



**Cabot**  
Learning  
Federation

Woodlands  
Academy  
Positive  
Behaviour  
Policy

Academy Name: Woodlands Academy

Date Approved by Local Academy Council: 15<sup>th</sup> July 24

Implementation Date: July 24



## History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
June 24	Whole document	Implementation	We have changed trusts and CLF have local behaviour policies

### RATIONALE:

Our aim is to establish the highest standards of behaviour possible in a calm and encouraging environment in which positive behaviours and attitudes for successful learning and mutual respect take place. This will be achieved by everyone working together collaboratively and constructively with children to ensure they understand the expectations we have in terms of behaviour and conduct. This is based on a commitment to spend time ensuring children are given clear boundaries, encouraged to reflect on and learn about how their behaviour affects others and to support them in developing empathy with those around them. This will be fostered within a calm and purposeful environment in which the development of respectful relationships is seen as a priority.

### OUR VALUES

Woodlands Academy has three core values, which should be evident in every lesson, corridor and playground every day. Our aim is 'to enable our pupils to be independent, confident members of the community who are equipped with skills to be lifelong learners to engage with their dreams and aspirations'.

Ready

Respectful

Resilient

### AIMS of the policy are to:

- Create a safe, happy and caring learning environment where children realise their full potential.
- Teach the importance of courtesy, good manners, self-discipline and respect for others.
- Emphasise the positive
- Set high expectations of positive behaviour.

- Teach respect for religious and moral values with an understanding of all races, religions, and ways of life.
- Encourage children to keep school rules and cooperate with all adults and respect their decisions.
- Help children develop and maintain a sense of identity, achievement, and self-worth.
- Help children develop a greater sense of personal responsibility.
- To develop in all the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

## GUIDELINES

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication.
- We take a non-judgemental, curious and empathic attitude towards behaviour.
- We put relationships first.
- We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children and young peoples' SEMH needs.
- A whole education setting approach to achieve authentic inclusion and wholehearted learning.
- Whenever IT is used or discussed in school it must be done so in accordance with online safety policies
- Parents will always be informed about serious poor behaviour involving their child. Every effort will be made to ensure the child sees home and school working together.

## BEHAVIOUR EXPECTATIONS

Our behaviour expectations link directly to our values.



Generally, behaviour at Woodlands Academy is very good. Our success has been based on praising and rewarding children's efforts and a consistent approach by all adults. We have a number of ways of praising children for behaving well and working hard.

Consistent whole school strategies	
Gaining attention inside	<p>Non-verbal raise hand</p> <p>Clap pattern and clap back – eyes on teacher waiting silently</p> <p>In lesson, may give a countdown for eyes on the teacher so children can finish question</p>
Gaining attention outside	One sound on whistle – children to stand still
Lining up	<p>Instruction by teacher</p> <p>Walk to line</p> <p>Children stand one behind the other</p> <p>Facing forwards</p> <p>Silent when ready to get instruction</p> <p>Classes to have an agreed order</p>
Walking in a line	<p>Stay in line – single file</p> <p>Stay on left</p> <p>Quiet voices</p> <p>Silence when entering/exiting hall for assembly</p>
<p>Transition – Classroom to playground</p> <p>Playground to classroom</p> <p>Football KS1 12:15-12:30</p> <p>Football KS2 12:35–12:50</p>	<p>Line up</p> <p>Teacher/TA lead class to playground/dinner hall at break/lunch</p> <p>Playtime whistle one – stand still – 10:44am</p> <p>Playtime whistle two – line up walking to line 10:45am</p> <p>Lunchtime whistle one – R/Y1 line up – 12:45pm</p> <p>Lunchtime whistle two – Y2 line up and tidy up – 12:50pm</p> <p>Lunchtime whistle three – KS2 line up – 12:55pm</p> <p>After break and lunch teacher to meet class in playground. SMSA to walk with allocated class reiterating expectations and to give teacher messages in class</p>
Uniform	<p>Hats and hoods off in school building</p> <p>No dangly earrings</p> <p>Shoelaces done up</p>
Entering the school in the morning	<p>Quiet voices</p> <p>Go straight to class after cloakroom</p> <p>Walk on left hand side</p>
In the dining hall	Walk

	<p>Quiet voices – only talk to people on your table or those next to you in the queue</p> <p>When finished eating, hands up and move when told by an adult</p>
Toilet visits	<p>One at a time from lesson time</p> <p>Must ask an adult if outside so someone knows where you are</p>
Good listening	<p>Look at the speaker</p> <p>Sit still (keep hands and feet to self)</p> <p>Think about the same thing (stay focused on the task)</p>
Good speaker	<p>Look at the audience</p> <p>Use a clear speaking voice</p>

## Star Powers

At Woodlands Academy, we use a meta-cognition approach to help learners think about their own learning explicitly.

Pink - the power to communicate

Green – the power to manage emotions

Orange – the power to give maximum effort

Purple – the power to collaborate

Blue – the power to stay focused

Yellow – the power to make links

Red – the power to be aware of others

Lime – the power to problem solve



## 'In-Class' Behaviour Charts

Our 'in class' behaviour system links to a **staged chart** that we have in each classroom. The format of these differ depending on the age of the children. Some are colours and some are pictures.

Everyone starts on the neutral stage at the beginning of each day and to move up the chart children need to show exemplary learning, behaviour and behaviour for learning. This process is in place to recognise those children that work hard and do their best every day and to give greater incentive to those that struggle sometimes. Children cannot move down the chart for poor behaviour. Classes agree their own rewards for being high up on the chart, but they may include an agreed number of golden tickets for each stage.

## EQUAL OPPORTUNITIES

Incidents of racism, sexism, harassment, victimisation, sexualised behaviour and homophobia are dealt with very severely. The parents/carers of the victim(s) and the perpetrator(s) are contacted immediately. All incidents are logged and reported to the Local Academy Councillors and Trustees. Counselling will be available, if required, for victims or perpetrators.

## **BULLYING**

All children have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. As with racism, incidents where bullying is proven are dealt with very seriously. The parents/carers of the victim(s) and the perpetrator(s) are contacted immediately (for further details please refer to the MATs anti-bullying policy).

## **PRAISE AND REWARD**

We believe it is very important to frequently acknowledge and celebrate pupil achievement in all aspects of school life; therefore, rewards are an extremely important part of Woodlands Academy's culture. The most effective and positive strategy for dealing with behaviour is to 'catch children being good' and 'rewarding effort'.

Children will be rewarded, please see below for some examples of how we reward excellent behaviour:

- golden tickets
- notes/postcards home
- class rewards
- stickers
- certificates
- star power rewards

## **Celebration Assembly**

Each Friday a celebration assembly is held and a number of awards from different members of the academy community are presented.

- Different children present to the school, sharing examples of their learning. Certificates are given to children who have demonstrated excellent learning effort.
- Karate reading bands are handed out
- Certificates to celebrate successes in writing are given to the children
- Awards are presented to children each week which may relate to star learning powers or the school's values. These can be nominated by any adult across the school or by a class of children.
- Golden ticket draw takes place for each year group. The winners of each draw can choose a prize to take home.
- Lunchtime awards for showing impeccable table manners or excellent behaviour

## **CONSEQUENCES**

On the rare occasions where we have to address behaviours that fall below our expectations, Woodlands Academy has in place a set of consequences. Consequences are applied consistently and recorded in line with this policy. Behaviour and consequences are categorised across 5 levels and can be found below.

If any adult sees poor behaviour this will be recorded in the class behaviour file. Every time a poor behaviour is seen there will be a consequence. These might be:

- warnings
- moving down the class chart
- missing playtimes
- lunchtime detention
- meeting with phase leader, Assistant Head or Headteacher
- fixed term suspension

Parents will receive a letter after the following number of warnings in each category (with the exception of nursery):

Level 1 - on the 4<sup>th</sup> and final warning

Level 2 - on the 3<sup>rd</sup> and final warning

Level 3, 4 & 5 - on the 1<sup>st</sup> warning

Children who miss playtime or receive a lunchtime detention will be required to complete reflection sheets or have a discussion with the detention leader to help them understand the impact their behaviour choices are having on themselves and others and to help school support them to make better behaviour choices and put support in place as is appropriate.

### Recording

Each class teacher maintains a class behaviour file to store all proformas and keep behaviour records. A Senior Leader collects these records each term and the data is collated. *Each child's behaviour sheet is replenished every term (six times a year). Level 3+ behaviours are recorded on CPOMS.*

### BEHAVIOUR CATEGORIES

Level 1	Level 2	Level 3	Level 4
1a - Calling out/talking over adults	2a - Unsafe behaviour	3a - Anti-social behaviour (verbal or physical)	4a - Stealing
1b - Distracting others	2b - Dishonest or uncooperative behaviour	3b - Vandalism	4b – Persistent threatening or intimidating behaviour (physical or verbal)
1c - Lack of effort during learning	2c - Name calling	3c - Swearing	4c - Inappropriate touching
1d - Misuse of resources	2d - Interfering with another person's property	3d - Refusing to go to the Head or designated person/place	<b>Level 5</b>
1e - Bringing toys to school	2e - Misuse of toilets & wash areas		5a - Bullying (repeated and persistent, threatening, intimidating or harming behaviour)
1f - Poor manners in the dinner hall	2f - Defacing books, desks, own or others		5b – Attacks or persistent targeted behaviour against people's protected characteristics
			5c - Physically violent behaviour (with intent to harm)

**BEHAVIOUR CONSEQUENCES (Rec when appropriate – Y6)**

BEHAVIOUR	FIRST RESPONSE AND SANCTION		SECOND RESPONSE AND SANCTION	THIRD RESPONSE AND SANCTION	FINAL
<b>LEVEL 1</b>	Verbal warning initially	WARNING	MOVE DOWN CHART	MOVE DOWN CHART	MOVE DOWN CHART
		MOVE DOWN CHART	5 MINS OFF PLAYTIME	10 MINS OFF PLAYTIME	INTERVIEW WITH PHASE LEADER (PL) AND LETTER HOME
<b>LEVEL 2</b>	Verbal warning initially	MOVE DOWN CHART	MOVE DOWN CHART	MOVE DOWN CHART	MOVE DOWN CHART
		5 MINS OFF PLAYTIME	10 MINS OFF PLAYTIME	INTERVIEW WITH PHASE LEADER (PL) AND LETTER HOME	LUNCHTIME DETENTION  LETTER HOME (SLT)
<b>LEVEL 3</b>  <i>RECORD ON CPOMS</i>	LETTER TO PARENTS (PL)  PHASE LEADER INTERVIEW & LUNCHTIME DETENTION		PHASE LEADER PHONE CALL TO PARENTS  AM/PM ISOLATED WORKING  LETTER HOME (SLT or PL)	ASSISTANT HEAD OF SCHOOL PHONE CALL TO PARENTS  DAY ISOLATED WORKING  LETTER HOME (SLT)	
<b>LEVEL 4</b>  <i>RECORD ON CPOMS</i>	SLT RING PARENTS & LETTER HOME  ISOLATED WORKING		SLT RING PARENTS  1 DAY FIXED TERM SUSPENSION OR ISOLATED WORKING AS DEEMED APPROPRIATE BY SLT		
<b>LEVEL 5</b>  <i>RECORD ON CPOMS</i>	HEADTEACHER RING PARENTS  FIXED TERM SUSPENSION OR ISOLATED WORKING AS DEEMED APPROPRIATE BY SLT – LENGTH DEPENDENT ON BEHAVIOUR				



## Definitions/Examples of behaviour

<b>Level 1b – Distracting Others</b> <ul style="list-style-type: none"><li>• fidgeting</li><li>• calling out</li><li>• making irritating noises</li><li>• wandering around the room</li><li>• swinging on chairs</li></ul>	<b>Level 1f – Poor manners in the dinner hall</b> <ul style="list-style-type: none"><li>• leaving the table before finishing what is in their mouth</li><li>• not clearing their table</li><li>• shouting</li><li>• Speaking with their mouth full</li><li>• wandering around the hall</li></ul>
<b>Level 2a – Unsafe behaviour</b> <ul style="list-style-type: none"><li>• running inside</li><li>• leaving a room without permission</li><li>• throwing objects</li><li>• climbing</li><li>• refusal to follow safety instructions</li></ul>	<b>Level 2b – Dishonest or Uncooperative Behaviour</b> <ul style="list-style-type: none"><li>• refusal to take part in learning</li><li>• answering back</li><li>• arguing with an adult</li><li>• giving a rude response</li><li>• making fun of another child's work/efforts</li></ul>
<b>Level 3a – Antisocial Behaviour</b> <ul style="list-style-type: none"><li>• spitting, poking, pushing, prodding, tripping</li><li>• pushing another person out of the way</li><li>• teasing or deliberately 'winding up' other children</li><li>• grabbing hold of another person</li><li>• telling lies</li><li>• making insulting remarks about another person's family</li></ul>	

## POSITIVE HANDLING

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must always be used as a last resort, be done by trained adults and be applied using the minimum amount of force for the minimum amount of time possible. It must be used in a way that maintains the safety and dignity of all concerned and should never be used as a form of punishment. Incidents where physical restraint is necessary, it must be recorded in the bound and numbered book and reported to parents.

When a pupil is in a heightened emotional state (dysregulated), staff will endeavour to de-escalate and help the pupil to regulate their emotions by:

- Talking calmly and show care or concern
- Offering verbal advice and support
- Using distraction techniques
- Reminding about consequences
- Limiting their choices
- Giving appropriate time and space
- Offering reassurance
- Swapping staff to an adult the child has a good relationship with