



Behaviour Policy

Wilton Primary Academy

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Circulated to:	All staff
Date issued:	September 2020
Last Review:	March 2022
Review date:	September 2023
Target audience:	ALL WILTON EMPLOYEES

Behaviour Policy

Our academy holds in high regard values which are built on mutual trust and respect for all. The Behaviour Policy is designed to support all members of the academy community working together in a collaborative way. In turn, the academy aims to provide an environment for learning in which everyone feels safe, secure and happy. It also aims to ensure that we develop children as good citizens, behaving well both in the academy and out of school.

The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the academy community and in turn become increasingly responsible and independent members of the wider community outside the academy.

At Wilton Primary Academy, we aim:

- To create a climate where learning can flourish
- To encourage children to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their own actions
- To promote self-esteem, self-discipline and positive relationships.
- To reinforce positive behaviour and attitudes and establish and maintain approaches to behaviour management which are consistent throughout the school.
- To promote values of determination, independence, collaboration and compassion.

We want our children to:

- Work to the best of their abilities and allow others to do the same
- Treat everyone with respect and understand that they are a valued part of the school community
- Understand their role and demonstrate positive learning behaviours
- Be responsible for their own actions and for behaving in an appropriate manner
- Have a healthy self-esteem, grow in confidence and feel safe and happy

We want adults to:

- Provide a role model, making clear the expectations of good behaviour and promoting the academy values
- Have high expectations of themselves and the children, promoting positive relationships
- Emphasise and reward positive behaviour
- Respond to and deal with unacceptable behaviour in a consistent manner
- Recognise that each child is an individual and be aware of his/her needs
- Form a good relationship with parents so that all children can see that key adults in their lives share a common aim

We want parents to:

- Be aware of the academy vision and values and behaviour expectations and support the implementation of this policy
- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does at school, through fostering good relationships with the academy
- Let the academy know as soon as there are any concerns

The academy expects every member of the school community to behave in a considerate way towards others. Any form of bullying is not tolerated. We treat all children fairly and apply this behaviour policy in a consistent but flexible way to respond to individual children's needs. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Children are taught to respect all members of our school community.

Positive Climate for Learning

The prevention of behaviour issues arising is of paramount importance. All staff ensure a positive climate for learning with consistent routines and expectations and promote this through:

- teaching and modelling the behaviours that they want to see in the classroom and wider areas of the academy
- practising certain behaviours, making these automatic, therefore reinforcing expectations
- **'assuming the best'** of all pupils
- delivering **'what to do'** instructions with consistent language for key moments to enable compliance
- being able to **'narrate the positive and build momentum'** to draw attention to what's good and getting better to encourage all pupils to comply with instructions

If required all staff will:

- **sanction the negative** through positive group correction and anonymised individual correction
- **deliver an individual consequence** in a firm, calm and practised manner

Rewards

Our emphasis is on rewards to reinforce good behaviour; we believe that rewards have a motivational role, helping children to see that good behaviour is valued. All staff will be pro-active in acknowledging and celebrating ordinary good behaviour overtly and often throughout each day as positive reinforcement. This happens through:

- Verbal praise and approval
- Class reward systems appropriate to the age range in the class
- Playground behaviour recognition rewards
- Sharing good work/behaviour choices with others, for example, class teachers/subject leads, senior leads
- Children receiving a Headteacher Award for good conduct and learning behaviours
- Whole school reward system using 'wowcher' tokens
- Weekly celebration assembly for certificates/stickers/rewards, 'WOW of the Week' and a prize draw for 'wowcher' tokens
- Additional privileges and/or being given positions of authority e.g. play leaders, academy council representatives
- Termly rewards to recognise consistent good behaviour and sustained positive choices e.g. bouncy castle, film and popcorn etc.
- Marvellous Me messages to celebrate children's achievements direct with parents, celebrations and rewards posted on Facebook and the weekly blog to share achievements within our community

Consequences

When unacceptable behaviour is encountered the following consequences will be taken and these will be applied calmly, firmly and consistently but with flexibility to respond to particular children's individual needs.

Positive climate for learning strategies will be employed as a first step to ensure learning which include, class/group/individual strategies to refocus e.g. assuming the best, positive framing, anonymous correction, praise of children nearby, disapproving look, proximity to adult for encouragement and extra instruction.

A series of consequences would then be followed in order to help children to understand their ability to make positive choices, encouraging them to take responsibility for their behaviour.

Stage 1 – Warning

a verbal reminder to make a positive choice

Stage 2 – Thinking Time

staff to give clear 'what to do' instructions and clarify expectations, the child will complete three/five minutes 'Thinking Time' in their own class continuing their work. Younger children are given thinking time for reflection of behaviour. Outdoor – child will have three/five minutes 'Thinking Time' on the wall to reflect whilst not speaking to other pupils

Stage 3 – Time Out

staff will instigate a 'Time Out' this could be to an individual work station in the class or a move to the designated link classroom to ensure work completion (15 minutes maximum). If outside, child will be sent indoors to be supervised by a staff member for the remainder of outdoor session.

Stage 4 – Internal Exclusion

Isolation with SLT member to complete work for remainder of that session i.e. morning or afternoon session. If during this time an acceptable amount/standard of work is not completed then a detention may be arranged to complete learning tasks. If outside, time out with removal from outside space to a member of SLT for the remainder of session and decision made by SLT on further sanction e.g. excluded from 2 additional outside sessions

Stage 4 is recorded on CPOMS and in Sims

Stage 5 – Extreme behaviour sanction

Given as a result of extreme behaviours which pose a significant risk or cause physical and/or verbal harm to self, peers or adults. Immediate removal from the situation into a safe space. Intervention by SLT to assess the level of sanctions to be applied e.g. isolation, internal exclusion, fixed term external exclusion.

Parents to be informed and incident and actions to be recorded on CPOMS and in Sims.

Recording

Class teachers will keep a log of any consequences issued to the pupils in their class. Any lunchtime sanctions will be notified to class teachers by a member of the lunch time team. Behaviour incidences will be monitored by the Deputy Head of Academy on a weekly basis and any repeated patterns of behaviour will be addressed, actions taken will be recorded on CPOMS and parents informed.

Additional Support for Pupils

For those children who may need further support for behaviour management, we will follow the TVEd Framework for Pastoral Care to identify the most appropriate services and/or interventions. Behaviour modification programmes e.g. STEPS may be used if felt appropriate to the child and to engage the support of the parents.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND Policy).

Physical Restraint

Restraint will only be used when there is risk of imminent hurt and/or damage and other de-escalation strategies have been tried. All staff members are aware of the regulations regarding the use of force by academy staff. Staff have completed the Positive Handling Programme, this training is endorsed by Redcar & Cleveland Local Authority.

Staff can use reasonable force to restrain pupils if;

- There is a danger of them hurting themselves or others
- They are causing damage to property
- They are committing a criminal offence

All incidences are recorded in detail.

Where there is potential danger or risk to the personal safety of staff and/or pupils, the police will be called. For full details, refer to the Physical Intervention Policy.

Isolation and Exclusion:

Isolation:

Isolation can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of Executive Headteacher/Deputy Head of Academy whether a pupil needs to be isolated from their peers, when this will take place, where and for how long. Pupils will have a reflection task to complete and their parents will be informed and information recorded on SIMS/CPOMs

Lunchtime Exclusions:

If a child is regularly causing disruption at lunch time the Executive Headteacher may take the decision to exclude a child for a fixed period of lunch times. If this is the case, the parent/carer will be required to collect the child at 12 or 12:15pm and return them to school for 1pm daily.

Exclusions:

For serious incidents, the Executive Head Teacher may take the decision to exclude a child for a fixed period of time. Consideration of an exclusion will be:

in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school reserves the right to fixed term exclude any pupil without using the above consequence process. This will be a matter of judgment for the Executive Headteacher in accordance with the DFE Exclusions Statutory Guidance document. Initially, exclusions will be for a fixed period (a period of up to 5 days) and if necessary permanent exclusion will be considered.

The behaviour of pupils outside school can be considered grounds for exclusion. This will be a matter of judgment for the Executive Headteacher in accordance with the DFE Exclusions Statutory Guidance.

Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Executive Headteacher, in consultation with LADO advice, may refer to social services to determine whether the child is in need of support. The Executive Headteacher will decide upon the sanction for the pupil who made the false allegation. The academy has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the academy thinks a criminal offence has been committed.

The policy will operate in conjunction with the following policies:

- Child Protection Policy and all associated Safeguarding policies
- Anti-Bullying Policy
- SEND Policy
- Equal Opportunities Policy
- Physical Intervention Policy
- Attendance Policy
- Complaints Procedure
- Home-School Agreement