

Woodside Academy



Behaviour Policy

***“We want children to do their best and try hard to improve”
from School Vision Statement “Excellence Through Opportunity”***

Approved by SLT: March 2025

Principles

- Staff and children have rights and responsibilities. One person's right is another's responsibility. Essential rights are to be heard, to be safe and to be treated with respect
- Behaviour is a responsibility for all school staff working with children
- Positive approaches which reward children for behaving well have the power to permanently change the behaviour of an individual and are more effective than less positive responses which may control behaviour only at certain times and for certain people
- Good behaviour is essential to create an environment where children can feel safe and where quality teaching and learning can take place
- The school needs to work in close partnership with parents to maintain both good behaviour and learning
- High expectations are key to high standards of behaviour and achievement

Objectives

- To give staff the skills to manage behaviour effectively and positively
- To maintain and raise the expectations for behaviour
- To create a learning environment where teachers can concentrate on teaching the curriculum because good behaviour and its maintenance are second nature
- To establish long term positive patterns of behaviour in children

What is positive behavioural management?

Positive behaviour management can include sanctions and reprimands but these need to be far less common than rewards and praise. The use of rewards and praise to reinforce good behaviour helps establish a pattern of good behaviour which is more likely to continue even when a child is not being monitored. Rewards and praise also establish a clear link between behaviour and in this case, a pleasant consequence. When they are used, sanctions are referred to as consequences to emphasise that they are equally a result of a child's own actions. Warnings are given in advance and the child reminded that they are making a choice. If they continue with the behaviour they will be choosing the consequence.

Why do we need to use positive behavioural management?

Positive behavioural management can be used more effectively with more children and by more people. It is not only more effective with the most challenging children but also establishes a positive ethos for learning for the majority of children who are generally well behaved and can easily feel threatened by a more negative approach. It does not rely on a member of staff's personal status or charisma and can be used effectively by staff at all levels. Positive behavioural strategies do not damage a child's self-esteem through humiliation. This is important not only to minimise confrontation which can escalate a situation but because poorly behaved children often act the way they do because they already have low self-esteem.

Effective Positive Behaviour Management is based on:

- Making clear to children exactly what we expect
- Being consistent in these expectations
- Praising and rewarding good behaviour
- Reminding children when they break rules and imposing sanctions ~~of~~ if this continues
- Having established routines and classroom organisation which minimise the opportunities for misbehaviour
- Creating a working environment and focusing on teaching and learning

Making clear to children exactly what we expect

At the beginning of each year, each class agrees on a set of rules together. These rules are a product of the rights of children and staff; to be heard, to be safe and to be treated with respect. A typical list might be:

- Be helpful and polite
- Work quietly and to the best of your ability
- Listen carefully to your teacher's instructions
- Take care when using equipment
- Walk sensibly and quietly around the school

These rules would be agreed with children as part of a discussion of their own rights and responsibilities and displayed clearly, illustrated ideally, with photographs of the children in the class behaving correctly and referred to frequently. This approach ensures that the children own the rules and have made a group decision to keep to them and that everyone knows exactly what the rules are. The rules can be revised during the year to deal with changing patterns of behaviour and to work towards raised expectations. Similar rules for lunch and break times are developed for the whole school using the school council.

Being consistent in these expectations

Children will accept rules if they are consistently applied. Everyone working with children needs to be aware of the rules and have similar expectations for behaviour and employ similar responses. We need to develop consistency through the school day so that all members of staff dealing with children adopt a broadly similar approach. We need to work with parents to develop more consistency between home and school.

Praising and rewarding good behaviour

Any behaviour is reinforced by being given attention. We should deliberately reinforce the behaviour we want with praise and rewards and avoid inadvertently reinforcing negative behaviour by giving it undue attention.

Rewards can be:

- Extrinsic:
 - Praise – private and public
 - Stickers, tokens, certificates, prizes
 - Being first, having a special choice
 - Tangible rewards at home
- Intrinsic:
 - Interest and satisfaction in the work at hand
 - The natural self-esteem resulting from achievement and being well thought of
 - Special responsibilities

Rewards can be given to individuals or to groups and can be given according to a whole class criterion or as part of an individual's behavioural management plan. This flexibility can remove the perceived unfairness when a child with well-known poor behaviour patterns is necessarily rewarded for reaching elementary behavioural targets. Once given, rewards are not taken away. Tangible rewards that children can take home are a powerful tool as they engage parents in adding their own praise and rewards. This further reinforces the good behaviour and shows the child that the school and home share the same expectations.

Reminding children when they break rules and imposing sanctions or “consequences” if this continues

There should be a staged response to poor behaviour. If children misbehave this will be dealt with firstly by the teacher (or at lunch time, a supervisor) and may, depending on circumstances be referred to another teacher or to the deputy before being referred to the head teacher. If behaviour does not improve, consultation with parents would be the next step. Restorative practice is used whenever appropriate to focus children on the effects of their behaviour on others. If these measures are not effective there is the sanction of suspension in cases of persistent or serious misconduct, or if the behaviour is happening at lunch time, parents will have to take them home for lunch and this will count as a suspension and go on their record.

Having established routines and classroom organisation which minimise the opportunities for misbehaviour

Carefully constructed routines and classroom organisation can minimise the opportunities for misbehaviour and help the day run smoothly.

Children particularly need an established routine for coming in to school at the beginning of each session and after breaks. Set places for children, with appropriate work in place at the start of the day where they have something to do and are not in close contact with

other children may be preferable to sitting on the carpet during registration. The start of the afternoon is an ideal time for personal or partnered reading, at other times children can carry on with work already begun.

Children should leave the room in an orderly fashion and this is best achieved when children are dismissed in groups and at the end of the day have their coats and belongings with them before they are dismissed. When lining up for assembly or to go to another lesson a set order, perhaps alphabetical or a more deliberate separation of individuals can avoid arguments and jostling. Children need to be supervised on the way in and out of the building as this is often a time when problems can occur.

Organising the classroom so that movement is minimised helps maintain good behaviour. Resources should be easily available and clearly labelled, a basket of frequently used resources for each table is particularly useful. Children's trays and other resources should be arranged so that queueing and crowding is avoided. Children work best in set places decided by the teacher, with mixed gender groupings and particular problems separated or isolated.

Creating a working environment and focusing on teaching and learning

The main aim of behavioural management is to create an environment for learning but if learning objectives are met then behaviour often improves as a consequence. Children's work needs to be interesting, relevant and closely matched to give the appropriate balance within a child's capabilities but with an element of challenge.

Higher order questioning, based on the learning objectives at any particular time should ideally be the main part of teacher and TA interaction with children rather than behavioural linked responses. When there are behavioural issues still to be resolved this focused teaching and interactive, higher order questioning can be used to distract children from unwanted behavioural patterns.

Children who are on task, interested and able to complete the work they are given are less likely to misbehave. When good behaviour is the norm teachers can focus almost entirely on teaching and learning and pupil attainment in terms of both work and behaviour can continue to improve.

Support with behavioural issues

Behaviour is one of a number of issues for which teachers can refer a child to the learning mentor or SENCo as lead behaviour professional and key worker. A range of preventative therapies can be offered in response including anger management, counselling, restorative practice play therapy or the setting up of a tailor-made behaviour programme.

Consequences for misbehaviour

Children who have progressed through the interventions above, had repeated warnings or committed serious misdemeanours will need to face appropriate consequences for their actions. This is also important so that all children realise there is a consequence to bad behaviour and particularly that if they have been hurt, their aggressor has been punished.

These consequences will range from missed breaks or activities, isolations in school, on to suspension. Where possible logical consequences will be used i.e. consequences which relate directly to the misbehaviour and try to put it right such as writing an apology for hurting someone or staying in and copying out the playground rules for disobeying them. Thought needs to be given to where children stay in if they miss their break time, their class teacher will stay with the child during this time. Using the most public places could be counter-productive if it humiliates children whose poor behaviour is caused by low self-esteem in the first place or if they are defiant children who revel in their notoriety.

Working with parents

Where good relationships and good communication has been established between parents and teachers, parents will be kept updated on their child's behaviour at school and information on bad behaviour will be received within the context of all the other information that the school provides. Where children continually misbehave or commit more serious misdemeanours their parents are informed and their support enlisted, particularly if the response is restorative justice where they would need to attend a restorative conference. Parents of children whose behaviour puts them at risk of suspension will receive a letter from the head teacher which will remain on the child's file. Parents will be asked to come into school and a Pastoral Support Plan (PSP) will be drawn up. We would encourage parents to support the school with appropriate sanctions at home, they will also be asked to adopt a positive approach in order to make a long-term change in their child's behaviour. This will depend on the age of the child and the kind of behaviour that is causing a problem but will very often take the form of regular communication, either through meetings or a good behaviour book and a grid for them to record instances or periods of good behaviour with a reward when the whole grid is complete.