

# WOODHOUSE ACADEMY

## BEHAVIOUR AND REWARDS POLICY

Reviewed: Spring 2016  
Review Date: Spring 2018

### **Governors' Statement of Principles**

A school is a community whose purpose is learning. Learning cannot take place effectively without an orderly atmosphere. If pupils are permitted to misbehave they not only prejudice their own educational chances but disrupt the education of others. Teachers, pupils and parents therefore work together constructively to ensure there is effective behaviour for learning. The school also recognises that it has a responsibility to recognise, promote and reward good behaviour. **The school must challenge the behaviour of the pupil not the pupil.**

### **AIMS**

To promote self-discipline and good behaviour based on respect for self and others.

To foster a successful pastoral system in which pupils are recognised as individuals and treated accordingly and where standards are applied consistently by all staff.

To involve parents in a shared responsibility in maintaining high standards on learning, behaviour, discipline, attendance and punctuality.

### **1. Practice**

- All pupils will be made aware of what is appropriate and inappropriate behaviour through tutor time by discussion and clarification of school rules and code of behaviour, assemblies, etc.
- Teaching staff and others in a supervisory role will enforce the expected standards around the school generally, in corridors, dining hall, outside etc. including on school visits.
- All teaching staff will practise consistent classroom organisation and management.
- Teachers will make every effort to motivate and encourage pupils by providing an appropriate and differentiated curriculum.
- There will be a hierarchical system of responsibility and of support for staff.
- Good behaviour will be recognised, encouraged, praised and rewarded.
- Inappropriate or unacceptable behaviour will be punished in a fair and consistent manner.
- Where pupils are found to have made malicious accusations against school staff, actions will be reviewed by a governor's disciplinary hearing and disciplinary action could be taken which may lead to exclusion.
- Incidents of inappropriate or unacceptable behaviour may be recorded. Parents may be informed about poor behaviour of their child, and their support enlisted.
- Every effort will be made to identify and support students with behavioural difficulties .

### **Pupils should:**

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- Be punctual to lessons
- Bring the correct equipment to lessons i.e planner, writing equipment, books, PE kit
- Obey instructions
- Engage responsibly in lesson activities, be attentive and work with interest
- Work co-operatively with other people
- Behave respectfully towards all members of the school community, be tolerant and considerate: not bully, intimidate or harass other pupils
- Act in a manner appropriate to the classroom situation: not disrupt other people or seek inappropriate attention in the classroom
- Be physically peaceable, avoid fights and aggressive behaviour
- Respect their own property and that of others

### 2. Rewards

Good behaviour will be recognised, encouraged, praised and rewarded. Pupils will be consulted about what motivates them and their opinions taken into consideration.

Rewards may be:

- Verbal commendations
- Displays of work
- Comments in planners
- ACE points and rewards (see Appendix 1 – Reward Ladder)
- Phone calls/postcards home
- Prizes

### 3. Consequences (see Appendix 2 – Consequences)

Inappropriate behaviour will be punished. Every effort will be made to identify and support students with behavioural difficulties.

Consequences should be:

- Fair and consistent
- In proportion to the offence (distinguishing between minor and serious behaviour, isolated and persistent breaches of discipline)

Consequences should not be:

- Degrading or humiliating
- Given generally to whole groups for the misbehaviour of individuals (pupils should also realise that they have a corporate responsibility regarding behaviour and this may sometimes lead to the whole group being required to take responsibility for its actions)
- Given to individuals as scapegoats for the misbehaviour of a whole class.

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### Strategies and Consequences

Teachers and others in a supervisory role should use their professional judgement in deciding how to handle a problem, when to refer to the form tutor or head of key stage and when to inform parents.

Whatever strategy is used it should always be made clear to the pupil why they are being punished and how, through improved behaviour, they can avoid a recurrence.

Successful strategies might include:

- A discreet word with the individual
- Moving the child's position in class
- Setting an extra task appropriate to the subject (not lines or copying from text)
- Carrying out a useful task in school
- Interruption of break or lunchtime privileges
- Moving a child to a colleague's room
- Isolating a child from other pupils
- Withholding privileges such as participation in extra-curricular activities, e.g. trips, teams etc
- Lunchtime or after school payback (detention)
- Exclusion
- Meeting of parents and pupil with Governors  
(NB Parental consent is not required for detentions)

## 4 Classroom Management

All teaching staff will practise consistent classroom management and make use of the Rewards & Consequences ladders (See appendices)

**Teaches should:**

- Encourage, teach (promote) and model good behaviours
- Create a stimulating and orderly environment
- Begin and end lessons on time
- Supervise pupils at all times, especially at lesson changeover
- Organise class seating plans
- Value pupils' work
- Recognise and praise good behaviour for learning
- Apply school rules firmly and consistently
- Plan engaging lessons with:
  - Clearly understood and achievable objectives
  - Tasks appropriate to pupils' ability
  - A range of resources
  - A variety of teaching styles

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### **5 Inappropriate Behaviour Around School**

Inappropriate behaviour around school is a shared responsibility. Teaching staff and others in a supervisory role will apply expected standards around the school and may inform form tutors and/or the head of the key stage.

### **6. Pupils' Conduct outside the School Gates**

The school will take disciplinary action in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

The school may also discipline pupils for:

- Misbehaviour when the pupil is:
  - Taking part in any school-organised or school related activity or
  - Travelling to or from school or
  - Wearing school uniform or
  - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the condition above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another pupil or member of the public or
  - Could adversely affect the reputation of the school.

### **7. Confiscation of Inappropriate Items**

**What the law allows:**

- Legal provisions enable school staff to confiscate retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- Legal provision also gives the school the power to search without consent for "prohibited items" including:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
  - Items banned by the school rules for instance mobile phones in classrooms.

Weapons and knives and extreme or child pornography will always be handed over to the police.

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### 8. Power to use Reasonable Force

- Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### 9. Social Networking

The school will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- Have repercussions for the orderly running of the school;
- Pose a threat to another pupil, a member of staff or member of the public; or
- Could adversely affect the reputation of the school.

### 10. Hierarchy of Responsibility

Primary responsibility lies with the individual member of staff including all paid staff with responsibility for pupils. Staff are also responsible for any sanctions they may impose. They may consult colleagues but cannot abdicate their role.

If unacceptable behaviour continues in a classroom situation, the form tutor should be informed and the head of key stage should take action, noting whether the student's behaviour is poor across a range of departments.

If the poor behaviour continues, it may be necessary to consult with the Leadership Team.

Bad behaviour around school is a shared responsibility. The member of staff who comes across such behaviour should take action, and may inform form tutors and/or head of key stage.

In the Leadership Team, the Deputy Head Teacher has overall responsibility for behaviour management.

### 11. Taking Account of Individual Groups

No guidance or policy can cover every eventuality or every type of need that may need to be considered in our school's behaviour policy. However, we aim to ensure that we will consider individuals' needs when applying the behaviour policy;

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undertaking pupil assessment and identification of need. The school acknowledges its legal duties under the Equality Act 2010.

Reasons for inappropriate behaviour may include the following unidentified learning difficulties – such as Autistic Spectrum Disorders (ASD) or speech, language and communication difficulties. We recognise that there are a number of reasons why pupils with SEN or disabilities and other vulnerable pupils may behave inappropriately.

- They may not have the cognitive, physical or social and emotional competences necessary to understand and follow a school rule. They may not understand an instruction because, for example, they have a hearing or speech and language impairment. There may be cultural differences that mean they behave in ways that adults in school may not be used to. They may have attention difficulties that mean they cannot sit still for long periods.
- The pupil may be experiencing trauma such that they are temporarily unable to make rational choices. Examples include a pupil who has been abused, lives in a household where there is domestic violence, is worried about a sick parent, has experienced a bereavement, is being bullied, or whose parents are in the process of an acrimonious separation or divorce. A pupil who is repeatedly teased because of a disability may also resort to inappropriate behaviour.

### **a. Carefully Planned Responses are Important in our Work**

- We will aim to establish reasonable expectations about the pupil's ability to understand and follow rules.
- We will take appropriate account of the individual child's needs, and will then identify any areas of the behaviour policy that are likely to cause difficulty, and make sure that all staff are informed well in advance about how to implement the school's policy for these pupils.
- We may consult pupils' parents or carers, others who know the child well, the inclusion coordinator, the designated teacher for looked after children or Inclusion Manager, external agencies, or the wider community. Home-school agreements provide a framework for discussion with parents about any areas of the school behaviour policy that might prove problematic for the child.
- Where pupils do not have the necessary skills to follow the school rules it will be important to provide appropriate support for the pupil. Work to develop social and emotional skills, such as managing anger or working in groups, can be an important part of the provision our school makes for pupils.

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### **b. Pupils who can behave but choose not to:**

The fact that some vulnerable pupils have the necessary understanding and competences to follow school rules but simply make a conscious choice to behave differently underpins our firm framework that can be consistently applied in these cases, even where pupils may have SEN or other difficulties. A clear framework of rules, rewards and sanctions that is linked to communally agreed rights and responsibilities helps all pupils to make appropriate choices. It provides clarity about what is expected and what will happen as a consequence of their behavioural choices. It also allows adults in school to apply disciplinary policies to vulnerable pupils in ways that avoid emotional confrontation and further damage to self esteem that is often fragile.

Our framework of consequences – positive and negative – can also be modified to make it more effective for an individual child. Presumed positive consequences need to be experienced by a pupil as positive if they are to provide an incentive to behave well; pupils, our assumptions about what is a reward and what is a sanction may be inaccurate. In these cases it is helpful to have a discussion with the pupil and/or their parents in order to identify strategies that will be more powerful for them, and rewards that they find important. These can be built in to an individual behaviour plan spelling out a set of consequences that may differ from those that apply in the overall school behaviour policy, but which can still be applied in a predictable and consistent way by all those who work with the pupil. Such individual modifications would be expected to be short, and used as part of an overall strategy to help the pupil move, in time, towards a greater accommodation with the norm.

Similarly, one-to-one work with pupils with tutors, heads of key stage or our pupil support assistant can help them learn how to resist peer pressure, or to reconsider the thinking that is influencing their behavioural choices.

### **c. Pupils who have the necessary skills but are experiencing trauma**

Pupils who fail to follow school rules even though they have the necessary competences, present the greatest challenge in our successful behaviour policy. Like adults, if some children experience significant loss or trauma, they will act in ways that are often irrational and unhelpful to themselves or others.

We have well established systems to detect pupils' distress and provide safe havens to which they can temporarily retreat when they are at risk of losing control of their behaviour. We also liaise with parents and as appropriate with external agencies – such as social services or specialist local authority staff – to ensure that the child's needs are addressed.

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Where pupils understand the rules, know they should follow them, have the social and emotional skills to follow them but do not because of the acute stress they are under, they are not exempt from the school consequences due to the impact on others of one child being seen to be treated differently from others. However, in these cases it is appropriate that we support the needs by providing additional care and guidance to the pupil. The consistency of the school rules and the maintenance of expectations is an incentive to choose safe and appropriate behaviour even at the most difficult times.

### **d. Looked After Pupils**

Pupils who are looked after by the local authority have often experienced significant loss or trauma, and we are aware of their particular needs. There should never be an automatic assumption that they will display poor behaviour. However, some looked after pupils will need help with their emotional well-being and may express their pain and anger through difficult behaviour at school. Our policies take account of challenging behaviour in such circumstances.

We feel that young people in care usually prefer not to be treated differently from others but need sensitive support as part of our pastoral support programme, and through involvement of the school's pupil support centre can prevent problems as well as dealing early with any emerging or existing behaviour difficulties. We consider how strategies such as use of more one-to-one support and the involvement of other agencies can contribute to promoting positive behaviour.

We will:

- Plan carefully how to communicate the policy to pupils
- Make effective use of available resources to provide appropriate professional development opportunities to help staff understand the implication of SEN, disability and pupils' personal circumstances for the day to day implementation of the behaviour policy
- Provide appropriate opportunities for staff to have training in avoiding and de-escalating conflict
- Identify at-risk pupils in advance and using established pastoral and SEN process to identify barriers that may make it difficult to understand and follow particular rules
- Plan proactively how to overcome these barriers, involving parents/carers and the wider community, where appropriate, in this discussion
- Ensure all those who teach a pupil know what has been agreed, using existing systems such as student information sheets and class SEN or additional need summaries

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- Ensure every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework
- Ensure all staff are clear about referral procedures
- Teach vulnerable pupils to take some of the responsibility for communicating their needs, particularly in large schools where not all the adults can know all pupils as individuals
- Ensure that vulnerable pupils have an agreed means of removing themselves from situation where tensions are escalating
- Ensure that there are systems pupils can use to let a key adult know when they are under stress
- Monitor the use of differentiated plans for individuals as part of monitoring the implementation of the behaviour policy as a whole, both by direct observation in and out of class, and by monitoring records of the use of rewards and sanctions
- Have systems in place to teach appropriate behaviour as well as to respond to misbehaviour

### **12. Evaluating the Impact of our Policy**

We will regularly check that our behaviour policy is working! This means that we will be seeking to ensure that fixed term exclusions are used as a short sharp shock. If pupils or groups of pupils are regularly receiving this form of sanction we will look to modify behaviour in alternative ways. This will mean through the use of outside agencies or modification of their timetables. The same analysis takes place for the use of our isolation unit.

In the same way, we analyse the use of our rewards systems so that positive behaviour and learning remain at the forefront of our practice.

### **13. Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance (DfE, June 2012). We refer to this guidance in any decision to exclude a child from school. This guidance can be found at the following web address:  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

Only the Principal (or the acting Principal) has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they

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wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Principal informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Shorter term exclusions are reported to the governing body through the Principal's report.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Principal.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

### Monitoring and Review

The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of inclusion and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

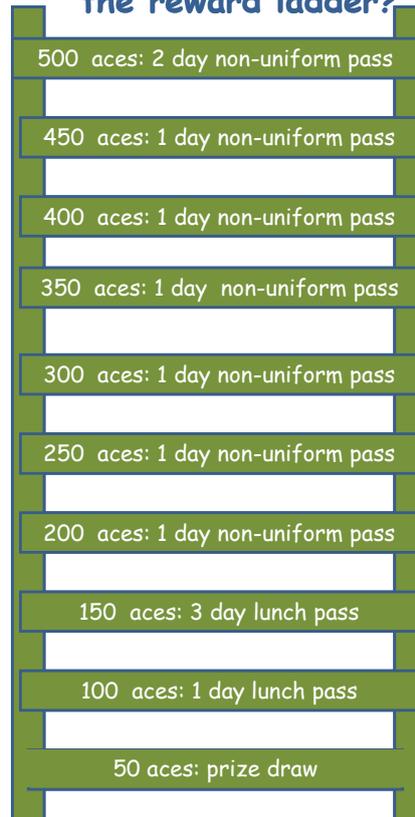
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March 2012

## Appendix 1

**Rewards** – Pupils earn Ace points for work, behaviour and effort. These build up to gain different rewards.

### How far have you climbed up the reward ladder?



### Ace Point Rewards

50 points	entry to prize draw
100 points	entry to prize draw, 1 day first lunch pass
150 points	entry to prize draw, 3 day first lunch pass
200 points	entry to prize draw, non-uniform 1 day pass
250 points	entry to prize draw, non-uniform 2 day pass
300 points	entry to prize draw, non-uniform 1 day pass
350 points	entry to prize draw, non-uniform 1 day pass
400 points	entry to prize draw, non-uniform 1 day pass
500 points	entry to prize draw, non-uniform 2 day pass certificate

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presented at prize-giving

## Appendix 2

**Sanctions** - The consequences ladder is designed to give pupils a fresh start each lesson and make sure teachers are consistent.

In payback pupils are encouraged to reflect on their behaviour and work on strategies to make sure that next time they make the right choices.



### Consequences Ladder

1. Name on board
2. Tick
3. Tick and yellow consequence – 10 minutes at lunchtime or break time supervised by class teacher. Recorded in planner and on SIMs.
4. Tick
5. Tick – Red consequence – 30 minutes Payback with KS leader. Recorded on SIMs and in planner by class teacher.
6. Tick – removed from class to work in 'buddy' teacher's room. This will stop children being sent to stand outside a class room unsupervised with no work to

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do. Children should not be sent to SLT directly but can, if necessary, be sent to KS Leader. SLT should be last port of call in a staged process.

At stages 1, 2 lives may be earned back until the name is wiped from the board entirely. At stage 4 life can be earned back but only to stage 3.

Lives can be earned back through good behaviour and hard work.

Children begin fresh at the start of each new lesson.

At all stages children need to be very clear on what they have done as this will form part of Payback.

PAYBACK – to be run by PR for KS3 on Wednesday and Friday and by JZ for KS2 on Tuesday and Thursday. Time spent discussing behaviours with child and counselling on behaviour strategies or doing suitable restorative type activity. Slip to be sent home to explain to parent/carer what Payback is and to ask them to discuss with child.

3 referrals to Payback will trigger conversation (meeting or call) with parents in holistic approach to improving behaviour.

Evening Payback will be given at the discretion of the KS leader and may also be referred to by SLT.

Report – children put on at the discretion of the KS leader in consultation with form tutor and/or SENCO.

Should be 3 levels of report – form tutor, KS leader and SLT.

Form tutor – monitored daily by form tutor. Initially placed on for one week. If significant improvement or effort made to improve then can be removed. If not then passed to KS leader and so on.

Homework – refer to homework policy.

### **Slip to give to Payback Attendees:**

Dear Parent/Carer

Your child spent time in Payback today. Payback is when a child gives up some of their lunchtime – in this case 30 minutes – to ‘payback’ the time and attention they took from a teacher’s lesson and other pupils when they chose to misbehave.

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During the Payback session your child was asked to reflect upon the behaviour that resulted in their referral and on ways in which they can prevent being referred again.

It would be very beneficial if you could talk to your child about what caused him or her to be referred to Payback and what they learnt whilst they were there.

Thank you for your support.

Mrs C McKeown, Head of KS2 and Miss J Zakrzewski, Head of KS3