



**Behaviour Policy**  
**May 2017**

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				<b>Non Statutory</b>	
<b>Associated Documents:</b>					
Anti-Bullying Policy					



Wainwright Primary Academy is on its journey to becoming a Rights Respecting School, based upon the Convention for the Rights of the Child. The rights within this convention cover basic needs including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and for others.

In consultation with children, staff, parents and governors, this policy has been designed. It aims to encourage children to learn, work and play together to maintain our rights respecting ethos.

The values of the Rights Respecting School Award underpin this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

Our Behaviour Policy is written to promote good behaviour, reward children who give their best and teach how to live in today's society. It is rooted in our **4'B's**

- Be responsible
- Be kind
- Be respectful
- Be safe

These operate in conjunction with our learning powers:

- Resilience
  - Resourcefulness
  - Reflectiveness
  - Reciprocity
- (See T and L Policy)

Our 4 'B's are what we believe create good citizens and are supported by PSHE lessons, assemblies and through reading stories with a moral message.

This policy sets out the expectations of behaviour at Wainwright Primary Academy. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-bullying Policy, Safeguarding Policy and Vision statement. We understand our legal duties under the Equalities Act 2010.

## **The 4 'B's**

### **Be responsible**

- Take responsibility for your actions and for your own learning.
- Try your best at all times, set yourself goals and achieve them.
- Be honest, always tell the truth about anything you have done, take responsibility if you have broken a rule and receive your consequence.
- Take responsibility for learning from that consequence and from your mistakes.
- Don't make the same mistake again.
- Be responsible for your own emotions. Being angry does not make it ok to hurt anyone.

### **Be kind**

- Be tolerant of other people even if they have different views to you.
- Treat everyone the same regardless of race, religion, sexual orientation or view.
- If others annoy or hurt you, follow the rules and tell an adult to help you deal with it.
- Consider other people's feelings, say kind things instead of hurtful things.
- Think about other people's property and how you should look after it.
- Think about others and how they might need your help. Offer to help to others.
- Consider how your actions can affect others, how will they feel?

### **Be respectful**

- Treat others as you would like to be treated.
- Always be polite to all adults and do as you are asked.
- Respect other people's feelings.
- Treat other people's property carefully.

### **Be safe**

- Stay safe in and out of school.
- Know how to be safe crossing roads and playing out.
- Know how to be safe on the internet.
- Only talk to people you know at home, in school and on the internet.
- Ask yourself if what you are doing is safe for you and others.

We hope that through the 4'B's we promote self-esteem and emotional well-being, as a school we place a strong emphasis on good mental health and want to encourage that through our ethos. The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach.

## **Role of the Pupil**

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (See Anti-bullying Policy).

We believe that all our pupils should have the opportunity to have a voice, through open discussion with them and through the school council. The class councillor will speak to their class members on a weekly basis and bring their thoughts and feelings on a range of subject matters to the school council meetings.

### **Pupils are expected to:**

- Follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Complete all their homework in a week
- Read at home with an adult at least three times a week
- Bring their correct PE kit into school
- Wear the correct uniform

## **Role of Parents**

### **Parents are expected to:**

- Read and sign the Home/School Agreement. The Home/School Agreement forms part of the new starter information kit for children and is also at the front of their Pupil Planners. By signing the agreement the parents/carers are assenting to support the school and work with us to provide the best provision for their child.
- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

## **Role of Staff**

Adults in the school have an important responsibility to model high standards of behaviour.

### **Adults in school are expected to:**

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential

- Encourage positive relationships based on mutual respect
- Use positive language in a calm voice, when addressing children. The adult should not belittle the child and should explain that it is the child's behaviour that is not approved of not the child.
- Encourage children to make positive choices
- Listen to children and not accuse them of 'telling tales'.
- Everyone should be treated equally, including those with challenging behaviour, so that they feel valued and part of the school.
- Class teachers are responsible for managing pupil behaviour effectively in line with the requirements of the Teacher Standards 2012. If they have followed the behaviour policy and the child is still disruptive then, Julia Hallam Pastoral Officer can be asked to intervene as she knows family circumstances.
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Pastoral Officer and outside agencies as appropriate
- It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school and to model appropriate behaviours at all times.
- When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time and not in front of other children. Adults should not act upon the information until all areas of the investigation have been explored through a restorative discussion.
- Adults should not enter into an argument with the children at any time. They should act as a good role model to the children and conduct themselves in a professional manner.

It is the responsibility of the Academy Director to report upon the effectiveness of the Behaviour Policy as requested.

### **Role of Governors**

#### **The Governors of the school support the Academy Director and staff by:**

- Promoting the core values of Wainwright Primary Academy where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

## **Positive Reinforcement and Rewards**

Children work hardest when they know their work will be appreciated and praised. All staff encourages pupils at all times and in all activities to give their best.

It is important for good behaviour to be recognised and rewards. If pupils or groups of pupils are praised when it is merited then a positive climate is established in which pupils self-esteem is nurture and misbehaviour becomes by comparison a markedly less attractive way of obtaining attention.

### **Whole School**

House points are earned by demonstrating one of our 4B's or one our learning powers and also through in-school competitions.

These are added up and the House Cup is awarded every half term. There is a reward for the winning team.

Each week, children are chosen from each class to be nominated for an Achievement Award. Children receive their award in our Friday Achievement Assembly.

We also like to celebrate the children's achievements outside of school. This may encompass sport, music or fund-raising activities and children are encouraged to bring in their trophies, medals and certificates to display to the rest of the school.

### **Early Years**

In our Foundation Stage the children collect stickers and when they get 10 stickers (F2) 5 stickers (F1) they can select a prize from the 'Merit' Box.

Each individual Foundation stage class works toward a whole class award by completing a Mr Potato Head. They achieve this by earning the facial features. When Potato head is completed the class gets a treat – school cinema afternoon, teddy bears picnic, ice creams etc.

Other rewards used are verbal praise, stickers and super star award wristbands.

### **Class**

Team work is important and when the class work together to have a fantastic day, line up well, complete all work or put in 100% effort they get to a class point which work towards earning a class reward which has been chosen by all children. E.g. Teddy bears picnic, bring a toy to school day, extra playtime, classroom cinema.

### **Whole School Target**

Each week a new target is set e.g. best class uniform, smartest class walking through school, class who has the best manners. Then Betty Bee flies around the school adding bees to the classroom doors. At the end of the week the bees are counted and the class who has the most bees is awarded with a certificate from Betty Bee herself.

## Individual

- Praise and positive feedback
- Children can earn individual house points when demonstrating any of our learning powers or 4B's
- A merit recognises effort and progress. A merit card is signed and the children receive sticker from a member of the SLT.
- Every 5 merits = prize from the 'Merit' Box.
- When a child achieves a certain number of merits, they gain a Merit Badge and certificate which will be celebrated in assembly.

20 points – Bronze Merit Award

40 points – Silver Merit Award

70 points – Gold Merit Award

100 points – School Ambassador Award

## Lunchtime

Midday supervisors will give house points and stickers to promote our '4B's

If a midday supervisors believes a child's behaviour deserves a merit they will feed back to the class teacher at the end of lunchtime.

## 'Choices' ladder

Each class displays a 'choices ladder'. Each child in class has their name on the ladder.

Great Achievement	Merit card= 1 merit
The 4 'B's	All children start here
Think about it	Stage 1
Teachers choice	Stage 2
SLT	Stage 3



**Negative behaviour and consequences.**

Challenging behaviour is recognised as unmet needs and can be a result of home circumstances or safeguarding issues. Early intervention is paramount to avoid situations escalating. Negative behaviours can also be an indication of low self-esteem. Strategies are used to focus on positives and criticise the behaviour not the child.

If a behaviour incident occurs in the classroom the initial responsibility lies with the class teacher to deal with incident using stage one (see below). If the misdemeanours are more serious or repeated the class teacher should refer to stage two (see below).

These procedures assume a gradual increase or persistence in bad behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e. violence) then it is acceptable to skip stages of consequences. We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home.

All behaviours will be logged on SIMs from stage two and kept on the individual pupil's record.

	Stage One – Think about it	Stage Two – teacher choice	Stage Three - SLT
Behaviour	<ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Minor disruptions to learning</li> <li>• Not enough work</li> <li>• Minor arguments with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Regular/constant stage one</li> <li>• Rudeness to an adult</li> <li>• Refusal</li> <li>• Hurting others verbally</li> <li>• Hurting others physically</li> <li>• Swearing</li> <li>• Damage to property</li> <li>• Inappropriate behaviour</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Regular/constant stage two</li> <li>• Fighting</li> <li>• Purposeful violence to child</li> <li>• Purposeful violence to adult</li> <li>• Racist incident</li> <li>• Homophobic incident</li> </ul>
Consequences	<ul style="list-style-type: none"> <li>• Verbal warning and name moved on the behaviour ladder (Think about</li> </ul>	<ul style="list-style-type: none"> <li>• Time out in another class (5 mins)</li> <li>• Seen by Key Stage Leader</li> <li>• Informal conversation with home grown up</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection thinking time (30 mins lunchtime the following day managed by SLT)</li> <li>• Child assigned to an alternative class for</li> </ul>

	<p>it)</p> <ul style="list-style-type: none"> <li>• Redo work in own time or at home</li> <li>• Time out in class (5 mins-15 mins)</li> </ul>	<p>(Parent contact)</p> <ul style="list-style-type: none"> <li>• Break time reflection (managed in key stage teams)</li> </ul>	<p>½ to 1 full day. (Teacher – child buddy system)</p> <ul style="list-style-type: none"> <li>• Parent meeting (after school to be attended by home grown up)</li> <li>• Seen by the Academy Director</li> <li>• Behaviour support plan</li> <li>• Internal exclusion (half or full day)</li> <li>• Formal meeting with home grown up</li> <li>• External Inclusion (Two - five days)</li> <li>• Permanent exclusion</li> </ul>
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**If children are regularly going onto Stage Three, then the teacher must:**

- Complete a classroom audit – is their classroom engaging and inspirational for learning and meeting the needs of all the children?
- Put the pupil onto behaviour report + meeting with parents.
- Complete a behaviour/support plan with the Pastoral Officer and Parents and this needs to be adhered to for a period of at least 4 weeks to see if appropriate. Behaviour support plans are flexible and will need to be altered regularly to meet the child's needs.
- Consider the Tiers of behaviour and the support they give a child.

**Lunchtime**

- Each Midday supervisor will be assigned to a class; they will need to liaise with the class teacher before lunchtime and afterwards so there are clear lines of communication with regards to achievements and misdemeanours.
- Nurture – children who find unstructured times challenging which results in misdemeanours are directed to nurture where they are supported by a Pastoral Officer. During this time the children channel their energy into playing games and doing a range of activities with other children under supervision. Class teachers will give the nurture passes to these identified children before they leave the classroom for lunch.

- Library Club – Children who prefer to be inside during lunchtime collect a pass from the senior midday supervisor in the lunch hall then access the library where they can use the ICT equipment, play games and do activities under the supervision of the LSA's.
- Class support - Children who struggle with the above are assigned to KS1 classes to support younger children playing education games.
- Reflection – see below

### **Foundation Stage**

In Foundation, if a child does not follow the four 'B's then they will be given 2 reminders before receiving a 3, 4, 5 minute 'time-out'.

Reminders are not given for hurting other children – this would result directly in 'time-out'.

### **Reflection system**

- Stage two reflection – thinking time (15 minutes break time the following day)
- Stage three reflection - thinking time (30 minutes lunchtime the following day)
- Failure to co-operate results in an after school reflection (in agreement with parents) – thinking time for 45 minutes
- 5 x reflections per half term = behaviour report + meeting with parents.

N.B It is the class teacher/LSA's responsibility to add children to the reflection folder and record the behaviour on SIMs.

A child who regularly misbehaves and who does not respond to the above measures will be referred to the Pastoral Officers and consideration for assessment by outside agencies and placing on the SEND register. In such cases, the following course of action will be followed:

- Staff co-ordinate discussion with parent / carer re: incident / behaviour concerns.
- Academy Director is informed and SENCo, Teacher, Parent and pupil are involved in drawing a plan of action.
- A time scale and review date is to be agreed

External agencies may be included (Behaviour Support Service MAP/Early Help Unit/Family Service/Surestart/Educational Psychologist) and a new plan of action / contract may be created:-

- BMP (Behaviour Management Plan) A BMP is drawn up when the pupil is at risk of a Fixed Term

### **Exclusion**

Exclusion is a disciplinary sanction to be used by the Academy Director or a member of the SLT when the Academy Director is absent.

### **Internal exclusions**

The school has a pastoral team which supports pupils in a positive way to rectify poor behaviour. A member of SLT can recommend that a pupil serves an internal exclusion for behaviour which is not acceptable but which does not warrant a fixed term exclusion.

### **Fixed term exclusion**

A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the school's behaviour policy; and/or persistent breaches of the '4B's.
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Permanent exclusions**

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however, be exceptional circumstances where, in the Academy Director's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Carrying an offensive weapon
- c) Dangerous behaviour (including sexual) to oneself or others.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. Nottinghamshire procedures for exclusions are followed and reported to governors in the termly head teachers report. The process is carried out in such a way as to ensure that children have a full understanding and are supported in managing future behaviours. No child is excluded without the Academy Director's permission.

### **Allegations against staff**

Allegations made by pupils against staff will be dealt with in accordance with Safeguarding Policy and through the LADO (Local Authority Designated Person) at Nottinghamshire

County Council. Allegations that are made that are found to be false could lead to serious consequences and will be dealt with appropriately.

### **Training of staff**

The school provides relevant information and training on behaviour management to all groups of staff. The school will provide training of all staff on behaviour management through induction training for all new staff, whole-school INSET and specific planned/tailored training.

### **Monitoring and Evaluation**

The school evaluates its policy against key improvement objectives which include for the individual pupil improvement in their behaviour and academic progress. The school will monitor the use of rewards and sanctions to ensure that its arrangements operate fairly and consistently across all year groups. At a wider level class / subject / whole-school measures such as general behaviour patterns, use of rewards and sanctions, use of reflection and effectiveness of the policy in encouraging positive behaviours are all monitored and reported to governors where appropriate.

**Agreed and Ratified by Governors -**

**Due to be reviewed – October 2018**

**Author – Julia Hallam**