



Weare C of E Academy First School

Behaviour Policy

This policy applies to Weare C of E Academy First School. It will be reviewed by the Local Governing Body every two years or as necessary to reflect changes in the School's strategy, or UK/EU law and any changes will be brought to the attention of all staff.

A handwritten signature in black ink that reads 'Emma Tovey'.

Signature:

Name: Mrs Emma Tovey

Position: Executive Headteacher

Date: November 10th 2022

A handwritten signature in black ink that reads 'Mr Matt O'Connor'.

Signature:

Name: Mr Matt O'Connor

Position: Chair of the Local Governing Body

Date: November 10th 2022

Date ratified by Local Governing Body: November 2022
Review Date: November 2024

Weare C of E Academy First School
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Behaviour Policy

Introduction

At Weare First School Academy, all staff treat everyone with unconditional positive regard and have high expectations for children's learning and social behaviours. We believe all behaviour is communication, in response to a feeling, experience or stimulus.

Our school aims to provide a safe and secure learning environment where children feel happy and valued. This is built on an understanding that the presence of positive relationships is crucial for this. Adults within the school environment have a duty to provide positive role models in all areas of behaviour and attitude. Children will be encouraged to learn a pattern of behaviour that will enable them to grow up into confident, caring and responsible members of society. They will be taught to self-regulate and manage their feelings and know how and when to seek help. This is underpinned by our school's vision and aims, and further embedded by our Christian Values. Our staff and children demonstrate stewardship of these values and are expected to behave in a responsible manner, demonstrating our Christian Values on a daily basis, both to themselves and to others.

'All can achieve'

Thankfulness	Kindness and Compassion	Respect	Forgiveness	Responsibility
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- Everyone is valued and respected.
- Relationships grow through kindness and compassion.
- We appreciate and show the importance of forgiveness.
- We recognise and are thankful for the opportunities we have.
- We are responsible for making the most of ourselves, each other and the world around us.

Aims:

- We create a safe, calm and orderly environment where there is mutual respect and unconditional positive regard for all.
- Staff act as positive role models to promote appropriate behaviour.
- Positive behaviour is reinforced and rewarded.
- Confrontation is avoided.
- Relevant support is put in place for children demonstrating negative behaviour.
- Individual strategies will be used to help support children to behave in a positive way.
- Exclusions are rare and kept to a minimum.
- We promote and encourage the continual development of all staff in the understanding and response to negative behaviour.
- We develop a partnership with parents and carers that recognises and respects important factors in the home life and experience of the child.

Principles

At Weare C of E Academy First School, we believe that:

- Children who feel safe, valued and successful are likely to respond in a more positive and appropriate way.
- When children are treated consistently, they are able to distinguish between desirable and undesirable behaviour.
- Children are more likely to feel safe and secure in a predictable environment, enabling them to take risks in their learning.
- When the ethos of the classroom and the school based on our Christian Values, is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem.
- Good discipline can be clear and firm, yet supportive.
- Children who feel happy and secure learn better.

Encouraging good behaviour – positive reinforcement

In order to encourage pupils to behave well, adults will let them know when they have seen them behaving well and give appropriate praise. We reward good behaviour in many ways including:

- ✓ Smiles, nods, thumbs up, claps and high-5s.
- ✓ Verbal praise – a quiet word or more publicly giving the child clear feedback
- ✓ Stickers and certificates in class and/or from the Headteacher
- ✓ Class Dojo - Class Dojo points are awarded for Dojo points for Golden Rules, Class Charter rules and positive demonstration of learning powers
- ✓ Whole Class celebrations for: Marbles in a jar, Class Dojo points, Pen licences, Handwriting King and Queen etc.
- ✓ Golden tickets for a seat at the lunchtime Golden Table, hosted by a teacher, are awarded for excellent lunch hall or lunchtime play behaviour
- ✓ Celebration Service is held each Friday by the whole school to share and celebrate excellent work, the Christian Value Award and Golden Table award and weekly SAM Bear (School Attendance Matters) class award. House points results with the whole school. Children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.
- ✓ House points – The pupils in the school are divided into 4 houses. House points awarded if pupils are nominated for Golden Table and at other events and opportunities through the year. The House cup is awarded, by the house captains, to the house with the highest scoring points once a half term at the Celebration Service
- ✓ Merit Badges – one child in each class will be chosen for excellent work and one for our Christian Value Award (2 children per year group) at our Celebration Service
- ✓ Christian Value Award – one child in each class will be nominated by their teacher/assistant who demonstrates the current Christian values at Celebration Service

Rules

GOLDEN RULES are displayed in each classroom and in place across the whole school all of the time. Children will understand how the Golden Rules apply to each part of their school life. These are simple, easy to understand and are discussed regularly with children so that they know what the rules are and why they are important.

Our GOLDEN RULES are:

- We are gentle
- We are kind and helpful
- We are polite
- We work hard We look after property
- We listen to people
- We are honest Pupils

These also apply in the playground, being kind includes playing well with others and making sure others are included at play time.

Golden Dining Hall Rules:

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone
- We use good table manners

Class Charter (linked to PSHE Jigsaw resource):

At the start of each academic year each class creates a Class Charter specific to their own classroom.

Responding to behaviour that disrupts or challenges

The majority of our children are well behaved but we ensure we address any negative behaviour issues that occur. We believe that behaviour is a form of communication. We take time to think of what the triggers could be and how to support the child.

All staff ensure a child who has displayed negative behaviour is given the opportunity to reflect and repair. The process should be as follows:

We attune with the child and support them to regulate and calm

- We talk through what has taken place, listening to the child's perspective. We help the child develop an understanding of right and wrong choices and the impact of these on others

We support the child with problem solving to put it right, always encouraging the child to take the lead

- We ensure the child has the opportunity to apologise to those involved, keeping in mind how shame and embarrassment may impact on a child (in some situations it might be more appropriate for a child to write a letter or note of apology)

We ensure the child is clear about their negative behaviour and help with ideas to prevent it reoccurring.

All staff are clear that they communicate it is the behaviour which is disapproved of, not the child.

Behaviour Management Ladder stages

Level 1	<p>Warning and success reminder</p> <p>A non-verbal signal such as a shake of the head or a 'look' (the aim is to cause as little disruption as possible) A verbal warning success reminder will be given so that the child knows what is expected of them.</p> <p>Adults will look for opportunities to acknowledge good behaviour</p>
Level 2	<p>Consequences</p> <p>This will be on an individual basis rather than publicly.</p> <p>This may have the consequence of losing 5 minutes from the next play time.</p> <p>At times of more serious negative behaviour, (eg hitting, kicking, spitting, swearing) the consequence may be given without a verbal warning.</p> <p>The adult will always ensure they welcome the child back and reconnect positively with them.</p>
Level 3	<p>Parent / carer support</p> <p>If inappropriate behaviour continues, the class teacher informs parents / carers (this is an informal discussion and may occur on more than one occasion.) The purpose of this is to keep parents / carers fully informed of their child's behaviour and ensure all adults are working together to support the child.</p>
Level 4	<p>Individual behaviour plan / Positive handling plan</p> <p>If the behaviour is severe or persistent, the class teacher will arrange a meeting with parents to set up an individual behaviour plan with the SENDCo. It could be that the child is unhappy, angry or suffering from low self-esteem. In such cases it is important for the adults to identify what the issue/s are and put in place a bespoke plan. This will have specific, measurable achievable targets and detail support strategies. This will form part of the child's pupil profile, the child will be recorded on the SEND or Inclusion register (depending on whether the support is universal provision or individualised).</p> <p>We have staff who are trained in positive handling (Team Teach). On the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. If this happens, it is always discussed with the parents after the event and a positive handling plan (PHP) will be drawn up. Further details are included in the Positive Handling Policy.</p>
Level 5	<p>Outside agency support</p> <p>If behaviour is not improving over time, the SENDCo will involve professional outside agencies (eg Family Liaison Officers/Educational Psychologist).</p> <p>Interventions/ outside agencies used to support behaviour include Outreach support from specialist provisions, observing pupils and advising on new strategies, reduced timetable, advice on classroom management and organisation and support to develop expertise of individual class teachers, speech and language assessment.</p>
Level 6	<p>Suspension</p> <p>Temporary exclusion from school is an extreme measure. It will be used only when a child's misbehaviour has become a danger to others, or is so severe as to be hindering the learning of the class. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable.</p>

	During this time class teacher and SENDCo can discuss and implement additional support strategies so that the pupil's return is a positive experience.
Level 7	Permanent exclusion This would be a last resort and only occur when all interventions for support have been exhausted and staff believe that Weare Academy C of E School is unable meet the child's needs.

All adults will maintain close links with parents / carers and ensure they are communicating about children's good behaviour regularly.

Recording behaviour

All behaviour will be logged by staff in order to maintain an accurate picture of the way each child conducts themselves and of behaviour across the school. It will also inform any intervention that needs to be put in place to support a child in managing their behaviour. When recording incidents, staff outline what happened- when/where- outcome to inform who/ why and support needed.

Bullying

In our school bullying is always unacceptable. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such following our **Anti-Bullying Policy**. Whilst it is very difficult to eradicate we do everything in our power to ensure that all children attend school free from fear and anxiety.

Evaluation

This policy has been written to manage the behaviour in our school in the best possible way. If it is to be effective it must be used by our whole school community with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply. The policy is to be reviewed regularly (every two years) and updated as necessary in the light of experience.

Messages about behaviour and the way to treat one another are being constantly given to children in everything that we do.

All adults are expected to set a positive example, firmly rooted in our ethos values, but also to point out to children when they are not behaving appropriately to one another or to an adult. They must make it clear that high levels of behaviour are expected from everyone.

Methods used in class, in assemblies, around the school and in PSHE lessons can include one or all of these:

- Children's involvement in drawing up codes of behaviour or rules.
- Ensuring that everyone knows and practises our ethos values.
- The use of a variety of strategies such as 'Circle Time' to promote high standards of behaviour.
- The use of praise to promote self-esteem in all areas of school life, not just for curriculum achievement.
- Group and whole school discussions.

We believe it is important that the school adopts a clear and consistent approach to behaviour which can be adopted by all staff, pupils and parents.

- Everyone has the right to feel secure and valued at school.
- Everyone is expected to show kindness and tolerance for others.
- Everyone is expected to behave in a responsible manner.

Our aim is to establish a caring school ethos where the quality of all relationships is positive.

We help the children to gradually develop self-discipline by providing the opportunities for them to make independent choices, becoming increasingly responsible for their own behaviour.

Behaviour and discipline are discussed at staff meetings to ensure good communication and consistency in approach. Where staff identify issues, training and support is offered. Appropriate support is offered to pupils experiencing particular difficulty, such as 1:1 or small group emotional literacy. Pupils will be supported on transition, with extra visits where appropriate.

Transitions:

At the start of the year, as part of their personal and social learning, each class will agree the types of behaviour expectations are acceptable and those which should be deemed unacceptable.

This is linked to PSHE Jigsaw whole school unit 'Being Me' and will include weekly PSHE lessons and Circle Time. At the start of the year a Class Charter will be written together with both pupils and teachers. As part of their personal and social learning, each class will agree the types of behaviour which should be deemed unacceptable.

Dealing with Conflict

When conflict arises, we use a '**restorative justice**' process in order to repair harm done and rebuild relationships. The following points will be discussed with the children:

- What happened?
- What were people thinking?
- How did this make people feel?
- Who has been affected?
- How can we make the situation right?
- How can we do things differently in future?

Dealing with Bullying:

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such following our **Anti-Bullying Policy**. While it is very difficult to eradicate we do everything in our power to ensure that all children attend school free from fear and anxiety.
- If a child persistently misbehaves, advice and assistance for the school and the pupil may be sought from other professionals.
- If a child is placed on the Special Needs Register the school will use a graduated

response, which recognises there is a continuum of need with regards to behaviour. Additional support will be provided within school involving the use of positive targeted strategies e.g enhanced reward systems, behaviour targets, social skills work and nurture groups. In these cases, the child concerned may have adapted / additional rewards, sanctions and guidelines for behaviour to those in the behaviour policy and these will be communicated to all staff.

- A Pastoral Support Plan will be drawn up for those children who persist in displaying unacceptable behaviour and where prior strategies have not been effective. At this stage there will be increased parent/carer involvement and multi-agency support services to plan and regularly review Pastoral Support Plans.

Exclusions

The final sanction the school has to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour. Only the Headteacher has the power to exclude a pupil from school. If the Headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal the decision to the Governing Body, where such an appeal is allowed by law. The school informs the parents/carers how to make any such appeal. The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. In the event of an appeal, the Governing Body will convene a committee of between three and five members, which will consider whether the pupil should be reinstated. If the Governing Body decide that a pupil should be reinstated, the Headteacher must comply with this ruling.

The role of the Parents/Carers

Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain the school rules on our website and in our school prospectus, and we expect parents/carers to read these and support them. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. The responsibility of parents/carers, in relation to encouraging good behaviour, is included in the Weare Academy Home School Agreement.

The Role of Governors

The governors have endorsed this policy and, with the Headteacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. The Governing Body has the responsibility of setting down guidelines on the standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The governors advise staff and parents to read related policies for further information on expectations of good behaviour and response to inappropriate or unacceptable behaviour:

- Online-safety
- Anti-Bullying
- Equality Statement and Objectives
- Healthy Eating
- Exclusion
- Positive Handling Policy
- Child Protection Policy

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnic, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice and stereotyping.