

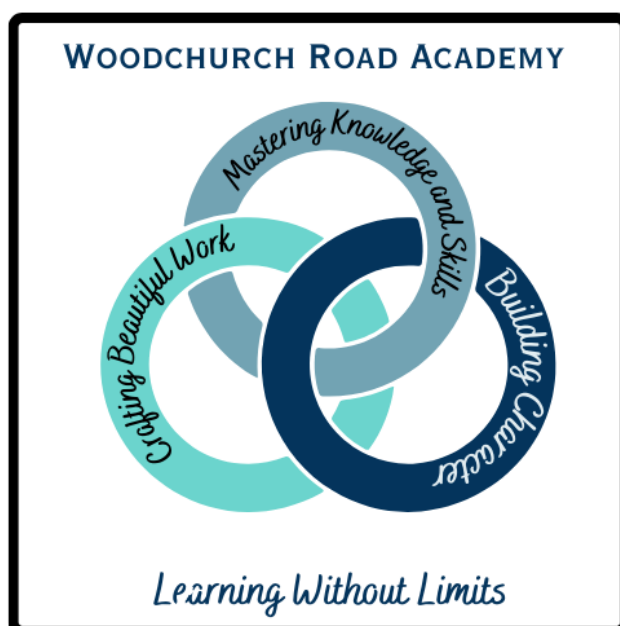
Woodchurch Road Academy - Relationships and Behaviour Policy

Woodchurch Road Academy's Commitment to Positive Relationships and Behaviour.



Empowering Potential, Embracing Diversity: Learning without Limits

At Woodchurch Road Academy, we hold in high regard every member of our school community, fostering a collective approach to behaviour and relationships. Our core belief in an "Ethic of Everybody" forms the foundation of our philosophy, aiming to cultivate ethical individuals and effective learners who contribute to a better world. Central to our success are positive relationships with children, families, staff and our Curriculum.



Next Review Autumn 2025

Policy Overview

This policy encapsulates the principles and values that define Woodchurch Road Academy, promoting a quality of relationships that underpins our entire educational endeavour. It is inclusive, disregarding differences in age, gender, religion, ethnicity, sexuality, or ability.

This policy should be considered alongside the:

- Safeguarding Policy
- Child Protection Policy
- Anti-Bullying Policy – Child on Child Abuse Guidance □ SEND/ Inclusion Policy

Putting our Principles into Action:

At Woodchurch Road Academy, the implementation of our principles involves intentional efforts to build strong relationships. Crew sessions, staff meetings, and parent interactions are designated times for fostering connections. Clear expectations are set in classrooms, teaching children not just what is expected of them but why it matters. These expectations are reinforced through visually explicit displays in classrooms, emphasizing the school's commitment to positive behaviour. Whole-school assemblies serve as key moments to reinforce our Ethic of Everybody and the essential Habits of Work and Learning (HOWLS). At Woodchurch Road Academy, the implementation of our principles involves intentional efforts to build strong relationships, rooted in our core values:

Compassion:

Infuse compassion into Crew sessions, staff meetings, and parent interactions, fostering a caring environment where understanding and support are paramount.

Trust:

Embed trust in classroom expectations, emphasising the importance of trustworthiness and reliability in creating a positive and collaborative learning atmosphere.

Respect:

Reinforce the value of respect in whole-school assemblies and class interactions, ensuring that every member of the school community is treated with dignity and consideration.

Diversity:

Celebrate diversity through the Ethic of Everybody, actively promoting an inclusive environment where differences are acknowledged, respected, and embraced.

Ethic of Everyone:

Integrate an Ethic of Everyone into daily interactions, emphasising the shared responsibility of all members in upholding positive relationships and a supportive learning community.

1.0 Rationale:

1.1 Our commitment to positive relationships and behaviour is grounded in extensive research. Academic achievement is closely tied to a positive school climate, fostering increased engagement and improved learning outcomes. Socio-emotional development, supported by a positive environment, is crucial for long-term success.

Neuroscientific findings underscore the impact of positive interactions in creating optimal conditions for learning.

1.2 Incorporating social-emotional learning principles and restorative practices aligns with research emphasising their positive impact on student well-being, interpersonal skills, and behavioural growth. Additionally, our celebration of diversity aligns with studies highlighting the positive outcomes of inclusive educational environments.

1.3 This research-based approach ensures that Woodchurch Road Academy not only meets academic objectives but also nurtures the holistic development and well-being of each student. Our commitment is a forward-thinking, evidence-driven strategy to create a positive and effective learning environment.

2.0 Core Values:

Our core values, derived from the Ethic of Everybody, create a vibrant community where everyone is valued and included. Recognizing the fundamental human need for belonging, we celebrate diversity, fostering an environment where differences are not just accepted but celebrated. Trust and courage form the bedrock of our school community, instilling resilience and a deep sense of accomplishment in our students. These values are not merely words on paper but are actively woven into the fabric of our daily interactions, creating a supportive atmosphere where kindness and compassion are not just encouraged but expected.

3.0 Saturation Model and Low Arousal Approaches:

In line with our commitment to creating inclusive, calm, and consistent cultures, we adopt the Saturation Model alongside Low Arousal Approaches. The Saturation Model involves saturating the school environment with positive practices, expectations, and reinforcement, creating a pervasive culture of respect and cooperation. This complements Low Arousal Approaches, which focus on minimising stressors, avoiding confrontations, and providing a calm and supportive environment for all students.

4.0 Expectations and Values:

We expect considerate behaviour from every member of the school community. Our approach involves speaking appropriately, recognising achievements, active listening, dealing systematically with challenges, and promoting courteous and respectful conduct. Fairness, equity, and consistent application of the policy underpin our actions.

4.1 Work Well and Learning Environment:

Our commitment to excellence is evident in our approach to high-quality work and the learning environment. Feedback is not just welcomed but actively sought, creating a culture of continuous improvement. Recognition for positive behaviour is ingrained in our practices. House points, awards, and certificates are tangible expressions of acknowledgment. Celebrating high-quality work is not just about achievement; it's about instilling pride in the process of learning and creating. This pride extends beyond the classroom, contributing to a positive school culture.

4.2 Habits of Work and Learning (HOWLS):

Our HOWLS guide behaviour, focusing on mastering knowledge and skills, growing good character, and producing high-quality work. These habits form the basis for class agreements, ensuring a shared understanding of behavioural expectations.

4.3 Recognition and Consequences:

Positive behaviour is acknowledged through various means, while consequences are resolution-focused rather than punitive. The school employs a progressive sequence of actions for misbehaviour, emphasising reflection and support for behavioural improvement.

4.4 Ways in which we might recognise, encourage and praise good behaviour:

- In Crew sessions and on Friday's with our 'Acknowledgements and Apologies' protocol □
Awarding house points;
- Using positive behaviour plans for those with individual needs;
- Visit to the Head teacher, or Deputy Head in Head's absence;
- Recognition cards in the weekly Celebration Assembly;
- Sharing 'work of the week' in the weekly Celebration Assembly;
- Recognition in the School Newsletter;
- *House certificates awarded in House Assembly;*

The school tries to acknowledge all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates.

5.0 Consequences:

Although our approach to discipline is rooted in the positive framework there also needs to be a clearly understood set of consequences and certainties that apply when agreed rules are broken. The following is a progressive sequence of actions:

If a child misbehaves, by breaking any of the HOWLS or Class Agreements, they will be given a verbal warning outlining the rule they are breaking. Where low-level behaviours in class have a negative impact on the potential of the child (or those around the child) to be able to access learning then in the first instance staff use their own strategies to lead this behaviour. Reference should be made to our HOWLS to illustrate why behaviour is unacceptable.

Consequences should not be punitive but resolution focussed. They should help the individual understand the consequences of their actions and build in support mechanisms in order for individuals to modify and improve the pattern of their behaviour. For much of the 'low level' behaviour that may be displayed in a school, a simple verbal sanction or affective statement will be sufficient to correct the behaviour.

6.0 Behaviour Support for Students with Special Educational Needs (SEN) or Demonstrating Additional Needs:

At Woodchurch Road Academy, we recognise the diverse needs of our students, including those with Special Educational Needs (SEN) or additional requirements. Our approach to behaviour management is inclusive, acknowledging that inappropriate behaviour patterns may require more tailored interventions.

1. **Quality First Teaching:** We understand that every child learns differently. For students demonstrating behavioural challenges that do not respond to regular teaching methods, our dedicated teaching staff, in collaboration with the SENCO, strive to provide quality first teaching to address individual learning needs.
2. **Personalised Behaviour Plans:** In instances where inappropriate behaviour patterns persist, the SENCO and class teacher will collaboratively create a Personalised Behaviour Plan. This plan is specifically tailored to the unique requirements of the student, considering their learning style, triggers, and strategies that foster positive behavioural development.
3. **Risk Assessment Management Plan:** For cases where a student, whether due to SEN or other additional needs, poses a potential risk to themselves or others, a Risk Assessment Management Plan will be developed. This process involves close consultation with parents to ensure a comprehensive understanding of the student's needs, potential triggers, and effective strategies for risk mitigation. Our commitment is to provide a supportive and inclusive environment where every student, regardless of their individual needs, can thrive academically, emotionally, and behaviourally. This collaborative approach involving teachers, parents, and support staff ensures that each child receives tailored support.

7.0 Stepped Approach to Behavioural Challenges:

Addressing behavioural challenges involves a stepped approach that prioritises resolution over punishment. For lowlevel behaviours, our emphasis is on verbal sanctions and affective statements that bring attention to the impact on the learning environment. Non-verbal signs and private discussions are tools for addressing undesirable behaviour, with a focus on understanding consequences and building support mechanisms for behavioural improvement. The stepped approach recognises that many behaviours can be corrected with simple interventions, reinforcing our commitment to positive behavioural development.

8.0 Lunchtime Behaviour Plan:

Recognising the unique dynamics of lunchtime, we have developed a bespoke Lunchtime Behaviour Plan. This plan, adaptable to individual needs and challenges, ensures a safe and inclusive environment during this less structured learning hour. It takes into account the safety of all children, and staff follow a set plan that varies appropriately based on class, age, and individual requirements. The Lunchtime Team Manager collaborates closely with class teachers, the Headteacher, and the Learning Mentor to address any concerns promptly.

9.0 The Role of Staff Members:

Our staff plays a pivotal role in reinforcing the principles of HOWLS and class agreements. They actively engage in discussions about these expectations throughout the year, ensuring that students have a clear understanding. In instances of anti-social behaviour, class teachers address these issues collectively during Crew sessions, fostering a sense of collective responsibility for maintaining a positive learning environment.

- 9.1** The class teacher will refer to, discuss and revisit the Habits of Work and Learning (HOWLS) and Class Agreements with children throughout the year. If there are incidents of anti-social behaviour, the class teacher will discuss these with the whole class during crew sessions using the rubric for addressing how to improve behaviours collectively.
- 9.2** It is the responsibility of all adults to ensure that our HOWLS and Class Agreements are reinforced and that children behave in a respectful manner. Reinforcement is done using a clear and committed focus on Recognition and collective responsibility.
- 9.3** All staff in our school have high expectations of the children in terms of positive behaviour, and they strive to ensure that all children work to their highest capabilities and beyond.
- 9.4** All staff members treat each child fairly and apply this Behaviour and Relationships Policy consistently. Staff treat all children with respect and understanding, listening to all sides of a story when more than one child is involved in an incident.
- 9.5** If a child misbehaves repeatedly in class, the class teacher keeps a record of incidents, using the CPOMs safeguarding and monitoring system, support staff should report any incidents to the relevant class teacher.
- 9.6** The class teacher liaises with the SENCO, Learning Mentor, SLT and external agencies, as necessary, to support and guide the educational progress and well-being of each child.
- 9.7** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

10.0 The Role of the Headteacher:

Woodchurch Road Academy is dedicated to creating a nurturing, supportive, and effective learning environment where positive relationships and ethical behaviour thrive, empowering each student for holistic development. The Headteacher is not just an administrator but a leader who sets the tone for our positive behaviour management culture. Beyond overseeing the day-to-day implementation of the policy, the Headteacher actively engages in fostering a culture of positive behaviour. Records of reported incidents are not just bureaucratic documentation but tools for understanding trends and areas for improvement. Corrective discipline interventions follow a fair and restorative process, ensuring that each child is given an opportunity for reflection and growth.

- 10.1 It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 10.2 The Head teacher supports the staff in implementing this policy, by setting the expected standards of behaviour and sets the culture for behaviour management.
- 10.3 The Head teacher keeps records of all reported serious incidents of misbehaviour or bullying.
- 10.4 The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and due process is followed.

11.0 The Role of Parents:

Parents are integral partners in our commitment to positive relationships and behaviour. Understanding the school's HOWLS and Class Agreements is the first step, and we actively encourage parents to read and support these principles. Collaboration between home and school is not a one-way street; it involves a supportive dialogue where parents are informed promptly of any concerns about their child's behaviour. This transparency fosters a sense of shared responsibility for a child's holistic development.

- 11.1 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour in a sensitive but honest and transparent manner.
- 11.2 If the school has to use reasonable consequences to support a child to understand what is acceptable behaviour in our school, parents are expected to support the actions of the school. If parents have any concern about the way their child has been treated, they should **initially contact the class teacher**. If the concerns remain, they should contact the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Governing Body.

12.0 The Role of Governors:

Governors at Woodchurch Road Academy contribute to the discipline guidelines, supporting the Headteacher in their implementation. The discipline committee plays a crucial role in handling exclusion appeals, ensuring a fair and consistent approach. Their involvement goes beyond a bureaucratic oversight; it reflects a commitment to the principles of positive behaviour and relationships that underpin our school culture.

13.0 Fixed-term and Permanent Exclusions:

13.1 Exclusions are approached with a focus on restorative processes. The Headteacher, as the authority for exclusions, ensures that this process aligns with the school's commitment to fairness and support for behavioural growth. The governing body's discipline committee, in handling exclusion appeals, becomes a key player in upholding the principles of fairness and due process.

13.2 The Headteacher, or Senior Leader in their absence, has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

13.3. If the Headteacher, or Senior Leader in their absence, excludes a child, parents are informed immediately, giving reasons for the exclusion.

13.4 The Headteacher makes it clear to the parents in a letter that they can, if they wish, appeal against the decision to the Governing Body immediately by writing to the local Chair of Governors. In the letter the school informs the parents how to make any such appeal. The school also informs the parents that if they consider the exclusion has occurred as a result of discrimination then they may make a claim to the First-tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date the child was excluded.

13.5 The Headteacher informs the LA and consults with the named Governor for exclusions about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

14. 0 Monitoring and Review:

14.1 Regular monitoring by the Headteacher goes beyond ticking boxes; it involves a genuine commitment to understanding the effectiveness of the policy. Records of incidents are not just numbers but valuable insights into the dynamics of our school community.

14.2 The governing body's role in monitoring exclusions extends to ensuring that the policy is not just administered but administered fairly and consistently.

14.3 The ongoing staff reviews and the comprehensive stakeholder review every three years are not bureaucratic obligations; they are opportunities for continuous improvement. The voices of all stakeholders are not just heard but actively sought, creating a collaborative environment where everyone plays a role in shaping the future of Woodchurch Road Academy's commitment to positive relationships and behaviour.

Woodchurch Road Academy is dedicated to creating a nurturing, supportive, and effective learning environment where positive relationships and ethical behaviour thrive, empowering each student to make the world a better place.

"We are what we repeatedly do."

Excellence, then, is not an act, but a habit."

- Aristotle



WOODCHURCH ROAD

A C A D E M Y

Resources and notes to support behaviour policy and practice



Key Strategies used by the WRA staff community

Proximity Support	Distract and Redirect	Calming Strategies	The Help Script
The Help Protocol	Tactically Ignore	Modelling (E.g. the 6 steps)	One Calm Voice
Time Out/Sensory Break	Choice Drivers	Personal Space	Praise and Encouragement
“Thanks”	Take Up Time	Refer to Charter	Walk and Talk

Lunchtime Behaviour Plan - Positive Behaviour Recognition

Individual House Point rewards – All lunchtime supervisors will carry House Point cards to be filled in and handed directly to the child to give to their teacher at the end of lunchtime. These should be given to any child who has;

- shown particular kindness to another child or adult
- been particularly helpful in the dinner hall
- tried really hard at clearing their space
- been particularly polite to an adult
- using their initiative and behaving well throughout the lunchtime break

Top Table - Those children who have excelled at lunchtime through their helpfulness, politeness or by going above and beyond what is expected of them will be nominated to have lunch on the 'top table'. All nominees for this recognition will be clearly displayed on the lunchtime notice board for children to see as they enter the hall. The lunchtime supervisors will choose up to seven children at the end of the week and every Monday the Head teacher or Deputy Head will join those selected children (up to 7) for lunch.

Interventions when required:

All lunchtime supervisors will carry white, yellow and red cards. The following interventions should be used to stop inappropriate behaviour, with appropriate variations according to age and individual needs. A number of pupils are on a specific behaviour plan – the SENCo and / or Learning Mentor will brief the lunchtime staff when necessary.

- Verbal warning (White Card) – a verbal warning should be given if the child is not following instructions, being rude – back chatting or ignoring – or is being unkind to others. Ensure the child fully understands that the next time they are reprimanded they will be issued a yellow card and given time out.
- Yellow card – Time out
 - Dinner Hall – if the incident occurs in the dinner hall the child will be removed from their table and asked to sit near a member of SLT on duty and away from the other children.
 - Playtime - if the incident occurs outside in the playground they will have time out on the picnic bench by the fence.
 - Three yellow cards in a week will be followed up with the class teacher. All incidents must be recorded on a yellow card and placed in the intervention box – held in the dinner hall - and passed onto the class teacher by the lead lunchtime supervisor. All incidents should be dealt with before the children go back into class.
- Red card – If a child is given a red card by a lunchtime supervisor they will be sent off the playground or out of the dinner hall to spend the rest of lunchtime with a senior teacher, deputy or head teacher. Any children not following the sanctions given by lunchtime supervisors will be sent to the SLT room. All red cards need to be filled in and placed in the lunchtime behaviour box which will be passed on to the class teacher at the end of lunchtime.

Lunchtime behaviour box - All yellow and red cards must be placed in the box at the end of lunchtime and it is the responsibility of the lead lunchtime supervisor to distribute the cards to the class teacher.

Early Years Foundation Stage

Individual House Point rewards – All lunchtime supervisors will carry House Point cards to be filled in, and for EY Foundation stage children only, handed directly to the class teacher at the end of lunchtime. These should be given to any child who has;

- shown particular kindness to another child or adult ○
been particularly polite to an adult
- using their initiative and behaving well throughout
the lunchtime break

Interventions

Lunchtime Supervisors will be following the same behaviour policy that is used by teaching staff during the day so that the children can easily understand the consequence being imposed.

Responding to serious incidents of challenging behaviour:

When incidents occur that require a corrective and supportive discipline intervention, we then adopt a restorative approach to behaviour management, which follows a 'Fair Process' of:

- **Reflect** ○ **Rebuild** ○ **Repair**

This can include the following Help Script:

HELP SCRIPT

- engage the child by name
- put yourself in the picture
- state the obvious (describe)
- suggest something do able
- find a positive outcome

Staff have worked collaboratively to develop a set of key strategies to be used, as appropriate in circumstances where behaviour remains a challenge.

These key strategies provide all staff and children with a common language to use in the moment and later on, when reflecting upon the effectiveness of any intervention.

Examples of simple verbal sanctions or affective statements that might be used in response to 'low level' behaviour

Examples of e.g. *'I hear people talking, I see you running, I hear pencils tapping (description of reality), it was the rule about you chose to break, you have chosen to go to the back of the line, you can be certain I will notice...'* Other indicators of undesirable behaviour may be:

- Non-verbal signs of disapproval e.g. a frown, raised eyebrow, shaking of head
- Verbal expressions of disapproval e.g. reminding the individual of expectations
- Private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- Change of position within the learning environment
- Moving an individual so they are working away from their peers
- Loss of privilege e.g. responsibility, removal of playtime
- Time out – short period of time – to other class with White slip to partner class

No Blame Approach for Anti-Bullying

Step one - interview with the victim

When a teacher finds out that bullying has happened they start by talking to the victim about their feelings. The teacher does not question the victim about the incidents but does need to know who was involved.

Step two - convene a meeting with the people involved

The teacher arranges to meet with the group of children who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. A group of six to eight young people works well.

Step three - explain the problem

The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise the victim's distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

Step four - share responsibility

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but he/she does not go on to extract a promise of improved behaviour.

Step six - leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process

Suggestions for outcomes of Reflect Rebuild Repair process

(refer to SENCO / SLT / LEARNING MENTOR FOR MORE ADVICE)

- Programmes in house such as Lego Therapy / Zones of Regulation Time
- Working together on projects / games / jobs
- Coaching sessions
- Emotion Coaching
- Social Story work
- Counselling sessions
- Referrals to Family First; Action for Children etc.
- Training for staff
- Learning Mentor time
- P&R discussion & consideration
- Behaviour Support Plan
- Positive Handling Support Plan
- Positive Behaviour Support Card (attached)

Additional guidance and reminders for de-escalation:

De-escalation Strategies

Distraction		Reassurance	
	Verbal advice & support		Humour
Simple listening		Success reminded	
	Take-up time	Giving space	Planned ignoring
Time-out	Negotiation	Limited choices	Agreeing
	Supportive touch	Acknowledgement	Apologising
Logical consequences	Help scripts	Removing audience	
	Transfer adult		