



# BEHAVIOUR POLICY

**Adopted: September 2020**

**Review: September 2021**

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## **Behaviour Policy – Inc Exclusion Arrangements**

### **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**

**This policy should also be read in conjunction with the following other policies as stated:**

- E-safety policy
- Anti-Bullying Policy
- Health & Safety Policy, Risk Assessments
- Safer Recruitment Policy
- Complaints Policy
- Codes of Conduct
- Equality and Diversity Policy
- Staff Induction Policy
- Whistleblowing Policy
- Safeguarding Policy

July 2021

## A consistent approach to behaviour management

This policy sets the expectations for behaviour at the academy. The Education Advisory Board, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for those who do not behave appropriately. Although this is a necessary element of any academy's approach, our emphasis is firmly on positive encouragement and promoting good relationships.

- 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 these academy expectations that permeate the teaching and management of behaviour:

- Be Safe
- Be Respectful
- Be Responsible
- Treat others with kindness
- Look after people and property
- Make sensible choices and follow instructions
- Be in the right place, at the right time, doing the right thing
- Go for Green and Reach for the Stars

### Expectations of the School Community

<b>Staff and EAB</b>	<ul style="list-style-type: none"> <li>➤ To lead by example.</li> <li>➤ To use positive and restorative language when dealing with behaviour (See Appendix A)</li> <li>➤ To be consistent in dealing with pupils, parents and adults.</li> <li>➤ To foster 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 know the green behaviours and endeavour to demonstrate them at all times</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, sexual orientation 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, equipped and 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

- All classes and teachers use the traffic light system to enforce good or a 'green standard' of behaviour. The expectation is that all children will be on green and that this 'green standard' will be reinforced throughout the day through praise. 'eg: this table are demonstrating the green standard of behaviour, they are all sitting how we expect...' Children all start on green each lesson and the expectation is that they finish the lesson on green. Amber is used as a warning to those children who don't display green standard behaviour, for example: talking when it is not appropriate or being disruptive. Children should be moved to amber **temporarily** and it should be made clear to the pupil at this point what they need to do to be put back on green. Red should be used when the behaviour does not revert back to an acceptable level. Children should be moved back to green as soon as they display 'a green standard' of behaviour. It is important that staff contact the parents of any child who is moved onto amber and red frequently so that support can be offered. Children on specific behaviour plans do not follow this system.

Distraction, avoidance and positivity should be the prime strategies used to avoid poor behaviour in school.

## Rewards

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

- verbal praise
- stickers / stamps
- 'STAR OF THE WEEK' certificate
- dojos
- class rewards
- sent to another teacher / Headteacher with work
- Headteacher's reward sticker
- let parents know about their children's good behaviour.

## 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.

Minor consequences will be implemented for low level disruption but will always include an element of restorative practice eg: staying behind at playtime for 2 minutes to discuss their actions, their effect and how to improve; time out in another class if behaviour escalates but followed up with a quick chat on the impact of their behaviour on them and others. For persistent poor behaviour choices, communication is vital with parents/carers and regular support and contact from SLT.

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

We approach every session as a new session. Children have the right to put previous problems behind them. However, 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 the appropriate action and this will be recorded on CPOMS.

### **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 if all other routes have been exhausted eg: support from outside agencies or BACs referral. 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. However the same procedure is followed during these times. Various clubs and activities are in place at lunchtimes to provide more structured play for some of our more vulnerable children.

### **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 though 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. All possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. If found to be serious, it will be formally recorded on CPOMS and reported at the next AAB meeting.

It may be dealt with in a number of ways depending on the seriousness/level of intent of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may receive a consequence, 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.

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, and playground buddies.
- 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 SLT.
- 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 CPOMS
- 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: September 2021

Appendix A

**Key restorative questions you could use:**

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

**Positive language you could use:**

- I understand...
- I hear you...
- It's not easy but I know that you can do it brilliantly
- Maybe you are right – maybe I need to speak to them too
- I can see you are feeling cross/sad/angry – how can I help you?