

West End Academy Positive Behaviour Policy

The establishment of a calm and orderly learning environment in school and in the classroom is key to effective learning and teaching in our school. Effective learning and teaching is dependent on positive relationships between staff and pupils, and between pupils themselves. Our policy at West End Academy is based on an overwhelmingly positive approach towards managing behaviour. A major part of our policy is based on the emphasis on Incentives, Golden Rules, and when required, the use of agreed sanctions.

Our school aims to:

- Provide an environment where learning is enjoyable.
- Care for and value everyone in the school community.
- Provide a secure environment where everyone is respectful to each other.
- Encourage children to share the responsibility for their own education.
- Promote good relations with others at school and in the community.
- Help each individual to discover and develop new skills and abilities.
- Encourage children to be moral, self-disciplined, hardworking and caring.
- Provide challenge and support to achieve high standards.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

To meet these aims through our Positive Behaviour Policy we have set the following objectives:

- All members of the school community will be involved in implementing this Positive Behaviour Policy.
- Staff and children will behave towards each other with mutual respect, consideration and tolerance.
- We will celebrate positive behaviour with a system of rewards.
- The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.

Classroom Management:

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption and be well labelled to promote independence. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

The Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Investors in Pupils:

The school will actively promote pupil participation and adopt the principles of the Investors in Pupils framework in every year group. Pupils will be given the opportunity to take responsibility and be encouraged to make a positive contribution to their learning, school and society.

Positive behaviour is consistently reinforced. The school teaches the SEAL curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour.

Golden Rules:

The Golden Rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in. These rules are set out below:

- Treat everyone in school with respect.
- Be honest and tell the truth.
- Listen carefully when someone is talking to you.
- Move safely and quietly around school.
- Be ready to help others.
- Do your best work all the time.
- Take care of all the equipment in school.
- Keep the school tidy.

Incentives:

Stars – Each class will display a star chart which will have all the names of every child in the class on it. Stars will be awarded for outstanding behaviour – full engagement in learning, listening to the teacher and others, showing outstanding attitudes, trying hard with their work, contributing to discussions etc. Stars should also be awarded for outstanding work during lessons. A child can earn only 1 star in a lesson and consequently can earn no more than 4 stars in a day.

When awarding a child a star, their name (or initials) should be written on the board (and subsequent stars shown by a tick). The child should be told why they are receiving a star. Names (and ticks) should remain on the board until the end of the day, when the amount of stars are recorded on the star chart displayed in the classroom. This should be kept as a tally and when the child receives 5 stars the teacher will put a sticker on the chart.

The children earn different prizes after earning a specified number of stars at the end of the term. The amount of stars will be reviewed and the school council will decide the prizes.

25 stars – bronze certificate and a small prize

50 stars – silver certificate and a medium prize

75 stars – gold certificate and a big prize

100 stars – platinum certificate and a special prize

Each term, the children will start a new star point chart.

'Star of the Week' certificates and 'Positive Leaves' are presented to individual pupils for achievements during the week in Tuesday's assembly. Each class teacher will choose 1 child to be awarded a 'Star of the Week' certificate for outstanding achievement in their work and another child will be chosen to receive a positive leaf for outstanding behaviour and following the Golden Rules. The Positive Leaves will be displayed on the Rainbow Tree in the entrance throughout the school year.

Always Green – All the children who have remained on Green on the traffic light system all half term will be rewarded and invited to an "Always Green" event. The teachers must keep a list of the children who have stayed on green. The School Council will decide what event these children should be rewarded with and this will be displayed in the entrance area to the school.

Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Staff use the language of choice to encourage children to make the right choice.
- It should be the behaviour rather than the person that is punished.

Application of sanctions during a lesson:

1) **Non Verbal:** A look, standing near the child, reminding of class rules, rewarding those following rules, praise children next to them. At this point, a child might be daydreaming, fiddling, looking out the window, doodling, (not disrupting learning of others) etc.

2) **Verbal Warning:** At this point a child might be talking, distracting others, slow to complete work, swinging on chair, arguing over equipment, non-verbal signals across room (Level 1 offence) 'Name' you're action, you need to show the desired behaviour. Thank you. Reward another child.

3) **Warning:** If there is a continuation of this offence during the lesson, a warning is given and the child's name written on the board. These children are no longer on Green. 'Name' that's a warning for your action, you need to show the desired behaviour. If you choose not

to show the desired behaviour, you're choosing to lose 5 minutes of playtime. If you choose the desired behaviour, you're choosing to keep your playtime. Make the right choice. Thank you. Reward another child.

4) Lose 5 minutes of playtime: If the child continues with the Level 1 offence or displays behaviour which leads to a disruption of teaching and learning such as being rude to staff, refusal to follow instructions or throwing equipment (a Level 2 offence), then the child's name is moved to Amber on the IWB. 'Name' you've lost 5 minutes of your playtime for your actions. You need to show the desired behaviour. If you choose not to show the desired behaviour, you're choosing to lose all of your playtime. If you choose the desired behaviour, you're choosing to keep most of your playtime. Make the right choice. Thank you. Reward another child.

5 Lose all of playtime: If a child continues with a Level 1 or Level 2 offence. Child's name moved to Red on the IWB. Child misses the next playtime and stays with the class teacher. If the class teacher is on duty on the day of the next playtime, the child will stay in with the teaching assistant of that class.

"Name" you've lost playtime for your actions. You need to show the desired behaviour. If you choose not to show the desired behaviour, you're choosing to go to Time Out. If you choose the desired behaviour, you're choosing not to go to Time Out. Make the right choice. Thank you. Reward another child.

6 Time Out: If a child continues with a Level 1 or Level 2 offence. This also happens if a child swears directly at an adult, refuses to come in after play, leaves the classroom, or shows threatening behaviours either verbal and non-verbal (a Level 3 offence).

'Name' you need to go to Time Out with the teaching assistant in the nearest shared area for your action. Then on your return you need to show the desired behaviour. If you choose not to show the desired behaviour when you return, you're choosing to have a phone call home. If you choose the desired behaviour, you're choosing not to have a phone call home. Make the right choice. Thank you. Reward another child.

After the Time Out session, the Time Out form is completed with the child. A copy of this form is given to the Behaviour Lead and the Headteacher.

7 Phone Call Home: If a child goes to Time Out twice in a half term, then the teacher will contact the child's parents asking them to come into school immediately to discuss their behaviour.

8 Phone Call Home by the Behaviour Lead: If the teacher has spoken to the parents and the behaviour still continues, then another phone call home will be made to arrange an appointment with the Behaviour Lead. Notes from this meeting will be added to the latest Time Out form.

9 Phone Call Home by the Headteacher: If the Behaviour Lead has spoken to the parents and the behaviour still continues, then another phone call home will be made to arrange an appointment with the Headteacher. Notes from this meeting will be added to the latest Time Out form.

A phone call home from Head or Behaviour Lead will also immediately happen if a child is heard racist or homophobic name calling another child, showing deliberate physical violence towards another child in the classroom, upturning furniture or leaving the school grounds.

10 Isolation: A child may spend time in isolation at the discretion of the Head or Behaviour Lead.

11 Exclusion: In very extreme circumstances, where behaviour is dangerous or a threat to another child or member of staff, the Headteacher may exclude a child from school either for a fixed period or permanently. We do not wish to exclude any child from school, but sometimes this may be necessary. School complies with the current DFE exclusion guidance.

- If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Headteacher or Deputy Headteacher on the day that the child returns to school to ensure such events don't reoccur.

Fixed term ('temporary') exclusions:

This involves the child being asked to remain at home for a defined period. During this period, responsibility for the child passes to the parents. The Headteacher informs the Governing Body about any fixed-term exclusions beyond five days in any one term.

Permanent exclusions:

The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but in extreme cases a permanent exclusion may be appropriate. The Headteacher informs the Governing Body about any permanent exclusion. The Governing Body cannot either exclude a child or extend the exclusion period made by the Headteacher.

At West End Academy, we expect our children to behave properly on their way to school and when wearing school uniform in a public place. We also expect them to behave properly when engaged in extended schools' activities which take place beyond the school day – e.g. school football matches. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's positive behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Confiscation of inappropriate items

There are two sets of legal provision which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
- Power to search without consent for "prohibited items" including - Knives and weapons - Alcohol - Stolen items - Fireworks - Pornographic images - Illegal drugs - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property. - Any item banned by the school rules which has been identified in the rules as an item which may be searched for. Weapons and knives and extreme or child pornography must always be handed over to the police.

Malicious Allegations

Allegations of abuse will be taken seriously, and West End Academy will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being

investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. If a trained member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Behaviour Lead so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action with the class teacher, Behaviour Lead and child to encourage positive behaviour. Targets are set and reviewed every half term.