



## Positive Behaviour Policy

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## **Positive Behaviour Policy**

### **Ethos and Values**

The Woodlands Academy is an Academy for children with a range of Special Needs and Disabilities. Our aim is to prepare our students for the challenges of the 21<sup>st</sup> Century. For some students this will mean a working independent life and for others there will be planned dependency with as much independence as their needs allow.

Our aim is for children to develop into confident, happy, positive young people. We will ensure we understand unique individuals and their needs. Personalised planned pathways support every child in their progression.

We have a strong pastoral structure built on a caring philosophy, which nurtures positive relationships through high expectations and supported challenge. We work holistically to develop student's resilience, mature behaviour, responsibility and independence.

We ensure students are supported to gain knowledge and respect of their own culture and we strongly encourage children to regard all faiths, races and cultures with respect.

Academic success and progress is valued at all levels of performance and the classroom focus is on achievement. Learning is celebrated in all its forms.

### **Aims and expectations**

This policy is written with the intention of providing a framework for establishing a caring, understanding community within which we all take responsibility for one another and where all pupils have the right to equal opportunity and uninterrupted access to the curriculum.

The **Academy Governors** are expected to

- appoint one or more Behaviour Governor/s
- ratify the policy for promoting positive behaviour in consultation with staff, parents and pupils
- ensure that expectations are clear and non-discriminatory (ethnic or national origin, culture, religion, gender, disability or sexuality)
- support the aim of maintaining high standards of behaviour by monitoring behaviour strategies implemented in school

### The **Academy Head Teachers** will

- set the standard through a clear implementation of the vision, ethos and values of The Woodlands Academy
- implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy
- ensure the health, safety and welfare of all the children and staff in the school
- ensure accurate record keeping of all reported serious incidents of negative behaviour and has the responsibility for giving fixed term exclusions to individual children for serious incidents. For repeated or very serious inappropriate behaviour, the Head Teacher may permanently exclude a child
- oversee the legal duties detailed in the Equality Act 2010

### The **academy management team** will promote positive behaviour by

- providing a safe, stimulating and happy environment and foster feelings of mutual trust and respect between adults and children
- engaging staff and pupils in core values through the discussions and resulting actions of the school council
- providing an appropriately broad and balanced curriculum to meet pupils' needs and enable them to complete work assigned
- working in partnership with parents and other professionals
- promoting and maintaining good relationships with the local community
- ensuring a consistent approach to behaviour management

### **Academy staff** are expected to

- model appropriate behaviour and relational skills at all times
- be persistent and consistent in challenging negative behaviour
- show unconditional positive regard for all pupils
- isolate the behaviour from the child
- consider negative behaviour as a learning opportunity and encourage reflection where necessary
- develop our pupils' self-esteem and enable them to enjoy the challenge of developing their abilities to the full
- ensure appropriate and proportionate consequences are used, this may be as simple as the disapproval of a Key Adult
- where possible and appropriate use a relational and not punitive behaviour management approach
- monitor and record behaviours
- understand and implement the academy's Anti-bullying Policy
- apply the NAPPI Positive Behaviour Scale to all pupils  
<http://www.nappiuk.com/resources/NAPPIPolicy2016.pdf>
- utilise the rewards systems in a consistent and fair manner
- refer to Behaviour and Discipline in Schools publication  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- engage in development and support as identified in the academy appraisal system

**Pupils** will be expected to

- treat everyone within the community with respect and consider their rights, both as learners, teachers, adults and children
- be polite, co-operative and show a positive attitude to learning
- accept support when needed
- make the right choices and understand that adults in the school are considering the best interests and rights of all the children
- attend every day, arrive on time and enter the school ready to learn
- participate and play an active role within the school
- follow the rules agreed by the academy
- be considerate and respectful of others
- share their views and opinions through their school council representative

**Parents and carers** are expected to

- support the school in its behaviour policy
- sign a Home/School Agreement, which sets out our expectations
- talk to their children about schools expectations of learning and behaviour
- give specific praise when their children do well at school and share with us any achievements outside school
- take part in opportunities to celebrate success, such as assemblies and community events
- work with school if there are any concerns about their child's behaviour in school
- encourage children to discuss problems and accept help when needed
- attend parent's evenings and any other meeting with school that will help your child
- tell school of any concerns, including medical concerns or issues which may affect your child's learning or behaviour
- ensure that your child attend school regularly and on time, always informing the academy of any absence
- support wider policies that can impact on behaviour e.g. Anti-bullying and cyberbullying policy, Code of Conduct and Child Protection Policy

### **Positive Behaviour for Learning**

In order to improve the quality of learning and teaching and to create a safe and happy environment for all students, staff and any other person associated with the school we have identified the following aims:

- all members of the school community have a right to feel safe
- teachers have a right to teach
- children have a right to learn

Objectives of Positive Behaviour for Learning:

- to support the quality of learning
- to reward pupils for positive behaviour
- to ensure a consistent approach to discipline throughout the school, which is clearly understood by staff, students and parents
- to help students learn that their behaviour has consequences

- to teach students how to behave appropriately, both in and outside school
- to reduce behaviour that has a negative effect on learning
- to develop personal responsibility for positive behaviour.

### **Positive Behaviour Strategies**

Employed by staff to support pupils in accessing the curriculum and wider learning opportunities provided by the academy.

Strategy	Reward	Staff
Working towards system, curriculum engagement motivator	Individually chosen motivator	Class staff
Smiley stamp Money stamp	Money	Class staff
Treasure chest visual 3x smileys = treasure chest	Choose from the treasure chest located in the Head Teachers office	Head Teacher SMT Class staff
Good and not good choices chart	Individually chosen motivator	Class staff
Class cup	Certificate and trophy for the week awarded in weekly assembly	Head Teacher SMT Class staff
Finer Diner	Certificate and eat lunch in the 'finer diner' area, awarded in weekly assembly	Head Teacher SMT Class staff
Individualised management strategies e.g. Kind hand visual, Social Scripts, Right Choice flow charts	Individually chosen motivator	Head Teacher SMT Class staff
Golden time Special choose	Golden time on a Friday Special choose at end of day	Class staff
Now and then	Choose activity after a period of work	Class staff

**Positive Behaviour Scale (PBS)**

Class staff, supported by Senior Management, are responsible for populating a PBS for each child on a termly basis, this will be further informed by any behaviours highlighted in the NAPPI incident reporting system including incidents of bullying.

The green behaviour scale is populated by activity that represents quality of life. An understanding of the impact of such quality (and the absence thereof) is essential to fully understand the individual and any associated escalation of behaviour. This is our primary prevention strategy.

CARING COMMUNITY	PRODUCTIVITY	HIGH QUALITY RELAXATION	STRESS FACTORS
I belong	I can...	Life's Good	Understand ME
Work in Partnership Model Behaviour	Be a Person of Influence Recognise Contribution	Create Opportunities Build on Strengths	Staff Team Responses

Secondary prevention strategies most closely relate to the levels of the Lalemand red behaviour scale. The red behaviour scale is an assessment tool to assess the level of challenging behaviour and can be populated with a wide range of behaviour, from slight changes to facial expression perhaps, to extremely assaultive presentations.

<b>AGITATED</b>	<b>DISRUPTIVE</b>	<b>DESTRUCTIVE</b>	<b>DANGEROUS</b>	<b>THREAT OF LETHAL</b>
<b>I'm distressed</b>	<b>Pay attention</b>	<b>Losing control</b>	<b>Lost control</b>	<b>Stop me!</b>
<b>Recognise cause</b> <b>Relieve distress</b>	<b>Stop the action</b> <b>Set limits</b> <b>360 view</b>	<b>Keep everyone safe</b>	<b>Keep everyone safe</b> <b>Follow policies and procedures</b>	<b>DON'T DO IT</b> <b>Keep everyone safe</b> <b>Follow policies and procedures</b>

### **Restrictive Physical Intervention**

The use of any physical intervention will be to ensure the safety / wellbeing of the pupil, others in the school community or to protect the fabric of the building from serious damage which could cause a risk. All physical interventions are carried out by trained staff and are recorded using the rigorous incident recording systems. Parents, carers will always be informed of any physical intervention. Staff will always reflect on their practice and on the care / behaviour plan for that individual. For more information about the ethos and practice used at Woodlands please visit:

Nappi [url.htm](http://url.htm) [nappi.htm](http://nappi.htm)

## **Consequences**

The persistent and consistent approach that is taken encourages children to understand that their behaviour and actions always impact upon others and, as a result, will have consequences. Regular rule reminders are to be used as a non-confrontational approach to disruptive or negative behaviour. Many of our children require visual reminders to support positive behaviour for learning. Time to discuss issues with children is important and may take place during 'circle time' and PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school. Staff must challenge inappropriate behaviour, however, it must be fair and consistent, in proportion and moderate. The humiliation and degrading of pupils is always unacceptable.

This policy has been written with reference to the following related guidance and documents:

Child Protection Policy

Anti-bullying and Cyber-bullying Policy

Code of Conduct