



Creating Futures For All

West Thornton Primary Academy Behaviour Policy

February 2020

OUR VISION

At West Thornton Primary Academy our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

AIMS OF THE POLICY

1. Our aim is to provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
2. To encourage a calm, purposeful learning environment in the school.
3. To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged.
4. To encourage increasing independence and self-discipline.

EXPECTATIONS OF STAFF

The following staff expectations should be developed and agreed by staff in the school.

1. To be an exemplary role model for children and colleagues.
2. To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
3. To raise children's self-esteem and develop their full potential.
4. To provide a challenging and inclusive curriculum.
5. To create a safe and stimulating environment that supports children's learning.

EXPECTATIONS OF PUPILS

The following pupil expectations should be developed and agreed by children in the school.

1. To work to the best of their ability, and allow others to do the same.
2. To treat adults and children with respect and to be aware of the impact of their behaviour on others.
3. To follow the instructions of the school staff.
4. To take care of and respect property within the school environment and community.

EXPECTATIONS OF PARENTS/CARERS/GUARDIANS

As part of the Home/School Agreement parents are expected to support the school's Behaviour Policy.

1. To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
2. To encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
3. To foster good relationships with the school and to support the school in the implementation of this policy.

MOTIVATING APPROPRIATE BEHAVIOUR

Preventative measures

- Raising the child's self esteem
- Communicate a sense of importance
- Ensure successful experience
- Emphasise children's responsibility through providing choices
- Ensure circle times are part of the curriculum
- Vary groups in class according to friendship and abilities
- Display and celebrate children's outcomes (finished work)
- Delivering regular Mindfulness sessions to encourage reflection

Offering a well planned curriculum

- Aim for quality teaching which encourages breadth of exploration and representation and balance in the pupil experience of the wider curriculum
- Ensure good and flexible preparation of activities matched to student abilities Vary lesson pace
- Plan for and support for different student needs Plan for other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Have back up self-sustaining activities ready

- Providing a comprehensive programme of personal, social, health and citizenship education through class circle times, curriculum coverage, Global Learning and PSHE lessons

Each class is to lead circle time sessions regularly to:

- Develop clear rules for relationships
- Teach children to respond positively
- Help children to be assertive.
- Work towards school aims.

Good classroom management of time

- Establish clear routines (end of lessons/day and activities)
- Allow time for clearing up, questions, and children to finish work.
- Allow children to organise their own time and tasks where possible.
- Plan for quality activities for quick finishers. Evaluate their completed task (hard enough, their best? extend the task or present it better?).

Good classroom management of resources

- Have clear movement routes
- Allocate clear curriculum areas in the classroom
- Ensure resources are easily available and kept tidy
- Discourage wastefulness
- Share resources across age groups
- Subject co-coordinators to catalogue, promote, and organise special resources

Teaching and learning

- Vary teaching style to meet range of preferred ways of learning
- Pupils usually remain on task if the learning experience is interesting
- Core text approach

Climate for learning

- Be clear about the relevance of classroom activities
- Cultivate a working environment which is comfortable, attractive, interesting and safe
- Create a climate where children have equal status. Establish a climate where there are clear expectations about behaviour and work habits structured
- Work towards an ethos where children can have an increasing role in shaping classroom activity. Be explicit in your expectations of what constitutes achievement and encourage children to work towards relevant standards
- Support children to try new things and learn from mistakes

Conditions for personal growth

A climate where the following are encouraged:

- Active people learning with others
- Respect
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others
- Openness
- Respect for the personal nature of learning, where differences in style and interest are thought to be good and desirable
- Right to make mistakes
- Toleration of ambiguity – explore alternative solutions
- Co-operative evaluation and self-evaluation (with help)

Restorative Justice

- Conflicts are investigated fully by a member of staff
- Children involved are given the opportunity to share their concerns and views about the conflict
- Member of staff acts as a negotiator between the 2 parties agreeing a contract or arranging a meeting between the 2 parties
- Members of staff then act as a facilitator to resolve the conflict and encouraging the 2 parties involved to seek a resolution

Our School Values

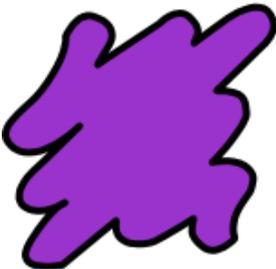
Values: Each class will display the school values and clearly display the value that is being focused on during that half term. The language of the values should be referred to when both celebrating good and discussing poor behaviour.

Celebrating positive behaviours for learning

- Quality learning is photocopied and sent home for children regularly to celebrate achievement
- Teacher makes two phone calls a week to inform parents of good behaviour and learning
- Weekly celebration certificates to celebrate children demonstrating school values (keep a log for fairness)
- 2 post cards to be consistently sent home to celebrate children demonstrating school values (via post)
- Informal conversations with parents

School procedures for encouraging good behaviour

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|  | <p>IT'S GOOD TO BE GREEN Everyone starts on GREEN!</p> | <p>REWARD Children gain a mini sticker for each day they remain green all day. When the children have 20 stickers they will receive a certificate from the Leadership Team.</p> |  |
|  | <p>Step 1: A verbal Warning</p> | | <p>Aim: The main aim of adopting the staying on green system is to supervise the day to day management of behaviour. It is a visual schools "reward and sanctions system and supports the school rules."</p> |
|  | <p>Step 2: Yellow warning card given</p> | <p>Warning Pupil changes the card to yellow. Reminder of West Thornton values and expectations.</p> <p>Encourage children to get back onto green and tell the child what you want to see them doing or achieve.</p> <p><i>I know you can get back to green... If I see you (describe behaviour) then you will be able to return to green When you have (describe an achievable task needed to be completed) then you will be able to return to green</i></p> | <p>Overview -The principle behind this system is:</p> <p>That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes</p> |
|  | <p>Step 3: Red card given</p> | <p>CONSEQUENCE Pupil changes the card to red</p> <p>Child misses 5 minutes (KS1) or 10 minutes (KS2) of their next break or lunchtime.</p> <p>Repeat positive reminders as above. At this stage reminding children of their loss of</p> | <p>That teachers integrate system within daily teaching in order to</p> |

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| | | <p>break/lunch may only anger them more. Address this at the time of consequence.</p> <p>In EYFS, the consequence should be immediate. Child is moved to a reflection or time out area of the classroom for an appropriate amount of time (might vary between children) and is given time to talk through their behaviour with an adult afterwards.</p> | <p>promote positive behaviour and effective behaviour management skills</p> <p>Pupils who regularly follow the rules are noticed and rewarded.</p> |
|  Purple card | Step 4: SLT | <p>CONSEQUENCE</p> <p>Adult changes card to purple and SLT are called Self-Exiting/physical or persistent abusive language or if a child has received 3 red cards</p> <p>At this stage a member of SLT is called to the classroom</p> | |

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

Classroom visual display:

- All pupils have a pocket with their name on
- All pupils start with a green card in their pocket
- If pupils make a wrong choice they are instructed to change their card to the appropriate colour issued by the class teacher or TA

Going for green behaviour and sanctions

| Behaviours requiring a warning | Response |
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| <p>Out of seat Calling out and interrupting the teacher Loud noises to distract others Disturbing others from learning Beginning to challenge instructions or refusal to do learning Improper use of equipment Refusal to follow instructions given by adults Running in the school building Pushing in the line</p> | <ul style="list-style-type: none"> ● Rule reminders - Use of WTPA script ● Remind children of behaviours you want to see ● Praise for those children who are making the right choices ● Non-verbal cues ● Use of timers ● Eye contact ● Tactical ignoring ● Change of seating ● Take up time |
| Behaviours requiring a yellow card | Response |
| <p>Continuation of the previous behaviours above Unkind words Inappropriate language (not aimed at others) Learning refusal</p> | <ul style="list-style-type: none"> ● Child asked to change their green card to a yellow card ● Use positive reminders and encourage how the child can return to green ● Log on behaviour tracker |
| Behaviours requiring a red card | Response |
| <p>Continuation of the previous behaviours above</p> | <ul style="list-style-type: none"> ● Child asked to change their yellow card to a red card. |

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| <p>Deliberately damaging equipment and property</p> <p>Taking items without permission</p> <p>Continued refusal to complete tasks</p> <p>Using hands and feet to hurt another child</p> | <ul style="list-style-type: none"> • Child to miss 5 mins (KS1) / 10 mins (KS2) play or lunch to make up for lost learning time in the classroom with class teacher. • Teacher to speak with parent/carer at the end of the day • Continue to use positive reminders about how the child can return to yellow/green • Log on behaviour tracker • If the pupil is vulnerable then log on CPOMs (e.g. CP, cause for concern, behaviour plan already in place, LAC) |
| <p style="text-align: center;">Behaviours requiring a purple card</p> | <p style="text-align: center;">Response</p> |
| <p>Causing physical harm to adults and other children</p> <p>Fighting</p> <p>Highly disruptive behaviour</p> <p>Swearing directed at a child or adult</p> <p>Racist, religious, homophobic incident</p> <p>Self-exiting</p> | <p>Contact SLT</p> <p>SLT actions</p> <ul style="list-style-type: none"> • Removal from classroom – if required • Phone call home • Record incident on CPOMs • Consequence agreed and communicated to pupil, staff and parent • Possible exclusion determined by HT <p>CT actions</p> <ul style="list-style-type: none"> • To talk to the class about the behaviours and how there will be a consequence put in place for that child e.g. <p style="color: green;">I am aware (child's name) has (describe behaviour) they are now with (SLT name) and a consequence will be given.</p> |

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| | <p>When (child's name) returns to class we must encourage them to make right choices and accept them as a member of our class.</p> <ul style="list-style-type: none"> • Accepting the child back into class after the incident has happened to continue their learning. <p>SLT: We have had a talk out of class and (child's name) is now ready to return to their learning.</p> <p>CT: I am pleased to see 'child's name' return to class and because they have (describe behaviour) and (describe behaviour) can you turn your card to green for a fresh start.</p> |
| <p>Stages may be jumped, depending upon behaviours exhibited. Every serious incident will be assessed individually on a case by case basis and the ultimate decision and discretion regarding the consequence lies with the Headteacher.</p> | |

TRANSITIONS AND MOVING AROUND THE SCHOOL

Teachers are responsible for the way their children move around the school when out of the classroom. Children must move around school silently. Teachers need to teach students appropriate behaviours for moving around the school. Teachers ideally should lead their class from the front of the student line when moving about the school, while at the same time repositioning themselves as necessary to ensure their line is moving calmly and safely around the school. Teaching Assistants can be positioned to assist the smooth running of transitions times.

All children must have a class pass from the teacher to explain why they are not in their lessons. If a child exhibits inappropriate behaviours, it is the staff member's responsibility to apply the behaviour procedures.

Any adult moving around the building should:

- Ensure children move quickly to the right place if moving throughout the school
- Challenge any student out of lessons

REPEATED OR PERSISTENT MISBEHAVIOUR

We need to be aware that there are experiences in school that can trigger off student patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations.

By *recording inappropriate behaviours*, we can:

- Increase our awareness.
- Recognise potentially disruptive situations and attempt to minimise them.

E.g. some pupils may be unable to co-operate in a group situation for very long and they would require close observation/greater input.

If a child regularly receives sanctions for poor behaviour and a pattern is detected, this should be highlighted to the child in a pastoral meeting. The parents should also be informed of this information.

The Inclusion Leader and/or the SENCO or identifies support staff should also be involved if a pattern is detected to determine if extra support is needed for the child.

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players.
- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or trains.
- Greater scope and flexibility in giving pupils detentions, which may include after-school. If the school feels after-school detention is an appropriate sanction, parental agreement will be sought. However, under the new guidelines pupils can receive detention outside school hours **without** parental consent, although 24 hours' notice to parents is necessary.
- The Headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty on schools to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

REPORTING AND RECORDING USE OF RESTRICTIVE PHYSICAL INTERVENTION (RESTRAINT)

- Whenever physical intervention/restraint is used the incident **must** be recorded using the incident recording log book kept in the leadership suite.
- All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed within 24hrs of the incident.

POST INCIDENT SUPPORT FOR PUPILS AND STAFF

Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to students or staff. Until an incident has subsided it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.

Pupils should be given time and space to calm down after an incident and when ready reintegrated back into their timetable as soon as possible.

Staff should also be offered a short break out of the classroom where possible after an incident it is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid.

All injuries should be reported and recorded on an accident form and in the accident log book. All positive handling is logged. It is the responsibility of the staff member who administered the hold to inform the Headteacher and to log the incident.

West Thornton - good to be green script

Low level incidents

1. "I notice that you..(describe behaviour). At West Thornton we (describe positive behaviour choice). This is your verbal warning. If I see you (describe positive behaviour choice), you can return to green."

2. As above except... "This is your yellow card warning. Should you choose to continue to (describe behaviour) you will choose a behavioural consequence. If I see you (describe positive behaviour choice), you can return to green."

3. "You have chosen not to follow our value about (describe rule). At West Thornton we (describe behaviour). As a consequence you will miss 5/10 minutes of the next break time to reflect on your choice."

