



Co-op Academy  
Woodlands

# Positive Behaviour Policy

2018-2019

## Our School Rules

- Do as asked first time
- Listen when others are speaking
- Signal or ask to tell
- Walk and talk quietly in school
- Speak and behave politely and respectfully to others
- Keep hands and feet to myself
- Take pride in our environment and look after our school

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Woodlands Co-operative Academy. Through the use of our positive behaviour scheme RESPECT, children are expected to follow the positive values throughout the school day.

Good behaviour is an essential condition for effective teaching and learning to take place. At Woodlands, we endeavour to enable pupils to reach their full potential by ensuring that teaching and learning takes place in a safe, secure and disciplined environment. We have a firm commitment to positive discipline and believe that mutual respect between staff and pupils is vital to this. We have clear expectations of high standards of behaviour from all of our pupils as well as behaviour management by all members of staff.

This policy works in conjunction with a number of other policies including Preventing & Tackling Bullying Policy, Use of Reasonable Force Policy, Child Protection Policy and SEN Policy.

## SEN Statement for differentiation within the behaviour policy

Children who have special educational needs, including those who have are Children Looked After, have an Education Healthcare Plan (EHC) and/ or funding for inclusion (FFI) will have behavioural programmes in place, where appropriate, which are specific to their needs. Our children will be supported in the classroom and in the achieving of their targets by Class Teachers, TA's and the Behaviour Support Manager.

## Parental Involvement

Parents and Carers are encouraged to work in partnership with school throughout the implementation of our behaviour policy; parents are invited into school to celebrate children success in our celebration assemblies and will be informed and included in discussions concerning negative behaviour that their children demonstrate. We welcome the involvement of outside agencies such as the Inner East Cluster, AIP and Children's Services. We believe that the encouragement of appropriate behaviour by all pupils is the responsibility of all adults involved in school life.

## Academy Values

We will ensure that Co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity will be at the centre of everything we do, as will our commitment to openness, honesty, social responsibility and caring for others.

At Co-op Academy Woodlands, we will work together to ensure these values are central to our approaches so that learners are engaged and are enjoying their education, are caring and work well in teams, are responsible members of the academy community, show respect for themselves and others and are successful and take pride in their achievements. This is summarised in the following:-

**Responsibility, Engagement, Success, Pride, Enjoyment, Care, Teamwork**

## Within this policy:

The Head of School and the Executive Head will:

- Under the School Standards and Framework Act 1998, implement the school Behaviour Policy consistently throughout the school, and report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all the children in the school.
- Support the staff by implementing the policy, set the standards of behaviour, and support staff in the implementation of the policy.
- Have access to records of all reported incidents of negative behaviour.
- The Head of School must publicise the school's behaviour policy, in writing, to staff, parents and pupils at least once a year.
- Have the responsibility for giving fixed-term suspensions to individual children for serious acts of negative behaviour.
- For repeated or very serious acts of negative behaviour, they may permanently exclude a child.
- In the absence of the Executive Head and the Head of School, the Assistant Head Teacher will assume responsibility for issuing fixed-term exclusions but only after seeking permission from the latter.

Governors will:

- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Behaviour Support Manager (BSM) will:

- Ensure that behaviour policy systems and procedures are followed consistently throughout the school and report to the Safeguarding & Pastoral Team Leader and the Head of School on the effectiveness of them.
- Support staff in managing all behaviours positively and support staff in the development of these in liaison with Head of School where necessary
- Set the standard for exemplary practice by modelling good behaviour management and supporting staff in the implementation of them
- Maintain records of behaviour incidents in CPOMS, including inputting break time and lunchtime incidents.
- Ensure badges are awarded based on given criteria and all children have a badge and records are kept as outlined
- Ensure all children in school wear their assigned badge, ensure all staff have a blue badge to show participation in the RESPECT system
- Liaise with teaching staff and parents/carers when developing individual behaviour plans as deemed necessary by the behaviour policy.

Staff will:

- Ensure all systems and procedures as outlined in the policy are adhered to.
- Take responsibility for the behaviour of pupils in school and not transfer this to the BSM or SLT without exhausting all behaviour management and de-escalation strategies.
- Will ensure IBMP's are live documents and used to help the children manage behaviour, they will speak with children on a daily basis about their plans.
- Award RESPECT points and badges as outlined in criteria
- Be responsible for their conduct and approach and for the achievement and well-being of their classes.
- Ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner at all times. Show care for themselves, children, other adults and academy property
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- Treat each child fairly and consistently. Staff treat all children and other members of the academy community with respect and understanding.
- Take responsibility to manage the behaviour of the children in their care positively so that the RESPECT culture is consistently modelled by staff
- Record sanctions on CPOMS, 1-5 in a timely way as per policy. During PE, or when a class has supply, this will be the sole responsibility of the TA.
- Ensure high expectations are in place not just within school but when on class trips and representing school at events. Risk assessments must be carried out when undertaking trips, taking into account children's patterns of behaviour.
- Ensure positive communication, where necessary and as per policy, between school and parents,

- Work well as part of the academy team; ensure you seek advice from BSM, CP Officer, SLT and SENCO if you have concerns about a child's behaviour, particularly if you observe a change in behaviour.
- Ensure pupils that are new to school receive a green respect badge and are aware of the Respect Policy.

The Children will:

- Know and follow school rules
- Show responsibility for their own learning and behaviour, for their team's learning and behaviour, and for their class's learning and behaviour
- Engage fully in learning, with others, and in academy life and demonstrate appropriate levels of concentration and self-discipline
- When transitioning around school, it is orderly and following the instructions given by the adults
- Be successful in their learning, behaviour and attendance
- Take pride in their own achievements and behaviour, and those of their teams, classes, and the academy
- Take pride in their appearance and accomplishments
- Enjoy their learning and academy life
- Show care for themselves, others and academy property
- Work well as part of partnerships, teams, class teams and the academy team
- Show respect for themselves and others.
- Follow the high expectations set to them in school or elsewhere under the charge of a member of staff, including on school visits

Parents and carers will:

- Be responsible for ensuring that their children attend school regularly and are supported in their education
- Support the school in the policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, show consideration, courtesy and respect for other people.
- Engage positively with their child's education, teacher and the academy
- Take pride in the achievements of their children and of the academy
- Take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours
- Show community and treat all members of staff of the academy with respect.

## Positive Behaviour Management

We actively support a positive approach to behaviour management. Appropriate behaviour is rewarded through our RESPECT system in the following ways:

A weekly RESPECT assembly is held to celebrate the success of individuals within school, children are acknowledged for their positive contribution to school in accordance with our RESPECT values. The BSM will monitor this to ensure the process is fair and equal. In this assembly rewards are also given for attendance and punctuality.

A class point system runs across the school, with children being awarded points for positive behaviour. Points are counted up at the end of the week and shared in RESPECT assembly. When each class hit a set number of points, they will be rewarded in the following ways:

1,000 RESPECT points (Bronze level) - Extra break

3,500 RESPECT points (Silver level) - Bring a game in for Golden Time

6,000 RESPECT points (Gold level) - Priority lunch with Mrs Clark

10,000 RESPECT points (Platinum level) - Team building activity

15,000 RESPECT points (Diamond level) - Choice activity, e.g. picnic in the park.

Each class has a RESPECT point chart and as a guide RESPECT points will be given out singularly up to two per child per day. The classroom culture will encourage children to earn points by displaying RESPECT behaviours. Daily certificates are given out to selected children, recognising good learning, effort and presentation, staff are to keep a simple tally of when and to who the certificates are issued.

## RESPECT Badges

RESPECT badges are individual awards for continued positive behaviour and are earned by following all RESPECT behaviours throughout each school day. Children can progress through the levels in the following way: *Respect (Green)* - Every child in school will begin the school year wearing a green badge and will then begin to earn the following badges by completing the RESPECT Criteria assigned to each badge: *Bronze, Silver, Gold, Platinum, and Diamond.*

Children cannot receive their next RESPECT badges if they received sanction 5 that half term or have visited Think It Through for negative break time behaviour more than three times. RESPECT badges can be removed if a child is no longer following the RESPECT programme. Children cannot skip a badge without the Behaviour Support Manager's permission.

All staff in school will wear a blue badge to show their participation and commitment to the RESPECT system.

## Golden Time

Golden Time is a celebration of good behaviour; it is also an opportunity to find out what the children's interests are and what is going on in their lives.

Children who have displayed good behaviour all week will earn up to 35 minutes of Golden Time on a Friday afternoon. Children start every day with 7 minutes of Golden Time, poor behaviour will mean Golden Minutes are lost:

Warning	Sanction 1	Sanction 2	Sanction 3	Sanction 4	Sanction 5
0 minutes	-1 minutes	-2 minutes	-3 minutes	-4 minutes	-5 minutes

Teachers must prepare for Golden Time in the same way they prepare for lessons. This will demonstrate that Golden Time is a valuable part of the school week. The children will be encouraged to make suggestions about activities and the Teachers will ensure they are varied and non-curriculum based so there is a real sense of not doing 'work' and the children will want to earn their rewards. Watching DVDs should not be offered as an activity. All activities are to be led by the Teacher, supported by the TA.

Teachers will ensure Golden Time is promoted throughout the week and children know what their reward will be and how to achieve it.

Children who have lost their Golden Time minutes will sit to the side of class with a timer showing the minutes lost. After they have done the time they can join in with their chosen activity. High tariff children will still be included in Golden Time and it should be rare that a child has lost all 35 minutes.

# Classroom Management of Negative Behaviour

If inappropriate behaviour occurs, appropriate, necessary and reasonable behaviour sanctions will be applied.

WARNING	child warned behaviour is inappropriate and they need to consider their actions
SANCTION 1	miss 5 minutes of break in the classroom
SANCTION 2	miss 10 minutes of break in the classroom
SANCTION 3	miss 10 minutes of break and 5 minutes of lunch time or 15 minutes of lunch time
SANCTION 4	As sanction 3 plus a referral to Behaviour Support Manager, appropriate time out of the learning environment to reflect and discuss behaviour.
SANCTION 5	Child sent to a member of Senior leadership Team to decide on Sanction required. If a Sanction 5 is decided upon internal exclusion time given.

- All sanctions will be record on CPOMS, sanction 4 & 5's immediately so staff can review the incident and take appropriate action, 1-3 sanctions need to be added to CPOMS at a suitable time on the same day by either the Teacher or TA.
- Sanction 4- parents will be notified via communication slips, Class Teacher or a phone call on the day of the incident by the BSM. This will be recorded on CPOMS
- Sanction 5 - Behaviour Support Manager or Class Teacher will speak with parents in person or if not possible over the phone on the day of the incident and record the conversation on CPOMS
- In the case of a serious incident, the child will be referred to a member of SLT immediately and the above sanctions will be applied at their discretion.
- When a child is given the sanction of internal exclusion, they will be provided with work by the Teacher and placed in isolation with a teaching assistant outside the head's office, or without a TA in an alternative classroom, (this will be decided on an individual basis).
- Children with at least 3 sanction 4's or 5's in a half term will be placed on an Individual Behaviour Management Plan (IBMP) or a Red, Amber or Green Target Card. The Behaviour Support Manager in consultation with the teacher, SENCO if required, and the child will draw this up. When an IBMP is instigated, a meeting with the parent will take place and a review date set. IBMPS's will be reviewed half-termly.
- A system to easily identify children with behavioural needs is in place, with the highest need being Red, reducing to Amber, Yellow and Green. The system will be reviewed half-termly and children moved accordingly along the scale.
- All Red children will have IBMP's and will be assessed by the SENCO. Interventions will be identified and planned according to the need of the cohort.
- Red, Amber and Green Target cards will sit alongside or below IBMP's and are on a sliding scale as concerns escalate possibly to an IBMP or to support a child as their behaviour improves. A spreadsheet will be maintained by the BSM to clearly show current Target Cards and IBMP's.
- Class Teachers will talk through targets on IBMP's and Target Cards with children on a daily basis.

## Break and Lunch Time Negative Behaviour

Think it Through is a space where children have time to reflect on their behaviour and discuss how they can do things differently by applying the process– stop, think, do, thus developing restorative practice. It is also a space where children stay if they are unsafe to play outside or they have behaved inappropriately and as such lose their playtime. Think it through is solely for playground behaviour and is not be used for classroom behaviour.

On the playground, we expect the same standard of behaviour as in the school building. It is the responsibility of all staff on duty to manage low-level behaviour positively by giving children polite but firm warnings and the reason why explained. If this behaviour continues, then staff need to seek the support from the Behaviour Support Manager.

Children must be listened too to ensure actions taken are fair, but also so the children feel valued and that they can share their problems.

Playground behaviours of a more serious nature such as fighting, bullying, racism, vandalism, physical or verbal abuse towards a member of staff will result in instant removal from the playground. When children are removed, they will spend time in Think it Through. This type of behaviour will be reported to the Senior Leadership Team who will take appropriate action.

### Types of serious behaviour and consequences:

Fighting, including play fighting	Miss 1 lunchtime & 1 playtime, 3 instances in a half term and the child will be placed on a phased return to the playground.
Lesser fighting, pushing, shoving etc.	Miss 40 minutes of lunchtime.
Ignoring adults, refusing to follow instructions	Miss 1 lunchtime & 1 playtime.
Founded hate crime incidents e.g. racial and homophobic	Miss 1 lunchtime & 1 playtime, 3 instances in a half term and the child will be placed on a phased return to the playground.
Bullying of any kind - founded by SLT	Miss 1 lunchtime & 1 playtime, 3 instances in a half term and the child will be placed on a phased return to the playground.

The Behaviour Support Manager, via a communication slip, will inform parents / carers of negative playground behaviour. If a serious playground incident occurs (see above) parents will be spoken to in person or if not possible over the telephone by the Behaviour Support Manager. BSM is responsible for collating and inputting all break time and lunch time incidents onto CPOMS.

## Fixed Term Exclusion

Internal exclusions will be the first consideration at all times, but where behaviour seriously threatens the safety and wellbeing of others a fixed term exclusion will be applied. Reasons for a fixed term exclusions *include incidents that would be categorised as bullying or hate incidents. Further information can be found in the 'Anti-Bullying and Hate Incident Reporting Policy.'*

## Other Information

The above policy is applicable for the vast majority of children. However, for children who have been specifically identified as having more complex difficulties, are children looked after and where the sanction system is not having a positive impact on behaviour, additional support will be put in place after a discussion between the teacher, BSM and Head of School and Children's Services where appropriate. .

*This policy works in conjunction with the 'Use of Reasonable Force Policy'. This states that, as per Section 93 of the Education and Inspections Act 2006, school staff may use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to committing a criminal offence; causing personal injury to themselves or another; causing damage to property belonging to them or another, including the school; Any behaviour prejudicing the maintenance of good order and discipline in the school.*

*Within school, there are staff who have undergone relevant Team Teach Training in order to use, necessary, appropriate and reasonable force to manage behaviour in the circumstances listed above. The Executive Head Teacher also gives authority to all staff who has control or charge of pupils (including teaching staff, teaching assistants, special needs assistants, midday assistants and supply staff) who work at Woodlands Co-operative Academy the power to take reasonable action to prevent a child coming to significant harm or causing it to others.*