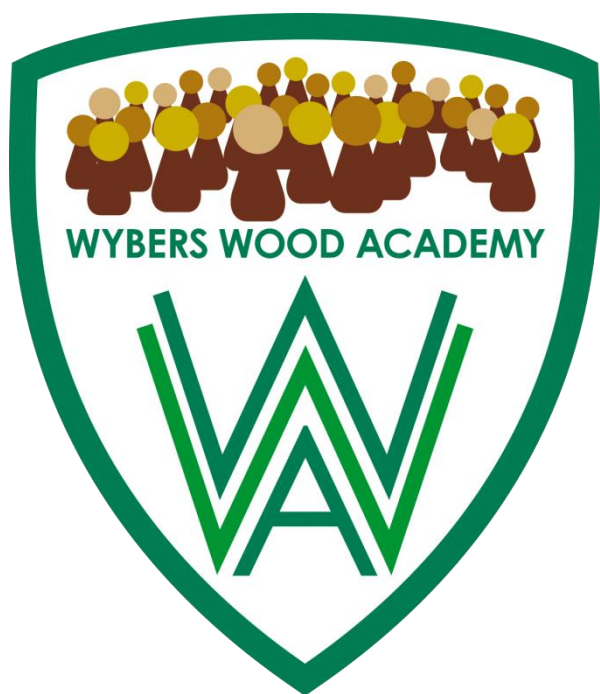


Wybers Wood
Academy



Behaviour Policy



Wybers Wood Academy

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.

November 2016

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

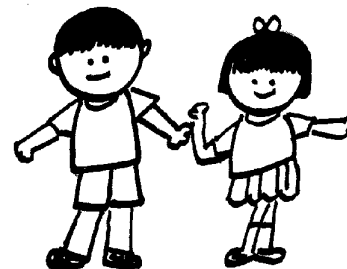
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with 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

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

Positive Behaviour Strategies

Pupils need to know what is expected of them and be immersed in the vocabulary and actions of good behaviour. We reinforce this teaching throughout every school day through PSHCE, R.E. and Circle time activities. Assemblies also provide children with regular chances to reflect and explore their responses to a wide variety of behaviours.

We welcome supportive contributions from parents/carers as they are a valuable resource in the development of a child's behaviour. Parents/carers need to feel confident that their children are developing, personally, socially and emotionally. Our school welcomes parents into school to discuss their children's progress in a positive atmosphere.

Children and adults need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported and encouraged constantly and effectively
- To have clear and realistic expectations about their work and behaviour
- To take responsibility and be involved in decision making

At Wybers Wood Academy we expect all children to do their best in lessons. All learning environments display our five expected learning behaviours which were negotiated with pupils and highlight our expectations from pupils whilst they are learning:

- Listen to Learn
- Do as Directed
- Talk to Task
- Chase the Challenge
- Attitude is Everything

Rewards

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

- verbal praise
- stickers / stamps
- notes home/texts home to let parents know about their children's good behaviour.
- team points
- class rewards
- sent to another teacher / senior leader with work
- 'mention' in assembly as an ambassador for the academy
- Star of the Week Award

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:

- Clear playground rules and expectations, consistent for all playtimes
- Plenty of staff on duty to intervene and resolve any issues
- Quiet areas on the playground
- Playtime buddies trained to support their peers
- Opportunities to children to play inside should this be appropriate

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 Wybers Wood 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 Wybers Wood 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: January 2019

Signed.....*M Peacock*

Chair of EAB

Date...17th January 2018

Appendix

Sections from Positive Handling Policy

Screening pupils

- Schools can impose a requirement that pupils to undergo screening through a walk through or hand held device, 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 device 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.
 - 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.
- Reasonable adjustments will be made for disabled or SEN pupils.
- It is unlawful to use force as a punishment.

CONSEQUENCE SYSTEM <i>(Remember: It is important to continue to recognise and praise good behaviours!!)</i>		TYPICAL BEHAVIOURS
Warning	A warning can be given for low level behaviours such as walking on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.	These behaviours are amber behaviours: <ul style="list-style-type: none"> • Not listening • Calling out • Poor work • Not trying your best • Reluctance to work • Unkindness to others • Not telling the truth • Bad manners If the child is demonstrating these behaviours, the progression through from Warning to C3 should be incremental during the session (morning/afternoon). It is important that the child is <u>always</u> <u>being warned</u> , <u>first</u> and reminded that they already have the warning as they progress to C1.
C1 -	The pupil's name will be recorded at this point. Remind pupil why they are now on a C1 and ask to choose to correct their behaviour.	
C2-	C1 ticked by name	
C3-	C3 ticked by name. Remind the pupil it is their choice to break the school rules and the rule they are breaking. Offer them solutions on how they can after their behaviour. Ask the pupil to take 5 minutes out to think about their behaviour.	
C4-	At this point the pupil must leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class- if they do they will be issued with a C5. A C4 will also lead to <u>detention</u> . <i>(If the child has reached C4 during lunchtime the child will receive a detention for the following day: missed play (KS1), part or all of lunchtime (EYF5) and both playtime & lunchtime (KS2)</i>	The following red behaviours would warrant moving straight to this stage: <ul style="list-style-type: none"> • Refusal to follow adult instructions (Defiance) • Deliberate damage • Unkindness to other children (physical and verbal) unintentionally causing hurt • Racial abuse • Using bad language • Verbal abuse of adults (under the breath & not intended to be heard) • Failure to respond during the morning/afternoon sessions with continuous amber behaviours beyond C3 would also warrant a C4 Class teacher/Class Learning Support must always inform parents.
C5-	Given for unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, hurting another child or adult, threatening behaviour, destructive and/or unsafe behaviour. Pupil will work for a <u>half day on their own</u> in an area appropriate to the age of the child and the design of the academy. The pupil will be issued with a <u>breaktime/ lunchtime detention</u> . Unable to attend after school club or any events eg discos, sports events etc.	A C5 will be given if the behaviours are extreme and/or malicious (and would include examples of all the above), or behaviours that are continuous from previous C4. Examples of an immediate C5 would be clearly deliberate physical hurt to another person or behaviours that put others at risk. Physical or verbal abuse would generally be included in this category. SLT or Learning Mentors should always contact parents.

PLEASE ENSURE THAT THERE IS A VISIBLE METHOD OF RECORDING PROGRESSION IN YOUR CLASSROOM SO SLT CAN SUPPORT BEHAVIOUR MANAGEMENT WHEN THEY VISIT YOUR ROOM