

Behaviour Policy



Wistaston Academy
Primary and Nursery School
Together We Learn • Together We Achieve

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Frequency of Review	Review in the light of changes to legislation or operating experience

Wistaston Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils. We recognise the importance of a positive approach to the behaviour of children in school. To quote the Elton Report:

We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.

(Discipline in Schools Ch.4 Para.50, 1989)

Aims and values

Our school aims to provide a happy and secure environment for all those who work in, or visit, it. As well as the school's aims stated in the prospectus and prefacing curriculum policies, we believe that it is important:

- To create a culture of excellent behaviour.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct.
- To help pupils take control over their behaviour and be responsible for the consequence of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure we follow all rules that are there to keep us safe.

Encouraging Good Behaviour

We must all be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour but schools do not work in isolation. The DfE Report *Ensuring Good Behaviour in Schools, 2012*

www.education.gov.uk highlights a number of key expectations:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- all staff to help to create a culture of respect by supporting their peer's authority to encourage positive behaviour choices for pupils and ensuring that this happens consistently across the school;
- governing bodies and Principal to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- Every teacher will be consistent at managing and improving children's behaviour.

Making lessons engaging, interesting and relevant makes a huge contribution to sustaining positive behaviour and we are committed to developing teaching to a high standard in order to achieve this.

Consistency in practice

- Consistent **language and responses**. Simple and clear expectations reflected in all conversations regarding behaviour choices.
- Consistent **follow up**. Ensuring that teachers take responsibility for relationship building and behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**. Routine procedure for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**. Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **respect from adults**, even in the face of disrespectful pupils.
- Consistent **models of emotional control**. Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside pupils.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to encourage and celebrate positive behaviour choices. Where pupils feel treated as valued individuals, they respect adults and accept authority.

Praise

Adults should give consistent gratitude towards pupils who exhibit expected behaviour (e.g. 'thank you for listening'), praise should be given when the learner exhibits behaviour that is considered to be above and beyond. If you praise for the minimum expectations you will get the minimum expectations in return. Praising a higher standard of behaviour encourages the learning to exhibit a higher standard of behaviour. Where possible praise should be given publically to encourage others to follow suit.

Recognition

Recognition of desired behaviour choices and/or effort in learning can be shown in a number of ways:

- Positive conversation with parent/carer at the end of the day
- Dojo point rewards system. Classes may gain rewards for reaching set targets
- 'We are Brilliant' reward system

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	All areas of internet, such as email & internet chat room misuse, social networking sites, messaging apps or gaming sites, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities.

Misdemeanours

We recognise that there will be occasions when there will be problems with behaviour choices, for many reasons. We will be consistent with a whole staff seamless approach; always understanding and sympathising with the reasons for the more complex and negative behaviours, so that it can be dealt with effectively and calmly to reach a desired positive outcome. When dealing with problems, it is important always to label the behaviour and not the child and remind them of their previous good choices, (e.g. 'That's not the way we do things here at Wistaston Academy' or 'I know that you can make good choices ' rather than 'You are a naughty boy').

It is important to have a consistent policy for dealing with more challenging behaviour, while for some children who have difficulty with finding the right behaviour it may be appropriate to focus on, and try to correct, only one problem at a time. In some cases a non-verbal signal (e.g. an encouraging smile) may be sufficient, a visual prompt or verbal encouragement.

A five-step approach to behaviour management should be deployed.

This should be done alongside the learner, below their eye level to ensure you are not deemed as a threat, delivered privately wherever possible:

1. Step One

If a child is not responding to instructions, a quiet conversation, or simple instruction may be given to that child to bring behaviour back on track.

In EYFS if a child is not responding to instructions, visual prompts such as *quiet please, good listening* are used as an initial warning. If the child continues to not respond, a visual prompt e.g. *STOP symbol or hand action* is used to bring behaviour back on track.

2. Step Two

If the inappropriate behaviour continues, the teacher may wish to speak to the child for 5 minutes at break time. The conversation must be restorative at an age-appropriate level. This will be an appropriate time for the child to complete any work that has been missed.

In EYFS, the child has time out. A visual timer is used and the teacher has a conversation about the behaviour and who it affects in child appropriate language.

3. Step Three

For persistent inappropriate behaviour, the child can be moved within the classroom. If this does not solve the problem, the child can be asked to go to another classroom. Ideally to a class taught by a teacher on the Upper Pay Scale within the Phase or the parallel class or class within the phase, though this may depend on the child and the situation. If this is not achievable then seek advice from Phase Leader. A child should only be sent to another classroom if **all other strategies** have failed, or if the child needs an emotional time-out. Children will no longer be sent to a different area for a period of time. 'Time out' will be managed within the classroom area.

At this stage, the Assistant Principal for the phase must be informed and the incident logged on CPOMS. The parent/carer should also be informed. If poor behaviour is recurring then a Behaviour Log will be set up on the child's cohort file. Use of a daily report card may be appropriate in order to monitor progress of an individual's behaviour. Targets will be specific to the child's needs. We will do a 3 tier process. Children will start on the green report card, but can escalate up if behaviour does not improve.

1. Class teacher (green)
2. Phase leader (orange)
3. Senior Leadership Team (red)

This step does not apply to EYFS.

4. Step Four

For behaviour which is **very** challenging and which is putting other children and adults at risk or seriously disrupting the lesson, the teacher sends for a member of the Senior Leadership Team. The child will be asked to leave the room with the member of the SLT until behaviour has been reset. The teacher completes an ABCD (Antecedents, Behaviour, Consequences and Desired Outcomes). Parents will be contacted by the SLT. The child's behaviour will be discussed at a **Phase Group Meeting** and strategies put in place to support him/her. This will lead to an individualised and consistent approach and might include a personalised reward system.

5. Step Five

If the challenging behaviour described above continues, a risk assessment for behaviour will be completed, a panel meeting to discuss the behaviour will be arranged and those attending might include:

1. Principal
2. SENCo
3. Welfare and Support Manager
4. Member of the Governing Body
5. Community Police Officer (PCSO)
6. Class teacher
7. Parents
8. Child

The outcomes may include:

1. Setting up an EHA
2. Social services referral
3. SENs support for social and emotional issues
4. The agreement that restraint will be used
5. Positive actions that parents can take
6. Exclusion – as a last resort

In cases where persistent behaviour issues are evident, withdrawal from extra-curricular activities, particularly where the child is representing the school, may be deemed appropriate. These decisions will be made on a case-by-case basis and when other alternatives have been exhausted. Parents will be informed immediately if such action is to take place.

Unacceptable Behaviour

There is no place for *violence, aggressive defiance, bullying, harassment (racial or sexual), vandalism, rudeness to adults or bad language* in the school community and these must always be discouraged. Persons observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of other adults in the school to resolve problems of this type. Notes about serious negative behaviour are recorded onto the CPOMS pupil data system. Sanctions exist to protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the learner to take a more positive role within the school. We take racist and homophobic incidents very seriously and the learner will be warned that a one session exclusion will be administered if there is a repeat offence.

With the agreement of the Governing Body, the Principal reserves the right to screen and search pupils to ensure that no items which are banned by the school, have been brought onto the school premises e.g weapons, needles etc.

Only in extreme circumstances would the child be excluded from school for a fixed term or permanently. It is stressed that this is a very last resort when other avenues have all been explored and/or the behaviour is of such an extreme nature that exclusion is the only reasonable response. This includes; risk of serious harm (ROSH), violence towards staff and pupils, risk to the learner's safety. Any pupil who spits/purposefully coughs at another pupil/member of staff will receive a fixed term exclusion. The school follows the DfE guidelines for exclusions.

Where exclusion does occur, parents will be asked to attend a reintegration meeting where strategies and future actions will be agreed by the school, child, parents and/or carers.

Where a child has an Education Health and Care Plan or is Cared For and there is a risk of permanent exclusion or a series of fixed term exclusions, daily monitoring may be required to ensure a seamless continued positive reintegration for the learner.

'We are brilliant' rewards system

The 'We are brilliant' rewards system underpins our approach. It outlines the explicit behaviours that show respect and caring towards one another and encourages children to behave in a positive manner. Rewards tickets are given to children who demonstrate positive behaviour and these tickets put into a weekly class prize draw. Children whose tickets are chosen receive a small prize from the Principal's office. At the end of each half term a rewards assembly is held for both key stages and all children who have been awarded a ticket are placed into a key stage prize draw. The children who are chosen win a prize to share with their family.

'We are brilliant' rewards boards are displayed in all classrooms.

The rules displayed on these boards are:

- We are polite - we use good manners.
- We are respectful – we think about others first.
- We listen carefully to others.
- We always try our best.
- We help those in need.
- Wow! You've excelled yourself.

To continue to celebrate positive behaviour, winners will be drawn weekly and their names kept on file until prizes can be awarded at a later date.

DfE Guidance Primary and Early Years – Covid-19

As a staff, we appreciate that returning to school will be unnerving for many children and have taken the following into consideration when compiling the school recovery plan/risk assessment:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

To be read in conjunction with the Anti-Bullying policy.

Senior Leadership Team