

WRENTHORPE ACADEMY

BEHAVIOUR POLICY



Reviewed: January 2021

Next Review: January 2022

ADDENDUM

This policy has been updated in light of the current restrictions in place due to COVID- 19. A risk assessment is in place. This has been shared with all staff. The risk assessment outlines new procedures to be used.

Pupils are expected to adhere to and comply with social distancing expectations and are given frequent reminders about these.

Physical Intervention is only used as a last resort and only by designated trained adults. If there is time PPE may be worn, in the form of gloves, mask/and visor. If there is not time to put PPE on before intervening then appropriate handwashing/sanitising should happen after the incident.

Behaviour Policy

At Wrenthorpe Academy we believe every child has a right to learn and that teachers have the right to teach. This will only happen if there is an ethos of good behaviour.

- ❖ Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults. Relationships between everyone at every level are vital. Our expectations are that people treat others the way they would like to be treated themselves.
- ❖ We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

Golden School Rules

• We are gentle, kind and helpful

We don't hurt others and we don't hurt anybody's feelings

• We listen and we are honest

We don't interrupt and we don't cover up the truth

• We work hard

We don't waste our own or others' time

• We walk in and around school and we look after property

We show respect and we don't waste or damage things

Within this ethos, we hope that children will work hard, be proud of their achievements and value the achievements and rights of others.

Our high expectations of behaviour apply at all times, with all people and in all places during the school day.

Children, because you are part of Wrenthorpe Academy you have the **RESPONSIBILITY:**

- ❖ To work to the best of your ability
- ❖ To let others get on with their work
- ❖ To respect and care for others
- ❖ To listen to the views of others
- ❖ To be honest and truthful at all times
- ❖ To accept the consequences of your own behaviour
- ❖ To show respect for the school environment
- ❖ To tell a member of staff if you see or hear about someone being treated unkindly
- ❖ To tell a member of staff if you see anything that could jeopardise the safety of others

Children, because you are part of Wrenthorpe Academy you have the **RIGHT:**

- ❖ To be proud of your achievements
- ❖ To get on with your work
- ❖ To be treated fairly and with consideration
- ❖ To express your views and know you will be listened to
- ❖ To feel happy, safe and confident
- ❖ To have clean and tidy surroundings
- ❖ To tell a member of staff if someone or something is causing you problems

We will not tolerate:

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional
- Fighting or deliberately hurting others
- Swearing or use of bad language
- Misbehaviour, rudeness and a refusal to co-operate

We want our children:

- ❖ To be happy and confident in school
- ❖ To choose good behaviour all of the time
- ❖ To be assertive rather than aggressive

Dealing with inappropriate behaviour in school:

The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, **“Stop it, I don’t like it”**. The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns.

Building strong partnership between home and school

We will let parents know if their child chooses to misbehave repeatedly or chooses to do something that is a serious breach of our behaviour expectations. We want to know at an early stage from parents if they have any concerns around behaviour. We want to put things right as soon as possible and request that you contact your child’s class teacher in the first instance with any concerns you may have. We undertake to investigate the issue as soon as we can and report back to you.

Rewarding Good Behaviour and Attitudes to Learning

We want to reward those children who demonstrate positive attitudes to learning always choosing to work hard and behave well. Rewards include:

- ❖ Stickers for positive attitudes to learning
- ❖ Team points - each week the Team Trophy is presented in Achievement Assembly
- ❖ Headteacher/ Deputy Headteacher Stickers
- ❖ Sharing achievements and work with others in Achievement Assembly
- ❖ Verbal congratulation and reinforcement of positive behaviour ‘Thank you that was very kind’ and ‘Well done, you are sitting beautifully.’
- ❖ Achiever of the Week Certificate from each class awarded in the Achievement Assembly
- ❖ Half Term Achiever Certificate from each class
- ❖ Reading Certificates – 2 from each class, awarded at the end of each half term
- ❖ Maths Certificates – 2 from each class, awarded at the end of each half term
- ❖ Head Teacher award for outstanding attendance
- ❖ Sports, Music etc achievements are awarded in school assemblies
- ❖ All classes have an opportunity to lead two achievement assemblies over the course of the year where they are able to show examples of their work. Parents, friends and carers are invited in.

Dealing with Misbehaviour

Emphasis is on choice. If a child chooses to misbehave, consequences will follow. These will include:

- ❖ A clear verbal warning and a reminder of what is expected.
- ❖ Name moved on Class Behaviour Chart ‘It’s GOOD to be Green’ (Traffic Light System) away from green and on amber – age appropriate warnings and reminders given.
- ❖ Name moved from amber to red – this signifies missed break or lunch time to reflect upon their actions with an adult.
- ❖ Following the consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour will not happen again. Name returns to green with reinforcement ‘It’s good to be green’.
- ❖ Children who receive a consequence will have their name added to the Class Behaviour Book.

- ❖ If children are added to the Class Book three times they will be sent to the Phase Leader to discuss their poor behaviour. At this stage the Phase Leader will decide if it is appropriate to discuss poor behaviour with parents.
- ❖ If the Class Teacher and the Phase Leader feel that the behaviour is NOT showing improvement the child will be asked to take the Class Behaviour Book (where all incidents and interventions have been recorded) to discuss with either the Deputy Headteacher or the Headteacher.
- ❖ The child's name will then be added to the School Behaviour Book. At this stage the DHT and/or the HT will decide if the incident is significant enough to be added to our electronic monitoring system CPOMs and classified as 'low level' or 'significant or serious' depending on the nature of the behavioural incident.
- ❖ A phone call is made/conversation with parents.
- ❖ The Head Teacher and SLT will be informed of all serious incidents involving physical contact.
- ❖ An immediate phone call / conversation with parents for aggressive behaviour or behaviour which causes concern.
- ❖ Following conversations with parents the Headteacher may decide to:
 - Exclude child from playtimes with other children
 - Set up a Home/ School Communication book
 - Have regular meetings between parents and school
 - Draw up an Individual Behaviour Plan
 - Gain support from external agencies
- ❖ Disruption to learning will not be tolerated and will result in an internal exclusion (in a safe supervised area in school)
- ❖ Fixed term exclusion

Exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

If fixed term exclusions fail to modify a child's behaviour the school will work with outside agencies to support the child being given a fresh start in a new school, via a managed move, to avoid a permanent exclusion.

Code of Practice

We acknowledge that all children in the community have the right to attend a school, irrespective of learning difficulties 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

In 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 every step to avoid the need to physically intervene through discussion, diversion and de-escalation techniques. We have adopted the guidelines and advice contained in the LA's Code of Practice, "Guidance on physical intervention between staff and pupils". Several members of staff, including the SENCO and Head Teacher, have received Team Teach Training, which will only to be used by trained individuals and in extreme cases. See Positive Handling Policy

Individual Handling Policies

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