

Agreed by Academy Council	July 2024
Agreed by Staff	September 2024

### Rationale

Our aim is to establish the highest standards of behaviour possible in a calm and encouraging environment, in which positive behaviours and attitudes for successful learning and mutual respect take place. This will be achieved by everyone working together collaboratively and constructively with children to ensure they understand the expectations we have in terms of behaviour and conduct. This is based on a commitment to spend time ensuring children are given clear boundaries, encouraged to reflect on and learn about how their behaviour affects others and to support them in developing empathy with those around them. This will be fostered within a calm and purposeful environment in which the development of respectful relationships is seen as a priority.

### Values

Waycroft Academy has three values, which should be evident in every lesson, corridor and playground every day. Our aim is ‘to enable our pupils to be independent, confident members of the community who are equipped with skills to be lifelong learners to engage with their dreams and aspirations’.

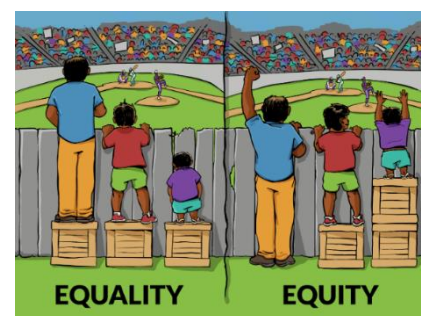


### Aims of the policy are to:

- Create a safe, happy and caring learning environment where children realise their full potential.
- Teach the importance of courtesy, good manners, self-discipline and respect for others.
- Set high expectations of positive behaviour.
- Teach respect for religious and moral values with an understanding of all races, religions, and ways of life.
- Help children develop and maintain a sense of identity, achievement, and self-worth.
- Help children develop a greater sense of personal responsibility.
- To develop in all the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

### Guidelines

- Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication.
- We take a non-judgemental, curious and empathic attitude towards behaviour.
- We put relationships first.
- We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure.
- Not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of children and young people are within their control.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children and young peoples’ SEMH needs.
- A whole education setting approach to achieve authentic inclusion and wholehearted learning.
- Whenever IT is used or discussed in school it must be done so in accordance with the MATs ‘E-safety’ policy
- Parents will always be informed about serious poor behaviour involving their child. Every effort will be made to ensure the child sees the home and school working together.



Generally, behaviour at Waycroft Academy is very good. Our success has been based on praising and rewarding children’s efforts and a consistent approach by all adults. We have a number of ways of praising children for behaving well and working hard.

## Equal opportunities

Incidents of racism, sexism, harassment, victimisation, sexualised behaviour and homophobia are dealt with very severely. The parents/carers of the victim(s) and the perpetrator(s) are contacted immediately. All incidents are logged and reported to the Academy Councillors.

## Bullying

All children have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. As with racism, incidents where bullying is proven are dealt with very seriously. The parents/carers of the victim(s) and the perpetrator(s) are contacted immediately (for further details please refer to our anti-bullying policy).

## Recognising the positives

We always promote our school values and acknowledge positive effort and successful application to any learning by effort, attitude, behaviour or outcome through the following:

- Positive praise will be used consistently to reinforce our values
- Certificates in our Celebration Assemblies. Teachers will select two children from each class to receive a certificate in assembly each Friday (Y1-Y6). NB – Year R have ‘Star of the week’ instead of coming to celebration assembly.
- Visits to a member of SLT to show good work or attitude to learning
- Stickers. These can be given for good effort, progress or achievement in children’s work. They should not be given for behavioural reasons. Stickers should be stuck in books or on a child’s jumper
- House point-a house point can be given to a pupil who is showing one of our school values or for demonstrating excellent behaviour or manners. Only one house point can be awarded at one time. House point certificates are given out in class
- Headteacher certificates/badges termly
- Every day, each class will have a secret learner linked to one of our values
- Sharing photos of learning and excellent behaviours via social media sites

## Whole school strategies

We have consistent whole school strategies for ensuring smooth transitions and movements around the school, which reinforce positive behaviours. See Appendix 2 for these.

## Personal support plans

Children who have difficulty with meeting the behaviour expectations despite the conscientious, consistent and caring application of this behaviour policy, will need a “Pastoral Support Plan (PSP)”. This will be written by the SENCO, class teacher, other relevant adults, parents/carers and child. A personal support plan sets clear expectations around behaviour and support; it’s a commitment from the school that focuses on support, wellbeing and developing a child’s skills. They can also help to make sure everyone follows the same approach with a focus on success. It can help to keep a child engaged with school and connected to the school community. A PSP may supersede other rewards and sanctions within this policy, according to a child’s needs.

## Responses to Behaviour

All staff should consistently use the following approach when dealing with unwanted behaviours, throughout all times of the school day. **The following may not apply to individual children, if they have a PSP (Personal Support Plan).**

<u>Behaviour</u>	<u>Response</u>
<b>Warning</b> Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions; swearing heard by other children; unkindness to peers etc (these apply to all times of the school day).	School values to be reinforced. “I have noticed that you are not be respectful because... <b>unwanted behaviour</b> ” “This is a warning that you need to show me you are ready by... <b>desired behaviour</b> ” “Yesterday/Last week I remember that you were resilient when you... <b>positive behaviour recalled.</b> ”

<p><b>Restorative Conversation</b> Continued disruption to learning or play (as described above).</p>	<p><b>Conversation</b> to be held between member of staff who was involved or who witnessed the activity.</p> <p>“<b>Name</b>, please come and talk to me. I gave you a warning but you have continued to _____. What can we do to resolve this? Is something wrong?...”</p> <p>“If you choose to continue to ----- I will limit your playtime.”</p> <p><b>(Conversation to ideally take place outside the classroom or at least away from other children. On the playground, the child should be taken to a quieter and less crowded space; often the side of the playground).</b></p> <p>To <b>only</b> be recorded on CPOMs <b>if relevant</b> for a specific child or if also a possible safeguarding concern.</p>
<p><b>Limited Playtime/Time out in another classroom to complete work</b></p> <p><b>The amount of limited time is according to the significance of the behaviours demonstrated.</b></p> <p>As above but may skip straight to this stage for: hurting another child, swearing directly at an adult, spitting, refusal to follow adult instruction, throwing equipment, leaving the classroom, disrupting others’ learning.</p> <p><b>Parent informed by class teacher</b></p>	<p>“Because you have _____, I am limiting your playtime/sending you to another class to complete your work (this might be immediate or the following break)”</p> <p>Examples of activities that it may be appropriate for children to do if play is limited: write an apology note/letter, draw a reflective picture, sit and reflect on behaviour, tidy something up, set something up for the next lesson etc. Parallel teachers support each other in being present with the child for this time, to keep the child safe and provide support to improve behaviour moving forward.</p> <p>‘Reflection Sheet’ (see Appendix 2) to be completed when appropriate according to the significance of the incident. Sheet to be scanned and added to CPOMs.</p> <p>To be communicated with parent/guardian and <b>recorded on CPOMs</b> by the member of staff, according to the situation. This might also depend on whether the behaviour is becoming repetitive and if so, further triggers need to be explored and provision tweaked, with the support of SENCO/phase leader/outside agencies.</p>
<p><b>Sent to Phase Leader</b> Repetitive behaviours that are not changing in response to sanctions above over the course of a week or term. This could also be due to a ‘one-off’ significant behaviour/incident’.</p> <p><b>Parent informed by Phase leader</b></p>	<p>Meeting to be held with the pupil to identify any issues they are having. Support offered and expectations made clear. If the teacher IS the phase leader, child could be sent to another phase leader.</p> <p><b>Recorded on CPOMS</b> Monitoring of any further behaviours</p>
<p><b>Internal suspension</b> Continuation of playtimes being limited. In addition to above, deliberate violence towards a child, incidents of discrimination, upturning furniture, throwing equipment at others.</p>	<p><b>Sent to Assistant Headteacher (AH) or Headteacher (HT)</b> Possible sanctions: Suspension from class for AM/PM or both Suspension from the playground and/or dinner hall Phone call home Letter sent home to parents/carers</p> <p><b>Recorded on CPOMS</b></p>
<p><b>Put ‘On Report’</b> Continued repetitive behaviours after being spoken to by Phase Leader (at least once).</p>	<p>Assistant Headteacher or Headteacher introduces ‘report card’ to child will be in place for a minimum of one week. As relevant to the behaviours shown, child to go to Assistant Headteacher, Headteacher, FLW or SENDCO at the end of each lesson/playtime/day/half day etc to report on behaviours and attitudes.</p> <p><b>Recorded on CPOMS</b></p>
<p><b>External Fixed term suspension</b> Physical violence towards staff, leaving the school grounds, climbing on school property. Anything within internal suspension section which is repeated or more extreme.</p>	<p><b>Sent to the Headteacher</b> The headteacher will then decide possible sanction: Fixed term suspension Lunchtime suspension Letter sent home to parents/carers Meeting with parents/ carers on child’s return to school</p> <p><b>Recorded on CPOMS</b></p> <p><b>Return to School Meeting</b> Either the HT or AH will meet with the child and parents/carers. The purpose of the meeting is to set up the child for a positive and supported return to school.</p>
<p><b>Permanent Exclusion</b></p>	<p>Our school will do everything possible to avoid permanently excluding a pupil.</p> <p>A permanent exclusion of a pupil would only take place if a serious breach or persistent breaches of our school’s expected behaviour has taken place. All contributing factors to a child’s behaviours and needs would be taken into account before making the decision to permanently exclude.</p>

## Appendix 1

Consistent whole school strategies	
Gaining attention inside	<p><b>Silent signal</b></p> <ul style="list-style-type: none"> <li>-Adult's hand raised in front</li> <li>-Children to mirror back and gently tap arm of person next to them if they have not responded</li> <li>-Adult to count down, '5,4,3,2,1' but <b>only if needed</b></li> </ul>
During Learning	<ul style="list-style-type: none"> <li>-Good sitting (feet on the floor and reference to 'Ready' value)</li> <li>-Children stand to give any answers that require a sentence or more to be said; class give good eye-contact to the speaker</li> <li>-<b>Silent signal</b> used to add information to what someone else has said (closed fists on top of each other)</li> </ul>
Gaining attention outside	On sound of a whistle, all children to stand still, come down from any equipment and look at the adult.
Transitions	<p><b>Silent signal</b></p> <p>Example for lining up from table: Adult raises '1/2/3' fingers:</p> <ul style="list-style-type: none"> <li>1 = Stand up</li> <li>2 = Tuck chair under</li> <li>3 = Walk to line in silence</li> </ul> <p>Example for moving from carpet to table:</p> <ul style="list-style-type: none"> <li>1 = Stand up</li> <li>2 = Stand behind chair</li> <li>3 = Sit down</li> </ul>
Walking in a line	<p>Single</p> <p>Safe</p> <p>Silent</p> <p>Stay on the left: hand on blue rail going up the stairs and red coming down.</p>
Transition – Classroom to playground -Playground to classroom	<ul style="list-style-type: none"> <li>-Children line up in silence</li> <li>-Adult to get eye contact from all children</li> <li>-Stay on the left</li> <li>-Adult leads them out to the playground</li> </ul>
Uniform	<ul style="list-style-type: none"> <li>-Hats/hoods off when inside</li> <li>-Jumpers not to be tied around waists</li> <li>-Policy followed</li> </ul>
Entering the school in the morning	<ul style="list-style-type: none"> <li>-Quiet voices</li> <li>-Walk on the left</li> <li>-Straight to class from cloakroom</li> <li>-Adult to greet children at classroom door</li> </ul>
In the dining hall	<ul style="list-style-type: none"> <li>-'Please' and 'Thank you'</li> <li>-Chairs tucked in (eat over the table)</li> <li>-Knife and fork together when finished eating</li> <li>-Hands up to leave the table</li> </ul>
Toilet visits	<ul style="list-style-type: none"> <li>-One at a time during lessons when appropriate</li> <li>-Ask an adult if outdoors</li> </ul>

**Reflection sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Year Group: \_\_\_\_\_

Which of the school values have you not shown? Ready Respectful Resilient

**How were you feeling?**



Sad



Confused



Worried



Angry



Frustrated



Bored

**What happened?**

---

---

---

**What did you want?**

- Attention    To cause a problem    Control    To get out of work  
 To get your way    To get even/revenge    \_\_\_\_\_

**How did your behaviour make the other person feel?**

- Worried    Sad    Unsafe    Confused    Angry    Frustrated

**What coping behaviour could you have used?**

- Take deep breaths    Move somewhere else    Think calm thoughts  
 Ignore    Talk to an adult    Do something else    Chill - Take a break

**What do you need to do to correct the problem?**

- Apologise (say sorry)    Clean up    Complete work    Forget about it  
 Make a plan    Problem solve    Do something nice    \_\_\_\_\_

**What have I learned from this situation?**

---

---

Will parent/carer be contacted? Yes/No

Signature (pupil) \_\_\_\_\_

Signature (staff) \_\_\_\_\_