



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

## Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young
<b>Date of approval</b>	September 2017
<b>Date of review</b>	September 2019

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### **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.

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

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

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

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

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

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

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

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- As a community, we have zero tolerance of bullying, racism, homophobic abuse and extremist views. When reports of 'bullying' are made, we investigate and communicate with the parents.

### **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
- RESILIENCE
- TOLERANCE

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

**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

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

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

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- Western House Hero cards – given out during reflection time

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

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

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- Gold Star Awards

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

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- Use every opportunity to display work

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

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- 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?

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- Do children have a positive attitude to learning even when things are challenging? Are children resilient?

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- 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?

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- 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?

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- Can children work in a team taking on the various roles and sharing the workload? Can they reflect on their own performance?

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- 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'?

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- 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.

In every classroom a positive behaviour poster and a sanctions poster is displayed. (appendix 1)

### 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!

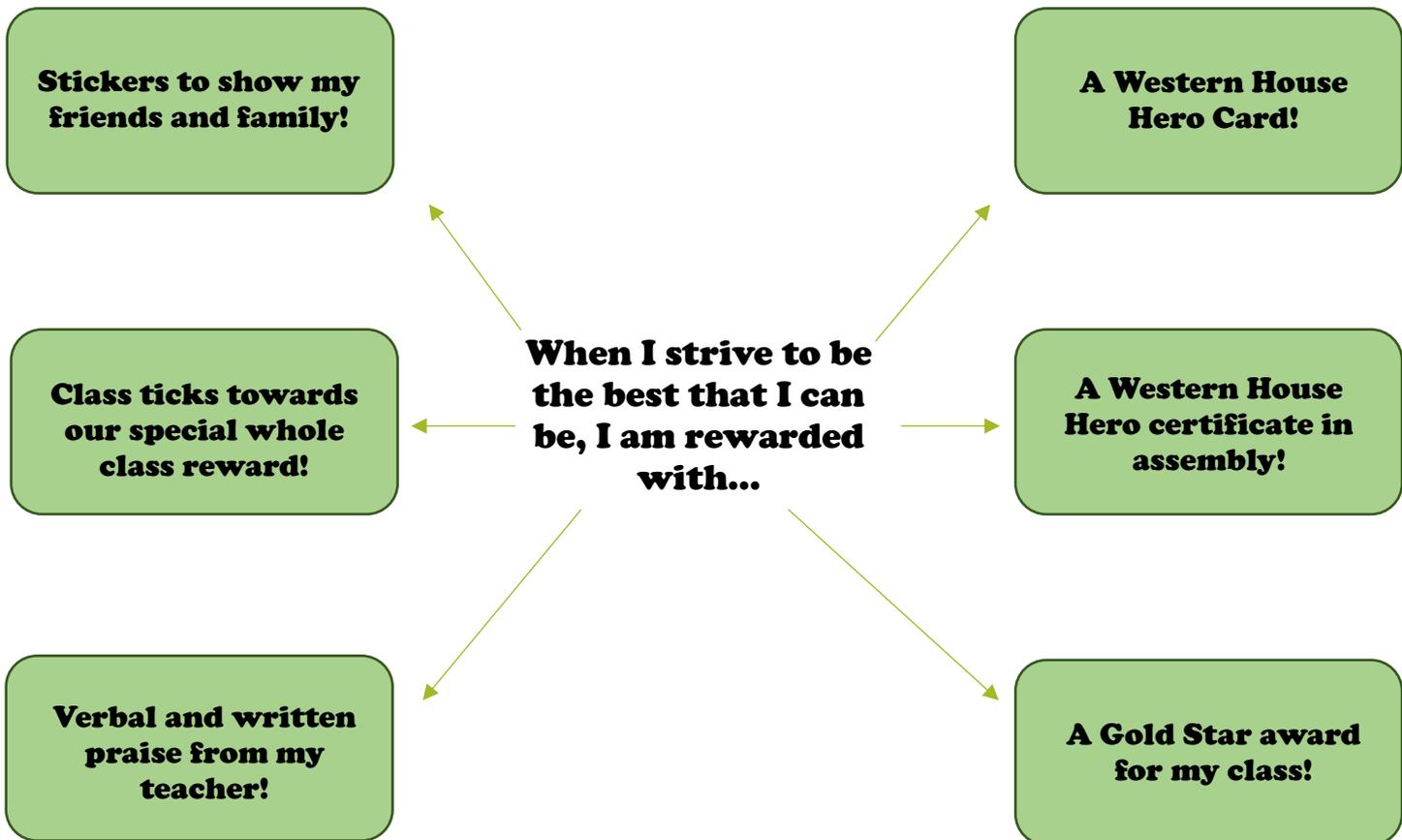
Some behaviour such as violence, damage to property, bringing inappropriate or illegal items into school, or ANY behaviour which could be a danger to children or adults must be addressed immediately and with a calm approach. Call for help if needed – key worker, team leader, CFSO, Vice Principal and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

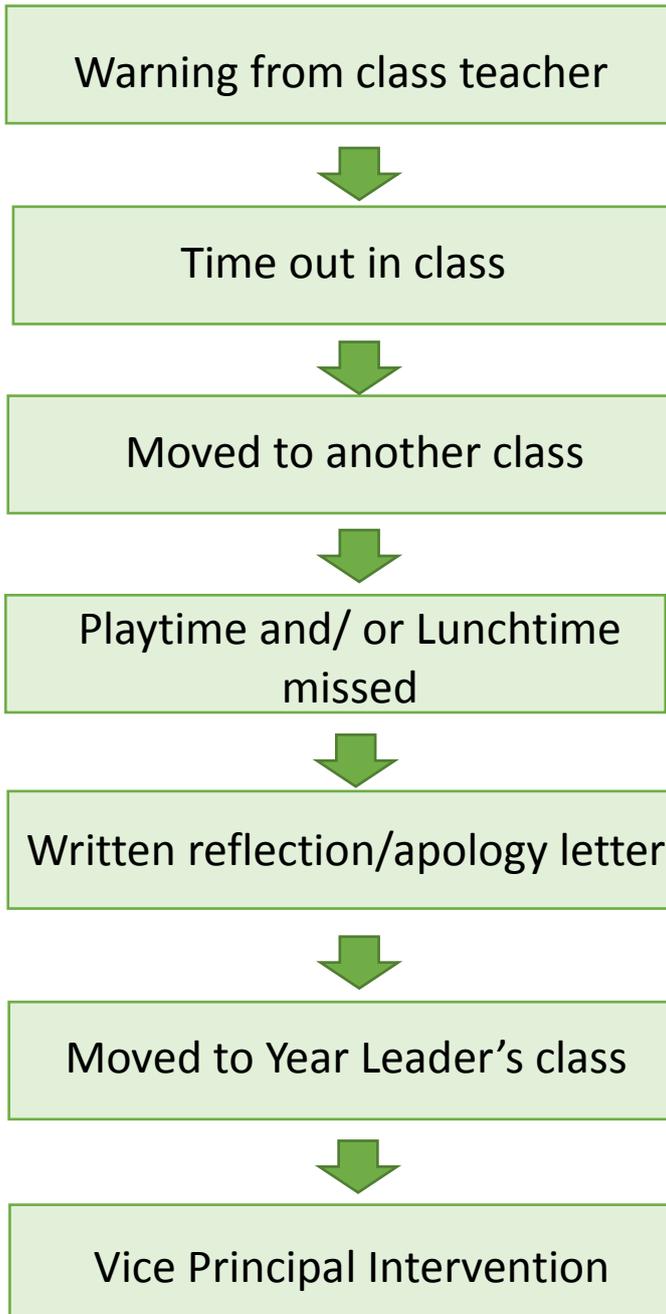
Only the Principal or in her absence, deputies can impose a fixed term or permanent exclusion – never contact a parent and request a child be removed from school unless you have direct permission from the Principal or her deputies.

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 **on the day the incident happened**. This can help identify patterns of adverse behaviour and lead to early intervention if required. 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!



## Positive behaviour at Western House Academy!





*We take responsibilities for our actions and we are always learning.*

*At Western House Academy, we promote and have high standards for behaviour.*

*We recognise that sometimes a poor behaviour choice is made and we have a sequence of sanctions and coaching strategies in place to identify the choice and support making better choices in the future.*

*Remember, we are all part of a community at Western House Academy and we reflect on the choices we make.*