



**The Park Federation Academy Trust
Western House Academy
Positive Behaviour Policy**

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	September 2015
Date of review	September 2017

Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

The Western House Way;

- At Western House Academy, we want children to leave our care ready for the next step in their education. This means that they will be self-motivated, self-disciplined individuals who are able to make good choices and see the benefits of working together, putting aside differences and celebrating the values of individuals.

- We expect all children to be tolerant, respectful and well mannered, sensitive to the needs of others in our and their communities.

- We aim to nurture self-worth, self-esteem and confidence for all.

- We aim to teach children about values through our curriculum and positive teaching ethos, embracing and celebrating the application of these values.

- We aim to have positive and effective relationships within our community and to be exemplary role models to children.

- We will share our expectations with all stakeholders to ensure that our high standards are upheld by all.

- We will make our rewards and sanctions very clear so children understand and learn how to self-regulate.

- We will promote positive behaviour, 'catching children doing good' and ensure a consistent approach across the school.

- As a community, we have zero tolerance of bullying, racism, homophobic abuse and extremist views.

Values:

At Western House Academy, we will promote our core values through teaching and learning, assemblies, displays and Project Based Learning and will strive to uphold these core values across our community. These values will drive and shape every aspect of school life, and have taken the place of school 'rules'.

It's about more than rules – it's about making good choices

Children have got to have the ability to make decisions and choices themselves about the best way to behave in a situation. We will not always be there helping them to think it through. That is the key difference in our approach to values instead of rules; rules prescribe a set of appropriate/inappropriate context-specific behaviours (e.g. walk in the corridors), whereas values give a set of aspirational guidelines within which children must choose the right behaviour in any context (e.g. how do I need to move around the school if I am taking responsibility for myself and others?).

- All values are promoted however, we would like to place emphasis on 10 values which we believe are paramount to children’s development;
- **RESPECT**
- **POSITIVITY**
- **FRIENDSHIP**
- **HONESTY**
- **TEAMWORK**
- **COURAGE**
- **CURIOSITY**
- **AMBITION**
- **RESILENCE**
- **TOLERANCE**

These values are promoted through our ‘Western House Heroes’.

These superhero characters provide children with a structure and a behaviour code, engaging their imaginations and allowing us to reward excellence! The Western House Superheroes are in every classroom, on stickers and certificates, even postcards that we send to parents and carers!

We will also use this theme to engage children who may need a ‘hero helping hand’ and ensure that we have an ‘age and stage’ approach to supporting children who presenting with challenging, adverse or unusual behaviour.

Rewards:

Children are expected to engage with learning opportunities and make the right choices. This should not be reliant on reward – children must want this for themselves.

We reward children in many different ways, surrounding our core values:

- Verbal and written praise – immediate and responsive

- Classroom ticks – which all children have a part to play and will lead to a class reward

- Stickers given – immediate and responsive but also as part of the class reflection time right at the end of the day

- Western House Hero cards – given out during reflection time

- Western House Hero certificates given out in assembly each week (2 per class)

- Principal Award each half term – a postcard home to 2 children in each class

- Gold Star Awards

- Send child to Year Leader/Vice Principal/Principal for reinforcement of teacher’s praise

- Use every opportunity to display work

- Responsibility within the class suitable for age and stage – leading to prefect and monitor roles.

-
- Consistent approach and comment from ALL staff ‘catching children doing good’ in and out of the classroom

Guidelines for teaching staff – **MAKE SURE THAT CHILDREN UNDERSTAND WHY THEY ARE BEING REWARDED! It’s a sure fire way of getting more of the same!**

- Are they respectful of each other and well mannered? Do they value their work and the work of others?
-
- Do children have a positive attitude to learning even when things are challenging? Are children resilient?
-
- Are children able to sustain friendships and sort issues out with increasing independence based on a mature understanding of the needs of others? Do they include other children in their games and at play who may not be in their close friendship group? Are children empathetic, kind and inclusive?
-
- Can children be open about mistakes or errors of judgement they may have made? Are they reflective about their behaviour and choices? Do they own up to poor choices and take responsibility for these? Do they learn from their mistakes?
-
- Can children work in a team taking on the various roles and sharing the workload? Can they reflect on their own performance?
-
- Are children taking risks with their work? Are they able to try something new understanding that it may not produce expected results? Do they understand their boundaries? Can they find their ‘brave’?
-
- Do children explore, ask questions and pursue answers? Are they enthusiastic and creative in their thinking? Are they independent learners who seek knowledge without prompt?

Sanctions:

Sanctions must be appropriate for the age and stage of the individual child – one size does not fit all.

Sanctions must endeavour to promote positive behaviour and self-regulation. Consistency across the academy is key – we are all responsible for promoting positive behaviour.

Focus on the behaviour that you do not want – make this very clear ‘you are shouting out, please show me that you are ready to ...’

If a child is distressed, upset or angry – wait to address behaviour. Support them to calm down first.

Give warnings AND reminders of consequences. Children must understand what consequences are if their behaviour is not modified. 2-3 warnings is enough – you must then give the sanction. Use the sanction guide to help you choose the appropriate response – it is always better to start with low level sanctions.

Ensure that if you are working with a child who has a Positive Support Plan in place, you understand the plan and are following the recommended actions.

Do not use a reward as a bribe. Behaviour that is unwanted should be addressed using the sanction guide but rewarding poor behaviour will reinforce the behaviour that you do not want. For example, if a child is rude and refuses to work then give a clear choice. If the child then starts work and complies with adult instruction, acknowledge this but do not reward.

Sanction Guide:	Point to Note:
1. Warning given	
2. Time out or move position in class	Parent must be told at this point if this sanction is given – after/before school - informal
3. Isolated working within the classroom or with team leader	Not withdrawal from a curriculum activity such as PE
4. Playtime missed or supervised	For completion of work or for reflection
5. Written apology	If appropriate
6. Referral to team leader	Parent must have formal meeting with teacher and team leader at this point – Child and Family Support Officer (CFSO) and Special Educational Needs Coordinator (SENDCo) to be made aware
7. Referral to Vice Principal	Vice Principal (VP) will monitor closely and if necessary, put a Positive Support Programme in place – 4 week review with VP, parents and teacher

Guidance for teaching staff:

This is not an exhaustive list and should not be treated as such. Common sense plays an important role in good behaviour management. Seek advice if needed and ALWAYS be consistent and fair – children know if you are not!

Some behaviour such as violence, damage to property, bringing inappropriate or illegal items into school, or ANY behaviour which could be a danger to children or adults must be addressed immediately and with a calm approach. Call for help if needed – teaching assistant, team leader, CFSO, Vice Principal in that order.

Only the Principal or in her absence, deputies can impose a fixed term or permanent exclusion – never contact a parent and request a child be removed from school unless you have direct permission from the Principal or her deputies.

It is very important to record information about behaviour. Time, location, curriculum area, teacher, circumstances etc must be noted down on a behaviour report and monitored closely by the class teacher (template attached). The behaviour report should be sent to CFSO & Vice Principals. This can help identify patterns of adverse behaviour and lead to early intervention if required. Phase meetings will have a permanent agenda item where behaviour patterns and issues can be discussed.

Finally, the majority of children are desperate to do well at school. They make good choices and display the behaviours that are expected of them for their age. Sometimes things go wrong for children and this is perfectly normal! Be kind, be fair and be firm – always expect the best of children and they will not disappoint!