



WIDNES ACADEMY
West Bank

GOOD BEHAVIOUR POLICY

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Author:	K Highcock		Version:	1.6	
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Widnes Academy West Bank
The Wade Deacon Trust

CHANGE RECORD FORM

Recommended by	K Highcock
Approved by	Local Governing Body
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Version	Date of change	Date of release	Changed by	Reason for change
1.3	18.11.14	18.11.14	KH	Review of behaviour policy by staff. Minor changes to Good to be Green system
1.4	1.2.15		KH	Academy conversion – Policy already approved by IEB
1.5	20.4.16	5.5.15	KH	Review of behaviour policy by staff and pupils
1.6	25.1.17		KH	Review of behaviour policy by staff. Minor changes to in school behaviour systems

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Policy Aims

1. To develop a whole school behaviour policy, supported and followed by the whole school community – parents and carers, staff, children and governors – based on a sense of community and shared values.
2. By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe, supportive and happy environment.
3. To teacher, through the school curriculum, values and attitudes as well as knowledge and skills.
4. To encourage good behaviour for children of all ages and abilities through a consistent reward system, rather than simply to punish bad behaviour.

We promote good behavior by:

- Offering a broad, balanced and rich curriculum that is well organised, exciting and disciplined.
- Understanding that interest, enthusiasm, opportunities for creativity and quality first teaching underpin all behaviour in school.
- Being aware of the language we use and using language to challenge behaviour in a careful and considered way.
- Supporting children in and expecting them to repair and restore situations where their behavior has caused damage, upset or disruption.
- Teaching and modeling appropriate and respectful behaviour in school.
- Teaching children how they learn and how to show good learning behaviour.
- Following procedures that are consistent throughout the whole school and are fully understood by children, teachers, parents and non-teaching staff.
- Challenging and sanctioning poor behaviour.

General Good Behaviour Expectations

The children and staff should move around the school quietly without rushing. They should be polite and have respect for other people and their surroundings.

In the Classroom

The children should be:

- a. Tidy
- b. Industrious
- c. Respectful
- d. Attentive
- e. Co-operative
- f. Courteous

However, our aim is to avoid linking 'good' behaviour simply with compliance or being quiet. Positive learning behaviour includes a level of engagement and an enquiring, lively mind.

Assemblies

The children should enter and leave the hall quietly
 The children should respect and say the school prayer

Lunchtime

The children should enter and leave the hall/classrooms quietly and be supervised by an adult

Movement

Safe movement is essential inside and outside the school.
 Walking, not running, is required at all times inside the school building.
 The children should walk on the left-hand side of the stairs in single file, at all times.
 Monitors to be in place for Key Stage Two pupils to ensure good behaviour

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✚ Good Manners

Good manners should be insisted upon at all times.
Children who set a good example should be routinely praised.

Breaktime Behaviour

In order to ensure a high standard of behaviour during breaktimes, including lunch, the following should be observed.

1. The members of staff on duty should dismiss their classes promptly and ensure that they are outside as soon as possible in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless supervised.
3. The members of staff on duty should keep a close eye on children and pro-actively manage behaviour to avoid possible problems.
4. The members of staff on duty should try to help children who find it difficult to mix and join in with others.
5. Behaviour problems should be dealt with according to school procedures. Please see consequences.
6. At the end of play the children stand quietly and still on hearing the first whistle and line up silently in classes when told to do so after a second whistle.
7. Children should come back into their classrooms quietly.

Playground Rules

The following rules have been formulated following discussions between pupils and staff.

EYFS and KS1

- ✚ Be aware of people around you
- ✚ Always be kind and helpful to each other
- ✚ Share equipment with your friends
- ✚ Play sensible games
- ✚ Look after the equipment on the playground
- ✚ Always be polite

KS2

- ✚ Be aware of people around you – everyone’s safety is everyone’s responsibility
- ✚ Treat everyone with respect and kindness – adults and other children
- ✚ Play appropriate games
- ✚ Include everybody in your games by being a good friend
- ✚ Be polite at all times and use good manners

School Behaviour System

GOOD TO BE GREEN

The school operates a behaviour system called Good to be Green.
Every child starts the day on Green and the aim is to stay green all week. As a reward for this children are allowed to choose from a range of activities for a short period after assembly each Friday.
If children have a warning from the teacher they replace their card with an orange consequence card to encourage them to think about the choice they are making.
If they have to be spoken to again they replace the card with a red card and lose 5 minutes of their choice time.
If a child continues to misbehave parents are informed and behaviour is logged by the Principal.
For some children an individual approach is taken and for more serious issues an instant consequence is given and parents informed.

REWARDS

Praise Points

The aim of the praise points system is to encourage positive attitudes to work, good manners and

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behaviour, initiative, and a sense of responsibility.

Every child is placed within a team: Red, Yellow, Blue and Green and their praise points will be added to their teams weekly total.

Points should be awarded to reward pupils for good work and good behaviour.

Every child should be encouraged, regardless of ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation.

The midday team may award stickers at lunchtime in response to good behaviour or kindness to others.

Praise points are also used to encourage good behaviour and co-operation in group situations.

Children will record their own praise points on a card. A record must be kept in class of points received by each house team. This will enable awards to be given to the winning team at the end of each half term. It is up to the discretion of each class teacher as to how this is displayed.

Praise points will be collected on a Thursday afternoon by two members of the school council.

Totals will be announced during Friday afternoon celebration assembly and the winning team celebrated. At the end of each term the winning team will receive a special reward.

Individual Rewards

- Children are praised for positive behaviour and can receive praise points and stickers
- Their praise points are added to the whole school total
- For exceptional work, attitude or behaviour a child will receive a Principal's Award Sticker and note home.
- DB Primary, the schools Virtual Learning Platform, rewards are also allocated to children whose behaviour or attitude to learning has been exceptional.

Person of the Week

Each class's Person of the Week will be awarded during Friday afternoon's celebration assembly. A book will be sent around the classrooms before being placed in the staff room on Friday mornings. Teachers should write down the name of their person of the week and why they feel they deserve a certificate. All children in receipt of an award will be mentioned in the school weekly newsletter.

Headteachers Award

Each week one person will be chosen to receive the Headteacher's Award which will be awarded during Friday afternoon's Celebration Assembly. The person chosen will have demonstrated our school values or have shown excellent manners throughout the week.

CONSEQUENCES

Children who do not follow the school rules will receive the following sanctions individually from all staff:

- Eye contact
- Verbal warning – it will be made clear that it is the behaviour and not the child that is unacceptable and this will be discussed with them.
- If their behaviour continues to be inappropriate their good to be green card will be turned vertically (showing the warning card)
- If behaviour does not improve then their green card will be removed and exchanged for a warning card (orange). A comment is recorded in the class 'Good to be Green' log..
- Children who have a warning card (orange) will be spoken to by the class teacher

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- If behaviour does not improve this will be exchanged for a consequence card (red) and will lose 5 minutes from Friday's Good to be Green reward time. Each consequence card (red) = 5 minutes therefore if a child receive two consequence cards in a week they lose 10 minutes of their reward time. *Note: If their behaviour improves they can go back on to a green card.*
- If the same child has more than two red cards in 1 week they will go to see the Head Teacher to discuss their actions and how they can improve. Their name will be recorded electronically in the child's file (SIMs Behaviour Management)
- If a child persistently accumulates orange or red cards, the parents will be invited in to discuss the concerns.
- An IBP would be drawn up with the support of the Senco in consultation with parents and child, where good behaviour would be rewarded.
-

It is important that sanctions are applied consistently throughout the school. A careful distinction must be made between minor and serious issues.

Serious incidents would include:

- Behaviour by a child which endangers the child or others;
- Defiance of a teacher or other responsible adult;
- Deliberate destruction of property;
- Bullying;
- Intolerance towards minority groups

Should any child act in one of these ways, the Principal would be informed immediately and appropriate action would be taken. The Principal would take into account the circumstances of the individual child. If parents have previously been invited into the school to discuss the unacceptable behaviour of the child, or the adverse behaviour is sufficiently serious, then the Principal would consider excluding the child.

Bullying

Bullying involves any behaviour which includes intent to harm. Harm is defined as physical and emotional harm. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of any such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school has 'FriendFinders' in place across the school who have been specially trained to offer support and help to children on the playground.

All reported incidents of bullying are investigated and recorded immediately by the Principal using SIMs Behaviour Management. These are reported to Governors on a termly basis.

The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. Support is always offered to the 'victim'.

If a child in bullying another child in his or her class we may move the perpetrator out of the class enabling the child being bullied to feel safe in school and therefore able to learn. Bullying can result in the perpetrator spending playtime and lunchtime indoors, enabling all children to feel safe and happy outside. In all incidents of bullying we offer to counsel victims and actively seek their views in resolving the situation.

Further details can be found in the school's Anti-Bullying Policy.

Pupil Exclusions

Exclusion will be used only as the last resort. By keeping parents and carers informed, supporting and involving them when problems arise we aim to prevent the escalation of poor behaviour. Children will be excluded from school for **extreme or persistent** behaviour that puts the health and safety or learning of other pupils and adults at risk. Children are not allowed to remain in class if they persistently prevent other children from learning.

Exclusion may be internal (excluded from the class or group) or external (excluded from school). We

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inform parents if children are being asked to leave their class on a more regular basis. External exclusions are either fixed term or permanent. Parents are informed of the decision to exclude in a letter which states the reasons for exclusion. Parents have a right to appeal against the decision to exclude to the Governing Body. All external exclusions remain on the child's record unless overturned by appeal. If fixed term exclusions add up to more than 45 days in one academic year the exclusion becomes permanent.

Possible reasons for exclusion:

- Bringing the reputation of the school into disrepute, for example vandalism, or verbally abusing members of staff in front of parents or other members of the community.
- Serious or persistent physical attacks on children.
- Serious or persistent bullying.
- Serious or persistent disruption to any learning including refusing to leave a classroom when asked. All our children have a right to learn.
- Acts of deliberate physical violence against adults will result in exclusion. If attacks are serious or repeated the Principal will seek to permanently exclude the child. While attacks on children are viewed no less serious, in the case of adults someone must supervise the child and we will not ask adults to supervise children known to be violent.
- Running out of school.
- Persistent stealing from school or individual members of the school community.
- Deliberate vandalism or damaging of school property or equipment.
- Serious or persistent verbal abuse of members of the school community.
- Behaving in such a way that staff have to regularly use restraint or force to control situations.
- Serious or persistent racist abuse or threats will result in a fixed term exclusion. If abuse or threats continue after exclusions the head will seek to permanently exclude.

Only the Principal or, in very rare cases, a teacher authorized when the head is out, can authorise an exclusion.

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:

- A short course in anger management;
- Sessions to promote children's ability to manage their impulses (these will be identified on an IBP{ and will be reviewed regularly);
- Access to a safe place where children can go when they are going to disrupt the class by remaining;
- Children with specific behavioural difficulties (e.g. autism) may need alternative activities to situations which will cause them distress such as some types of group work;
- Very young children who are occasionally aggressive with their teacher during the first term will not usually be excluded.

The Role of the Staff

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It is the responsibility of all staff to ensure that the school rules are enforced in classes in which they are working, and that their classes behave in a responsible manner during lesson time.

All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class and is not responding to the agreed sanctions outlined by the 'Good to be Green' behaviour system the class teacher deals with incidents him/herself in the normal manner. However if misbehaviour continues the class teacher seeks help and advice from a member of the Senior Leadership Team.

The class teacher liaises with external agencies as necessary to support and guide the progress of each child.

The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Governing Body when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Principal ensures records of all reported serious incidents of misbehaviour are kept.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are taken only after the Governing Body has been notified.

The Role of parents and carers

Parents will be involved, they are kept informed about behaviour at parent's evenings, in the end of year reports and more frequently if behaviour causes concern. Parents may be contacted and expected to collect their child if behaviour is extreme and unacceptable.

Parents will be expected, in accepting a place at Widnes Academy to support school policy. Children learn to make successful and appropriate choices when parents and school work together to support the child's developing behaviour. Parents should accept that their child may be 'told off' and that all children are capable of behaving in an unacceptable way. Parents may be asked to, and are then expected to attend meetings regarding their child's behaviour. We may ask parents to attend meetings about children's behaviour.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal and, if need be, the Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Governing Body

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The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body supports the Principal in adhering to these guidelines.

The Principal has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Governing Body may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Monitoring and Review

The Principal monitors the effectiveness of this policy on a termly basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents in which a child is sent to him/her on account of bad behaviour.

The Principal keeps a record of any child who is suspended for a fixed-term or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools* and that no child is treated unfairly because of race or ethnic background.

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