Positive Relationships Handbook
September 2024

Welcome to our Positive Relationships Handbook

At Akeley Wood School we believe that the most important aspect of 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 everyone 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

Be You. Brilliantly - 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 daily:

✓ 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 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

★ 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	❖ Participate in group projects and discussions, fostering collaboration and teamwork ❖ Engage in extracurricular activities such as sports teams, clubs, and volunteer work, which promote a sense of belonging and unity ❖ Support classmates during challenging tasks or exams, demonstrating empathy and solidarity within the academic community ❖ Celebrate cultural diversity through events, performances, and awareness campaigns, showing inclusivity and respect for different backgrounds ❖ Be involved in local and wider events, such as fundraisers or community service projects, reinforcing the spirit of giving back and making a positive impact

- Behaviour expectations to be displayed in all classrooms as a visual reminder to students of the expectations of the school.
- Specific subject expectations will be shared in class as appropriate.

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. Citizenship, character, demonstrating the Akeley Wood Core Values and supporting the ethos of the school
2. Effort and Homework
3. Representing the school

Level of Award	Number of House points	Reward
Commendation	50	Contact home made
Bronze	100	Certificate in assembly
Silver	150	Certificate in assembly Choice of reward from list B

Gold	**200**	Certificate in assembly Choice of reward from list A
Platinum	**300**	Voucher

- House points are issued to recognise positive behaviours that demonstrate excellent character, the school's Core Values, for outstanding effort, these are recorded on Isams and tallied at the end of each term. Students achieving house point totals (Bronze, Silver, Gold) are rewarded with certificates/awards/prizes, as detailed in the rewards list.
- Feedback and news on sports, trips and other activities given by students in whole school assemblies.
- An annual prize giving ceremony is held to acknowledge achievements.
- Half termly Core Value Award is given to four students who consistently present 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 and the award of certificates and medals 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 blog on main events in the school sent to all parents each week.

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.

House points are not awarded to Sixth Form pupils. Instead, regular Celebration Assemblies occur throughout all three terms to recognise both academic and co-curricular achievement with rewards

Reward List A (Gold-400 house points)	Reward List B (Silver- 200 house points)
Lunchtime activity (student suggestions) with snacks for 4 people	Stationery
Lunchtime film and snacks for 4 people	Confectionery
Breaktime Hot Chocolate and biscuits x 4	Dining Hall Fast Pass x 2
Stationery	Non-uniform day
Confectionery	
Dining Hall Fast Pass x 4	

- The house with the most collective points at the end of year will receive the 'House trophy' at the end of year 'Celebration Assembly'.
- Annual prize giving for academic achievement and demonstration of outstanding character – this will include the award of a trophy (to be kept in school) and certificates (to be taken home).
- House Points are given out in the Senior School but not at AW6 instead there are regular 'celebrations' recognising the students' successes and achievements.

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. Positive praise should far outweigh the negatives.

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: Regular communication 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.

Expectations of Behaviours

Expectations of behaviours are all based on the Akeley Wood Learner Habits of **ASPIRATION, COURAGE, RESPONSIBILITY, INTEGRITY 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

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

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

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

* Dress code in the case of Sixth Form students

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

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

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

  - Use designated and safe spaces
  - Calm and orderly lunch queue
  - Use opportunity to fill up water bottles / use toilet facilities
  - Be respectful of each other's personal space
  - 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

  - Maximum number of students in toilet area relative to facilities
  - Leave toilets as they would wish to find them

Students on school transport (visits, between sites or to and from school) and when on school visits are expected to follow school expectations and consequences are applicable.

Akeley In-Class Strategy for Behaviour Management*

1. **Stage 1. First warning:** When a student first demonstrates undesirable behaviour, a verbal warning will be given about the specific behaviour that needs to change, making it clear what the expectations are.

   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.

2. **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

3.
   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); parents will be emailed in advance. 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 HoF 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 HoF, if required, for individual subjects, HoP for poor behaviours across subjects).

* Whilst inappropriate behaviour is very rare at AW6, the Sixth Form are subject to the same sanctions policy as the rest of the Akeley Wood community.

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.
Whilst inappropriate behaviour is very rare at AW6, the 6th Form pupils are subject to the same sanctions policy as the rest of the school community.
The Head Teacher reserves the right to apply sanctions outside of the suggested parameters after review.

STAGE	SANCTION	BEHAVIOUR	POSSIBLE CONSEQUENCES/NEXT STEPS
Stage 1	Verbal Warning (1st and 2nd)	Lateness to class	Record on Isams
		Persistent off task chatting in lessons	Explain to the student what they have done wrong
		Shouting out in lessons	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

		Forgotten books and lack of necessary equipment including PE kit/reading book	Record on Isams
		Uniform infringement	
		Poor attitude to work or insufficient quality	
		Low level disruption	
		Chewing gum Running in corridors	
		Pushing in queues	
		Eating and drinking in the school building (including chewing gum)	
		Dropping litter	
		Non-curriculum use of devices	
		Similar behaviour choices will result in a stage 1 sanction.	
Stage 2	**Middle Leaders lunchtime detentions (HoFs & HoPs)**	Any repeat of Stage 1 behaviour or the following:	Parents informed Restorative conversation & question sheet Akeley Wood community service Lunchtime detention and record on Isams Repeated lates Continual behaviour issues in a subject will initiate a subject specific report to be monitored by the HoF. This should be for a defined period until the behaviour is as expected. (this can be applied at stage +) Continual behaviour issues across subjects will initiate a cross-curricular report to be monitored by the HoP. This should be for a defined period until the behaviour is as expected. (this can be applied at stage +)
	Restorative Conversation	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	
		Similar behaviour choices will result in a stage 2 sanction.	
Stage 3	**SLT/HoP After-School Detention**	Any repeat of Stage 2 behaviours or the following:	
		Accidental damage to school property due to misuse (the school reserves the right to charge for any damage caused)	Restorative conversation and question sheet
	Restorative Conversation	Preventing or repeatedly disrupting others from learning	Akeley Wood community service
		Being disrespectful to staff, visitors, or other students	

<td style="background-color:#FFC000"></td>		Truancy from lessons Misuse of mobile phones / social media Repeated refusal of reasonable instruction by staff member **Similar behaviour choices will result in a stage 3 sanction.**	
Stage 4	**SLT Day Isolation/fixed term exclusion** (SLT pastoral leaders)	Any repeat of Stage 3 behaviours or the following: Deliberate damage/vandalism to school property (the school reserves the right to charge for any damage caused) 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 Smoking / vaping / consumption of alcohol Distribution of vapes / cigarettes Theft Serious misuse of mobile phones / social media Threatening a member of staff/student (depending on level of threat this may be stage 5 or 6) Behaviour that brings the school into disrepute (depending on the seriousness of the incident this may be stage 5 or 6) Misogynistic and/or inappropriate sexualised behaviour Language or behaviour that is discriminatory towards a protected characteristic E.G. race / gender / sexuality / religion / culture / disability (depending on the seriousness of the incident this may be stage 5 or 6) False allegations will result in a sanction. **Similar behaviour choices will result in a stage 4 sanction.**	Parents informed Removal of privileges (i.e. school trips / rewards / sports fixtures / scholarship review 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	Repeated Stage 4 behaviours Behaviour that affects the Health and Safety of staff and students (e.g. setting off fire alarms/fire extinguishers) Behaviour that effects the wellbeing and safety of other member(s) of the school community. Repeated smoking/vaping/consumption of alcohol Persistent bullying Physical/sexual assault Serious misuse of mobile phones / social media with the result of causing harm	Fixed term exclusion / permanent exclusion (between 1.5 days depending on seriousness of incident and/or repetition of stage 5 behaviours) Police intervention Meeting with parents Loss of privileges/removal from representing the school

		Possession or use of drugs, consumption of alcohol, distribution of vapes/cigarettes and any other banned substances	
		Deliberate criminal damage or vandalism	
		Threatening a member of staff / student (depending on the level of threat this may be stage 6)	
		Inappropriate behaviour in internal isolation.	
		Threatening a member of staff/student	
		Similar behaviour choices will result in a stage 5 sanction.	
Stage 6	**Permanent Exclusion** Headteacher	Repeated FTE'S	Permanent exclusion
		Drug Dealing	L.A. intervention
		Serious inappropriate physical or verbal behaviour towards any member of the school community	Inform police Child and family guidance

Please Note: All sanctions are discretionary
During any required investigation, students may be removed from circulation.
Students on school transport (visits, between sites or to and from school) and when on school visits are expected to follow school expectations and consequences are applicable.

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

The use of mobile phones and earphones

Mobile phones are not permitted to be used by students, under any circumstances, between the start of the school day at 8.30am and the end of the school day at 4pm. Phones must be switched off and out of sight.

Any student wishing or needing to contact home needs to go to reception for a call to be made from there.

Any student who chooses to use a mobile phone between 8.30am and 4pm can expect their phone to be confiscated and potentially have further sanctions applied. A record will also be made on their behaviour log. For any repeat offenders, phones will be confiscated and retained until parents come in to school to collect the phone.

Individual arrangements made in Art, DT and PE, to determine under what exceptional circumstances mobile phones might be used under staff direction and supervision in those subjects at GCSE.

Students are permitted to use their mobile phones after 4pm, but they need to be very careful not to be distracted when around traffic or when crossing roads etc and should not take photos or videos at any time.

The same restrictions and expectations apply to watches, earbuds and headphones.

Appendix 1:

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?

Appendix 2:

In class behaviour for learning – research and good practice

This section is based on the research from the Education Endowment Foundation's recommendations for Improving Behaviour in Schools

Proactive

- Know and understand your students and their influences (relationships are key)
- Teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of your regular routine

Reactive

- Use targeted approaches to meet the needs of individuals in your all areas of the school

Implementation

- Consistency is key

The full report with rationale and practical suggestions can be found here.

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