

**Webheath Academy Primary School**

# **Positive Behaviour Policy**



**Approved, ratified and adopted by the Local Governing Body on 30<sup>th</sup> September 2024**

**Chair: David Sullivan**

**This policy will be reviewed annually or when circumstances or advice and guidance changes.**

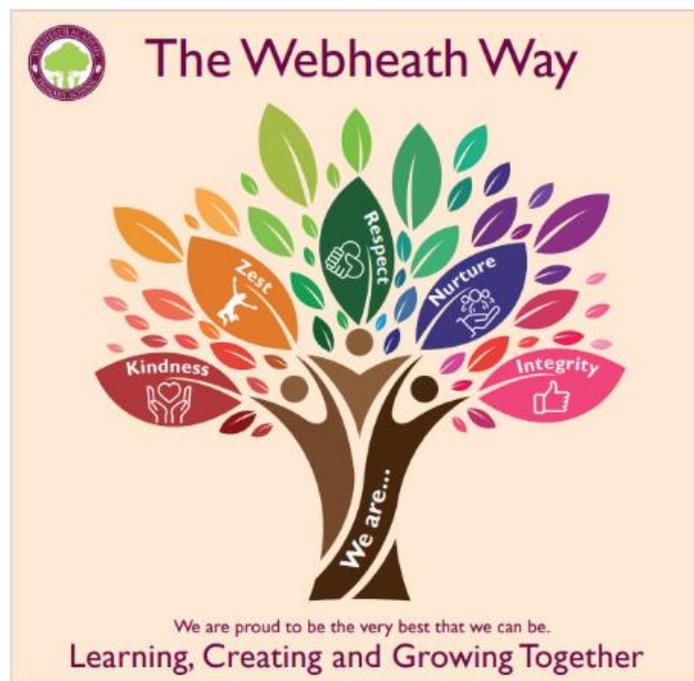
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## 1. Policy statement

Webheath Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

### Our vision and values



## 2. Aims

- To create a culture of exceptionally good behaviour; for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct.
- To help pupils take control over their own behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## 3. Policy purpose

To provide simple, practical procedures for staff, pupils and parents and carers that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

## **4. Roles and responsibilities**

### **4.1 Responsibilities of pupils**

For pupils to be successful and feel safe and happy at school, they must understand the high expectations of behaviour within the school community. Pupils should aim to:

- Respect views, rights and property of others.
- Behave safely and appropriately both in and outside the classroom.
- Co-operate in school with adults and peers.
- Work as hard as they can.
- Arrive at school on time, wearing correct uniform and suitably equipped for the day ahead
- Complete any homework set in a timely fashion and to as high a standard as possible.
- Conform to the conventions of good behaviour set out in school values and class and school agreements.
- Accept ownership of their own behaviour and learning.
- Co-operate and take an active part in processes put in place to improve their own and others behaviour.

### **4.2 Responsibilities of parents/carers**

The partnership between home and school has a fundamental role to play in creating a positive, productive and respectful environment for pupils. Parents and carers should aim to:

- Be aware of school values, rules and procedures for supporting good behaviour and encourage their children to abide by and engage with them.
- Show interest in their child's school life, work and homework and, where possible, support any learning at home.
- Act as a positive role model for their child in their relationship with school through respectful interactions.
- Attend planned meetings with teachers.
- Provide school with any background information which may affect their child's behaviour.
- Ensure their child has the correct support to arrive on time to school, wearing correct uniform and suitably equipped for the school day ahead.

### **4.3 Responsibilities of all adults in school**

Where pupils feel treated as valued individuals, they respect adults and accept their authority. Staff aim to follow the consistent guidelines as set out below:

- **Consistent language; consistent response:** Referring to the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' at classroom, middle and senior management level; never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules, agreements and expectations which promote appropriate behaviour:** These are shown through clear symbols and visual cues as well as displays of school values.
- **Consistent respect from the adults:** Even in the face of disrespectful behaviour from pupils.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside pupils.
- **Consistently reinforced rituals and routines for behaviour around the site:** In Classrooms and around the school site.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

#### **4.4 Responsibilities of all staff**

- Meet and greet pupils as they enter the learning environment.
- Refer to the school values.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Use positive behaviour systems consistently i.e. recognition boards, house points (class dojos), positive 'Arbor' messages, high fliers.
- Use '7 Steps' procedure to discreetly manage undesirable behaviour.
- Show calmness and give 'take up time' when going through the steps. Aim to prevent poor behaviour before giving sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly.

#### **4.5 Responsibilities of phase leaders**

Phase leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Phase leaders will:

- Meet and greet pupils throughout the school day.
- Be a visible presence in their Key Stage/Phase to encourage appropriate conduct.
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Encourage use of positive notes and conversations including Positive Phone Calls and Arbor messages.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions within their phase.
- Make sure that the 'buck stops here'.

#### **4.6 Responsibilities of senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior leaders will:

- Meet and greet pupils at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing pupils with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for pupils who fall beyond the range of written policies.

#### **5. Celebrating Positive Behaviour**

We recognise and reward pupils who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. ‘It is not what you give but the way that you give it that counts.’ The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach. The following rewards are used in school to support this:

- Verbal praise and positive body language (thumbs up, handshake, high five, smile, cheer, applause) from adults or peers.
- Class recognition boards – supporting one another towards a common goal.
- House points through Class Dojo.
- Stickers.
- Certificates.
- Celebration assembly – High Fliers Award.
- Positive written comments.
- Positive conversations with parents/carers including phone calls and Arbor messages.
- Free choice of an activity or partner to work with.
- Extra responsibilities e.g. jobs around class or school.
- ‘Always’ celebrations with Senior Leadership Team – Values Ambassador awards and celebrations with parents

#### **6. Managing behaviour**

Engagement with pupils is always the primary aim. WAPS understands that pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. 'Steps' should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see, with first attention for best conduct. All pupils must be given 'take up time' in between steps. We do not leap or accelerate steps for repeated low-level disruption. De-escalation techniques are used to help prevent further behaviour issues arising and recurring and we use pre-agreed scripts and phrases to help restore calm where needed.

## **Steps**

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

### **1. Redirection**

A gentle piece of verbal encouragement, including positive reinforcement and growth mindset vocabulary is often enough to redirect a pupil who has drifted from their learning.

### **2. The reminder**

A reminder of the expectations of pupils following school values will be delivered privately to the learner. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing and is given 'take up time' to make the correct choice.

### **3. The caution**

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

#### **30 second intervention**

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the pupil what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the pupil; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

#### 4. The time-out

- The pupil is asked to speak to the teacher away from others.
- Boundaries are reset.
- Pupil is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- Pupil is given a final opportunity to re-engage with the learning/follow instructions.

Pupil should only go outside of their immediate learning environment if they need to cool down and/or to defuse a situation. In general, three to five minutes should be enough.

#### 5. Internal Referral

If the step above is unsuccessful, or if a pupil refuses to take a time out then the pupil will be asked to leave the room. If appropriate, the Phase Leader or an appropriate member of SLT will be called to support the member of staff, escorting the pupil to a workspace outside the teaching room. This is classed as an **internal referral**. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

If a child has taken time out of the classroom as part of these steps, this must be recorded on Arbor and reported to parents at the end of the school day.

#### 6. Repair and Restore

If an internal referral has taken place, it is essential to hold a restorative meeting. This may also be a necessary step following a time out.

Restorative meetings at Webheath Academy Primary School are a core part of repairing damage to trust between staff and pupils. Our Reparation meetings are structured in 6 steps:

- What's happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What next? What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.

Staff at WAPS will take responsibility for leading restorative meetings, Phase Leaders will support when requested.

#### 7. Formal Meeting

If the following steps have already been taken, pupils may have their behaviour monitored by teachers to show progress towards agreed targets. A meeting with the teacher, pupil and Phase leader will take place using the Signs of Safety Behaviour Plan format. This will be recorded on

Arbor with agreed targets that will be monitored over the course of a set time frame (e.g. 1 week)  
Parents must be informed of this meeting and will be invited to attend if appropriate.

At WAPS we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

## 7. Sanctions

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

a) **deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

b) **protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

c) **improvement**: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. Sanctions will be carefully thought through, with consideration of the best action to support the child through deterrence, protection and improvement.

Sanctions such as pupils completing work in their own time, discussing future actions with a 'harmed' party, missing free time to complete tasks/restorative conversations/reflection activities, being excluded from taking part in specific activities for the safety or good order of themselves or others may be used as agreed with adult and child in order to move forward positively, develop the child's understanding of their responsibility for their behavioural conduct and achieve the best possible future outcomes for child. Every effort must be taken to ensure the child understands the reason behind the sanction and how it should support them in making more positive behavioural choices.

A **Serious Breach** is an incident that may lead to an exclusion. The Head teacher (or Deputy Head teacher in her absence) may decide to impose the following sanctions for either persistent inappropriate behaviour or a single serious incident:

- An internal suspension.

- A lunchtime suspension
- A temporary suspension
- A 'Managed Move'
- A Permanent Exclusion

These sanctions will be applied in accordance with current guidelines and procedures on exclusions. Parents/carers have a right of appeal against such sanctions.

All **assaults** on staff or other pupils are unacceptable, will be thoroughly investigated, treated very seriously and may result in suspension or permanent exclusion. See exclusions policy for further details.

## **8. Child on Child Abuse: Bullying, discrimination, intolerance, homophobia, radicalisation, racism, sexism, harmful sexual behaviours, sexual violence and sexual harassment.**

Bullying can take many forms:

- **Physical** (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, or taking property).
- **Verbal** (name calling, spreading rumours, put downs, threats, teasing, ridiculing, belittling, excessive criticism, or sarcasm).
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Indirect** (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection), this can include the exploitation of individuals
- **Online/Cyber** bullying (posting on social media, sending nasty phone calls/text messages/e-mails, chat room and online messaging social exclusion). Linked to schools Acceptable Use Policy (ICT).

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled '**prejudice-based bullying**' and '**discriminatory bullying**', and includes homophobic, biphobic, transphobic bullying, racist bullying, sexist or gender-based bullying, and bullying of students with learning or other disabilities. See Equalities Policy.

Bullying, discrimination, intolerance, homophobia, radicalization, racism, sexism, harmful sexual behaviours, sexual violence and sexual harassment are unacceptable behaviours and will not be tolerated. They have the potential to damage children's lives and the capacity to undermine the cohesion of the school community. They can also be counterproductive to our aim to be an inclusive and happy school.

We want everyone to feel included, respected, and safe in our school. We will not tolerate verbal abuse, which includes name-calling, sexist, racist and homophobic comments, in person or online. This includes behaviours both inside and outside school.

The school approach to the above consists of preventative, pro-active and highly responsive measures:

- Explicit teaching through our PSHE and RSE curriculum, including respect, consent, self-esteem, healthy relationships, and Fundamental British Values.
- A Strong School culture of tolerance and celebration of diversity.
- All staff and pupils are encouraged to call out and/or report this behaviour.
- Where an instance of such behaviour is reported, it will be taken seriously by staff members and be fully investigated and recorded.
- School staff will inform parents of incidents of this nature as appropriate and provide support in discussing this with their child.
- Staff will respect the views and wishes of the victim.
- Apologies and demonstration of remorse from perpetrator will be expected.
- Use of restorative meetings to repair and rebuild relationships and develop children's sense of responsibility.
- Sanctions will be put in place to deter, protect and support as appropriate, demonstrating and reflecting behaviour expectations and restoring positive relationships and behaviours.
- Support and educate perpetrators to improve their behaviour.
- Behaviour will be monitored closely for any recurrence.
- Escalate the sanction as necessary if no improvement is made.
- Report incidents as required to appropriate outside agencies. This may involve Early Help, Children's Services, or the Police.

## **9. Searching, Screening and Confiscation**

The following list of items is prohibited in school:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:

-to commit an offence

-to cause personal injury to, or damage to property of any person (including the pupil).

- tobacco, cigarette papers, e cigarettes and vapes
- fireworks

- pornographic images

Such items may be searched for, screened and confiscated in line with the DfE Searching, Screening and Confiscation Advice for schools July 2022.

This policy links to the school's friendship and anti-bullying, exclusions, safeguarding, online safety, parental code of conduct and positive handling policies. For further information around these specific areas, please see the appropriate policy.

## Appendix 1 – Celebrating Positive Behaviour

At our school, we expect everyone to follow our school values. We celebrate positive behaviour with:

Verbal praise and positive body language (smile, thumbs up, cheer, high five, handshake, applause) from adults and peers	
House Points - class dojo	
Recognition Board	
Positive written comments	
Stickers and certificates	
Free choice - partners, activities	
Extra responsibilities - jobs around class and school	
High Fliers awards in celebration assembly	
Positive conversations with parents: -Good news messages (Arbor) - Playground feedback -Phone calls home	
'Always children' recognition and rewards - School Values Ambassadors awards	

## Appendix 2 – Staff reference table for managing challenging behaviour

1) Redirection:	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder:	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution:	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out:	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so. Parents will need to be informed and Arbor record must be kept if pupils spend an extended period outside the classroom.
5) Internal Referral:	At this point the pupil will be referred internally to another room in the phase for a fixed period, up to the maximum of the remainder of the lesson. All internal referrals must be recorded on Arbor and reported to parents.
6) Reparation:	<p>A restorative meeting should take place before the next lesson. If the pupil does not attend or the reconciliation is unsuccessful the teacher should call on support from their Phase Leader who will support the reparation process.</p> <p>Key steps for the meeting:</p> <ul style="list-style-type: none"> <li>• What's happened?</li> <li>• What was each party thinking?</li> <li>• Who feels harmed and why?</li> <li>• What have each party thought since?</li> <li>• What next? What behaviours will each of us show next time?</li> <li>• Reaffirm your commitment to building a trusting relationship.</li> </ul>
7) Formal Meeting:	A meeting with the teacher, pupil and Phase Leader, recorded on Arbor with agreed targets that will be monitored over the course of a set time frame (e.g. 1 week) Parents must be informed of this meeting and may be invited to attend.

## Appendix 3 – What happens if I forget to show positive behaviour?



### What happens if I forget to show positive behaviour?



1. **Redirection:** Your adult will help you to focus on your learning.



2. **Reminder:** Your adult will remind you what your learning behaviour should look like and repeat instructions.



3. **Caution:** Your adult will explain how your behaviour is stopping your own or others' learning and tell you what the consequences will be if this continues.



4. **Time out:** Your adult will offer you time to reflect and give you time to make the right behaviour choice.



5. **Referral:** Your adult will tell you to work in a different room for a fixed time to help you and others to continue learning. Your adult will tell your parents/carers about this.



6. **Repair and Restore:** You will have a meeting with your adult to talk about how you can work together to improve your behaviour for the future. You will need to accept responsibility for your actions and discuss the changes you will make.



7. **Formal meeting:** You will have a meeting with your adult and your key stage leader to help you to improve your behaviour. Your parents/carers will be told about this and may be invited to come to the meeting too. You will be set a behaviour target and review this in a meeting after a set time to see how your behaviour has improved.

### Sanctions:

Staff and pupils need to decide on and agree on appropriate sanctions for poor behavioural choices. Sanctions should serve the purpose of deterrent, improvement and support. Here are some examples:

- Disrespecting the learning environment - lose free time to carry out tidying duties.
- Hurting others - spend free time completing a 'kind hands' poster/presentation for the class. Write a message to say sorry to the person who has been hurt. Offer to help the person who has been hurt.
- Unkind behaviour to a classmate - spend free time creating an apology and explaining **how** you will **show** kindness/remorse.
- Fighting/arguing over games and toys - no use of these items for a set period, privilege reintroduced for short time periods only until safe play is proven
- Poor Manners/Disrespectful attitude - spend free time writing/drawing a list of good manners and polite behaviours that demonstrate respect
- Incomplete work due to apathy/refusal - complete work in own time - break, lunch or as homework.
- Lack of discipline during lining up - set line place(s), practise in free time.

## Appendix 4 Signs of Safety Behaviour Plan



### Webheath Academy Primary School Signs of Safety Assessment Focus: Behaviour

Date of meeting:

Child's name:

D.O.B.:

Present at meeting:

What are we worried about?	What's working well?	What needs to happen?
<b>Family:</b> <b>Child:</b> <b>School:</b>	<b>Family:</b> <b>Child:</b> <b>School:</b>	           <b>Key actions (what, who and by when):</b>

Scale On a scale of 1-10, with 10 being complete confidence that everyone is safe and happy, and 0 being that there is immediate danger, all members of the meeting should score the current circumstances.



Record scaling for each person in meeting:

