, and referred to regularly.

### **Playground Expectations**

Our pleasant playtimes, both during break and lunch, are another opportunity for our children to show our values in action. Children are expected to continue to treat each other with respect and courtesy when playing together and on the apparatus. They should take turns, share equipment and resolve conflicts peacefully, reflecting our commitment to empathy and communication. Adults on the playground will continue to role model our values, actively engage in playtimes, assist and facilitate in conflict resolution. This collective responsibility extends to looking after the playground environment, keeping it tidy and respecting school property. By upholding these expectations, children will continue to create a positive and harmonious atmosphere for all to enjoy.

### **Dining Hall Expectations**

At the start of each sitting, students are expected to line up, in their communities, in the lower playground as they are called into the dining hall by the supervising adults. Once inside the hall, children are to sit and wait patiently for their year group to be called. Courteous communication is essential: this includes using manners, using inside voices and cleaning up after themselves. In their communities, children are expected to share and help each other to continue to foster our value of togetherness. Once eaten, children will be asked to leave the dining hall, ensuring that it is clean for the next set of communities to enjoy their meal together during the next sitting.

### **Lunchtime Club Expectations**

We must always be **respectful** of our property.

Show **empathy** to others and the way that they are feeling.

**Communicate** in a well-mannered and calm way.

Follow **communication** from the adults that are looking after us.

Be **respectful** of others feelings and personal space.

Take **pride** in everything we do.

Work **together** to ensure everyone enjoys their time in the Social Hub.

The Woodlands Way is an element of the school day that we as a team are working on relentlessly. All staff and children should know the expectation, use the language, and address these behaviours all the time. Staff use 'live addressing' and 'reteaching' to identify, if and when, the school expectations are not being upheld.

# Stakeholder Commitment

## All staff at The Academy of Woodlands commit to:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know the classes/ groups they work with well and develop positive relationships with all children.  
Relentlessly work to build a culture of mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children (positive praise).
- Never walk past or ignore children who are failing to meet expectations.
- Always redirect children by referring to The Woodlands Way and Values.

## Our children want school adults to:

- Respect everyone's contributions, treating all children fairly.
- Share news for the week on the community board.
- Greet everyone with a smile.
- Explain the reason for asking a child to do something.
- Be firm but fair.
- Be consistent.
- Listen to us.

At The Academy of Woodlands, we believe that responding to behaviour is a shared responsibility. Our relationship-based approach applies to all relationships within our school community between all adults and children.

Role	Responsibility
<b>Class Adult</b>	A child's class adults are the most important people to support a child achieving good learning behaviour due to their positive relationship, regular interaction, and knowledge of the child. Therefore, they should be central to any discussions/ plans that relate to supporting the children in their class. In the classroom, it's important to warmly welcome children, both at the beginning of the day and after playtimes, fostering positive relationships and behaviours. Lessons should be tailored to engage and challenge all students, incorporating their interests and respecting their contributions. Celebrating achievements through targeted praise and rewards, while maintaining a calm and empathetic approach, helps in building self-esteem. Supporting emotional regulation and consistently reinforcing school values are key. Addressing negative behaviour discreetly and maintaining communication with parents are essential responsibilities, as is monitoring and addressing concerns with the school leadership team.
<b>Phase leader</b>	Phase leaders are integral members of the team, working alongside colleagues to foster a consistent and supportive environment for children. Their role involves being a visible presence to encourage appropriate behaviour, supporting staff in restoring focus to learning through restorative meetings, and addressing negative behaviour discreetly to prevent embarrassment. They also actively celebrate exceptional efforts by staff and children, promote positive parent communication, and ensure that staff training needs are met with support from senior leadership. Additionally, phase leaders monitor behaviour within their phase; once a particular behaviour is highlighted, phase leaders should be offering guidance and support as necessary.

<b>Senior Leadership Team &amp; Inclusion Lead</b>	The Senior Leadership Team and Inclusion Lead play a pivotal role in fostering a positive school culture and supporting staff in managing behaviour. They lead by example, setting and modelling positive behaviours while also ensuring a welcoming environment for families. Their approach to addressing negative behaviour is discreet to avoid embarrassment, and they maintain a visible presence around the school, especially during transitions. Additionally, they recognise and celebrate exceptional efforts by staff and students, share best practices, and facilitate professional development. They support teachers in managing complex behaviours, monitor behaviour data to inform policy improvements, and regularly review provisions for children outside standard policies. Ultimately, they ensure consistent implementation of the school's behaviour policy and provide reports to Governors on its effectiveness.
<b>Head of School</b>	The Head of School sets the school culture through the Positive Relationship and Behaviour policy, role models expected behaviours, ensures consistent implementation, and fosters a supportive environment for all. The Head of School has the right to impose the ultimate sanction of exclusion in accordance with current legislation. It is understood by all stakeholders that exclusion will be used as a last resort and only in serious circumstances. In the instance that exclusion is deemed appropriate the Head of School will follow Trust policies alongside Medway policy and guidance.
<b>Governors / Trust</b>	As outlined by the Department of Education, our school governors approve and oversee the behaviour policy and ensure all procedures are in line with the Rivermead Inclusive Trust's priorities. They will continue to monitor effectiveness (through pupil, staff voice and data reports), support the Head of School while engaging with the community. The Inclusion lead and Head of School will report to governors and ensure staff receive necessary training, ensuring the policy aligns with statutory requirements and promotes a positive learning environment.
<b>Parents and Carers</b>	We believe managing behaviour in school is more likely to be effective if we can work with parents/carers as genuine partners in the education process. By building relationships with our families, parents and carers to support the school in the implementation of this policy, its beliefs, and expectations. Parents will be informed about school procedures for acknowledging appropriate behaviour and consequences for inappropriate behaviour via the home/school agreement when their child starts school, through this policy and continuous communication with class teachers.

### Parents and Carers

At the Academy of Woodlands, parental/carer involvement is welcomed, appreciated and deliberately encouraged, so to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the day ahead and are collected, promptly, at the end of the day.
- Understand and reinforce the school language as much as possible.
- Share in the ethos and aims about expectations of their child's behaviour.
- Support the work of the school as staff seek to support the whole family.

Parents are encouraged to follow the school's communication structure if they are concerned about their child's social difficulties or behavioural issues. The school will inform parents of serious incidents as they occur, and we will always aim to contact parents quickly when there are concerns about positive behavioural progress or deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

## Positive Reinforcement

Everyone at The Academy of Woodlands has a duty to reinforce positive relationships and behaviours of our pupils whenever possible and highlight these as well as promoting educational achievement. The whole team understand that a quiet word of personal praise can be as effective as a larger, more public reward.

By implementing strategies that reward and reinforce expected behaviours, all the team can promote a conducive learning environment. We use a variety of techniques to promote expected behaviour. For consistency here are some of the key techniques that can be used to promote expected behaviour:

**Verbal/written praise** - Where possible this should be specific and targeted, and made clear why it has been given.

**Stickers** - All staff have stickers which can be given to children for good work, behaviour etc. The Senior Leadership Team also have stickers and any child or children can be sent along at any time, to show good work or achievement. These stickers also make part of our class merit reward system.



**Class merits** – Merits are rewarded to individual children, groups and/or whole classes. A merit rewards/point system has been generated by the school team in collaboration with the children. Classes choose which reward to aim for and merit points are accumulated until the reward is achieved.

Below is an example of Merit rewards:

250 points	500 points	1000 points	2000 points	3500 points
Craft time	Colouring session	Art & Craft afternoon	Extra full Play	Class Party/ Buffet afternoon
Hot chocolate with Mrs Brown	Prize box	ICT suite session	Movie & Popcorn	Park /Picnic
Board game session	5 mins extra play	Class choice session	1 <sup>st</sup> for lunch	TAG day
	Ball game session		Class quiz Afternoon	
			End of day disco /celebration	

**Special Mention Assembly** – special mentions are a celebration of an achievement related to our school values. During this assembly, but not in isolation, we will celebrate children's personal achievements and successes beyond our school.

**Lunchtime Community of the Week** - During special mentions assembly, we will celebrate the community that have shown school values. Our dinner team will keep track of the communities that have been showing school values and inform SLT in time for special mentions assembly. The winning community will receive a trophy, shared on social media and the community that has the most wins will have 30 minutes extra play on the last day of term!

**Communication home** – Communication to home via phone calls, in person and/or emails that should be undertaken by each class team at least twice a term).

## Our Restorative Approach

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's values and Woodlands Way sets out the expectations, routines and visible consistencies that all children and staff follow.

Expected behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Expectations for behaviour are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental stage or a significant need that needs more bespoke engagement. In this case, these children have access to bespoke positive behaviour support plans, which identify the antecedents, prevention measures and responsive strategies. These plans are made in partnership with the Inclusion Lead, teacher, and parent to ensure the behaviour support plan is effective, conducive to the child's success, and aligned with our school values.

Following an incident of behaviour that is not expected, it is imperative that the adult who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct the restorative conversation with the pupil (Step 5 below). This will ensure that the relationship between adult and pupil remains positive and mutual respect maintained.

Consequences should not replace/remove a positive recognition – where a child has earned praise or another form of positive recognition for positive behaviour, they should not lose this as a consequence for a separate behaviour.

Before 5-step support begins, staff will use redirection techniques such as; readjusting seating, non-verbal clues, emphasise children's choice and encourage them to re-engage etc. De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours becoming more serious. De-escalation techniques include, distraction, humour, paying attention to the right behaviours and at all times remaining calm, consistent and fair.

It is the aim that children will be kept at stage 1 or 2 for as long as possible. At each step there is a script that teachers should use to calmly remind children of the behaviour that is expected (*see appendix 2*).

### 6-Step Chart

Step	Response to behaviour that is not expected
The Woodlands Way	We expect everyone to be working within the Woodlands Way and Values of the school; children can access the recognition and rewards for demonstrating the expected behaviours displaying our school values. The tiers of unexpected behaviours are found in the second table below.

1	Reminder	<ul style="list-style-type: none"> <li>• Gentle encouragement in the right direction.</li> <li>• A reminder of our Woodlands way; privately wherever possible.</li> <li>• Repeat reminders, if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this stage.</li> <li>• Praise will be given if the child is able to model good behaviour because of the reminder.</li> </ul> <p><b>No consequences are needed at this stage.</b></p>
2	Caution	<p>A clear verbal warning delivered privately wherever possible, making the child aware of their wrong choice.</p> <p>Children will be reminded of their previous good conduct to prove that they can make good choices.</p> <p><b>No consequences are needed at this stage.</b></p>
3	Last Chance	<ul style="list-style-type: none"> <li>• Speak to the child privately and give them a final opportunity to engage.</li> <li>• Offer a right choice and refer to previous example of good behaviour.</li> <li>• Outline the need for reflection, and what that looks like, if this behaviour continues.</li> <li>• Class adult to undertake a quick restorative chat during this time to prevent repeating behaviours.</li> </ul> <p><b>At this stage, the child is to have a three-minute reflection time with the class teacher at the next out of learning opportunity (breaktime or lunchtime). This behaviour will need to be logged as “low level” on IRIS.</b></p>
4	Natural consequence and reflection.	<p>If the behaviour reoccurs despite aforementioned steps, a short time (5 minutes maximum) for the child to calm down, breathe, look at the situation and compose themselves should be employed.</p> <p>Examples of reflection:</p> <ul style="list-style-type: none"> <li>• Change position in class/hall etc.</li> <li>• Short time in a calming space/ outside the classroom/ alternative space in the classroom.</li> <li>• A short time with another member of staff/SLT.</li> <li>• A short time away at the side of the playground.</li> <li>• A short time to the side of PE session (if occurred during PE).</li> </ul> <p>When the child reengages from reflection it is vital that they are greeted with a ‘Fresh Start.’</p> <p><b>Natural consequences</b> need to be given by the class teacher and are proportionate to the behaviour. For example, if the primary behaviour was pushing a bottle of water over, then the natural consequence will be to clean it up.</p> <p>In addition, a natural consequence for a child who repeatedly calls out (after steps 1-3 have been used) will be a restorative, values-based discussion to understand the impact of their behaviour on others, followed by a collaborative verbal or written agreement between the child and the class teacher on how to improve their communication in the future.</p> <p>Parents/carers to be informed of the step and then the incident must be logged on IRIS.</p>
5	Repair/	<p>This might be a quick restorative conversation or a more formal meeting (another adult supporting) depending on the severity of behaviour.</p>

	<b>Restorative conversation</b>	<p>This restorative conversation may lead to some further consequence,</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• A change of seating arrangement in class.</li> <li>• A reduced or altered playtime/lunchtime.</li> <li>• Checking in regularly with another member of staff.</li> <li>• Strategies put in place to support learners needs.</li> <li>• Meeting with parents/carers supported by Phase Lead if appropriate.</li> <li>• Behaviour Support Plan/ "Catch-me" cards.</li> </ul> <p>The class adults will agree the appropriate next steps with the child during the restorative conversation to ensure the relationship and respect is protected.</p>
6	<b>Persistent behaviours</b>	<p>If a child is presenting with persistent behaviours in the classroom, the following may be considered:</p> <ul style="list-style-type: none"> <li>• Meeting with parents/carers and Inclusion Lead and/or Head of School.</li> <li>• Removing the privilege of attending after school clubs.</li> <li>• Removing the privilege of representing the school at out of school activities.</li> <li>• An internal exclusion.</li> <li>• Commencement of a home/school contact book.</li> </ul>

### Consequences at The Academy of Woodlands

- Be linked to the behaviour and be proportionate to the action
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help ensure children and staff feel supported and secure
- Never involve taking away a previously earned reward
- Avoid any actions which lead to unnecessary shaming or humiliation for the child.
- Take into specific consideration the specific needs of the child when deciding appropriate next steps for the child; we recognise that a "one-size-fits-all" approach may not enable the child to Be the Best at What They Do".
- Where appropriate, support children to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

### R&R

Our R&R Lunchtime Provision offers children a nurturing environment to Restore, Reflect, and Repair relationships. Through thoughtful discussions that are facilitated by SLT, we empower children to mend interpersonal bonds, fostering empathy and understanding for a harmonious school community. To have to most successful outcomes from R&R, staff should have the restorative conversation with the children.

- R&R can be used either a consequence or reflection with the class teacher for a recent incident.
- R&R can be used as a Step 5 natural consequence for work that has been missed; this work will need to be sent along with them with the class teacher outlining the expectation for the work that is to be completed.
- Children can also come to R&R to discuss any recent friendship issues that they are having.

### **Lunchtime behaviours**

Behaviours at lunchtimes are dealt initially with by the Midday Meals Supervisors (MDMS), following 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.

### **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<sup>1</sup>. 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. Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log book kept in the leadership suite. All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the school day at the latest). Parents will always be informed.

### **Behaviour outside the school grounds**

The Academy of Woodlands has high expectations of pupil conduct outside the school boundaries, including online conduct. Pupils are expected to act in a manner that is respectful and responsible. Pupil's behaviour outside the school should reflect the values and expectations of the school.

The school policy follows advice from the Department of Education<sup>2</sup> to ensure appropriate sanctions are applied in keeping with section 92, 94 and 95, pg 26.

**92:** Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

**94:** Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or that could adversely affect the reputation of the school.

**95:** The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### **Banned Items**

We at The Academy of Woodlands recognise there are a broad range of items which if brought into school by pupils, could compromise the health and safety of themselves, other pupils, staff or visitors.

Prohibited items as identified by the DfE, 2014 are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### Searches on banned items

We have a duty to ensure school staff and pupils feel safe and secure in their environment. Headteachers and staff that are authorised have the power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above or any other we have identified.

### 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 6 step approach and follow the tiered behaviour list.
- **Discrimination towards the protected characteristics:** 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.

Tier	Behaviour	Natural Consequence
Low level Behaviours Tier 1	<ul style="list-style-type: none"> <li>• Indirect swearing (in general conversation or under breath)</li> <li>• Leaving the classroom without permission</li> <li>• Running in the corridors</li> <li>• Minor vandalism to property (scratching/writing on tables, damage to others property)</li> <li>• Being a bystander (not speaking out)</li> <li>• Late for class following social times</li> </ul>	<p>Follow the 6-step chart.</p> <p>Natural consequence is dependent on teacher judgement. Once consequence has been given, teacher to log incident on IRIS.</p>

	<ul style="list-style-type: none"> <li>• Littering</li> <li>• Minor misuse of ICT</li> <li>• Unkind behaviours to peers and staff/name calling</li> <li>• Ignoring staff request</li> <li>• General rudeness</li> <li>• Refusing to attend class</li> <li>• Physical contact without the intent to harm</li> <li>• Disruption in class (calling out or leaving seat)</li> </ul>	
Medium level Behaviours Tier 2	<p><i>Persistent disruption of Tier 1 behaviours or incidents of greater severity</i></p> <ul style="list-style-type: none"> <li>• Persistency of incidents described above</li> <li>• Rudeness to staff</li> <li>• Verbal abuse/swearing directed towards another child</li> <li>• Encourage/influence peers to present with negative behaviours</li> <li>• Swearing at peers, including non-verbal signals</li> <li>• Hiding or running away from staff</li> </ul> <p>Playfighting</p>	<p>Teacher/Phase Lead communication with home.</p> <p>Phase lead to intervene after consultation.</p> <p>Internal Reflection with teacher at break/lunch.</p> <p>Support from outside agency (School Support Group, MYPWS, EP, Behaviour Support)</p> <p>Once consequence has been given, teacher to log incident on IRIS.</p>
High level Behaviours Tier 3	<ul style="list-style-type: none"> <li>• Refusal to comply with sanctions.</li> <li>• Theft</li> <li>• Sexual contact</li> <li>• Racism</li> <li>• Offensive verbal abuse</li> <li>• Spitting at a member of staff or child</li> <li>• Major misuse of ICT equipment</li> <li>• Threats to others, purposeful intimidation</li> <li>• Physical contact with intent to harm</li> <li>• Unkind behaviour that could be seen as bullying due to its repetitive nature</li> <li>• Stealing from others</li> <li>• Throwing chairs and tables</li> <li>• Vandalism</li> </ul>	<p>SLT intervention after consultation.</p> <p>SLT communication with home</p> <p>Internal Exclusion</p> <p>Fixed Term Exclusion</p> <p>Support from outside agency (School Support Group, MYPWS, EP, Behaviour Support)</p> <p>Once consequence has been given, teacher/SLT member to log incident on IRIS.</p>

Some behaviours, particularly Tier 3 behaviours, may result in an immediate need for follow up. Every serious incident will be assessed individually on a case-by-case basis. Actions for an internal exclusion (i.e. length of time and location will be determined by the leadership team. Work set for the internal exclusion is the class teacher's responsibility and should be work that the child can complete independently. The child will return to class after an internal exclusion after play or lunch following a restorative conversation with the class teacher and parent.

### Recording of repeated or persistent behaviours

At The Academy of Woodlands, we are aware that there are experiences both in and out of school that may trigger patterns of behaviour. These triggers may relate to learning relationships, change at home or at school, special educational needs, attachment or trauma. Therefore, we record behaviours on IRISadapt so we can:

- Increase our awareness and identify patterns
- Recognise potentially disruptive situations and attempt to minimise them
- Identify children for the appropriate intervention.

### **Debrief**

In the rare event of an incident resulting in a member of staff being physically harmed a debrief will be undertaken with a member of SLT. We commit to the wellbeing of our staff and believe that by unpicking the situation and assessing any physical, or emotional harm we can ensure appropriate support. Termly Behaviour reports are compiled, analysed and shared with SLT, the Trust and Governors. The analysis then informs CPD need, review of Behaviour Policy and what is working well. The Behaviour Policy document will be reviewed annually by the Behaviour Team, Senior Leadership Team and School Governors.

## **Reflection and Restoration**

We believe our relationship-based approach will ensure that all members of our school community will continue to work together harmoniously. We recognise that reflection and restoration is a vital component to teaching positive behaviour and in turn build a community that emphasise with each other and develop self-awareness to regulate. We aim to frame our reflective conversations using. We are an active community and so we actively share the responsibility of reflecting, restoring and rebuilding where necessary. To help with this, we use the model (appendices item 3) to frame our values-based reflective conversations. These conversations may take place during R&R or 1:1 with child and adult.

## **Appendices**

### **Appendix item 1 Academy Code of Conduct**

All members of The Academy of Woodlands community will:

- **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.

## **Appendix item 2 Behaviour Script**

### **Reminder/Caution**(describe behaviour)

I noticed you chose to . . . .

This is a reminder that we need to . . . (describe positive behaviour choice)

I know you can make the right choice.

Thank you.

### **Last chance**

I noticed you . . .

This behaviour is not part of our Woodlands Way, you need to ... (offer right choice).

Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you.

You now need to spend some time reflecting (give 1 minute take up time to reflect on right choice offered)

I know you can make the right choice.

Thank you.

### **Reflection/Natural consequence**

You have chosen not to follow our rules/values..(describe)

Our Woodlands Way is to... (describe positive behaviour)

As a consequence, you will need to...

### **Repair**

What has happened?

What were you thinking at the time?

Who has been affected by the actions?

What needs to happen to make everything right?

How can we help you to do things differently in the future?

Agree strategies, goals, targets for the future.

**Restorative Questions** – mainly used if the behaviour has involved an altercation between pupils and/or staff.

What has happened?

What were you thinking at the time?

Who has been affected by the actions?

What needs to happen now to make everything right?

How can we help you to do things differently in the future?

Agree strategies, goals, targets for the future.

### **Appendix item 3 Reflection and Restoration**

#### **Pause to reflect.**

I noticed that [describe the behaviour] happened earlier. Let's take a moment to talk about it. First, I want you to know that it's okay to make mistakes. We all do sometimes, and it's an opportunity for us to learn and grow. Can you tell me what happened from your perspective? I'm here to listen.

#### **Take note of the opportunity for empathy and self-awareness.**

Now, let's think about how we can make things right. How do you think your actions affected others involved? And what do you think you could do differently next time? Remember, we're a team, and part of being in a team is taking responsibility for our actions and making amends when needed.

#### **Engaging and taking responsibility towards a plan for improvement.**

Once we've talked about it, I'd like us to come up with a plan together. What can you do now to help fix the situation and make things better? It might involve apologizing, making a thoughtful gesture, or finding a way to prevent the same thing from happening in the future.

After we've taken these steps, we can move forward positively. I believe in you, and I know you're capable of making better choices next time. Thank you for taking the time to reflect and work on this together."

### **Appendix item 4 Addressing Discriminatory Behaviour**

#### **Recognise**

Take the child aside and have a conversation about what was heard/said. Ask where they got the word/notion from. Ask if they know what it means. If not, explain to them what it means.

#### **Acknowledge/empathy**

Once the child knows what it means, ask them how they will feel if someone made them feel that way.

#### **Challenge and dismantle**

It's important to not only say "We don't say that" but also help children to understand why. Explain what racism is and what it means for people of different ethnicities.

#### **Change**

Explain that it goes beyond being unkind to someone; say that history has not treated of different ethnicities fairly and we at AoW are part of a wider global change to treat all people fairly.