Behaviour Policy

Wilton Primary Academy

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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 our pupils 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. Pupils 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 pupils 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 pupils, promoting positive relationships
- Emphasise and reward positive behaviour
- Respond to and deal with unacceptable behaviour in a consistent manner
- Recognise that each pupil is an individual and be aware of his/her needs
- Form a good relationship with parents so that all pupils 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 their 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 pupils 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. Pupils 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
- Pupils 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 pupils 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 pupil 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 – pupil 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, pupil will be sent indoors to be supervised by a staff member for the remainder of outdoor session. Stage 3 is recorded on CPOMS.

Stage 4 – Isolation/Detention
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 if deemed appropriate to the behaviour e.g. missing additional outside sessions. Stage 4 is recorded on CPOMS.

Stage 5 – Fixed term Isolation/Suspension
Given as a result of 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. internal isolation, removal to partner establishment for a fixed term period, fixed term suspension.

For serious incidents of unacceptable behaviour, the Executive Head Teacher may take the decision to suspend a pupil for a fixed period of time. Suspension will give a clear signal of what is unacceptable behaviour in line with the behaviour policy and show the pupil that their current behaviour choices are putting them at risk of permanent exclusion. If a pupil is regularly causing disruption at lunch time, the Executive Headteacher may take the decision to suspend a pupil for a fixed period of lunch times. If this is the case, the parent/carer will be required to collect the child at 12/12:15pm and return them to school for 12:50/1:00pm daily.

In all cases, parents will be informed and incident and actions to be recorded on CPOMs and in Sims.

Permanent Exclusion
The decision to exclude a pupil permanently will be taken:
- 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 suspend any pupil for a fixed term or enact a permanent exclusion without using the above consequence process. This will be a matter of judgment for the Executive Headteacher in accordance with the DFE guidance documents:
Behaviour in Schools
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.

The behaviour of pupils outside school can be considered grounds for sanctions. Consideration for sanctions will include unacceptable behaviour:
- when taking part in any academy organised or academy related activity
- when travelling to and from the academy
- when wearing academy uniform or in some other way identifiable as a pupil at the academy
- that poses a threat to another pupil
- that could adversely affect the reputation of the academy

Recording
Class teachers will keep a log of any consequences issued to the pupils in their class. 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 pupil may have a Special Educational Need. When concerns are significant we ask our Special Educational Needs Coordinator to evaluate the pupils needs and seek additional support for the pupil, when appropriate. These pupils may require specific behaviour strategies and input or a detailed support plan. Advice from external agencies will be sought where appropriate, please refer to the SEND Policy for further information.

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.

Searching and Confiscation

The power to search a pupil or their possessions can be undertaken if there are reasonable grounds to suspect that the pupil may have a prohibited item:

- knives and weapons
- alcohol, tobacco, illegal drugs, vapes, lighters, matches, fire setting equipment/fireworks
- stolen items
- any article that could be used to commit an offence or cause personal injury or damage to property
- inappropriate or pornographic images, abusive messages, images or recordings
- data/files on a mobile device that relate to suspected criminal behaviour/activities

Any item will be confiscated if it poses a risk to staff or pupils, is prohibited in line with the list above or is evidence in relation to an offence.

Searching and confiscation will be undertaken in line with the DFE Searching, screening and confiscation at school guidance.

Mobile Phones

Pupils are not allowed to use mobile phones during the school day. If a pupil brings their mobile phone into the academy, they are required to turn it off and hand it into the academy office, where it will be secured safely for the pupil to collect at the end of the academy day.

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

Appendix 1 – Positive Behaviour Management Language Tips

Appendix 2 – Tier 1 to 3 Graduated Responses

Appendix 3 – TVEd Framework for Pastoral Care

Appendix 1 - Positive Behaviour Management Language

Behaviour follows the Law of Effect: rewarded behaviour increases, unrewarded behaviour decreases. The most mature person makes the first move to turn down the power and provide water for the fire.

Techniques:

- Shape behaviour in small steps – respect and responsibility. For low level disruption, keep it low level to avoid constantly disrupting learning to deal with it by stopping the flow of the lesson.
- Show them, tell them, let them - work for a 'win win' outcome.
- Use positive communication.
- Use positive emotions when they behave well, use systems and procedures to manage problem behaviour.
- Use firm, calm, finesse techniques when delivering an individual consequence

Positive Communication

Positive Focus/Expectations:
Can you tell me why I am so pleased with you?
I expect ….
Use thank you, not please and when, not if – assumption of compliance
(excessive confrontation worsens behaviour, give clear instruction and withdraw with a clear expectation of compliance)
Solution focussed questions – Let's see if we can find a solution ….
Notice:
I shall be noticing every opportunity where you are making a positive choice regarding your learning.
Choices:
What should you be doing?
If you choose …., you understand what will happen.
Past Successes:
Remember how well you dealt with … yesterday/last week etc.
Contingent:
When you have … e.g. finished your work, then you can …..
Empathetic:
I understand that you feel …., however you need to make the right choice to …..
Rational:
I want you to sit here so that you can … e.g. get on with your work, as I know that you want to make the best decision for your learning.
Cooperative:
I am aware that you are feeling …., I think we can do something about that by working together to ….
Paradoxical Instruction:
To manage defiance/non-compliance – instruct them to do the opposite of what you want to achieve a positive outcome.
Body Language:
Invading personal space can escalate situations.

Use the Behaviour Ninja App for focussed support to deal with specific behaviour issues.

Appendix 2 – Tier 1 to 3 Graduated Responses

TIER ONE:
Needs can be met within classrooms and through QFT

What kind of behaviour might be seen at Tier 1?
Behaviours are likely to be low frequency and / or low intensity

- Behaviour that distracts from doing work
- Avoiding work
- Poor quality or unfinished work
- Inability to cope with challenge, new work
- Playing the class clown,' providing 'entertainment
- Silly behaviour; smiling, smirking or laughing particularly when challenged
- Little enthusiasm
- Blaming others – always their fault
- Playground incidents
- Short periods of emotional distress but appropriate to the age group
- Inattentiveness
- Defensive
- Occasional outbursts
- Constant need for reassurance
- 'Provocative victim' (tell-tale attention seeking)

In all cases:
Talk to the child about the likely cause of the behaviour
Plan your responses to a given situation
Look for emerging patterns of behaviour

Possible work/ task-related causes	**Best practice**
• Finds the work too hard or too easy – not matched to their ability • Targets not broken down into small steps • Low expectations/lack of challenge • Tasks that limit success • Setting unrealistic targets or uninteresting work • Failure to recognise own achievement/value own achievement	**Consider as *appropriate* to the situation:** • Pupil involved in incremental plan for tasks e.g. chunking/'when and then' approach • Appropriate, meaningful and stimulating challenges and tasks • Different teaching approaches • Acknowledge the pupil's feelings, encourage expression & awareness of feelings • Clear sense of purpose and direction with appropriate positive feedback • Clear and agreed behaviour and work expectations and limits with agreed picture of "what it looks like when it's right" • Appropriate demands to build confidence at tasks
Possible organisational related causes	**Best practice**
• Poor routines, lack of structure	**Consider as *appropriate* to the situation:** • Explicit and consistent rules, routines and expectations
• Poorly supervised unstructured times or transitions • Failure to provide appropriate cues • Inconsistency re rewards & sanctions • Inconsistency between adults • Poor relationships between pupil and adults, adult to adult or home to school • Rules and/or routines unclear and/or inconsistently applied • Lack of recognition of need to teach skills to meet expectations around rules and routines • Lack of opportunities/recognition for 'getting it right' • Lack of opportunity to take responsibility • Praise /intervention too overt • Poor physical environment	• Catch them being good and praise appropriately • Consistent use of rewards and consequences • Predictable responses to positive and negative behaviour, not the child • Give roles/ tasks on behalf of the class • Solution focused strategies
Possible social or emotional causes	**Best practice**
• Lacks age-appropriate social skills • Doesn't conform to group/ class norms • Lacks emotional vocabulary to express feelings • Peer issues outside school • Family issues outside school e.g. divorce, separation, bereavement, poverty, domestic violence, young carer • Abuse, harm or neglect	**Consider as *appropriate* to the situation:** • Avoid overwhelming attention • Opportunities to practice dealing with attention – e.g. circle time • Verbal acknowledgement of unhappiness, help them understand they aren't alone • Engineer opportunities for working with others, cooperative activities, sharing experiences, rehearsal of making friends • Signpost to positive activities outside of school • Circle of friends/SEAL, opportunities to talk • Being taught playground games, joining in lunchtime clubs/activities

TIER TWO

Needs can be met largely within QFT but with additional targeted support

What kind of behaviour might be seen at Tier 2?

Behaviours likely to be similar to Tier 1 but increasing in frequency and / or intensity.

In addition the following may be seen:

- Difficulty with functioning appropriately without close adult direction and support.
- Bullying behaviours may be seen
- Non compliance
- Deterioration in self-care
- Extremely poor attitude to learning and work.
- Disruption to others in class, violates the rights of others.
- Regularly withdrawn or isolates from social situations
- Impulsive behaviours (may involve risk)
- Unable to build or sustain stable relationships with others
- Occasionally behaviours serious enough to be given internal exclusion

- Talk to the child about their experiences, feelings and behaviours
- Talk to other staff members and parents/carers to establish a working hypothesis about the likely cause of the behaviour.
- Share issues with other staff as appropriate e.g. team meetings to ensure consistent approach to child.
- Refer to the behaviour policy
- Plan your responses to a given situation
- Look for patterns of behaviour and monitor/evaluate impact of intervention

Possible work/ task-related causes	Best practice
• Finds the work too hard or too easy – not matched to their ability • Insufficient differentiation of tasks • Insufficient deployment of classroom support • Targets not broken down into small steps • Low expectations/lack of challenge • Tasks that limit success	**In addition to Tier 1 responses** • Consult with Pastoral Lead/SENCO and parents • Ensure all additional needs are being meet through differentiated learning opportunities and support • Involve child in developing own plan • Involve parents in action planning and keep them well informed • Ensure consistent implementation of the Behaviour Policy, including appropriate rewards and consequences, in the classroom(s) in which the
• Setting unrealistic targets or uninteresting work • Failure to recognise/value own achievement	higher level negative behaviour occurs **Consider as *appropriate* to the situation:** • Support Plan with very SMART targets • Senco/Pastoral Lead and Class Teacher talk with young person using Solution Focused/ restorative approaches/STEPS
Possible organisational related causes	
• Failure to provide appropriate cues • Inconsistency re rewards & sanctions • Inconsistency between adults • Ethos and actions that fail to value the pupil as an individual of worth • Poor relationships between pupil and adults • Rules and/or routines unclear and inconsistently applied • Lack of recognition of need to teach skills to meet expectations around rules and routines • Lack of opportunities / recognition for 'getting it right' • Lack of opportunity to take responsibility	
Possible social or emotional causes	**Best practice**
• Lacks age-appropriate social skills • Doesn't conform to group/ class norms • Lacks emotional vocabulary to express feelings • Target or perpetrator of bullying • Peer issues outside school • Family issues outside school e.g. divorce, separation, bereavement, poverty • Over-protected child unable to develop own identity • Child has caring responsibilities • Dysfunctional family relationships impacting on child • Inconsistent relationships with family and friends • Abuse, harm or neglect, young carer, domestic violence	**In addition to Tier 1 responses** **Consider as *appropriate* to the situation:** • Access to a trusted adult /mentor in school • The child's wider experiences out of school which may be impacting on behaviour • Use of Graduated Response for Pastoral care to identify services and referral pathway • Individual Behaviour Plan in place • Home-school behaviour plan in collaboration with parents • Consider whether a Pastoral Support Plan may be appropriate

TIER 3:
Needs cannot be met without additional specialist support

What kind of behaviour might be seen at Tier 3?

Behaviours could be similar to Tier 2 but more persistent, frequent and / or intense in nature. Behaviours will persist despite appropriate tier 2 strategies being in place. Specialist advice/ help likely to be needed. Other behaviours could include:

- Threatening behaviour, violence/aggression towards adults/peers
- Persistent Disruption leading to significant loss of education for self and / or others
- Significant Damage to their environment
- Physical harm caused to self or others resulting in the need for recorded intervention/restraint
- Acute or prolonged emotional distress
- Evidence of self-harm
- Poor impulse control placing self or others at risk
- Rapidly fluctuating moods
- Behaviours which create a barrier to accessing support and intervention
- Wetting/soiling/ smearing, self-neglect
- Sexualised behaviour
- Fixed term exclusions
- Risk of permanent exclusion

In addition to Tier 2 responses, the following must be implemented and the impact evidenced/recorded so that there is a coherent case history. In all cases:

- Long-term use of tier 1 and 2 strategies.
- Parents/carers contacted regularly at times of incident.
- Small group and 1:1 support to implement IBP/ PSP/Send Support Plan targets

Consider as appropriate to the situation:

- Access to trusted adult in school
- Pastoral Support Plan in place and monitored with parents/carers and young person.
- Referral for EHCP considered.
- Send Support Plan/IBP in place and reviewed, involving the young person in target setting (SMART) and monitoring.
- Therapeutic support in place
- Evidence of involvement from CAMHS
- Fixed term exclusions used increasingly
- Referral to Educational Psychologist/Specialist Outreach/Respite Provision
- Modifications to curriculum (including Alternative Provision)

Tees Valley Education - Framework for pastoral care

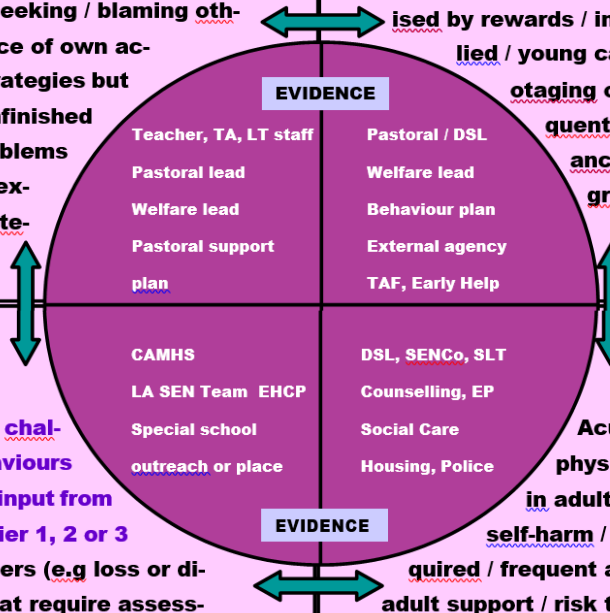
TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

TIER 1 Needs addressed within universal services

Playground incidents / isolated on the periphery / needs help making or sustaining friendships / withdrawn / not included or last one chosen / parents report outbursts or meltdowns at home but no obvious signs at school / low level distractions hindering own learning and others / silly or immature behaviours / telling tales / attention seeking / blaming others / not able or unwilling to accept consequence of own actions / playing class clown / work avoidance strategies but can be brought back to task / poor quality or unfinished work / not able apply resilience to low-level problems age appropriately / overwhelmed by work and expectations / needs help formulating coping strategies / worried about family issues

TIER 2 Response escalated due to ongoing concerns — targeted and sustained support required

Truancy / punctuality / constant need for reassurance / lethargic and unenthusiastic / loss / change in appearance or personal hygiene / inability to accept routine and boundaries / frequently on behaviour chart / cannot be incentivised by rewards / intimidating others / bullying or alleges is being bullied / young carer worried about wellbeing of family members / sabotaging own work / lying / inability to cope with change / frequent inappropriate language / persistent work avoidance / aggressive behaviour / hurting others / appears angry or vengeful / low mood and self-esteem / preempting failure at tasks / anti-social behaviours outside of school / inappropriately using social-media



TIER 4 Highly specialised response / diagnosis required

Behaviours within this Tier present an extreme challenge to the child's infrastructures. Some behaviours are likely to be complex and require specialist input from more than one agency; cannot be resolved at Tier 1, 2 or 3

Bereavement / separation or attachment disorders (e.g loss or divorce) / obsessive or hyperactive behaviours that require assessment, diagnosis and therapeutic treatment or meds / complete inability to control urges, vocalisations or behaviours / extreme sleeping or eating disorders / self-harming / bi-polar disorder / extreme harmful thoughts / confusion over sexual orientation / diagnosis of ASD / diagnosis of learning disability / extreme anxiety / sexual, physical or emotional trauma

TIER 3 Tier 2 and Tier 3 interventions often run concurrently

Acute or prolonged distress affecting cognitive and physical functioning / loss or bereavement / lack of trust in adults / attachment and abandonment issues / evidence of self-harm / child goes into crisis often and positive handling required / frequent and prolonged withdrawal from class with additional adult support / risk taking behaviours especially in the community / lack of positive role models and peer interactions / lack of emotional or parental guidance / engaging in criminality / sexualised behaviours / inappropriate obsessive behaviours / early signs of possible mental health issues / rapidly fluctuating moods / over catastrophising events and responses / intentionally targeting and hurting others / child presents as H&S risk to self and others

Schools must have clear processes to support children with social, emotional and mental health needs. All behaviour happens for a reason, it is a form of communication. All children function within infrastructures (home, school and community) which often interact and overlap with each other. Therefore, information about all the factors in the young person's life needs to be gathered, often using a multi-disciplinary approach. Within TVED Trust, a graduated response to supporting our most vulnerable learners has been adopted, beginning with a Tier 1 approach through to Tier 4, as illustrated above. It is important to note that some interventions can run concurrently, providing it is agreed this is within the child's best interest. Sufficient time, in an appropriate quiet space, should be allocated to allow practitioners to work with the child, parent and stakeholders. Where referrals need making to outside agencies, the SAFER threshold guidance should be followed.