



WIDNES
ACADEMY

ASPIRING AND ACHIEVING

BEHAVIOUR POLICY and Statement of Behaviour Principles 2022-2023

Policy Number: 08

Version Number: 04

Ratified by Governors: 8th September 2021

Next Review Date: September 2023

Link: Mrs K Highcock

A GREAT
PLACE
**TO BE A
PART OF**

MEMBER OF THE WADE DEACON TRUST

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
1.7	September 2019		KH	Review of behaviour policy by staff – changes to systems
1.8	September 2020		KH	Review as part of schedule – Covid Addendum also in place
1.9	September 2021	22.9.21	KH	Review and update in line with Halton Model Policy

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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 or homework
- 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:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - 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 headteacher

The headteacher 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 behavior 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 behavior 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

7. Rewards and sanctions

School Behaviour System

GOOD TO BE GREEN

We expect all of our children to follow our school rules and our reward system is linked to children that go above and beyond using a system on our DB Primary system. Children will receive reward points on this which are linked to the certificates and badges which are given out during our Celebration Assembly each Friday.

This will be on display within the classroom.

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

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

Children will work towards a 'golden time' 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. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation.

The midday team may award points during the lunchtime period and this will be recognized 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 reward points and stickers
- Recognition boards within every classroom are used every day to promote good behaviour
- Their reward 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. The children chosen will then receive an invitation to join the Principal for Hot Chocolate and a snack to celebrate and talk about their exceptional behavior.

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. This person will also join the group to celebrate.

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

Any serious incidents will be logged on the schools CPOMS recording system and followed up with the Principal or a member of the Senior Leadership Team

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 pupil code of conduct or their own classroom rules
- 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
- Having a plan for dealing with low-level disruption
- 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 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 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 Headteacher of the 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:

- **Fixed Term Exclusion.** 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:

- A short course in anger management from Specialist Services
- Sessions to promote children's ability to manage their impulses (these will be identified on a support plan 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.

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

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	

People informed of the incident (staff, governors, parents, police):

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Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____