



BEHAVIOUR POLICY POLICY 2023-2024

Ratified by Governors: 22nd November 2023

Next Review Date: 22nd November 2024

Link: Mrs L Kirchin

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools following Covid-19

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

School Staff are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Defiance and not following instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This school recognises and endorses OFSTED's review of sexual abuse in schools and colleges (2021). Sexual abuse, sexual harassment and online sexual abuse are not tolerated or accepted in this setting. In addition to our work in RSHE and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. We will treat all allegations of this nature as both behavioural incidents and safeguarding incidents and will act accordingly.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy which can be found on our website or available in hard copy from the school office.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. School Rules

The school has 3 rules through which all behaviour strategies and expectations are delivered. These are –

Ready, Respectful, Safe

These rules apply to all areas of the school whether this is in classroom, on the playground or in the dinner hall.

We promote good behaviour through our Visible Consistencies:

- Staff meet and greet all pupils at the start of the day to foster good respectful relationships between all
- Fantastic walking by all children around school – promoted and modelled by all adults
- Recognition boards are visible in all classrooms and used to support pupils to follow our three rules

We also use our school values to enhance the behaviour system within school. These are:

Responsibility, Honesty, Resilience, and kindness.

7. Rewards and sanctions

School Behaviour System

GOOD TO BE GREEN

The school operates a behaviour system called Good to be Green.

Children will work towards a ‘good to be green’ session each Friday by going over and above our behaviour expectations. Each day they can earn 5 minutes of time in recognition of good behaviour. Every child should be encouraged, regardless of ability.

Class Dojo’s

All children will work towards gaining a Dojo. These can be awarded for following the school rules, having fantastic behaviour, being kind to others, working hard, being a role model and being polite to others. A running total of weekly class Dojo’s is collected by the class teacher and the child with the most Dojo’s is awarded a certificate during Good News Assembly on a Friday.

The midday team may award Class Dojo points during the lunchtime period, and this will be recognised when the children return to class.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Children are praised for positive behaviour and can receive Dojo's and stickers
- For exceptional work, attitude or behaviour a child will receive a Head of School's Award Sticker, a note home or a text message from their class teacher using the school – parent communication app.

Person of the Week

Each class's Person of the Week will be awarded during Friday afternoon's celebration assembly.

Head of School Award

Each week one person will be chosen to receive the Head of School Award which will be awarded during Friday afternoon's Celebration Assembly.

The school operates a system of stepped sanctions in response to unacceptable behaviour to ensure a consistent approach across all classes:

The school adopts the view that where children have not upheld the school rules or have behaved in a way that is contrary to our expectations.

Star Person

Each week the support staff will choose a child from each class to be awarded the Star person certificate in assembly. This award will be in recognition of following and promoting our school values.

Sanctions

The school operates a system of stepped sanctions in response to unacceptable behaviour to ensure a consistent approach across all classes:

The school adopts the view that where children have not upheld the school rules or have behaved in a way that is contrary to our expectations.

The following system is followed by all:

- Reminder of rule
- Warning
- Last Chance
- Reflection time
- Restorative conversations (must be recorded to CPOMS)

- Phone call home from class teacher (Must be recorded on CPOMS)
- Parental meeting with SLT (must be recorded on CPOMS)
- Risk of suspension (paperwork will be completed and shared with parents)
- Fixed term exclusion

EYFS adaption

To promote positive behaviour within our Early years children will gain stickers on their individual class rockets. Each day a “star of the day” will be chosen with a praise note going home with the child. If children are struggling to follow the routines of the setting they will be encouraged to spend time in our calming sensory room.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the stepped sanctions in eye line of children
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Following stepped sanctions to address low level behaviour.
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log) Guidance on the use of reasonable force can be found here .

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training.

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Widnes Academy Local Governing Body every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Equality Policy
- Anti-bullying policy
- Complaints policy
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13. Exclusions

In some instances we may consider it necessary to exclude pupils. This decision can be made by the Head of School and parents can expect to be informed in writing of the decision to exclude. The reasons to exclude are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health

There are 2 types of exclusion:

- Suspension. These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion (it is advised from the first day of absence). Fixed term exclusions do not have to be for a continuous period.
- Permanent Exclusion. In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

14. Equal Opportunities

Equality does not involve all children being rewarded for the same things, they are rewarded for things that are significant for them. Some children need rewards for minor improvements as every child needs to feel valued and their efforts appreciated. We understand that consistently 'well behaved' and well mannered children are getting rewards all the time: enjoying their learning, succeeding, enjoying successful relationships with adults and children. For this reason it is fair that children are not all rewarded for the same thing, this is how we keep behaviour and discipline fair for all and enable all to succeed.

Not all children arrive in school with the same behaviours. Children with some conditions may be able to help some of the behaviour (such as moving about or fidgeting), this is not regarded as poor behaviour but children may be offered brain gym, a stress ball or other way of fidgeting which doesn't disturb other people.

Some children may need teaching that is additional to and different from their peers:

- Sessions to promote children's ability to manage their impulses supported by Pastoral lead.
- Access to a safe place where children can go when they are going to disrupt the class by remaining. All classes have a calm corner for children to access if needed.
- Children with specific behavioural difficulties or SEND may need alternative activities to situations which will cause them distress.

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life