



**WARLEY  
ROAD**  
Academy

## Behaviour policy

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<b>Equality Impact Check</b>	

Warley Road Primary Academy '*For a  
brighter future*'



## Behaviour Policy

### Aims

We aim to create a positive, fun, safe environment where children are supported to develop behaviours that contribute to successful learning. We will do this by:

- Providing clear, simple guidance to staff and children that encourages them to behave in a respectful, responsible, resilient and reflective manner
- Using calm and consistent approaches
- Ensuring all adults take responsibility for managing behaviour through agreed practices, that are understood by all, for reinforcing desirable behaviour and dealing with unacceptable behaviour
- Ensuring all adults use consistent, positive language that encourages positive behaviours
- Supporting children to learn from their behaviour and make progress with their personal, social and emotional development
- Ensuring everyone is aware of the possible responses to behaviours

Our school rules are easy to remember as the 4 Rs and include:

**Responsibility:** everyone is expected to take responsibility for ensuring equipment is well looked after, everyone is expected to play an important part in the tidying and organisation of the of school, take personal responsibility for their actions and pupils should be encouraged to develop self-discipline.

**Respect:** everyone acts considerately to all living things, respects property, creates a calm industrious atmosphere with pupils on task, speaking quietly, and moving about appropriately.

**Resilience:** everyone tries their best in all they do and bounces back from disappointment

**Reflection:** everyone is given an opportunity to explain and will be dealt with consistently but fairly. Unacceptable behaviour will be challenged by staff and dealt with immediately using restorative practice techniques.

As a starting point, relationships matter, and our staff will be expected to set the tone and context for positive behaviour within the classroom and around school.

### **All staff are expected to:**

- Take time to welcome pupils at the start of the day
- Use positive reinforcement (5 to 1 ratio of positive to negative interactions)
- Establish clear routines and consistently uphold them
- Take time to calmly welcome pupils back into class following playtimes and lunchtimes
- Continue to focus on the 4 Rs during time outside of lessons when learning is still taking place and teaching opportunities still present themselves (playtimes, lunch times, assemblies etc)
- Highlight positive behaviour with parents through notes home, contact at end of a day or a telephone call home
- Model the behaviours we expect of pupils
- Maintain a no shouting culture and always remain calm
- Talk to pupils using the language of the 4 Rs to positively reinforce the expected behaviours and associated characteristics

### **The Head Teacher and leadership team will:**

- Be a visible presence at the start of the school day to welcome pupils into school
- Be a visible presence around school
- Establish the clear routines of the school day, week and year
- Reinforce the 4 Rs
- Regularly celebrate staff and pupils whose efforts go above and beyond
- Encourage the use of positive praise and positive conversations with parents
- Ensure staff training needs in relation to behaviour management are met
- Support teachers in managing more complex or challenging behaviours



## Encouraging positive behaviour

<b>Our Rules</b>	<b>Visible Consistencies</b>	<b>Rewards and recognition</b>
Respect Responsibility Resilience Reflection	1. Daily meet and greet 2. Persistently catching pupils doing the right thing 3. Picking up on pupils who are failing to meet expectations 4. Use of consistent language (reference to the 4Rs) 5. 4 Rs are highly visible around school and in classrooms	1. Verbal praise/thumbs up/smile 2. Dojo Recognition points 3. Stickers 4. Phone call/text home 5. Notes home 6. Stars of the week 6. SLT praise 7. Show work to other key adults 8. Recommendation to HT

### **Use of Class Dojo**

- Each class from year 1 to year 6 will have a class dojo with each child added
- Positive points will be awarded when a child demonstrates behaviours in line with the 4 Rs. For example, where a child is ready to learn – they have taken responsibility for their learning and so a point will be awarded to recognise this
- Teachers can add groups to the class dojo as well as a whole class avatar so that they can award points at these levels to show collaborative positive behaviours that follow the 4 Rs
- The Dojo points will be reset at the start of each week (cumulative points can still be monitored using the reports on class dojo)
- Associate staff around school can award dojo points in recognition of children demonstrating the 4 Rs during times out of the classroom using red tokens.

Cumulative points will be reviewed by the class teacher at the end of each week and certificates will be awarded as follows at the Friday celebration assembly:

50 points = bronze award  
 100 points = silver award  
 150 points = gold award  
 200 points = platinum award  
 500 points = diamond award

### **Stars of the week**

Class teachers and associate staff will choose pupils from their class who they feel have gone above and beyond that week in demonstrating elements of the 4Rs. They will write out a certificate that will be presented to the pupil by either the Head Teacher or Deputy Head Teacher at the celebration assembly each Friday.

### **EYFS**

Children in our early years setting are developing their skills and learning about the 4 Rs. They will receive stickers as immediate recognition for following the rules. They will also receive weekly star of the week certificates as well as a certificate to recognise 10 stickers earned.

## Incidents of poor Behaviour and Sanctions

All incidents of poor behaviour will be dealt with in accordance with the agreed framework and should be fair and proportionate.

The following behaviours are unacceptable at any time by staff or pupils:

- Fighting or threatening others with violence
- Provoking or supporting physical violence
- Online bullying/harassing
- Verbal put downs
- Hurting others - physically or verbally
- Play fighting/playing dangerous games
- Bullying – physical, verbal and emotional
- Swearing/verbal insolence
- Disobeying/refusing to obey instructions/being cheeky to staff or other adults
- Theft of property
- Damage of property
- Leaving the premises
- Disrupting the work of others/disrupting the smooth running of the classroom
- Any behaviour that endangers themselves or others

### Stepped response to poor behaviour

Gentle Approach, use child's name, child level, eye contact, deliver message	
<b>1. REMINDER</b>	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Responsible, respectful, resilient, reflective)            You now have the chance to make a better choice            Thank you for listening</p>
<b>2. WARNING</b>	<p>I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson.            If you choose to break the rules again you will leave me no choice but to ask you to,            (work at another table / go to the quiet area etc ..... ) (learner's name),            Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p>
<b>3. REFLECTION</b>	<p>I noticed you chose to ..... (noticed behaviour)            You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)            Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)            I will speak to you in two minutes            Example – 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'            *DO NOT describe child's behaviour to other adults in front of the child*</p>
<b>4. FOLLOW UP – REFLECT, REPAIR &amp; RESTORE</b>	<p>What happened? (Neutral, dispassionate language.)            Which school rule did this break?            How did this make people feel?</p>

	Who has been affected? What should we do to put things right? How can we do things differently?
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- Pupil should **NOT** be sent to stand outside of the classroom or sent down to a member of SLT unless the support of additional staff is required in the classroom e.g. a restraint is needed, or a child needs to be moved from the classroom.
- If unacceptable behaviour persists, a meeting with the child's parents should be arranged by the class teacher, followed up, if necessary, with a further meeting with a member of the wider leadership team also present. The child may be given support interventions to help them develop positive behaviour and this will involve regular updates (positive or negative) with the parents until the behaviours improve.
- Any further meetings will take place with the Assistant, Deputy or Headteacher.
- In more complex cases, the school Inclusion Leader will support the teacher to conduct an audit of potential trigger points and design an individualised behaviour plan & contract to put in place.
- In extreme cases, a managed move may be considered to give the child a 'fresh start'
- Where a managed move cannot be arranged or is deemed to be inappropriate the Headteacher has the right to exclude a child on a fixed or permanent basis (see Exclusion policy).

#### At playtime/lunchtime

- Incidents of poor behaviour should be dealt with immediately by staff out on duty
- Individual teachers should be informed of any incidents so that they are aware/can follow up if necessary
- If it is deemed that the behaviour warrants a child being taken immediately off the playground, they should spend their time in the Hub.

**Any incidents should be recorded on CPOMS by the person who dealt with the situation.**

#### **Restraint, the Use of Reasonable Force and Positive Touch (See Appendix 2)**

All teachers have the power to use reasonable force in order to control or restrain pupils and will intervene in an emergency if a pupil is at immediate risk of injury or on the point of injuring someone else or damaging property. Reasonable force may be used to remove a pupil who is seriously disrupting learning or to prevent them from leaving the classroom or building. It can also be used if a pupil is at risk of hurting themselves.

#### Restraint may be necessary when

- a pupil attacks a member of staff or another pupil
- pupils are fighting
- a pupil is engaged in, or about to commit deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident (e.g. by rough play or the misuse of dangerous materials /objects)
- a pupil is running on a corridor or stairway in such a way which might cause injury or accident to themselves or others
- a pupil persistently refuses to obey an order to leave the classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.
- a pupil absconds from or tries to leave the school & could be at risk if not kept there

If the school is aware that a pupil is likely to behave in a way that might require physical restraint it will plan how to respond as part of an individual behaviour plan. Such planning should address:

- managing the pupil
- involving the parents
- briefing staff
- ensuring that adequate support can be summoned if appropriate



- taking medical advice about the safest way to hold pupils with specific health needs

### **A record of any restraint should be kept on CPOMS**

Warley Road promotes the use of 'positive touch' in school and it is often necessary or desirable for staff to touch a pupil (e.g. dealing with accidents or comforting etc). However, staff have a duty to consider their actions in line with safeguarding expectations.

**All staff should be aware that they have a duty to report any issues that may constitute a potential safeguarding issue.**

Further information is available at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Exclusion**

Refer to the schools Exclusion Policy & Guidance.

Further information is available at <https://www.gov.uk/government/publications/school-exclusion>

### **Staff Development and Support**

All school staff have a duty to promote and encourage the appropriate behaviour of the pupils. Staff will receive yearly updates on the expectations and policy of managing the behaviour of pupils. Where required or on request, more specific training will be put in place to support staff to fulfil this requirement.

### **Role of Parents/Carers**

Parents/carers have a clear role in supporting the school to ensure that their child is well behaved. The school will always endeavour to discuss issues at the earliest opportunity in order to make sure that the behaviour of a child does not escalate and in order to support parents with strategies at home. This may involve operating a behaviour chart and more frequent contact with school.

In extreme cases, where all other avenues have been explored and as an alternative to exclusion (and where it is felt appropriate), parents/carers may be asked to consider a 'managed move' to another school in order to give the child a 'fresh start'. In these instances, any move would be brokered through the Behaviour and Attendance service of the Local Authority and would be carefully discussed with the parent and child before any such move takes place.

Where the above options have been considered and not deemed to be appropriate, a place may be sought at an Alternative Provision. While a place may not be immediately available, an intermediate plan may be discussed and agreed.

Any decisions made about the future education of a child will always consider the best interests of the child weighed against the best interests of the other pupils in the school. Advice will always be sought from other agencies, and the child and the parents/carers will always be involved in the decision-making process.

## Summary of recognition, poor behaviours and sanctions (Appendix 1)

Recognition		Examples of poor behaviour	Sanctions for poor behaviour
5	End of term awards for 'over and above' good behaviour relating to the 4s	4	Continued disruptive/aggressive behaviour/persistent bullying that impacts on the education of the rest of the class & disrupts the running of the school
			Log incident on CPOMS
4	Positive phone call home from Assistant Head or Deputy Headteacher- as requested by class teacher for outstanding behaviour & special sticker  Headteacher/Deputy Head Teacher - visit to office and special sticker given	3	Persistent disruptive/aggressive behaviour/persistent bullying that impacts on the education of the rest of the class & disrupts the running of the school
			Log incident on CPOMS
3	Certificates in celebration assembly for star of the week relates to 4 Rs Certificates for those children who have achieved the bronze, silver, gold and platinum levels of Dojo points. Share praise for 'over and above' good behaviour with parents and carers	2	Fighting, swearing, name calling, refusing to do as asked by staff, bullying, racist name calling, aggressive behaviour, theft
			Log incident on CPOMS
2	Dojo reward point for the child, group of children or whole class	1	Low level disruption (fiddling, whispering, chair rocking, shouting out, poor lining up)
			Non verbal reminder from class teacher, followed by a verbal reminder and then warning.

## Procedure for Restraining Pupils (Appendix 2)

	Action	By Whom
Step 11	<ul style="list-style-type: none"> <li>➤ Inform parents of restraint &amp; action taken</li> <li>➤ Sanctions from Appendix 1 of the behaviour policy will be applied               <ul style="list-style-type: none"> <li>○ Playtime removed</li> <li>○ Lunchtime exclusion</li> <li>○ In extreme &amp; persistent cases this may include exclusion</li> <li>○ Restorative justice meeting must take place before individuals involved go back to class</li> </ul> </li> </ul>	Headteacher
Step 10	<ul style="list-style-type: none"> <li>➤ Headteacher will talk to perpetrator &amp; make decision on what sanction to apply (this may not be immediately after an incident)</li> </ul>	Headteacher
Step 9	<ul style="list-style-type: none"> <li>➤ In serious cases the child will be immediately sent home or parent(s) will be requested to come and collect the individual</li> </ul>	Headteacher
Step 8	<ul style="list-style-type: none"> <li>➤ Record incident as soon as possible afterwards on CPOMS</li> <li>➤ Head teacher will be informed via CPOMS</li> </ul>	Immediate staff & staff involved in restraint
Step 7	<ul style="list-style-type: none"> <li>➤ Support offered to staff involved</li> </ul>	Headteacher/Deputy Head/Assistant Head
Step 6	<ul style="list-style-type: none"> <li>➤ Inform Head teacher or another senior member of staff</li> </ul>	Immediate staff & staff involved in restraint
Step 5	<ul style="list-style-type: none"> <li>➤ As soon as the situation de-escalates release the restraint but remain near the individual</li> </ul>	Trained 'Team Teach' staff
Step 4	<ul style="list-style-type: none"> <li>➤ Use the minimum amount of force required for the situation using team teach restraint techniques</li> <li>➤ Make it clear that physical restraint will stop as soon as it ceases to be necessary.</li> <li>➤ All staff have the right to use reasonable force to protect themselves and others and to prevent serious disruption, damage or risk of harm to individuals</li> </ul>	Trained 'Team Teach' staff  All staff
Step 3	<ul style="list-style-type: none"> <li>➤ Inform the pupils that help has been sent for</li> <li>➤ Attempt to diffuse the situation orally or prevent it from escalating</li> </ul>	Immediate staff
Step 2	<ul style="list-style-type: none"> <li>➤ Call for assistance as required</li> </ul>	Immediate staff
Step 1	<ul style="list-style-type: none"> <li>➤ Tell the pupil to stop misbehaving &amp; what will happen if they do not and give clear direction about what you want them to do now</li> <li>➤ Attempt to communicate with the pupil throughout the incident</li> <li>➤ Consider whether physical intervention is right or whether the incident could be dealt with by using other strategies (diversion, humour, removal of one or more people from the situation)</li> </ul>	Immediate staff

All restraint incidents should be recorded on CPOMS and reported to senior management.