



**WIDNES ACADEMY
West Bank**

GOOD BEHAVIOUR POLICY

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Author:	K Highcock		Version:	1.7	
Approved by:	Local Governing Body		Status:	Approved	
Date of Approval:		Date of Issue	5.5.15	Date of Review	September 2020

Widnes Academy West Bank
The Wade Deacon Trust

CHANGE RECORD FORM

Recommended by	K Highcock
Approved by	Local Governing Body
Approval Date	
Version Number	1.7
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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
1.7	September 2019		KH	Review of behaviour policy by staff – changes to 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, respectful and ready 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 recognition system.

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

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.

Individual Rewards

- 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

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- 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.

STEPPED SANCTIONS

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 SIMS recording system and followed up with the Principal or a member of the Senior Leadership Team

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.

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.

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

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Code of Practice

We acknowledge that all children in the community have the right to attend a school, irrespective of learning difficulty and we are an inclusive school. However, it is sometimes necessary to work with outside agencies e.g. Education Psychologist, Schools and Families Specialist Services in order to meet individual needs and support staff.

Pupils with extreme behavioural difficulties will be placed on our Special Needs Register. An individual behaviour plan will be written, discussed with parents and reviewed regularly.

Keeping Classrooms Safe - Physical Intervention

Under very exceptional circumstances, physical intervention may be required to restrain a child's physical behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene through discussion and diversion

Individual Handling Plans

An individual handling plan and risk assessment will be written for children whose challenging behaviour frequently requires restraint in line with the local authority guidelines.

The Role of the Staff

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 are ready, respectful and safe.

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 through postcards home and via the DB Primary system. If behaviour causes concern parents may be contacted and expected to meet with class teacher or the Principal. In extreme cases parents may be asked 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..

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

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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

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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