Woodlands Academy

BEHAVIOUR MANAGEMENT POLICY

At Woodlands we seek to create a happy, secure and caring environment which is stimulating, inspiring and disciplined and where everyone values, respects and supports one another. In order to achieve this we need to have shared values that are clearly communicated and consistently reinforced.

We recognise that good behaviour management:

- ✓ Involves whole schools procedures with clear and consistent rules
- ✓ Establishes high expectations that are consistently adhered to by all staff
- ✓ Uses positive reinforcement, rewarding and drawing attention to good behaviour;
- ✓ Enables pupils to recognise that choices have consequences
- ✓ Promotes positive self esteem
- ✓ Is both encouraging and empathetic
- ✓ Uses a firm but fair approach
- ✓ Uses circle time to promote empathy and give children the skills to resolve issues
- ✓ Has clear rewards and sanctions that the children understand
- ✓ Involves parents in supporting positive behaviour
- ✓ Is personalised for those pupils with specific behavioural difficulties
- ✓ Focuses on dealing with problem behaviour not labelling as a problem child
- ✓ Models positive behaviours
- ✓ Ensures the physical classroom environment allows freedom of movement and personal space
- ✓ Is non – confrontational

Code of Conduct
Staff are expected to model good behaviour and maintain high expectations at all times. The Golden Rules form the basis of those expectations and are as follows:

1. **Follow instructions**
2. **Be kind and caring**
3. **Listen carefully**

School Values

At Woodlands, we share 4 core values which are embedded in both our teaching and learning. These values are key in supporting our behaviour system.

Our values link to our whole school House System:

- **Respect**
- **Tolerance**
- **Self-belief**
- **Determination**

In addition to the above rules and values it is also expected that pupils and staff:

- ✓ Are respectful towards one another
- ✓ Are well mannered, greet one another, use please, thank you, hold open doors etc
- ✓ Move around the school quietly and when in lines walk on the left hand side in single file
- ✓ Line up sensibly on the playground and move into school quietly
- ✓ Use appropriate tone and volume of voice, being silent when necessary
- ✓ Come into assembly and sit down in silence
- ✓ Are neatly presented in uniform or dress that conforms to school policy

During Playtimes

To help promote positive play a range of equipment is available for the children to play with. Staff on duty should teach pupils games and model use of equipment. Playground leaders are also used to help engage children in games and play well together.

All staff should be vigilant and pro-active during playtimes so that situations are spotted and diffused as quickly as possible. Staff should talk with the children involved in any incident to ensure both sides are heard, conflict resolved and the appropriate sanctions given.

Rewards

Staff should take every opportunity to praise positive pupil behaviour.

We praise and reward children for good behaviour in a variety of ways:

- ✓ Staff congratulate children using descriptive praise.

- ✓ The behaviour of all children is recorded each day on class behaviour logs using the 'Going for Green' traffic light system. All children begin each new day on green to reflect adherence to the school rules. The daily behaviour logs contribute to achievement of gold, silver and bronze awards at the end of each half term. The value of each award can be exchanged for products available within the 'Going for Green' shop.

- ✓ The school awards and celebrates the good behaviour of whole classes through monitoring of the 'Going for Green' behaviour logs of each class. Classes who have earned the most 'green' days within a week are awarded a trophy and 'Best-Behaved Class' certificate within assembly.

- ✓ Each week, every Teacher will select 2 children to be awarded a celebration certificate during a phase celebration assembly. This awards both positive behaviour and learning outcomes.

- ✓ House points are displayed in classrooms and collected weekly; the winning house is announced in the achievement assembly.

- ✓ House points can be awarded to any pupil who is seen to be 'above & beyond' in any area of their school life, whether it be learning, manners, behaviour, sports etc.

- ✓ The school acknowledges all the efforts and achievements of children, both in and out of school.

- ✓ The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- ✓ The class teacher discusses the school rules with each class. These are prominently displayed in each classroom and in strategic points around the schools as an every-present reminder of expectations regarding behaviour.
- ✓ In addition to the school rules, each class also has a class charter, its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Please see school's Behaviour Plan document which explains the 'Going for Green' system in more detail.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Please see Anti bullying Policy

Use of reasonable force

It is always unlawful to use force as a punishment .

There are occasions when it may be necessary to use reasonable force to control or restrain pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision whether or not to physically intervene is a professional decision and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples for guidance:

- To remove disruptive children from the classroom when they have refused to follow an instruction to do so.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the playground.
- To prevent a pupil leaving the classroom or play area when allowing the pupil to leave would risk their safety.
- To restrain a pupil at risk of harming themselves through physical outbursts.
- To prevent a pupil behaving in a way that disrupts a school trip or event.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

The Role of the Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the class charter consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the phase leader, or member of the senior leadership team.

- The SENDCO liaises with external agencies, as necessary, to support and guide the progress of each child. Children who are placed on red more than 7 times in anyone half term are referred to the SENDCO and SLT. The SENDCO may, for example, discuss the needs of a child with the Educational Psychologist or the Local Authority's behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Parents and Carers are invited into special 'Going for Green' Gold Award Assemblies to celebrate with us their child's good behaviour.

The Role of Support Staff

- Staff have the responsibility to ensure the school rules are enforced when working with children during lesson time, at break times and lunch time.
- Teaching assistants and School Midday Supervisor Assistants have high expectations of themselves and of the children with regard to behaviour, ensuring children's conduct is to the best of their ability.
- TAs and SMSAs treat all children fairly, respectfully and with understanding.
- All support staff follow the school rules and enforce sanctions consistently and fairly if children's behaviour is not of the standard required.
- SMSA's will communicate positive and negative behaviours and incidents in their lunchtime notebooks, ensuring a clear channel of communication is maintained. All support staff will report concerns, incidents and behaviour matters to class teachers or senior staff in a timely and appropriate manner.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of Parents and Carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules on our school website, and we expect parents and carers to read them and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement, which parents/pupils sign in agreement on entry to school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions as a consequence of a child's poor behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should take it to the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions

If involved in a serious incident a pupil may be excluded. There are several levels of exclusion which are applied at the Headteacher's discretion:

- Internal exclusion – removed from the classroom for one or more days
- Fixed-term external exclusion for up to 5 days
- Fixed-term external exclusion for more than 5 days
- Permanent exclusion

It is the duty of parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty of Headteachers to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. Examples of events that could trigger permanent exclusion include repeated serious misbehaviours of increased severity such as:

- Serious actual or threatened violence against another pupil or a member of staff.
- Deliberate and physical violence towards an adult or child
- Sustained vandalism
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

In addition to this, where a child has had more than two fixed term exclusions of increasingly severe behaviour and all other possible strategies (including a referral to Primary Behaviour Service) have been tried, the Headteacher may permanently exclude the child.

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, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug- and Alcohol-Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication and the parent should bring in school to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a medical/welfare officer.

Monitoring and Review

- The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. Class teachers will record all red offences on the whole school Red Log tracking system. Any minor behaviour incidents are recorded in the class teachers incident book.
- The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Measure to Promote Positive Behaviour

Sanctions help children to understand that anti-social behaviour is inappropriate and unacceptable. The following list of sanctions are used for general indiscipline in and out of class:

- **First time**: Verbal reminder will be given. The child still has time to think about the choices they have made. They still have an opportunity to stay on '**Green**'
- **Second time**: Second verbal warning will be recorded by an adult on the board.
- **Third time**: An '**Amber**' will be recorded besides the child's name on the class behaviour log. They will be asked to move to the time-out area within their classroom to complete work and think about how what they could have done better. After a short reflective period they will re-join their group.
- **Fourth time**: A '**Red**' will be recorded besides the child's name on the class behaviour log. They will be sent to have time out of class for the rest of the session with work to be completed.

Woodlands Academy follows these procedures when a child is placed on a red:

What has happened?	**Child has been awarded a red.**
Action(s):	• Parents/carers are informed of this at the end of the same day by the teacher in the class.

What has happened?	**Child has now reached a total of 3 reds.**
Action(s):	• The Phase Leader will have a phone meeting with the parent/carer explaining what has happened.

What has happened?	**Child has now reached a total of 5 reds.**
Action(s):	• Parents/carers to attend a meeting with the Phase Leader & Class Teacher. • Child to start a Home-School Behaviour Log Book – agree length with parent/carer/guardian.

What has happened?	**Child has now reached a total of 7 reds.**
Action(s):	• Parents/carers to attend a meeting with Headteacher/Assistant Headteacher & SENDCO. • Child to be taken off whole school behaviour plan and put on to a Personalised Behaviour Plan. • Arrange a date for a follow-up meeting

What has happened?	**Child has been on a Personalised Behaviour Plan for a fixed amount of time.**
Action(s):	• Parents to attend a review meeting with Headteacher/Assistant Headteacher & SENDCO. • Discuss whether or not child has had a successful term and can be awarded a Bronze Award (15 credits). • Discuss whether or not a referral needs to take place (PBS, SALT, EP etc.)

This policy will be reviewed by the governing body every two years, or earlier if considered necessary.

Signed:

Date: *October 2016*