



## **Behaviour Policy**

**Implementation Date – September 2022**

**Review Date – September 2025**

## **Introduction:**

At 'The Whitchurch Church of England Federation, we believe that pupils need to have clear boundaries and structure in order for them to feel safe and achieve.

Pupils should always be given the opportunity to feel success. Pupils should also always have the opportunity to understand and correct any inappropriate behaviour. Parents and carers should be given the opportunity to know when rewards and sanctions are given.

Our Federation is a caring community, whose values are built on mutual trust and respect. The Federation behaviour policy is therefore designed to support the way in which the members of both Academies can live and work together in a supportive way. We believe that good behaviour and discipline are the key facilitators of effective teaching and learning. For success and achievement, all pupils and staff should be aware of the core Christian values within the Academies and surrounding community.

The core Christian values below form the basis of our Federation's behaviour policy. All of our behaviour systems, both rewards and sanctions, stem from these core principles.



We also have a set of 'Golden Rules' which support pupils to manage their behaviour.

### **Aims and Objectives:**

- To promote pupil's well-being, moral, social and emotional development.
- To promote high standards of behaviour and discipline through emphasising praise and rewards which recognise good behaviour and achievements
- To ensure consistent use of behaviour management strategies
- To respect each other and ourselves
- To teach pupils that actions and choices have consequences both positive and negative
- To ensure the safety and well-being of every member of the Federation community
- To ensure that all members of the Federation community are valued

### **We will seek to achieve these aims by:**

- Adopting a positive Federation ethos which values individuals and reflects the Infant Christian values of love, kindness, honesty, peace, respect and trust together with the Junior Christian values of love, courage, compassion, creativity, responsibility and perseverance.
- Teaching through the curriculum Christian values, attitudes, knowledge and skills to promote responsible behaviour, self-discipline and respect for self, others and the world around us
- Ensuring a consistent approach by all members of the Federation team, who will act as positive role models at all times.
- Having high expectations of behaviour which are taught and modelled.
- Establishing a clear framework of expected behaviour which are reasonable and sensitive to pupil's needs using praise and rewards for good behaviour
- Involving parents in promotion of appropriate behaviour
- Recognising that on occasions some pupils may experience social, emotional or behavioural difficulties which may be a barrier to their learning

### **We have adopted the following "Golden" Rules:**

Behavioural boundaries are clearly defined using a set of the six Golden Rules a copy of which is visible in every classroom. All rewards and sanctions are based on these Golden Rules, which are applied at all times of the school day, and should be referred to when speaking to pupils. It is important that the Golden Rules are **always** clearly stated when issuing rewards or sanctions.

We listen ...We don't interrupt...

We are honest...We don't cover up the truth...

We are gentle...We don't hurt others...

We look after property...We don't damage things...

We are kind and helpful...We don't hurt anybody's feelings...

We work hard...We don't waste time...

### **Teaching good behaviour:**

Teachers discuss behavioural expectations with their classes at the beginning of each half term and more often if necessary. A Class Charter is established at the beginning of the year. The Golden Rules are taught, explained and modelled, revisited regularly and displayed in all classrooms.

Throughout each week, teachers will have a system for monitoring the behaviour of pupils in their class. General classroom management is at the discretion of the teacher and teachers are encouraged to use their own professional judgement with regards to the standards of behaviour that they set and expect for their pupils. These standards must correspond with the Golden Rules and Federation policy.

**It is part of the professional duties of all staff to promote good behaviour for all pupils in each Academy at all times.**

**All staff are expected to adhere to the Federation behaviour policy when dealing with pupils.**

For those pupils who are still learning how to be responsible for their behaviour and / or break any of the Golden Rules, the Federation has adopted the 'It's Good to be Green' card system in Reception, Key Stage 1 and Key Stage 2. Our Nursery pupils are supported to manage their behaviour using a more age-appropriate system.

The 'It's Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the Federation's behavioural expectations.

Every pupil starts their day on a positive note with a green card displayed in their pocket of the Class Chart. There is a system of warnings and consequences through the 'It's Good to be Green' scheme. These lead to sanctions that are made explicit and clear to everyone. The staff aim to make correction a positive experience where the appropriate behaviour is clearly stated and asked for.

Pupils are challenged to reflect, consider and review their behaviour and consider our Christian Values. They will need to accept the consequences of not being responsible for their own behaviour.

Teachers should record every incident which involves the issue of a red consequence card using CPOMS. Recording behaviour in this manner enables the Senior Leadership team to remain informed of patterns of behaviour and take appropriate steps to prevent further misconduct. Where appropriate, any issue of red consequence cards will be followed up with both the teacher and pupil by the Head of School Inclusion and Families. The Head of School will consider whether an ABC form is required in order to further analyse the incident or establish trends in behaviour.

We understand that for some pupils the whole school systems for managing behaviour and celebrating success will not be enough and in these cases a more

individualised support package will be drawn up. This may include an individual behaviour plan.

Where pupils are having difficulty in behaving well their parents will be involved in the process early on – their support to any behavioural learning programmes is crucial.

### **Actions to be taken following unacceptable behaviour:**

At The Whitchurch Church of England Federation, we believe that it is important to have consistency of approach when dealing with unacceptable behaviour. The exact measures taken following inappropriate or unacceptable behaviour cannot be listed in detail as each incident will be judged taking into account; the seriousness of the incident; whether it is an isolated incident and the previous behaviour of the pupil concerned.

### **Yellow and Red Cards:**

When pupils have demonstrated unacceptable behaviour they will be issued with the appropriate card and this will be displayed on the classroom chart.

Examples of behaviour and suggested consequences are outlined below, however the delivery of a sanction is at the discretion of the teacher – remembering that poor behaviour should always be related to the Golden Rule that has been broken, and that Red Consequence cards are for more severe instances.

In Reception and Key Stage One, pupils who receive a Yellow Warning Card during the week will lose 5 minutes for each card that they have received, off Golden Time on Friday afternoons. Pupils who receive a Red Consequence Card during the week will miss all of the Golden Time (unless they are able to earn back some minutes – see below). Pupils missing Golden Time will sit at a table watching a sand timer until their allocated time is completed.

In Key Stage Two, pupils who receive a yellow or red card will receive an immediate consequence. A yellow card will mean moving to a quiet place within the classroom and a loss of 5 minutes from their next playtime. A red card will mean immediate removal from the classroom into a parallel class and a loss of 10 minutes from their next playtime.

It is important for the pupil to reflect on their actions at this stage therefore they will be asked to reflect on their behaviour, with a focus on both the Golden Rules and Christian values they have not demonstrated. This reflection time promotes the value of forgiveness and a fresh start- thus allowing teacher and pupil to move forward positively- but also underlines the importance of saying sorry, and actively showing repentance.

In some cases, pupils may be able to earn back their green card – for example focusing on their work within the lesson there has been a discretion and completing it to an excellent standard. Where appropriate, pupils will be supported in 'putting it

right' by way of an apology or an improvement in work. In some cases, additional restorative practices will be facilitated by learning mentors, teachers or SLT.

Below are some examples of behaviours that break the Golden Rules. The level one behaviours are low level behaviours, level two are an escalation in poor behaviour (mainly Yellow Warning Cards) and level three behaviours are at the end of the spectrum. (Red Consequence Card).

**Examples of Behaviour that Break the Golden Rules:**

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>
Interrupting Swinging on the chair Shouting out Out of seat Distracting other pupils Work avoidance e.g. sharpening pencils Fidgeting and fiddling Being careless with belongings Not listening	Continuation of Level One behaviours Silly noises Being rude/disrespectful Answering back Teasing other pupils Poor attitude to work/refusal to complete the task Disruption of the lesson/learning for others Not following instructions Use of inappropriate language Inappropriate physical contact e.g. poking, flicking Persistent rough play	Continuation of Level Two behaviours Total refusal to complete work Refusal to do as asked by a member of staff Exiting the classroom Leaving the school premises Throwing equipment Hurting another pupil or adult Destroying the environment Going under a table and refusing to come out Defiant behaviour

**Rewards:**

Rewarding positive behaviour both improves a child's self-image and demonstrates to all that this behaviour is valued by the school community. As a Federation we use 'Class Dojo' to provide immediate positive feedback in addition to stickers, a kind word or non-verbal communication.

Pupils, who have stayed 'Green' all week, will get a dojo so that parents are aware of their success.

To reward a child; points (Dojos) can be awarded for a range of positive behaviours linked to our Christian values and Curriculum Driver qualities.

Pin badges will be awarded for children achieving bronze 250 Dojo / silver 500 Dojo and gold 750 Dojo rewards.



Infant Academy badges



Junior Academy badges

At the Junior academy, class dojos will also be collated across the four houses and shared during Celebration Worship

### **Golden Time:**

In our Infant Academy, pupils, who have stayed 'green' all week, will be entitled to attend the class 'Golden Time' on Friday afternoon. Golden Time activities are set out at the beginning of the week with pupils choosing an activity on **Monday morning** and will be **teacher-led**. Note that Golden Time is expected to be supervised by class teachers and teaching assistants. In addition, the class with the highest percentage of pupils remaining green will be awarded with Frederick the Frog to keep in their classroom for the week. This will be presented during the Celebration Worship.

Across Key Stage Two the good behaviour of individuals will be rewarded on a daily basis with a House Point for every pupil who has remained on green all day. Every half term the whole class has the opportunity to earn a Golden Time curriculum afternoon selected by the pupils – for example an art, PE or ICT afternoon. This class reward will be awarded to classes in which at least 95% of the class have remained green over the half term. This is agreed in advance by the class and is referenced by the class teacher when managing behaviour encouraging class collaboration and reinforcing our Christian values.

### **House Points**

Pupils in the Junior Academy belong to one of four house teams - Cowell, Ibbotson, Riddell and Almond - with Year 6 House Captains. Each Friday in Celebration Worship, the house with the most house points for the week (awarded for good behaviour in addition to effort and attainment) is announced and each half term the house with the most house points is awarded with an extra playtime of fifteen minutes.

### **Principal's 'Star of the Week' Award**

Pupils who show exceptional behaviour / attitudes will receive a 'Star of the Week Award' certificate. The aim is to ensure every pupil will receive at least one nomination per year and ensures that every pupil has a chance to feel success. Each pupil receiving a 'Star of the Week' Award nomination will be acknowledged and applauded in the Celebration Worship.

### **Earning Back Golden Time / Green Card:**

Teachers should offer pupils the opportunity to 'earn back' some lost Golden Time in order to help a pupil to understand how to correct misbehaviour. The contract should be at the teacher's discretion. Pupils can earn a maximum of half of the lost Golden Time back. See Appendix One.

### **'Beyond' Golden Time:**

Teachers should refer pupils who are not responding to the Federation's Behaviour Policy to the senior member of staff for their phase, where further appropriate action will be taken.

Pupils who regularly encounter difficulty in displaying good behaviour will be supported and counselled as to how their attitude and behaviour can improve. This will be done alongside working with parents (see below).

Other ways to support and deal with behaviour may include:

- Lost playtime.
- Involvement of outside agencies such as Behaviour Support Team and/or the Psychology Service.
- Nurture Group - Pupils that continually display poor decisions or poor social skills may be placed on a special nurture programme. This is designed to support the pupil's understanding of appropriate behaviour and the beneficial consequences of behaving this way. Parents will be involved in any referral to a nurture group, a key member of staff will liaise with parents and keep them informed the progress their pupil is making and any positive impact on behaviour. The Head of School (Inclusion and Families) and SENDCO will monitor the progress of specific pupils and refer to any outside agency if necessary.
- A behaviour plan will be drawn up in association with the Head of School (Inclusion and Families) / SENDCO and parents.
- The withdrawal of privileges.



- Exclusion at lunch time.
- Implementation of LA guidelines on fixed term or permanent exclusion - see Exclusion Policy.

### **The use of force to control or restrain pupils:**

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). If such a situation arises the member of staff involved will record the details using the SBMAT Physical Intervention Report Form and inform both the Principal the parents. The Principal will maintain a log of all Physical Intervention incidents. In using reasonable force, the staff should never give the impression that they are acting out of anger, frustration or to punish the pupil. Specific guidelines have been approved by St Bart's Multi-Academy Trusts – see the SBMAT Physical Intervention policy. Reference should also be made to “Ensuring Good Behaviour in Schools” (DfE, 2012). This advice summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents

### **Working with Parents:**

Staff will always work in good faith when approaching parents to discuss concerns about a pupil's behaviour, and all actions taken will be under the remit of this policy.

Praise for positive behaviour will be shared with parents via the Class Dojo app.

We take the view that good behaviour from pupils is the product of a successful working relationship between school and the home, and to this end we will always seek to maintain clear lines of communication with parents in order to ensure that the behaviour of our pupils meets the standards that we expect. Correspondingly, we ask that parents will also keep the school informed of any factors outside of the school day that may be affecting their pupil's behaviour. This is important, as it will enable us to keep an eye on any pupil who might struggle to behave to the required standard and, if necessary, make appropriate adjustments to their school routine. Such an adjustment might include alternative arrangements being made at lunchtime, for example.

Any instances of unacceptable behaviour that result in the issuing of a Red Consequence Card will always be communicated to parents by the class teacher, either in person at the end of the school day or, if that is not possible, by a telephone call.

Also, parents who wish to enquire about their pupil's behaviour in school are welcome to make an appointment in order to come in for an update. In most cases the best person to contact will be the class teacher, as this will be the person who is responsible for supervising the pupil on a day-to-day basis, and will also be the

member of staff best placed to discuss concerns with parents. It is anticipated that the vast majority of enquiries about behaviour will be swiftly resolved in this manner.

Where inappropriate behaviour persists over time without the desired changes taking place, despite the use of the sanctions described above, it may be necessary for the academy to request that parents come in for a regular timetabled meeting at set points during the week in order for a report to be given about their pupil's conduct. This may take the form of a discussion (with or without the pupil present), and may also involve the use of a home/school diary in order for parents and staff to track and record behaviour over time.

It will not normally be the case that a serious behavioural incident takes place during the school day that the academy remains unaware of. However, it is accepted that sometimes pupils can withhold from informing staff about behaviour during the day that has affected them and may instead disclose to their parents after the school day has ended. Concerns about more serious episodes of behaviour that parents may wish to make the school aware of can be made directly to a member of the Senior Leadership Team.

### **Record Keeping:**

Staff keep up-to-date records of behaviour, including the issuing of yellow and red cards. The issue of a red card must be recorded on CPOMS. Instances of serious violations of the Federation Behaviour policy are recorded in more detail for possible future reference. Pupil's names are held confidentially. Parents may request access to any record that contains information about their child's behaviour and this will normally be available within 24 hours, as references to the names of other pupils will first have to be deleted. Where requests are made for access to detailed records that cover a longer period of time then further notice may need to be given.

Daily log sheets described above will not be transferred to other schools/academies. However, general behaviour and attitudes towards learning in school are discussed informally as part of normal transition arrangements.

### **Pupil Support Systems:**

All pupils are encouraged to talk to staff about any concerns they may have. Any concerns are recorded using CPOMS (Child Protection Online Monitoring System) and are dealt with in line with the Academy Safeguarding and Child Protection Policy.

Weekly PSHE lessons are an opportunity for the class to discuss any concerns with their class teacher.

Each class also has a representative who is elected and voted for by their fellow pupils, highlighting the importance of democracy, even within school life. These pupils are seen as key leaders in the Academy and can offer advice or help to pupils on any issues involving school.

## **Bullying**

Bullying is when the same student is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same pupil who is subjected over and over again to mean and hurtful actions by others.

*'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally'*

(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education).

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Further information is available in our Anti-Bullying Policy.

## **Radicalisation**

Use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others. All staff in the Federation have received PREVENT training to identify early signs of radicalisation. Staff are also aware that any extreme behaviour, language or incidents related to radicalisation will be reported to the PREVENT team and investigated further. See Safeguarding and Child Protection Policy and Preventing Extremism and Radicalisation Policy.

## **Pupil Transition**

Opportunities are provided for smooth transition at all transition points whether they are between Key Stages or year groups. These include moderation meetings, transition days and members of staff from secondary schools coming to talk with pupils and/or teach lessons, as well as visits/lessons/activities to the secondary schools. We work closely with secondary schools in order to aid transition from Year 6 to Year 7. This includes Transition Projects and meetings between Year 6 staff, Heads of Year 7, Form Tutors and Year 7 teachers.

## **Staff development and support**

New members of staff, students and volunteers all receive an induction session and are given a copy of the Academy Staff Handbook (updated annually), Health and Safety Information Guidelines and Safeguarding Guidelines, including the Staff Code of Conduct. Staff, students and volunteers are made aware of all statutory Federation / Academy policies, which are all available on the Federation website and are also on the staff server common drive (accessed by staff). Regular professional development activities are available for all staff members to support their practice in relation to this policy.

## **Screening, Searching and Confiscation**

The DfE has published 'Screening, Searching and Confiscation' guidance (2018) which the Academy will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list. However, we can be clear that alcohol, drugs, cigarettes, inappropriate images, stolen items, fireworks, knives and other offensive weapons\* are prohibited. The Academy is not required to inform parents before a search takes place and does not need to seek consent. Academy staff can seize any prohibited item found as a result of a search. We can also seize any item we consider harmful or detrimental to Academy discipline.

### **Outside of school**

Teachers have a statutory power to discipline pupils for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers/principals a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Where non-criminal negative behaviour and bullying occurs anywhere off the Academy premises and is witnessed by a staff member or reported to the Academy, the Principal will consider what the appropriate sanction should be.

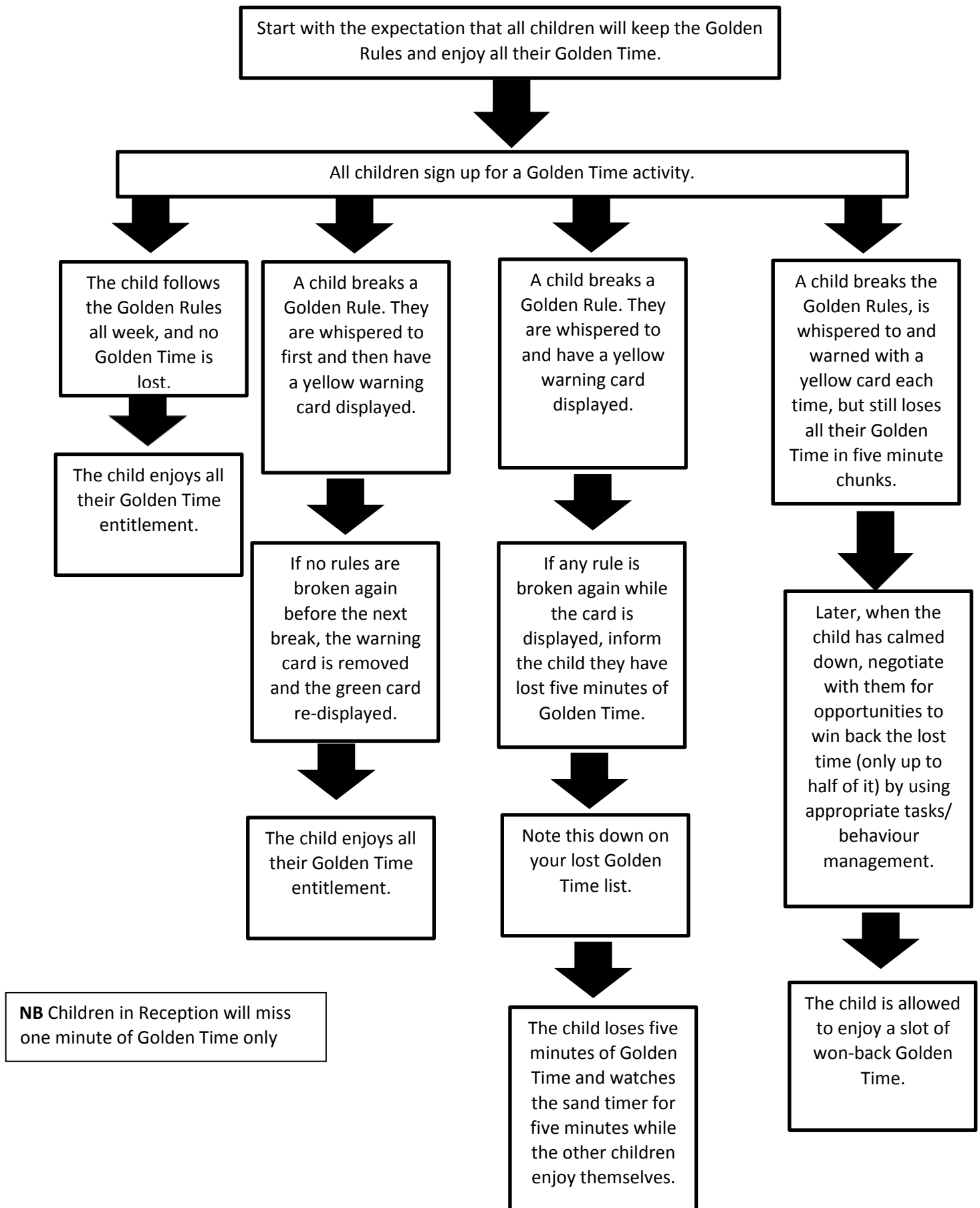
\* An 'Offensive Weapon' is defined as "any article made or adapted for use to causing injury to a person, or intended by the person having it with him for such use". (S1 Prevention of Crime Act 1953).

### **Review:**

This policy will be reviewed every three years.

## Appendix 1 - WIA

### Flowchart modelling procedure for Golden Time.



## Appendix 2 - WJA

### Flowchart modelling procedure for Behaviour Policy

