



Behaviour Policy



Welholme
Academy

Contents

1.	Policy overview	3
2.	Aim	3
3.	Objectives	3
4.	The Classroom environment	4
5.	Positive discipline	4
6.	Support pupils	5
7.	Curricular links with behaviour management	5
8.	Bullying and Racism	6
9.	Monitoring behaviour	6
10.	Use of reasonable force	6
11.	Expected behaviour / code of conduct	7
12.	Exclusion	7

Date	Author	Version	Comment
April 20	JH		
January 22	TC	v2	

1. Policy Overview

Within our academy, high standards of behaviour are expected from all pupils. A positive working environment is essential for positive relationships and members of staff should lead by example. It is essential that all staff and parents/carers give the same consistent messages about our expectations.

This policy applies to pupil behaviour whether the pupil is on the Academy site, outside of the Academy site or outside of the school day. The Academy will take appropriate action where a pupil's behaviour falls below the expected standards.

Policies and practice promote an environment conducive to learning and ensuring high achievement for all young people, irrespective of their differing needs. Children are asked to:

- Arrive in the Academy and at lessons punctually and be prepared to learn.
- Bring appropriate equipment such as: PE kit and reading books and any other necessary equipment
- Wear the Academy uniform correctly.
- All pupils are expected to be polite, courteous and respectful to everyone on the Academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Children are expected to have regard for their own safety and that of others.

Inherent to the aims of Welholme Academy is the desire to ensure that our school is a happy, safe, secure and caring place for all those people who work and learn within it. We have been entrusted with the very privileged role of giving our children the very best education we can offer. We endeavour to achieve this by developing the full potential of all our children. We

- Strive to be **collaborative** by working and learning together
- Encourage **resilience** by believing that anything is possible and overcoming challenges in the face of difficulty
- **Nurture** all individuals in our school
- Raise **aspirations** by believing everything is possible

In this document you will find strategies that promote good behaviour and clear guidelines for all staff to follow.

2. Aim

To offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children demonstrate good social and learning behaviours. We aim for the children to develop the following:

- Respect for oneself, others and property.
- Positive self-esteem.
- Co-operation and collaboration.
- Care for others.
- Self-discipline.
- Self-motivation and resilience.
- Independence.

3. Objectives

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff.
- To examine and reaffirm the importance of PSHE/citizenship and other areas of the curriculum as a vehicle for positive behaviour.
- To ensure regular and consistent use of the expectations throughout each Academy.

- To develop strategies to support pupils showing challenging behaviour.
- To work in partnership with parents to inform and offer support with regard to any individual behaviour difficulties.

4. The Classroom Environment

Disruptive behaviour affects both the teacher and other children. As recognised in the Special Educational Needs and Disability Code of Practice (January 2015), poor behaviour may be a result of unmet needs and the class teacher will, with support from other staff in the Academy, implement strategies to provide the necessary support to the pupil.

Low-level disruptive behaviour can be influenced positively by effective classroom management techniques.

Positive Influences

- Structured and well-prepared activities taking place in a friendly atmosphere and pitched at an appropriate level.
- Courteous and respectful interactions with pupils making use of pleasant humour.
- Clear messages of enjoyment about being with the group.
- Creating space and “play” opportunities for individual children where appropriate.
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboratively.
- Considering furniture layout, groupings, pace of lessons and challenging tasks.
- Avoiding stereotyping, especially stereotyping children as troublemakers.
- Being aware of home circumstances and values.

Negative Influences

- Loud use of public reprimands and threats.
- Constant use of criticism and sarcasm.
- Aggressive reaction to minor incidents which increases the likelihood of major confrontation.
- Being unjust or inconsistent.

5. Positive Discipline

Each Academy has developed a Code of Conduct that should be clearly understood by all and adhered to in the interests of everyone. These key rules will be prominently displayed around the Academy and regularly referred to by staff and children.

System of affirmation/strategies for praise and reward

Any praise given to pupils should be genuine, personal and specific

Children behave positively if they think they are worthwhile people. Affirming a person increases or restores her/his sense of self-esteem. It is particularly necessary with children whose own self-image is low. Affirming a child will sometimes avoid problematic situations. Rewarding positive behaviour is often more effective than sanctioning poor behaviour.

Good behaviour is praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner.

Positive behaviour will be ensured by a whole school approach to rewards. However, some rewards will be age appropriate.

At Welholme Academy, we will encourage good behaviour in a variety of ways:

1. Noticing good behavior and attitudes:
 - Being pleased with children and smiling at them
 - Telling a child that they are behaving well or doing good work (the use of descriptive praise)
 - Giving public praise
2. Acknowledgement of their success / good behavior / good work from someone other than the class teacher. This could be teachers / TA's from other classes in the year group or the Principal / Vice-principal.
3. Each day a 'Star of the Day' is chosen by the class teacher and/or the children in each class – awarded at the end of the day.
4. On Friday the class teacher will select a child to be 'Star of the Week' – this will be on a pre-agreed focus. The focus will aim to promote a particular learning behaviour or characteristic. They will be awarded a certificate and badge in assembly.
5. Children in all classes across the school are awarded Dojo points. Points awarded help children earn individual awards and go towards the collective total for each child's 'House' or team.
6. Rewards for reading are given on a weekly basis. Those children who have met the reading challenge each week go in a draw to be the remarkable reader for that week. Each year group has a remarkable reader and they are able to choose a book as their prize.
7. 'Golden Time' is given as a reward for good behaviour It is a 30-minute period of time on a Friday afternoon – it can be a choice of activity, for example sport, art/craft, computing, etc.
8. For some children, this does not work. In these instances, a more bespoke system is established. This may include sticker charts or behavior diaries. These should be established in liaison with the Principal and/or the Vice-principal (SEND leader). They should have clear guidelines and expectations. Whilst meeting the needs of the individual child, it is important that any child in need of a bespoke approach is not seen to be getting rewarded for bad behavior.

Assertiveness/Warnings/Consequences

Faced with inappropriate behaviour it is tempting for any teacher to threaten punishment. However, punishments and rewards keep children dependent upon external motivators. The development of self-awareness and self-discipline is sacrificed for the sake of immediate compliance.

Behaviours have consequences. However, negative consequences imposed too quickly take away the need for the pupil to face the issues, make choices and take responsibility.

Every member of staff is expected to interact with and support children in an appropriate way. This should reflect the ethos of the school and be nurturing in nature. The expectation is as follows:

- All children are spoken to calmly and with respect.
- Children are encouraged to follow the 'Star Rules' (see below, section 11) – and could then be chosen as the 'Star of the Day'.
- Rewards are given to children making the right choices (praise, Dojo's, etc.).
- Verbal prompts are used to remind children if they are not making the right choices.

These prompts should always be positively framed – e.g. '[Child's name], walk please' as opposed to 'Stop running'.

- Immediate compliance does not always follow and children may need time to think about their actions. This may mean time out in the classroom.
- If their behavior continues to escalate and they continue to make bad choices, they may require time out in another room (this may be within the year group or a paired class in another year group). The child should be taken / sent with work that they can complete independently, so that they do not disturb the other class.

There should be minimal response from the receiving teacher – the child should be directed to an isolated seat / area to work. After a set period of time the child should return to their own classroom.

If a child refuses to comply at this point, and will not leave the classroom, a phone call to the Pastoral Team, Aspire support staff, Principal or Vice-principal should be made. A brief explanation of the situation should be given as a handover to the receiving adult(s). The class teacher must inform parents at the end of the day that the child has been removed from their class and explain the reason for this. All incidents should be recorded on CPOMS – with details of the incident, what led up to it and what the consequences were.

- **All children are given a fresh start each day.**

Parent Contact

The class teacher will keep parents/carers informed of the child's behaviour. If it continues or if it becomes a pattern, the child may need to be given a behaviour record book at this stage. The behaviour book is a means of communication between home and school. A text message can also be sent to parents/carers to inform of the child's behaviour that day.

Children will be given time to talk to a member of the Pastoral Team or Aspire support staff. Any issues can be discussed to assess if there is reason for the behaviour. A supportive Plan may be needed at this stage and the child may be put on report.

When a child has been given a behaviour book, the teacher will complete a report about the child's behaviour at the end of each session. The report must be an objective summary of behaviour during that session. Emphasis must be on being positive wherever possible and encouraging improved behaviour.

The Principal/Vice-principal may need to sign the book at the end of each day or at more frequent intervals if appropriate. The behaviour book will be sent home for parents/carers to read and sign. It is intended as a partnership between home and school to improve behaviour and provide parents/carers with information. The Pastoral Team should be informed if a child has a behaviour book and this will be recorded on CPOMS.

At the end of a pre-arranged period of time, the need for a behaviour book will be reviewed. A decision may occasionally be made to continue with the book for a further period of time. All books should be passed onto and are held in the Pastoral Team's room. Parents/carers will have a meeting with the Principal/Vice-principal to discuss expected behaviour.

Occasionally additional support from external agencies will be required to work with pupils who are not responding to strategies to improve behaviour. This would involve working with their parents/carers too.

Staff will need to work closely with parents/carers before they begin school. The school behaviour expectations will be discussed with parents/carers at Foundation Stage parent meetings before their child starts school and at parents' evenings. The home/school behaviour contract will be shared with them at this time as well as at the start of each new academic year. This is also shared with any new children on arrival to the school.

In some cases, a child's behaviour may mean that the process is escalated and they may be removed directly from the classroom to work with the Principal/Vice-principal/Pastoral Team or in the Nurture Room. This would generally be if their behaviour is causing a danger to others.

6. Support Pupils

A behaviour modification programme for individuals may be applied if appropriate.

The class teacher and child will identify targets. If there are a number of incidents of negative behaviour, outside agencies may be consulted.

It is important to consider a differentiated approach to learning if a child is displaying challenging behaviour. Differentiation should be an inherent part of planning for individual needs.

Following a discussion with the Vice-principal/SENDco, a child may be allocated some time with the Aspire Team or the Pastoral Team. Groups of children or individuals will be timetabled to work daily or weekly to address various areas of behaviour. The intention is that this is a supportive intervention that will nurture the needs of the child. This in turn will help them to access the curriculum more appropriately, cope with challenging situations more readily and be ready to learn. The work is carefully planned and delivered by skilled staff and is carried out in the Aspire Room, Sensory Room, pastoral/nurture rooms or within the child's classroom itself.

Welholme Academy has a team of staff to support the children with their social, emotional and mental health difficulties. The team will support children who may be experiencing difficulties or whose needs may be above and beyond regular classroom support. Staff work closely with individuals and groups of children to promote skill development in the following areas:

- friendship
- interacting and getting along together
- turn taking
- addressing challenges
- accepting losing at games
- celebrating differences
- social skills
- developing routines and accepting boundaries
- following instructions
- communicating

The Vice-principal/SENDco may in consultation with the Pastoral Team and class teacher make a referral for Fortis support.

If inappropriate behaviours persist, the SENDco may make a referral to the Trust Hub or the LA BAC for further guidance and support for the child and for the school.

Staff: It is important for staff to feel that they can rely on each other when dealing with challenging behaviour. Members of staff should feel that they are able to seek support and advice from colleagues, particularly SLT and the pastoral team, before a situation becomes out of hand.

7. Curricular Links with Behaviour Management

Our Academies have a positive approach to behaviour management and as such, believe in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum is committed to Personal Social and Health Education (PSHE) when many of these issues can be considered.

At Welholme Academy, all teachers will use the Jigsaw programme to help pupils understand acceptable behaviour. Jigsaw material can also be used in assemblies throughout the year. Circle times are also used additionally in classrooms to address specific needs and current issues.

Evidence of PSHE work is available in topic books and Jigsaw books.
Please refer to PSHE policy.

Read Write Inc. (RWInc.) is the programme used for systematic synthetic phonics at Welholme. Within this we use the 'silent signals' to assist with the smooth delivery and management of lessons. These signals are utilised across the curriculum and across the school. These include:

- Team stop
- My Turn, Your Turn
- Turn to your partner
- Magnet eyes
- Handwriting
- 1, 2, 3 (to move between the carpet and tables)

8. Bullying and Racism

Each academy has an Anti-Bullying and Anti-Racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying. We define it as:

- the wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- when a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with the academy's Anti-Bullying Policy, any incident of bullying occurring at the Academy will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMs.

The Enquire Learning Trust sees racism as a form of bullying and does not condone it in any form.

9. Monitoring Behaviour

Senior leaders monitor behaviour regularly to identify any patterns in incidents. Appropriate actions are taken to ensure that these patterns are broken.

All incidents of inappropriate behaviour are logged on CPOMS under the category heading behaviour and the Pastoral Team and SLT are notified of every incident and action.

SLT meet with the Pastoral Team and Aspire Team at least every half term to review the impact of any specific programs and review allocation of places in each programme.

10. Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, positive handling using reasonable force may be appropriate. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used. All staff are trained regularly on the Team Teach programme.

At all times the best interest of the child should be considered. Any positive handling support should be reported to the Principal and a written incident report sheet should be placed on CPOMS. This report is then recorded in a numbered bound book. If positive handling is needed for a child, then it is expected that this will form part of their Plan. An individual risk assessment may need to be carried out as well. The plan/assessment will be made available to all staff that come into contact with the child. It will also be shared with the parents/carers. Any incident that results in a physical injury should be passed onto the Business Manager Mrs Sam Jackson and a form will need to be completed and submitted to the

Trust. It should also be recorded on CPOMS and the Leadership Team will check the well-being of the members of staff involved.

The Academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMS.

Please refer to the academy's positive handling policy.

11. Expected behaviour/Code of Conduct

Each Academy has a clear set of behavioural standards and code of conduct for all pupils; these are clearly set out on the Academy website and are communicated to pupils and parents on a regular basis. They are clearly displayed around the Academy. All pupils should know the school and classroom codes of conduct. These must be clearly stated and the reasons for them explained. All pupils need reminding of the expected behaviour regularly. Children should be praised when they follow the code of conduct. The expected behaviour will be reinforced at the beginning of each term and they will be discussed during assembly times. High standards of work and behaviour are expected at all times. This depends upon the actions of all staff - teaching, non-teaching, midday staff, volunteers and students. All adults should be firm in their expectations of good behaviour. However, good behaviour does not mean a repressive atmosphere. A quiet, firm but calm voice is often more effective than a loud, raised voice. An environment where all staff and pupils treat one another with respect will promote an improvement in behaviour. All staff recognise the importance of providing equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background. All staff will take steps to develop positive relationships with the pupils and their parents/carers. Staff expect parents/carers to be mutually respectful and should not be approached with any form of aggression or threat of violence. We will work to develop all pupils' self-esteem and a belief in themselves to consistently improve behaviour and attitudes and to develop a sense of responsibility for our actions and an ownership in our school.. A positive approach to discipline is taken and pupils are encouraged to show consideration and care for people and property.

At Welholme Academy, we encourage children to follow our STAR rules:



Rights

Responsibilities

Rules

You have the right to be safe in school.

You have the right to learn and reach your potential.

You have the right to be heard.

You have the right to be respected and treated fairly.

Your responsibility is to keep others safe.

Your responsibility is to let others learn.

Your responsibility is to allow others to be heard.

Your responsibility is to respect other people, their views & property.

★ Stay safe

★ Try your best

★ Always listen

★ Be Respectful

Expected behaviour at Welholme Academy is:

Expected behaviour at Welholme Academy is:

★ Staying safe

- Being kind and caring to everyone you meet
- Being aware of different forms of bullying (including cyber bullying) and actively preventing it from occurring
- Walking in school and behaving sensibly
- Using equipment and resources as they are intended

★ Trying your best

- Working hard in lessons
- Having a positive attitude to learning and having a go at all activities
- Being on your best behaviour - following the instructions given

★ Always listening

- Doing as the adults in school ask
- Working quietly and using a quiet voice
- Allowing others to talk and be heard
- Taking turns

★ Being Respectful

- Remembering to be polite and well-mannered
- Having respect for adults and other children's points of view
- Having respect for school property and the property of others
- Being tolerant of others

12. Exclusion

The Enquire Learning Trust recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to exclude an individual or individuals either for a fixed period, not exceeding forty-five academy days in any one academic year, or, in some circumstances, permanently.

Such exclusions will only be resorted to when the academy can demonstrate with adequate evidence that all reasonable steps have been taken (including education off site) and / or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or employees. There may also be occasions when a short-term exclusion is appropriate because of unacceptable behaviour.

Good discipline in academies is essential to ensure that all pupils can benefit from the opportunities

provided by education. The Trust supports its academies in using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach, or persistent breaches, of the **Academy's Behaviour Policy**; and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

Please refer to the Enquire Learning Trust Exclusion Policy for further information regarding the exclusion of pupils.

The School will . . .

- Provide a welcoming, safe, happy and friendly learning environment in which your child can reach their full potential.
- Respect and value your child as an individual – identifying and meeting their differing needs.
- Welcome you as a partner in your child's education.
- Maintain good home/school communication providing you with regular opportunity to discuss your child's progress and development.
- Keep you informed about what your child is learning to enable you to support them at home.
- Help your child to follow the STAR rules.

Signed: _____ (Principal)

We would like parents/carers to . . .

- Ensure your child arrives at school safely and promptly at 8.50am, with the right equipment:
 - School uniform, with sensible shoes
 - PE kit
 - Packed lunch (if needed)
- Make sure your child is collected at 3.15pm
- Help your child to achieve a good attendance record by:
 - Sending your child to school on time every day, except when unwell
 - Telephoning school by 9.30am on each day of absence
 - Avoiding both holidays and medical appointments in school time
- Maintain good home/school communication by:
 - Attending Parents Evenings or other meetings to discuss your child's progress
 - Ensuring the school has up to date information, including emergency contact information
 - Informing the school promptly of concerns or domestic changes, particularly those which may affect your child's work or behaviour
 - Reading letters and information sent out by the school
- Help your child's learning by showing an interest and supporting them in their work, including the completion of homework.
- Help your child to follow the STAR rules.

Signed: _____ (Parent/Carer)

We ask children to . . .

- Arrive on time with the things you need.
- Do your best at all times.
- Do your homework and return it to school each week.
- Follow the STAR rules.
- Tell a grown-up if you are worried or frightened for yourself or others.

Signed: _____ (Pupil)