



**Behaviour Policy – Planning for Success**

**2025-26**

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## 1. Introduction

At Woodlands Academy, our values underpin everything we do – how we relate to each other, how we learn and how we behave. Our values are: ready, respectful and resilient.

We promote the highest standards of behaviour and conduct, in an environment where all members of our community are valued as individuals.

Children are expected to be polite and to show respect for other people and property. They are expected to behave in ways which keep themselves and others safe at all times. In class, we expect children to join in with the learning to the best of their ability by listening carefully, answering and asking questions and by taking part fully in activities, taking personal responsibility for their learning.

At Woodlands Academy, we are committed to helping children to be successful – at school, at home and in the community. Teaching children the skills they need to be successful, as well as strategies they need when they are finding it hard to be successful is an integral part of what we do.

## 2. How we help children to be successful

### *Our Woodlands Values*

We help children to be Woodlands Citizens by modelling, talking about and supporting them to embody our values. Children earn house points for demonstrating our values in and around our community.



Be ready



Be respectful



Be resilient

### *Our Star Powers*

We teach children to be the best learner they can be by helping them to understand the characteristics they need to be an effective learner. We do this by using our gem powers:

- I can control my voice
- I know how to speak to different people appropriately
- I can use the correct vocabulary
- I can ask and answer a range of questions
- I speak in full sentences with a clear voice

- I control my own emotions
- I am able to label my emotions
- I can manage my disappointment
- I know mistakes are opportunities to learn
- I use my words to communicate my thoughts, ideas and feelings.

- I can manage my distractions and stay focused
- I listen to others
- I use the sitting position
- I focus on the most important things in the moment

- I can set goals and work towards them
- I embrace feedback
- I practise to improve
- I am determined and show commitment
- I am resilient

- I can show empathy
- I listen and value others
- I know the power of a smile
- I praise and help others
- I show respect and tolerance
- I perform acts of kindness

- I know which problems I can solve myself and what to ask for help
- I check my understanding by reasoning
- I can use resources to help me solve problems
- I try to find solutions

- I collaborate with others to achieve more than I could on my own
- I cooperate with others and can share and compromise
- I contribute my fair share
- I can work with diverse groups of people
- I can build on others point of view

- I find connections and make links
- I recall key concepts and information
- I summarise my learning to help it make sense
- I can identify patterns

### ***What does success look like?***

#### **3. How we help children who are finding it hard to be successful**

We value the importance of providing rigid consistency in the response and experience of most of our learners. Having a clear system and shared script that is used by **all** adults in our Academy, ensures our rigid, consistent response to children who are finding it hard to be successful.

We have stages of support which we use when children are finding it hard to be successful. They are:

- Stage 1 Support – Check in and reminder of what success looks like.
- Stage 2 Support – Reflective conversation
- Stage 3 Support – Reflection form completed with adult for part of breaktime or lunchtime
- Stage 4 Support – Reflection with a member of the Senior Leadership Team (SLT). Other responses to this level of behaviour might include positive handling, internal exclusion, working off site at another Academy, suspension.

#### **4. Children with individualised behaviour support plans**

Occasionally there may be children who have individual plans to support children to make positive behaviour choices. These children may be communicating a need that needs an individualised approach to help them to be successful and so in these cases the children's individual plans take precedent over this policy.

#### **5. Recording**

Parents and Carers are informed when a child has needed Stage 3 or Stage 4 support to be successful. We use an online monitoring system to record all Stage 3 and Stage 4 behaviours.

#### **6. Rewards to promote positive learning behaviours**

Each week, all classes work towards earning Star Time on a Friday afternoon. They do this by earning star powers to fill their class pot, for demonstrating their star powers (learning behaviours).

In our Friday Celebration Assembly, we celebrate children's achievement through:

- Star of the week certificates
- Karate reader certificates
- Timestable rockstar certificates
- Community activity certificates

Children can achieve golden tickets in class for effort, engagement and success. When a child earns a golden ticket, their name is added to the class jar and at the end of the week one name is selected to choose a lucky dip prize.

## 7. Serious incidents

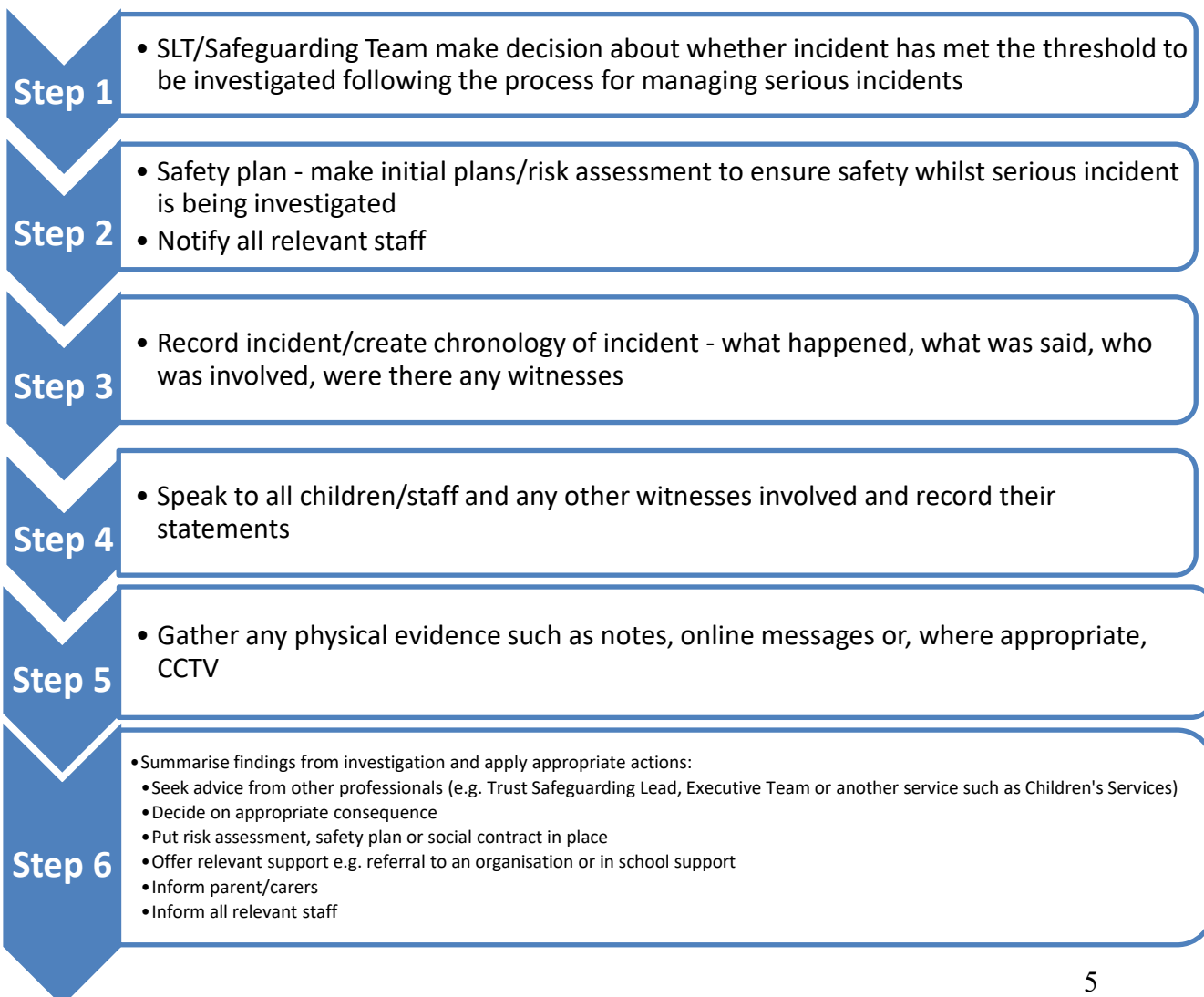
Serious incidents are incidents where behaviour choices pose a significant risk to safety, wellbeing, or the learning environment. We consider the follow to be serious incidents:

- Physical harm or threats of harm
- Bullying or harassment
- Discriminatory behaviour (e.g. racist, homophobic, biphobic, transphobic, ableist, sexist or hate-related comments)
- Possession of prohibited or dangerous items
- Damage to property
- Disruption to learning or safety
- Safeguarding related concerns (e.g. leaving school site)

## 8. Process for managing serious incidents

Our Academy is committed to providing a safe, respectful and nurturing environment in which all children can learn and thrive. Serious incidents are managed promptly, fairly and consistently to ensure the wellbeing of children, staff and our wider community.

We have robust process for managing serious incidents:



## **9. Emotion Coaching**

At Woodlands we use an emotion coaching approach to support children who are experiencing strong emotions. We believe this is an effective strategy in promoting emotional development in children. When we use an emotion coaching approach we:

- Recognise the power and purpose of emotions
- Empathise with the feelings of the child
- Practise active listening in order to build rapport
- Are calm not anxious about the child's emotions, and see a way to problem solve
- Role model positive emotional states

We believe emotion coaching gives children positive life affirming messages. These are:

- We all have feelings and need to recognise them in ourselves and others
- We are not alone and we are accepted, supported, cared about, understood, trustworthy and respected – this is then returned
- We are empowered and it is safe to engage in problem solving accepting we are part of the solution
- All feelings are normal and need to be regulated and expressed constructively
- Problems and conflicts can be solved peacefully

As the adults with responsibility for the children in our care, we need to feel empathy with them, even at times when they are most likely to have lost control; it is this that enables co- regulation.

To ensure that we are able to effectively emotion coach with children, all adults at Woodlands will endeavour to build trusting, respectful relationships with children. This is best exemplified by the phrase 'connection before correction'.

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## **10. Child on Child Harm**

We are committed to providing a caring, friendly and safe environment for all of our children. We recognise that children, or groups of children, can sometimes harm other children, or groups of children, through abusive or harmful behaviour. This may include physical violence, bullying, sexual harassment, or emotional abuse, whether in person or online.

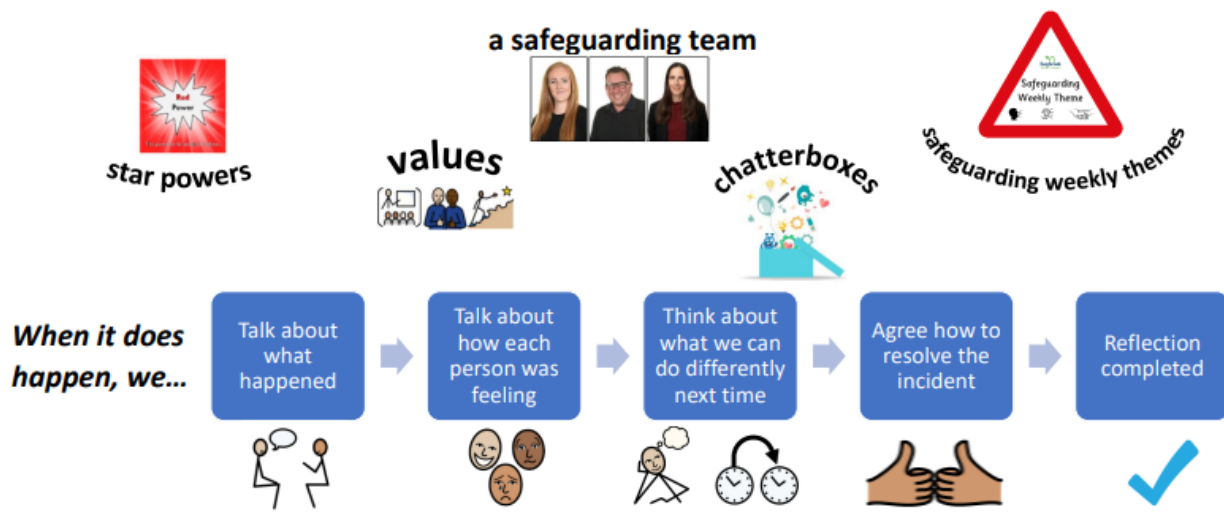
We will never dismiss such behaviour as "banter" or "part of growing up." All allegations of child-on-child harm will be taken seriously, investigated promptly, and addressed in line with our safeguarding procedures. Both the child who has been harmed and the child who has caused harm will receive appropriate support, with a focus on education, safety, and wellbeing.

Our approach to preventing and managing child on child harm prioritises prevention, early intervention, and restorative practices to ensure that every child feels safe and valued:



## Our approach to managing child on child harm at Woodlands

To prevent child on child harm from happening at our school we have...



***Child on child harm is not tolerated at Woodlands. It is not ok and will never be viewed as banter or just having a laugh. Please talk to your safe adults if you are worried.***

### **Bullying**

Bullying is repeated, intentional behaviour that hurts, harms or frightens another person, where there is an imbalance of power between the individual involved. Bullying of any kind is unacceptable and will not be tolerated at our Academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell an adult. All bullying allegations will be investigated following our process for managing serious incidents.