



# **BEHAVIOUR POLICY**

I have the right to feel and be safe.

I have the right to learn.

I have the right to be treated with respect.

## A consistent approach to behaviour management

- This document sets out our approach to improving the **engagement** of children and their **progression** to ensure improved Learning and Teaching leading to the raising of standards.
- Learning and Teaching, Behaviour for Learning and Assessment for Learning are all encompassed under this framework.
- This policy will be reviewed and evaluated to ensure it remains effective in ensuring improved learning and teaching.
- The essential prerequisite for the success of this policy is a **consistent commitment** from **all staff** to operate within the agreed framework.
- **Consistency** is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team.

## The 2012 Teaching Standards set out the following expectations which will be monitored regularly



A teacher **must**:

### Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### Manage behaviour effectively to ensure a good and safe learning environment



- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## Academy Expectations



We have agreed three academy expectations that permeate the teaching and management of behaviour:

- Be Safe
- Be Respectful
- Be Responsible

## Expectations of the School Community

<b>Staff and EAB</b>	<ul style="list-style-type: none"><li>➤ To lead by example.</li><li>➤ To be consistent in dealing with pupils, parents and adults in general.</li><li>➤ To encourage the aims and values of the school, and local community, among the pupils.</li><li>➤ To have high expectations of the pupils.</li><li>➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.</li><li>➤ To encourage regular communication between home and school.</li><li>➤ To respect pupils and be consistent</li></ul>
<b>Children</b>	<ul style="list-style-type: none"><li>➤ To respect, support and care for each other, both in school and the wider community.</li><li>➤ To listen to others and respect their opinions.</li><li>➤ To attend school regularly, on time, ready to learn and take part in school activities.</li><li>➤ To take responsibility for their own actions and behaviour.</li><li>➤ To follow the academy rules as instructed by all members of staff throughout the school day.</li><li>➤ To be respectful of others, regardless of differences ;for example race, gender, religion, disability, sexualisation and age.</li></ul>
<b>Parents</b>	<ul style="list-style-type: none"><li>➤ To be aware of, and support, the school's values and expectations.</li><li>➤ To ensure that pupils come to school regularly, on time for the school day.</li><li>➤ To take an active and supportive interest in their child's work and progress.</li><li>➤ To respect, model and support the aims and values of the school.</li></ul>

## Positive Behaviour Strategies

Strategy	Details
<b>Praise</b>	Smile, nod, eye contact, thumbs up, hand shake
<b>Calmness</b>	Speaking calmly and to the point.
<b>Boundaries</b>	Reminders of class rules expect the best.
<b>Choice</b>	Gives pupils some control over the situation; is less likely to initiate point-blank refusal.
<b>Take-up time</b>	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear about expectations.
<b>Partial agreement</b>	Yes, you may have been talking about your work but I would like you to...'
<b>When-then direction</b>	This is trying to avoid the negative - 'No you cannot go out because you have not finished your work' becomes 'When you have finished your work, then you can go out'.
<b>Privately understood signals</b>	For drawing the class together or to monitor the noise level. Build in sharing times. Reflect upon intervention in terms of teaching and learning as against control intervention.
<b>Tactical ignoring</b>	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.
<b>Redirect behaviour</b>	By reminding the pupils what they should be doing and trying to avoid getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task.
<b>Deferred consequences</b>	When a pupil misbehaves, stating that you will deal with the issue later removes the 'audience', i.e. the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.

## **Rewards**

We often recognise good behaviour through awarding privileges and rewards. This might include:

- verbal praise
- stickers / stamps
- Exemplary work displayed in the classroom
- class rewards
- reading rewards
- sent to another teacher / Headteacher with work
- Headteacher's reward sticker
- Certificate awarded in celebration assembly
- End of term award
- Postcard /text to let parents know about their children's good behaviour.

All children are awarded online pupil reward points for good work and behaviour. Points can be spent in the Weelsby Wonder Store on a weekly basis or saved for bigger rewards at the end of term.

## **Consequences**

When dealing with poor behaviour choices we are conscious always to maintain a child's self-esteem and that it is the behaviour that is unacceptable never the child.

We use the Consequences system to ensure that positive classroom behaviour is promoted.

(See attached)

At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated.

We approach 'every session as a new session. Children have the right to put previous problems behind them.

Where there are persistent repetitions of disruption a personalised home-school monitoring programme may be established. Parents will be involved in this process and school will regularly review progress and impact with parents.

In the event of a more serious incident e.g. assault on staff; damage to property the leadership team will make a decision about appropriate action.

### **Internal Isolation**

This involves a child being isolated from their peers and may take place within their home academy or at a nearby academy.

## **Fixed Term and Permanent Exclusions**

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:

- To maintain high standards of behaviour in school
- To ensure the safety and well-being of all staff and children.

Under exceptional circumstances, the headteacher may issue a fixed term or permanent exclusion. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The headteacher will follow the LA guidelines and would inform the LA, and the EAB.

After an exclusion a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Headteacher will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and or staff at risk. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The EAB will be informed annually of the number and types of exclusions.

## **Breaks and lunchtimes**

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents occur at break times which are of a different nature to those happening in the classroom. In order to minimise inappropriate behaviour going to / returning from breaks and in the playground, we have decided on the following steps:

### **Breaks**

- We stop when the bell rings and do as we are asked
- We walk in the quiet area and when eating fruit
- We use equipment safely
- We walk into school quietly and calmly with our teacher

### **Lunchtimes**

- We find a place quickly and remain seated until the meal is finished
- We follow hygiene rules
- We practise good table manners
- We clear away all waste

## **Bullying**

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At Weelsby Academy no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

## **Racism**

At Weelsby Academy our wish is to develop in every individual a sense of self worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Headteacher.

We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

## Partnership with parents and other agencies

It is very important that parents and school work together to support each other's efforts to achieve the same goal - that of improving behaviour. Most children behave well most of the time.

For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Each person's responsibilities for promoting good behaviour is written in the Home School Agreement which is signed by new parents, children and the school. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

For pupils who display continuous disruptive behaviour and for whom the school systems do not appear to be effective, support will be sought from outside agencies with a multi-disciplinary assessment carried out if necessary

## Pupil support systems

- For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers such as drawing & talking therapy, circle of friends, playground pals etc.
- All staff working with pupils with target sheets and behaviour contracts will be informed of this in order to give a consistent approach throughout the school day.

## Staff development and support

- Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.
- All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the SENCO, or any member of the SMT.
- Staff needing help with behaviour management will be supported through appropriate CPD.



## Managing pupil transition

- Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.
- Children's behaviour records are passed onto the next teacher through the inclusion file which also includes records of strategies used.



## **Pupil's conduct out of school**

- The school will investigate any reported incidents of bullying, including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the school.
- Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents.
- These will be recorded on the school incident recording forms which record outcomes and actions.
- Members of staff are not expected to deal with incidents outside of school that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

## **Monitoring and Review**

This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the Headteacher, on a weekly basis, and through staff meetings.

This document is freely available to the school community and will be posted on the school website with a hard copy available at Reception.

Review date: December 2017

Signed.....

Chair of EAB

Date.....

## Appendix 2

### Sections from Positive Handling Policy

#### Screening pupils

- Schools can impose a requirement that pupils to undergo screening through a walk through or hand held devise, even if they do not suspect them of having a weapon.
- Any member of the staff can screen and pupil consent is not required. It is not anticipated that our school will have a screening devise at the moment.

#### Searching pupils

- School staff can search a pupil for any banned item if the pupil agrees. Banned items include mobile phones, equipment and toys brought from home (unless authorised by the class teacher eg as part of a display / shown and tell).
- Headteachers and authorised staff can search a pupil or their possessions without consent where they have reason to suspect the pupil has knives or weapons, alcohol, illegal drugs or stolen items.
- Staff can seize any banned or prohibited item found or which they consider detrimental to school discipline.

#### Using reasonable force or other physical contact (detail in positive handling policy)

- Reasonable force is used to control pupils or restrain them and can be used to prevent pupils from hurting themselves or others, from damaging property or for causing disorder.
- All members of the school staff or any person the headteacher has temporarily put in charge of pupils, such as volunteers, have the legal power to use reasonable force. The majority of school staff have had recent and up to date training.
- Reasonable force can be used to
  - Remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so.
  - Prevent behaviour that would disrupt a school event. trip or visit.

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*...Changing lives*

- Prevent a pupil leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others.
  - Prevent a pupil attacking a member of staff, another pupil or stop a fight in the playground.
  - Restrain a pupil at risk of harming themselves through physical outbursts.
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- Reasonable adjustments will be made for disabled or SEN pupils.
  
  - It is unlawful to use force as a punishment.