



THE  
**SYNAPTIC  
TRUST**



**WEST  
THORNTON**  
PRIMARY ACADEMY

# West Thornton Primary Academy

## **Behaviour Policy**

**Date Created: January 2019**

**Updated: October 2019**

**Date to be Reviewed: October 2020**

## **INCLUSION AND SAFEGUARDING STATEMENT:**

We are committed to building futures in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

At West Thornton Academy all pupils are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At West Thornton we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence and autonomy in their learning.

Our academy is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

## BEHAVIOUR POLICY

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This policy gives a clear guide to children and staff of what is expected of their behaviour and provides a framework in which optimum learning can take place. The importance of consistency of values cannot be over-emphasised; these values must be shared to have a positive effect on individual pupil behaviour.

This is a school where little things are not ignored, where positives are praised and rewarded, and negative behaviour is challenged. Adults and children say no to inappropriate behaviour and discuss it openly as a way of ensuring a positive, effective approach. The aims of the policy are to:

- To support effective teaching and learning
- promote self-discipline and proper regard for authority amongst pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying amongst pupils;
- ensure pupils' standard of behaviour is acceptable and;
- regulate pupils' conduct.
- use Building Learning Power (BLP) to develop resilience, resourcefulness, reflectiveness and reciprocity.

At West Thornton we encourage and reward good behaviour. We set out to foster a caring atmosphere where children are encouraged to develop their natural talents and abilities. High standards of behaviour and respect for others are expected at all times.

### **Standard operations for whole school use**

- Teacher to make a sound (Clap, bell, chime) and place one hand in the air = room to be **silent**
  - Children to walk around the school quietly and sensibly on the left hand side of the corridor/stairs to allow others to pass
  - Walk to/from assembly in silence
  - The use of please and thank you
  - The reinforcement of BLP in all classrooms
  - Marvellous Me issued to all children throughout the school year
  - Use SWITCH to help children manage their emotions
  - Behaviour File in each class
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- Teacher to place one hand in the air = room to be silent

- Signal silently 1,2,3 :1 eyes on me, 2 stand, 3 walk (transition to next location)
- Walk to/from assembly in silence
- The use of please and thank you

## Building Learning Power (BLP)



BLP underlies the ethos of our school values and beliefs. Building students learning power is about:

- Helping young people to help themselves become better learners
- Developing students' learning habits
- Preparing young people for a lifetime of learning

What is the desired effect of developing students' learning behaviours?

- Raised achievement
- Improved behaviour
- Increased motivation
- Supple learning minds
- Increased enjoyment in learning
- Established habits of lifelong learning
- Enhanced creativity

Children are encouraged to use their learning powers in all areas of their learning, during class time and outside the classroom.

## Parental Support

It is vitally important that parents/carers and teachers work together, supporting each other in promoting the aims and values of our school. Parents are encouraged to take an active interest in their child's academic and social life, discuss work, likes and dislikes, friendships, playtimes, etc.

The partnership between parents and teachers, and efforts to develop a good working relationship on both sides, will help to foster social qualities as well as academic achievements in each child.

West Thornton encourages parents to support good attendance and behaviour and can expect regular updates:

- Expected standards will be communicated through our home-school agreement
- Parents/Carers will be updated on their child's behavior informally at the end of the school day and through termly formal parent/teacher meetings.
- A phone call from the class teacher to highlight positive feedback or areas of concern

## **Pupil and Family Support Worker**

Should a teacher become increasingly concerned about a child's behaviour, a referral will be made to the Pupil and Family Support Worker.

A meeting will be held with the class teacher and parents to discuss behaviour strategies and the way forward. If deemed necessary, a behaviour plan will be set up and a risk assessment will be carried out. The child will be timetabled to see the Pupil and Family Support Worker on a weekly basis either as an individual or with a group.

The Pupil and Family Support Worker will act as a form of support for staff and children and will advise on strategies and resources

## **Celebrating Behaviour**

### **Achievement Assemblies**

Achievement Assemblies celebrate positive learning behaviours. Once a week, during the Friday assembly, children are credited for their responsible, respectful and caring behaviour.

Children's achievements are also shared through phone calls home and online via our twitter account. 'Marvellous Me' will also be used to celebrate positive behaviour and encourage home-school links.



### **Class Rewards**

Each teacher will use Marvellous Me as a reward system in their classroom as an incentive for positive behaviour. Teachers are expected to send three positive badges home each for each student per week.

## **Behaviour strategies**

### **A Positive Approach**

Whilst encouraging and praising positive behaviour, we realise that some children may experience difficulties in achieving these expectations. If a child chooses to break an agreed rule, the style of the reprimand **should be non-humiliating and should not label**. Staff will endeavour to avoid confrontation and deal with incidents using the agreed procedure. At West Thornton Academy we encourage children to realise that their actions are a result of the choices that they make and that there are consequences accordingly.

### **SWITCH**

SWITCH is a self-help strategy utilised throughout the school for when children feel angry or upset.

Stop and Think  
Walk away  
Ignore them  
Tell an Adult  
Count to 10  
HELP from a friend

## Pre-empting Unwanted Behaviour

At West Thornton the following areas are taken into consideration to pre-empt undesirable behaviour:

- **Inclusion** - All children are treated as individuals and their differences are taken into consideration;
- **We are a Dyslexia Friendly School and adopt appropriate practices to ensure that all children can access the learning.**
- **Lesson planning** – careful thought is given to creating a purposeful atmosphere, offering a variety of demanding and stimulating tasks, encouraging initiative and opportunities to interact;
- **Classroom organisation** – layout, resources and accessibility is child-centred;
- **Critical points in lessons** – adults are aware of instances where risks of misbehaviour are likely;
- **Supervision of group work** – is carefully planned;
- **Helping individuals** – thought is given to strategies used to teach, supervise, encourage, detect difficulties and diagnose problems and;
- **Feedback and discussions** – A variety of strategies are used to foster children's self-esteem through sharing work and ideas.

## Inclusion Team

We are an inclusive school and have a range of resources at our disposal to ensure pupils reach their full potential. Where pupils require extra support this can be sought from the Inclusion team, who are able to advise on strategies and resources. This consists of:

- SENDCO
- Pupil and Family Support Worker
- Members of the Senior Leadership Team

Early intervention is key and on occasion children require further support. This will be an arrangement made by the Inclusion team with parental consent. This may include support from external agencies such as: The Educational Psychology Service or Behaviour Support (**Fair Access from Sept 17**).

## Sanctions

West Thornton uses a levelled system whereby all staff understand the appropriate action for the behaviour that has been presented. As positive approaches are our priority, our children are given reflection time and reflection sheets to consider the right choices to make for any inappropriate behaviour.

### **Level 1 behaviour**

Persistent low level behaviour, for example unnecessary talking, not completing learning, not listening.

Sanctions:

- Verbal warning
- Name on board (or, two verbal warnings in total)
- Time out in class (reflection sheet)

### **Level 2 behaviour**

Verbal abuse of pupils or staff, failure to follow reasonable requests.

Sanctions:

- Time out in class (reflection sheet)
- Child will have minutes taken off break time and lunch time. This will be initially be with the class teacher. Children are encouraged to earn this back.
- Sent to partner class for a specified time (written on a reflection sheet).

### **Level 3 behaviour (logged on SIMS)**

Repeated Level 2 behaviour, damage to property/vandalism.

Sanctions:

- Inform a Senior Leader, sanction agreed in accordance with behavior policy.
- If Level 3 behaviour is displayed, break time will be missed
- If further occurrences happen lunch break will be removed from the child where they will be asked to reflect on their behaviour through a written reflection sheet.

### **Level 4 behaviour (logged on SIMS)**

Physical abuse of pupils or staff, fighting, racist/homophobic/sexist comments, leaving the classroom/site without permission, bullying:

- Inform a Senior Leader, sanction agreed in accordance with behavior policy.
- Log the incident onto SIMS
- Where appropriate child will have a report card (agreed by SLT)
- The child's parents and a member of SLT will sign the report card at the end of each day.

### **Report Cards:**

Report cards will typically be in place for 2 weeks. After 2 weeks parents will be invited to a meeting with a member of the inclusion team and a member of the senior leadership

team to discuss further interventions. Where appropriate the report card can be extended in agreement with the senior leadership team and parents will be invited in for a further review. If the pupils' behaviour fails to improve after intervention, it may be necessary to internally exclude.

### **Serious Incidents**

Serious incidents and breaches of school rules will result in the child being sent immediately to a Deputy Head or Associate Head. The incident will be dealt with according to the behaviour policy and parents will be informed.

### **Exclusion/Seclusions**

Internal and external exclusions/seclusions are determined case by case and will be considered as a very last resort. They may only be considered through consultation with the Associate Headteacher or Executive Headteacher.

Reasons for exclusion may include:

1. the safety of that child
2. the safety of the other children and staff
3. to enable the education of the other children to continue

### **Conclusion**

The staff at West Thornton Primary Academy feel confident that the guidance provided by this policy will promote and reinforce good behaviour and manage unwanted behaviour effectively.

# Appendix One - Reflection Sheets

Reception/Year One

Name: \_\_\_\_\_ Class: \_\_\_\_\_



## Behaviour Reflection Sheet

I made other people feel...



Next time I will...

be kind

play nicely

listen

help others

follow  
instructions

Year Two – Six

Name: \_\_\_\_\_

Class: \_\_\_\_\_



## Behaviour Reflection Sheet

My behaviour was unacceptable because...

**Next time I will make better use of my Building Learning Powers and...**

Imitate my friends who show what good behaviour looks like

Use empathy to try and understand why someone may be upset by my actions or words

Use my questioning skills to help understand how my friends feel before the issue arises

Be absorbed in my work

Manage my distractions

Listen to adults

### Appendix Two – Behaviour Grid

	Behaviour	Appropriate Sanctions	Comments
<b>Level 1</b>	<p><b>Aggravations</b></p> <ul style="list-style-type: none"> <li>Calling out</li> <li>Wandering about classroom</li> <li>Running in the school building</li> <li>Not putting hand up to talk</li> <li>Interrupting other pupils</li> <li>Ignoring minor instructions</li> <li>Silly noises/Minor Annoyances</li> <li>Pushing in the line</li> <li>Talking during silent work</li> <li>Minor Playground Incidents</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact</li> <li>Reminders</li> <li>Verbal telling off</li> <li>Statement of inappropriate behaviour and consequences for repeating it (given by adult)</li> <li>Change of seating</li> <li>Name written on board</li> <li>5 Minute playground cool down period</li> <li>Tactically ignore</li> </ul>	<p>Not recorded.</p> <p><b>No other staff members involved.</b> TA &amp; Teachers on duty deal with playground incidents</p> <p>After 3 repetitions within a small time frame then move to stage 2</p>
<b>Level 2</b>	<p><b>Less Serious</b></p> <ul style="list-style-type: none"> <li>Repeated stage 1 behaviour</li> <li>Eating sweets in school</li> <li>Refusal to work/Unacceptable output</li> <li>Deliberate disruption</li> <li>Accidental damage through carelessness</li> <li>Cheek, off hand comments</li> <li>Minor challenge to authority</li> <li>Minor, non directed swearing</li> <li>Repeatedly annoying other children</li> <li>Playground skirmish</li> <li>Being in a building unauthorised</li> <li>Spitting</li> </ul>	<ul style="list-style-type: none"> <li>Separation from the rest of the class within classroom</li> <li>Writing a letter of apology during breaktime</li> <li>Child to sit apart from class/group 5 - 20 minute lunchtime/playtime detentions to complete unfinished work</li> <li>Repair/clean up of damage.</li> </ul>	<p>TA/Teacher on duty to report playground incident to class teacher</p> <p><b>Repeated incidents within a short time frame to be reported to Year Group Leader.</b></p>

Level 3	<p><b>More Serious</b>  <i>Repeated Stage 2 Behaviour</i>  Deliberately throwing small objects with intention of harming or breaking them.  Harming someone  Damage to school/pupil property  Leaving class without permission  Repeated refusal to do set tasks  Deliberate rudeness to adults  Harmful/offensive name calling/ directed swearing at another child  More serious playground incidents/ fighting  Bullying</p>	<p>Informal contact with parents by class teacher  Separation from the rest of the class  - external removal from classroom  Writing a letter of apology during breaktime  Behaviour chart - monitored by Year Group Leader/Assistant Headteacher copy sent home at end of week to parent  Internal exclusion/playground exclusion/ complete pupil behaviour (green form)  Withdrawal from whole school events  if unsafe e.g. trips</p>	<p><b>Incidents recorded on SIMS &amp; circulated (kept on file – sent home every half term)</b>  Parental contact recorded on yellow form &amp; circulated (kept on file)</p> <p><b>Reported to Year Group Leader</b>  <b>Repeated incidents within a short time frame to be reported by Year Group Leaders to Deputy Headteachers</b></p>
Level 4	<p><b>Very Serious</b>  <i>Repeated Stage 3 Behaviour</i>  Repeatedly leaving the classroom without permission  Fighting in the classroom  Serious fighting &amp; intentional physical harm to other children  Throwing large dangerous objects  Serious challenge to authority  Verbal abuse/swearing to any staff or parent  Bringing the school into disrepute e.g. on public transport, road.  Vandalism/Graffiti Stealing  Persistent bullying  Racist incidents  Truancy</p>	<p>Formal telephone call/contact/ letter/ meeting with parents  Possible recompense for damaged property from parent  School 'community service'  Behaviour chart/ 'On report' monitored by Deputy Headteacher/ Deputy Headteacher - copy sent home at end of week to parent  Withdrawal from whole school events e.g. trips  Internal exclusions  Possible fixed term exclusion up to 15 days/Permanent exclusion  Exclusion from site at lunchtimes  After school/weekend detentions</p>	<p><b>Requires immediate involvement of Deputy/ Associate Headteacher</b></p> <p>If persistent place on SEN register  Involvement of outside agencies</p> <p>Incidents recorded on green form and behaviour chart</p> <p>Parental contact recorded on yellow form &amp; circulated to relevant members of staff</p>
Level 5	<p><b>Extremely Serious</b>  <i>Repeated Stage 4 Behaviour</i>  Extreme danger or violence  Very serious challenge to authority  Extreme verbal or any physical abuse to any staff  Running out of school  Possession of a weapon considered to be dangerous by an adult at School</p>	<p>Immediate exclusion fixed term or permanent.</p>	<p><b>Requires immediate involvement of Deputy/ Associate Headteacher</b></p> <p><b>Principal</b></p> <p>Parallel Procedures for official out of school activities (PRU)</p>