



Whitemoor Academy Behaviour Policy

A Positive Approach

Rationale

This policy outlines the underlying philosophy, organisation and management of pupil behaviour at Whitemoor Academy.

It is a working document designed to enhance the development of positive relationships between pupils, adults working in the Academy, parents and other members of the wider Academy community.

The policy is the result of consultation with pupils, parents, staff and hub councillors. It reflects current practice within the academy.

Its fair and consistent implementation is the responsibility of all staff.

Pupils have contributed to the behaviour policy through their involvement in the development of the academy's general rules and through feedback in pupil conferencing sessions.

Intent

Our intent is for Whitemoor Academy to be an inclusive environment where everyone feels happy, safe and secure, through:

- A culture of mutual trust and respect
- A personal responsibility for the safety of all
- The development of resilience and self-esteem
- Behaving with integrity
- Reflecting on actions

Implementation

We have three simple rules, which are explicitly taught and modelled by all members of our school community and displayed prominently, so that pupils are clear about the minimum expectations for behaviour at Whitemoor Academy.

We expect the children to follow these rules both in and out of school:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Be ready:

Be ready to learn. 'Help myself and others to learn by being in the right place, with the right equipment, ready to listen and complete my work'.

Be respectful:

Respect everyone and everything. Listen and talk politely to adults and other pupils, look after equipment and other people's property.

Be safe:

I will be kind and look after myself and others, following appropriate instructions from adults.

Expectations of staff

The following expectations should be developed and agreed by staff in the Academy:

- To ensure that the routines (see below) are followed at all times
- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- To remain calm
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and inclusive curriculum.
- To create a safe and stimulating environment that supports children's learning.

Playtime and lunch staff:

As above, plus

- Be active and engaging with the children
- Be aware of the main problem areas (places, times and individual children)
- Be active in your supervision
- Aim to return the children to class in a calm and orderly manner so that they are ready to learn

Expectations of pupils

The following pupil expectations should be developed and agreed by children in the school.

- To work to the best of their ability and allow others to do the same.
- To treat adults and children with respect and to be aware of the impact of their behaviour on others.

- To follow the instructions of all adults who work in the Academy.
- To take care of and respect property within the school environment and community.
- To decide upon and follow the agreed Academy rules.

Expectations of parents/carers

Parents and carers are asked to support the Academy's Behaviour Policy.

- To ensure children are aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To encourage independence and self-discipline, to show an interest in all that their child does in the Academy
- Ensuring that their children attend school in good health, punctually and regularly
- To enjoy good relationships with the school and to support the school in the implementation of this policy.

A Positive Approach

Children are praised publicly and reprimanded in private.

We believe good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs of Whitemoor Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding. Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We consider the safety of other pupils and minimize disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

Visible consistencies and visible kindness

At Whitemoor Academy, we adhere to three visible consistencies that permeate our practice. Through these consistencies, adults will build respectful relationships with children.

- Children are greeted daily by their teacher and/or teaching assistants. This enables everyone to start the day positively and with a smile. Members of the SLT will also meet and greet children and parents at the main entrance.
- School staff will be calm, consistent and fair in their treatment of children, colleagues and parents. Adults in school will avoid shouting or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will pay attention to the best conduct and will endeavour to catch children 'doing the right thing' in order to praise desired behaviours. This makes expectations clear.

Routines

Our expectations of good behaviour is within a context of an orderly school day. Routines for the school day are planned and understood by the children so that there is minimum time wasted. Teachers ensure that the learning environments are tidy, interactive and stimulating.

We use signals throughout the school to provide a consistent approach to getting children's attention.

Team stop – a raised hand which the children mirror. This shows that the children are ready to learn.

1,2,3 – The three fingered silent signal will indicate 3 classroom routines that the children must do silently. E.g. 1 – stand up, 2 – walk and stand behind your chair, 3 – sit down looking this way.

Turn to your partner – Paired talk is an essential way of ensuring all children are participating in learning. Adults will face their hands towards each other to indicate paired talk time.

These signals are used in conjunction with scripted praise for 'Wonderful walking', 'Super sitting' and 'lovely lining up'.

Recognition for positive behaviour

We believe that positive behaviour should be recognised and celebrated to promote a positive, learning focused environment. School staff use a variety of strategies to promote positive behaviour as appropriate to a child's personal development stage. These include, but are not limited to:

- Using the recognition board to celebrate good behaviour (A child's name will not be removed from the board once it is on).
- Inviting children to share a hot chocolate, milkshake or an ice lolly with the head of school – 'The Always Club'.
- Celebrating success in our weekly celebration assembly with certificates that relate to our school rules and values.

- Sending positive texts, phone calls and postcards home to share successes with parents.

Cumulative Rewards

· House points

10 house points = a prize from the class prize box.

The winning house team at the end of each term will receive a group reward.

Our approach to negative behaviour

Sometimes, for a variety of reasons, a child will find it difficult to behave in an acceptable manner.

At Whitemoor Academy, we use a 'fresh start' cycle to support children to make the right choices and reflect on the impact of their choices. The emphasis of this approach is to support the child to get back on track so that it is not necessary to move to the next stage in the cycle. Emphasis is placed on restorative conversations and communication between the child, staff and parents. Incidents of extreme behaviour do not follow this model (see below).

Fresh start cycle	
Step 1	<p>Support the child to follow the rules by using strategies to re-engage the child with their learning.</p> <p>E.g. proximate praise, offering choices, working with the child, giving the child a job or a short break to refocus.</p>
Step 2	<p>Verbal reminder</p> <p>Staff member to address the behaviour with reference to the school rules.</p> <p>Use 30 second script - 'I have noticed that you were.... It was the rule about being ready/respectful/safe that you have broken. Remember last week when you ... (discuss positive behaviour), that</p>

	is what I need to see now. Thank you for listening.' This is done privately where possible.
Step 3	<p>Warning</p> <p>Remind the children of the rules whilst making it clear that there will be a consequence if the behaviour continues.</p> <p>Use the 30 second script – 'I have noticed that</p> <p>This is the second time that I have had to speak to you. (Insert name) if you choose to break our school rules again then I will ask you to move to.../go to...</p> <p>Remember last week when (insert positive behaviour). That's what I need to see now.</p> <p>Thank you for listening.</p> <p>This is done privately where possible.</p>
Step 4	<p>Reflection</p> <p>The child is sent to another area to de-escalate.</p> <p>Use script – 'I've noticed that...</p> <p>You need to (move to a quiet space/another classroom)</p> <p>I will come to speak with you when I can see that you are ready.'</p>
	If the child is too distressed or disruptive then they will be moved to HT office or with a senior member of staff.
Step 5	<p>Restorative conversation</p> <p>Once the child is calm, the adult who initially dealt with the behaviour (supported by a colleague is appropriate) should conduct a restorative conversation with the child. This ensures that the relationship between the adult and child remains positive but also allows for time to evaluate and reflect on the behaviour.</p> <p>The questions will depend on the age and needs of the child.</p> <ul style="list-style-type: none"> - What happened? - What were you feeling at the time? - What have you felt since? - How did this make people feel? - Who has been affected? - How have they been affected? - What should be done to put things right? - How can we do things differently in the future? <p>When the behaviour has impacted others, the child may be asked to write an apology letter. This may occur at breaktime or lunchtime. The child may also be asked to complete any incomplete work as a consequence of their behaviour. In some cases, they may be asked to complete this work at home.</p>
Step 6	Communication with parents

The parents may be contacted if the child has to be supported by a member of SLT and where this is deemed appropriate based on individual circumstances.

If a child receives a restorative conversation, this will be logged by the class teacher. A phone call to the parents will take place following three restorative conversations to determine further support that may need to be put into place.

For the vast majority of children, progression beyond this point will not be required. Where an individual is still struggling to manage their behaviours, an individual behaviour plan will be put in place. This will be in discussion with parents, SLT, the class teacher, SENDCo and external agencies where appropriate.

Dealing with serious incidents

Violent behaviour

Any incidents of physical/violent behaviour towards another child/children or staff will be logged on My Concern. If a child physically hurts another, then a restorative conversation will take place and an apology will be given. Parents will always be informed of these incidents.

Where behaviour is unacceptable at breaktimes, children may remain off the playground for a period of time.

Where behaviour is unacceptable on school trips or sports events, they may lose the opportunity to participate in these events.

Unacceptable behaviour at an after school club may lead to withdrawal from that club.

Discriminatory behaviour and bullying

All incidents of bullying (including online), racial abuse, homophobic abuse, religious intolerance and disability discrimination will be reported on My Concern. These incidents will be investigated by the SLT and parents contacted as necessary.

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to discipline pupils who behave badly on the way to and from the Academy bringing it into disrepute.
- The Headteacher has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

The Headteacher and the Governing Body of the Academy have a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

Using reasonable force and other physical contact

At Whitemoor Academy, we aim to avoid the use of physical intervention and regard this as a 'last resort'. We aim to deal with behaviour using our positive approach as outlined in this policy. Staff can use reasonable measures in order to protect themselves if needed. Only staff who have been trained in Team Teach should restrain a child, unless there is an immediate risk to that child or another person.

All incidents involving restraint are reported immediately on My Concern and in the Team Teach log.

Fixed-term and permanent exclusions

Only the Head teacher has the power to exclude a child from the academy. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head teacher may also exclude a pupil permanently.

Before taking such a step the Head teacher will have taken advice from the Aspire inclusion team, Hub Council, Aspire board, the Education Welfare Service, County Psychological Service or the school medical officer.

If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can appeal against the decision to the hub council. The academy informs the parents how to make any such appeal.

The Head teacher informs the Local Authority (LA) and the hub council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The hub council itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

Your child may be excluded from school by the Head teacher for a number of reasons, and for anything from a half-day to permanently.

Whitemoor Academy will adhere to the principal legislation guidance ' Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012 which relates to :

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;

- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can for be one day or up to five days.

Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion will only be used as a last resort in response to

- a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

Persistent long term defiant behaviour,
Threatened or actual physical assaults,
Sexual abuse,
Supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school.

Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events

- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- An exclusion is only made where the evidence shows that the child was responsible for the incident.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Whitemoor Academy welcomes the interest and close involvement of parents and we expect that parents will support the agreed behaviour policy.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the Academy in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

Lunchtime behaviour support – Wheel of Choices



Appendix 2

Whitemoor Academy Behaviour Blueprint

Our values:

Aspiration
Resilience
Passion
Respect

Our rules:

Ready
Respectful
Safe

Intent:

For Whitemoor Academy to be an inclusive environment where everyone feels happy, safe and secure, through:

- A culture of mutual trust and respect
- A personal responsibility for the safety of all
- The development of resilience and self-esteem
- Behaving with integrity
- Reflecting on actions

Behaviour pathway

Step 1: Re-engage

Step 2: Verbal reminder

Step 3: Warning

Step 4: Reflection

Step 5: Restorative conversation

Step 6: Communication with
parents

Visible consistencies

- Children are greeted daily by adults in school
- Staff will be calm, consistent and fair.
- Staff will pay attention to the best conduct.

Adult interactions:

Identify expected behaviour
Teach behaviour explicitly
Model expected behaviour
Notice excellent behaviour
Create conditions for excellent behaviour

Routines

Team stop

Turn to your partner

1,2,3

Wonderful walking

Lovely lining up

Super sitting