COGNITA

AKELEY WOOD SCHOOL

Positive Relationships Handbook

- **What is it?**

    - At Akeley Wood School we believe that the most important aspect in you feeling valued, safe and secure is the sense of connection and trust we have with each other; our relationships.

- **The aims of this handbook are:**

    - To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential and to flourish.

    - To support you with your feelings and behaviour

    - To maintain a calm and purposeful working atmosphere.

    - To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.

Contents

- Overview and Timeline

- Rewards

- Classroom Rules

- Consequences

- Summary of Changes

- Appendix

Overview

- March/April 2023 – Internal SLT review of the school's behaviour policy

- April 2023 – Whole-School Senior INSET session – staff handbook issued as guidance

- April 2023 – SIMs to be set up to reflect rewards and sanctions

- May 2023 – Interim review of policy

- July 2023 – Final policy to all stakeholders

- TBC – iSams set up to reflect new rewards and sanctions

Rewards

The School Positive Relationships Policy is supported by The School House System.

The school is keen to acknowledge effort and good behaviour and to praise and celebrate students in their curricular and extra-curricular achievements.
Students are rewarded with house points under 3 main categories:

1. Academic achievement and recognition
2. Citizenship, character, demonstrating the Akeley Wood Core Values and supporting the ethos of the school
3. Effort and progress

Level of Award	Number of House points	Reward
Commendation	5	Praise Postcard emailed home Phase 1 – email template Phase 2 - (iSams notification)
Bronze	50	Certificate in assembly
Silver	100	Certificate in assembly Choice of reward from list B
Gold	150	Certificate in assembly Choice of reward from list A
Platinum	200	Voucher

- House points are issued to recognise positive behaviours that demonstrate excellent character, the school's Core Values, outstanding effort, and outstanding attainment. These are recorded on SIMS and tallied at the end of each term. Pupils achieving house point totals (Bronze, Silver, Gold) are rewarded with certificates/awards/prizes, as detailed in the rewards list.
- Reports on sports, trips and other activities given by pupils in whole school assemblies.
- An annual prize giving ceremony is held to acknowledge achievements.
- Senior leadership team send home "good citizen" reward letters to acknowledge students that embody the Core Values of AWS – this could be repeated demonstration of the school's core values, leading a school event or significant service activity.
- Notable academic and extra-curricular achievements are celebrated by announcements in assembly, certificates and medals are awarded in the presence of the whole school. Achievements are also recorded in press releases, Headteacher's newsletters, website content and display areas in school.
- Weekly telephone call 'Friday Phone call' made by the Head of Senior to recognise exemplary work, attainment or effort.

<u>It is important that house points are given out consistently for all students to have the same opportunity of receiving rewards. 1 - 3 house points are rewarded for any example of excellence</u>

Reward List A	Reward List B
Breaktime Hot Chocolate and biscuits x 4	Certificate/ badge
Lunchtime activity (student suggestions) with snacks for 4 people	Stationery
Lunchtime film and snacks for 4 people	Confectionery
Certificate / badge	Dining Hall Fast Pass x 2
Stationery	Non-uniform day
Confectionery	Private dining experience for you and a friend in the billiard room
Dining Hall Fast Pass x 4	

- The form class with the most house points per year (by average) will be rewarded with a lunchtime pizza party or popcorn and film party, as chosen by pupils.
- The house with the most collective points at the end of each term will receive the 'Achievement trophy' in the termly 'Celebration Assembly'.
- Trophies to be reviewed and decisions about awards linked to end of year awards celebration event. Medals to be awarded to be taken home.
- *Further additions to rewards lists to be made through student consultation*

Be You Brilliantly - Core Values

Akeley Wood School Core Values in Practice

Our values are focused on developing skills for life and to enable all members of our community to flourish and 'Be You Brilliantly'.

Below are examples of how the core values can be demonstrated on a daily basis:

RESPECT	KINDNESS
✓ Respect personal space of others and their belongings ✓ Arrive on time to all lessons, equipped and ready to learn ✓ Always remain on task and focused in lessons ✓ Behave sensibly and safely in all areas of the school ✓ Value the work, ideas and contributions of others ✓ Think before you speak ✓ Be accountable for your words and actions ✓ For others and their learning opportunities ✓ The equipment in all areas of the school ✓ For the school environment	☺ Smile, say hello and be polite ☺ Contribute to a culture of kindness in the school ☺ Give people your full attention when they speak ☺ Language used, in all areas of school, is always kind ☺ Be empathetic to the situation and feelings of others ☺ Be positive with others around you
CHARITY	**RESILIENCE**
★ Help keep the school environment welcoming and safe ★ Help others when they need support ★ Be a positive role model to others ★ Be a courageous advocate for positive change ★ Be an upstander rather than a bystander ★ Contribute to the collective wellbeing of the community	→ Do not give up when the work becomes challenging → Use 'stretch and challenge' opportunities → Always leave a classroom knowing that you've tried your best → Ask questions to aid understanding and further learning → Extend learning outside the classroom → Ask for additional support only after you've tried yourself → Be positive about learning from mistakes and act on feedback

- Classroom Rules to be displayed in all classrooms as a visual reminder to students of the expectations of the school.
- Form tutors to go through with students more thoroughly during the first day of term.
- Specific subject expectations will be shared in class as appropriate.

IN CLASS BEHAVIOUR MANAGEMENT STEPS

Positive Alternative - The 5-Step Positive Behaviour Reinforcement Strategy:

Praise appropriate behaviour: Acknowledge and praise students who demonstrate positive behaviour, reinforcing their actions and encouraging others to follow suit.

Award house points: Always use the house point system where students can earn rewards for exhibiting good behaviour, such as helping others, staying on task or participating in class.

Group rewards: Encourage teamwork and collaboration by setting class goals and rewarding the entire class when the goals are met. This can help promote a positive and cooperative learning environment.

Peer recognition: Allow students to nominate their peers for demonstrating the school's core values, positive behaviours, fostering a sense of community and support.

Positive communication with parents/guardians: Regularly communicate with parents and guardians about their child's positive behaviours and achievements, reinforcing the importance of good behaviour and fostering a supportive relationship between home and school.

In-Class Strategy for Behaviour Management:

1. **First warning:** When a student first demonstrates undesirable behaviour, address them calmly and respectfully, providing a verbal warning about the specific behaviour that needs to change, making it clear what the expectations are.

2. **Second warning:** If the behaviour continues, issue a second verbal warning and remind the student again of expectations, write the student's name as a note or on the board, as appropriate. This serves as a visual reminder of their actions.

3. **Stage 2 Consequence:** If the behaviour persists, the student will be notified and an in-class change may be made eg: the student's seating arrangement – a stage 2 consequence will automatically instigate a 30-minute lunchtime detention. In this detention the following needs to happen:
   a. **Reflection time:** The teacher setting the detention needs to attend (except in exceptional circumstances) to meet the student and work through the reflection questions (5 minutes, see appendix). If the student fails to attend, parents to be emailed and students given a second opportunity to attend the next available detention. If they fail to attend for a second time an SLT detention will be set.
   b. **Contact with home:** Parents/Carers to be emailed with notification of the detention details (see appendix).

4. **Behaviour On-Call:** If the behaviour continues after steps 1-3 have been followed, then on-call should be used. On-call can be used for any serious behaviour that reaches stage 3 or higher. If on-call has been initiated, an after-school one-hour SLT

detention will be issued by the head of year who will also send an email home (see appendix).

5. **Parent/guardian contact:** If the poor behaviour continues or escalates, the student's parent or guardian will be contacted to discuss the situation and collaborate on strategies for improvement (contact will be made by the class teacher with support of HoD, if required, for individual subjects, HoY for poor behaviours across subjects).

Expectations of behaviours:

Expectations of behaviours are all based on the Akeley Wood core values of **RESPECT**, **KINDNESS**, **CHARITY** and **RESILIENCE**. We expect all members of the Akeley Wood Community to always embody these values and in all interactions with peers, teachers, parents and visitors.

More specific expectations of behaviours, in specific situations, are outlined below:

- Movement between lessons – to ensure all students feel safe and are safe

  o Move calmly between lessons (on left hand side)
  o Arrive at lesson in a timely manner

- Entering the classroom – to create a positive learning environment with good relationships

  o Line up outside of classroom quietly, uniform worn appropriately
  o Teacher will aim to greet you at the door as you enter
  o Get equipment out and start the first task immediately as you sit

- End of lesson – to end learning in a positive way to enable a smooth and safe transition to the next lesson

  o Plenary / reflection of learning completed
  o Students asked to pack up and stand silently behind desk
  o Reports signed
  o Dismissed in a positive and orderly fashion

- Break and lunchtime - to ensure a safe environment and efficient lunchtime service

  o Use designated and safe spaces
  o Calm and orderly lunch queue
  o Use opportunity to fill up water bottles / use toilet facilities
  o Be respectful of each other's personal space
  o Use designated spaces for sporting activities and wearing appropriate footwear

- Use of the toilets / changing rooms – students feel safe and their personal items are safe

  o Maximum number of students in toilet area relative to facilities (see signs)
  o Leave toilets as you would wish to find them

Consequences

This is not exhaustive but is intended as a best fit guide to help provide consistency and clarity for consequences of students making poor behaviour choices.

STAGE	SANCTION	BEHAVIOUR	POSSIBLE CONSEQUENCES/NEXT STEPS
Stage 1	**Verbal Warning** **(1st and 2nd)**	Lateness to class Persistent chatting in lessons Shouting out in lessons Forgotten books and lack of necessary equipment including PE kit/reading book Uniform infringement Poor attitude to work or insufficient quality Low level disruption Running in corridors Pushing in queues Eating and drinking in the school building (including chewing gum) Dropping litter Non-curriculum use of devices	Use intervention strategies Explain to the student what they have done wrong After a 2nd warning has been given, if there is no improvement, then a subject teacher / form tutor detention will be issued at break / lunch / Stage 2
Stage 2	**Middle Leaders lunchtime detention (HoDs & HoYs)** Restorative Conversation	Any repeat of Stage 1 behaviour or the following: Lateness to lessons 3 times in a week Rudeness Improper use of language or hand gestures Silly behaviour Lack of effort in lessons Lack of effort to catch up on missed work when requested by staff Repeated failure to follow staff instructions Break/lunch infraction beyond stage 1 Repeatedly failing to follow school expectations	Parents informed Restorative conversation & question sheet Akeley Wood community service
Stage 3	**SLT/HoP After-School Detention** Restorative Conversation	Any repeat of Stage 2 behaviours or the following: Preventing or repeatedly disrupting others from learning Being disrespectful to staff, visitors, or other students Truancy from lessons	Parents informed Restorative conversation and question sheet Akeley Wood community service

		Misuse of mobile phones / social media	
Stage 4	**SLT Day Isolation** Restorative Panel (SLT pastoral leaders)	Any repeat of Stage 3 behaviours or the following: Physical or verbal altercation / fighting / intentional bullying Very rude behaviour (letter of apology must be written) Swearing at a member of staff Persistent defiant behaviour Vandalism and intentional graffiti to affect the school fabric / environment Smoking / vaping / consumption of alcohol Distribution of vapes / cigarettes Theft Serious misuse of mobile phones / social media	Parents informed Removal of privileges (i.e. school trips / rewards / sports fixtures) (Staff discretion) Any physical or verbal altercation will be addressed based on its severity and further escalated – i.e. stage 5 procedures may be imposed
Stage 5	**Fixed Term Exclusion/Permanent Exclusion** SLT	Behaviour that affects the Health and Safety of staff and students (e.g. setting off fire alarms/fire extinguishers) Repeated smoking/vaping/consumption of alcohol Persistent bullying Physical assault Possession or use of drugs	Fixed term exclusion / permanent exclusion Police intervention Meeting with parents Loss of privileges/removal from representing the school
Stage 6	**Permanent Exclusion** Headteacher	Repeated FTE'S Drug Dealing Serious inappropriate physical or verbal behaviour towards any member of the school community	Permanent exclusion L.A. intervention Inform police Child and family guidance

*stage placement for inappropriate language tbc

Akeley Wood Community Service

In line with the community spirit and ethos of Akeley Wood, students sanctioned under Stage 3 may be required to undertake duties to improve the school environment and support staff. Valuable tasks may be carried out to this effect:

- Day-to-day tidying of the school premises;
- Litter-pick and maintenance of the school grounds;
- Additional support to aid staff with general duties ie. cleaning, filing
- Minor maintenance and appropriate DIY jobs to assist administrative staff.

If a student's behaviour is of particular concern, one or more of the following may be put in place by the school:

- Behaviour Plan or Report Card
- Risk Assessment

Summary

Rewards:

➢ Staff to reward 1, 2, 3 house points under the categories on SIMS. 'Other' is also a valid alternative.

➢ Penultimate week of term – reward points are totalled on SIMS (admin to run 'report').

➢ End of term 'Celebration Assembly': The house with the highest running total of house points receives the house trophy.

➢ End of Year: An assembly will be held after the summer exam period to announce and reward the form class with the most house points. This class will then choose to have a pizza party / popcorn and film party which will be held during the last week of term.

School Rules:

➢ Core Values – Be Brilliant

➢ Expectations of behaviour

Consequences:

Stage 1: Verbal Warning

Stage 2: Middle Leader Detention (lunchtime)

Stage 3: SLT/HoP Detention (Wednesday after-school – see rota)

Stage 4: SLT Day Isolation

Stage 5: Fixed Term Exclusion / Permanent Exclusion

Stage 6: Permanent Exclusion

➢ All information to be recorded on SIMS (iSams when ready) as a behaviour record.

➢ Every Wednesday, a report will be generated to highlight students on 'Stage 3'. Parents will then be contacted, and that student will be required to attend an after-school detention the following Wednesday, giving parents a week to forward plan.

e.g., Student X receives a 'Stage 3' sanction on Monday 24th April. Report generated on Wednesday 26th April and parents contacted via e mail (standardised letter). Student X then attends detention on Wednesday 3rd May.

➢ Stages 4/5/6 – go straight to EH, RL, SB or LDA.

Appendix:

Reflective conversation questions:

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who has been affected by what you have done and in what ways?
- What do you need to do to make things right?

Email pro forma (lunchtime detentions):

https://cognitaschoolsuk.sharepoint.com/:w:/t/ukawsacademic/EWn1WorO4pxNi8i8GQ0OJYABLyMV7tkpV1DgudVGRpMBWw?e=7B0WGi

Email pro forma (email regarding SLT detention):

https://cognitaschoolsuk.sharepoint.com/:w:/t/ukawsacademic/EVIcCK36J4hIoxDtPAvTcdABWSV0vgAVtHGx0Z1YXlGf2w?e=HgxX0l

Stage 3 After-School Detention Rota.

Summer Term (1)	Staff
Wednesday 19th April	RLA
Wednesday 26th April	SBA
Wednesday 3rd May	TGR
Wednesday 10th May	RPR
Wednesday 17th May	JLA
Wednesday 24th May	LDA
Summer Term (2)	
Wednesday 7th June	RLA
Wednesday 14th June	SBA
Wednesday 21st June	TGR
Wednesday 28th June	JLA
Wednesday 5th July	RPR

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Karen Nicholson, ADE. 2020 Review – David Baldwin, DE 2021 Review – Nicola Lambros 2022 Review – Nicola Lambros and Alison Burnett

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Review cycle	Annually
Implementation date	April 2023
Review date	September 2023

Related documentation	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy