



### **Overview**

At Woodlands we are committed to providing an environment where all Pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines.

Our emphasis is to recognise and celebrate success at all levels to ensure Pupils feel valued. Also, it is important for Pupils to understand and respect school rules and be aware of the consequences that can be imposed if these are not adhered to. Due to the nature of our school and the broad range of needs, we adopt a personalised approach when managing behaviour to take into account individual needs.

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school. We recognise our role in the local community and it is our aim to educate our Pupils in relation to positive behaviour outside of school.

### **Aims**

The aims of the policy are as follows:

- To encourage high standards of behaviour and respect from all Pupils, staff, parents/carers and visitors
- To detail the expectations of Pupils, staff, parents/carers and visitors
- To explain Woodlands reward systems and methods of celebrating success
- To provide guidance on consequences

### **Expectations**

In order to achieve our aim of promoting excellent behaviour and respect for others at Woodlands, it is the responsibility of everyone, including Pupils, staff, parents/carers and visitors. Please see below a breakdown of the expectations of each group:

### Pupils

- All pupils must wear school uniform.
- Hoodies (jumper material) are not permitted in school and will be confiscated
- Raincoats with a hood are allowed
- Pupils are expected to refrain from behaviours including bullying, intimidation, harassment of others, using foul and abusive language and negative comments relating to race, religion, gender and sexuality
- Pupils must not bring prohibited items to school (see list of items in this policy)
- Respect school property and equipment
- Be punctual in accordance with your timetable
- Follow class rules as outlined by staff members
- Listen, follow and respect directions from staff members
- Complete work to the best of your ability
- Adhere to any given consequence

### Staff

- Display the highest regard for behaviour and ethics as a positive role-model to all pupils
- Use appropriate language when communicating to pupils, staff, visitors and parents/carers
- Be punctual in accordance with your timetable
- Respect school property and equipment
- Apply the school reward system and celebrate pupil successes at all levels
- Use consequences appropriately when a pupil doesn't adhere to their expectations

### Visitors

- Respect school property and equipment
- Use appropriate language in the school environment

### Parents/Carers

- Work collaboratively with staff to promote high standards of behaviour
- Work with staff to construct personalised behaviour plans and then communicate with staff to review the impact
- To notify staff of any behaviour or incident at home which may impact the school day

### **Behaviour Management**

Pupils at Woodlands have a wide range of needs, and this is taken into account when managing behaviour. Due to this, behaviour management must be fair and consistent but also flexible and personalised with all factors considered. As part of high impact teaching, it is first and foremost the teaching team's responsibility to use their behaviour support strategies to support any pupil displaying negative behaviours. If staff require further support,

we provide additional capacity through the pastoral team - this ensures that there is support staff on-site who can assist any staff member who requires additional support in supporting behaviour. Senior Leaders also provide support to the pastoral team to ensure the orderly running of the school. This system aims to prevent behaviour impacting the normal running of the school, ultimately ensuring that good order is maintained in the school environment to facilitate outstanding teaching and learning. In order to ensure that minimal disruption is caused to class groups in the event of negative behaviour, multiple intervention spaces are located around school. It is then the aim to use de-escalation techniques and work 1:1 or in small groups until we are ready to reengage in class.

### **Team Teach**

We pride ourselves at Woodlands on providing a safe learning environment for our pupils. Sometimes pupils may get anxious or agitated. We will do our best to help pupils to regulate using communication skills, distraction techniques and removing triggers where possible. However, there may be times when pupils need more support to regulate - this may require physical support to promote co-regulation. This ensures the safety of the pupil, the safety of other pupils and staff, or that property is not seriously damaged/environment is not disrupted. This can require physical interventions. For further details on this please see the Positive Handling Policy.

### **Reward System**

At Woodlands we hold high regard for celebrating success at all levels. Each week we deliver a celebratory assembly and present awards for excellent work in reading, writing, mathematics, sport, individual outcomes and for collective class groups. Pupils are presented with trophies and certificates and pictures are displayed both in school and on the website and social media platforms.

There is a reward system, named 'Prize Points' in which pupils can earn the equivalent of 5p for a recognised positive behaviour these include engaging in lessons, helping staff, making good choices, peer mentorship, positive intervention, representing the school, being responsible or working well with others. Pupils also receive an 'effort score' in each lesson, ranging from 0-5. If pupils gain a 3, 4, or 5 in their effort score they will receive 3p, 4p or 5p respectively. Pupils can then purchase a wide variety of prizes with the prize points earned.

### **Consequences**

At Woodlands we understand the importance of ensuring that all consequences are reasonable and proportionate to the circumstances. Furthermore, we carefully consider a range of factors including individual needs and age.

Woodlands have a range of consequences which can be implemented as deemed appropriate. Consequences include:

- Additional support from the pastoral team
- Additional support from a member of the leadership team
- 1:1 reflection with an adult

- Minutes off breaktimes for restorative discussions
- Playtime reflection
- Internal suspension
- Fixed-term external suspension
- Permanent external suspension

#### Reflection Protocol

- Playtime reflection may be given by all members of staff.

#### Exclusion Protocol

A pupil may be externally suspended for a fixed-term or permanently. Only the Headteacher can suspend a pupil, and this must be on disciplinary grounds. The main reasons for external suspensions are as follows:

- Serious physical violence
- Persistent bullying
- Discrimination
- Damage/vandalism to school property/equipment
- Possession of a prohibited item
- Persistently not adhering to school rules

All permanent external suspensions are subject to review by the Governing Body.

#### **Searching, Screening and Confiscation**

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document – ‘Searching, Screening and Confiscation’ - July 2022 will be used as guidance to structure our schools’ screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way.

We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they **have reasonable grounds** to suspect that the pupil may have a prohibited item (listed in paragraph 31 of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to property of; any person (including the pupil).
- An article specified in regulations:
- tobacco and cigarette papers.
- fireworks.
- pornographic images.
- Mobile phones/camera enabled devices
- Any other item deemed unsafe/inappropriate.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Searches will be conducted by two members of staff where possible. If staff have reason to deem a search appropriate on a school trip, they must gain authorisation from the Headteacher/SLT.

In the event of a prohibited item being confiscated, staff have the right to retain the property and not hand it back to the pupil. Staff may request that parents/carers collect the item or in some cases it may be deemed appropriate to dispose of the item or to call the police.

### **Monitoring**

Behaviour incidents at Woodlands will be recorded on CPOMs. Data from CPOMs will be used to analyse and monitor patterns and trends of behaviour. This information will be used by the staff team to inform the implementation of behaviour support strategies as well as ensuring all pupils behaviour plans and risk assessments are updated and current.

### **External Agencies**

When acute needs are identified for a pupil, we will liaise with external agencies and ensure that the needs of all pupils are met by utilising the range of external support available.

Woodlands Academy **Behaviour and Exclusions Policy**

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This policy complements and supports the following policies.

- Child Protection/Safeguarding
- Anti-bullying
- CIT - Exclusions
- Online Safety
- Relationships Policy