

## Managing Behaviour at Woodlands Primary Academy

This should be read in conjunction with the CET Behaviour for Learning Policy and Anti-bullying Policy.

- A positive approach to behaviour management, where everyone who works in school contributes consistently and effectively, will provide a safe, supportive, and purposeful learning environment where children can excel. This will be best achieved by ensuring a structured, positive system based on praise for making the "right" choices about behaviour. A positive approach will encourage good attitudes, rewards and praise; set good examples and have consistently high expectations of all who work here. Success will be celebrated.

### Positive Behaviour Management

Rewards are much more effective than consequences in motivating children. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

- Each day is started in a positive way, with children greeted at the door every morning by a member of staff.
- Each classroom has a recognition board, with a weekly behaviour focus. The recognition board starts afresh each day with previous foci displayed.
- The school uses praise and encouragement regularly, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts children make in lessons, in their positive behaviour and attendance, in the help and respect they offer adults and other children in school and in the community and in the way they treat the environment.
- Dojos are used to reward children for showing good behaviour in school – these can be awarded by any member of staff. Parents have access to Class Dojo, so they are able to celebrate children's success at home.
- Certificates are given out in assemblies each week to celebrate good behaviour; parents are invited into school to jointly celebrate these achievements.
- Each week, postcards are sent by a member of Senior Leadership Team and random positive Class Dojo messages are sent home – these are additional ways to share good behaviour with parents.

### The Woodlands Way

At Woodlands, the children are taught to be **Ready, Respectful, Safe**. These are the guidelines for the high expectations of behaviour that you can see throughout Woodlands and are referred to and used regularly by all adults working in school. Children are aware of the correct behaviour to show that they are following the Woodlands Way.

## **Restorative Approach**

Staff have had training on the Restorative Approach which ensures that there is a solid foundation on which to build, maintain and repair relationships within school. This approach is used proactively to build healthy relationships and prevent challenging behaviour and conflicts. It is also used reactively to address and resolve conflict. There is a focus on relationships and is a whole school approach, with all staff modelling the behaviours of the Restorative Approach.

Restorative conversations form a part of everyday practice within school and always take place as part of any sanctions given. Children are encouraged to reflect on the effects of their choices on others within the school community and how a positive climate for learning in school is the responsibility of everyone.

## **Class Dojo – Rewards**

A 'Dojo' can be given to children by any member of staff to reward good behaviour and doing the right thing e.g. displaying good manners; good listening; kindness towards others; trying the best in work etc. Categories are the same in each classroom and Dojos are reset at the start of each term. Only one Dojo is given at a time unless given by the head teacher.

After 50 Dojos, children receive a bronze certificate in Celebration Assemblies; this is followed by a silver certificate for 100 Dojos. Children who achieve 200 Dojos receive a gold certificate and a platinum certificate for 300 Dojos. In both these cases, their parents are invited to the Celebration Assembly.

## **Sanctions**

If a child is not following instructions and their behaviour is not as expected, then they will be reminded of the expectations.

If the behaviour persists, then the child is given a final warning. Again, the child is reminded of the expectations, and it is made clear of the next step if the behaviour does not change. This is recorded on the Class Behaviour Log.

After the final warning, the child is given some reflection time away from the classroom; this time is always supervised and recorded on the Class Behaviour Log. When the child returns to the class, they should be more settled, and the expectation is that they continue with the learning. Any time reflection time is needed, a restorative conversation with the adult follows at an appropriate time.

If behaviour is still not at the expected standard, a member of SLT is called to support. This will result in a Restart at lunchtime for further restorative conversation. Parents and class teachers are alerted to all Restarts via Arbor.

Any physical behaviour always results in Restart at lunchtime.

Ongoing unacceptable behaviour may result in Internal Exclusion for a set period of time, where the child works away from their classroom, supervised by an appropriate adult.

On rare occasions, despite the school doing all that it can, a child's behaviour may lead to them being suspended from school. This may be for a fixed period or permanently. In either case, the school follows the legal procedures outlined in the behaviour for learning policy.