



Behaviour Policy

Policy lead:	Head teacher
Link Governor:	Mr S. Kerrison
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Widewell Primary Academy

Behaviour Policy

Introduction

Our aim is for the school to be happy and caring, in which all children have the opportunity to achieve the very highest standards.

These two aspects of school life are obviously closely related because a calm school, in which children are behaving well and showing respect and consideration for others, will provide the right atmosphere for high levels of achievement.

The purpose of this policy, therefore, is to promote responsible, considerate and sociable behaviour leading to an excellent level of self-discipline from all pupils.

All parents receive a copy of this behaviour policy and are asked to support the school over its application.

A Positive Approach to Discipline

We believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach in the long run.

This does not mean that bad behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible.

It is discouraging and disheartening to be told constantly that we are doing something wrong or badly, and we all like to be praised and encouraged for the things we do well. For children this might mean being praised for working hard, being polite or showing consideration towards others. In fact, any situation in which they have made an effort or a significant achievement.

Spoken praise is a very powerful reward that should be used whenever possible and whenever appropriate. But there are other ways to show children that their efforts and endeavours are valued. These might include stickers, certificates or house points - but whatever the reward, the aim will be to acknowledge children's achievement and excellence in a way that others will be able to share.

In the majority of cases, children decide how they will behave and therefore to choose correctly they must know the rules and their role in helping to promote positive relationships, so that we can work together with the common purpose of helping everyone to learn and reach their potential.

The Importance of Clear Rules

It is important that clear expectations for behaviour exist, and that the children understand these.

That is why, at the beginning of each year, and at regular intervals during the year, classroom rules may vary slightly from class to class, but the following areas will always be included:

- politeness and consideration to each other
- respect for each other's property and that of the school,
- keeping hands and feet to yourself,
- keeping the noise level low in the classroom and when moving around the school,
- listening carefully and following instructions the first time they are given.

We had 5 levels of behaviour across the school, which cover all aspects of school life. Every child begins every day at Bronze level and may go up to Silver or Gold level or down to Amber or Red level according to their behaviour over the day. If a pupil has put themselves, other pupils or any adult in school in physical danger they will go straight to Red level. The children requested a further level for Platinum for exceptional examples of positive behaviour and attitudes.

PLATINUM In addition to Gold level, you ALWAYS show the positive behaviour and qualities expected at school and are a fantastic role model to others. You demonstrate the school's values of friendship, respect, responsibility, perseverance and kindness every day.

GOLD In addition to Silver level, you are putting an enormous amount of effort into your work and behaviour; showing real determination to make excellent progress, wherever your starting point is; offering to spend time with children who may be new or lonely to make sure EVERYONE is included if they would like to be.

SILVER In addition to Bronze level, you are making a good effort to improve your work as you complete it; never giving up, even when your work is tough; setting a good example to other children wherever you are in school; helping to keep areas of the school tidy without being asked eg picking up coats, tidying cloakrooms, tidying the dinner hall.

BRONZE You are on task; listening to instructions and following them; completing your work in the time you are given; trying hard, especially when you're stuck; giving in your homework on time; walking quietly around the school; playing sensibly with your friends at break time and lunch time; eating your lunch whilst chatting quietly with your friends; keeping your work and eating spaces tidy; remembering to bring all your equipment, books, PE kit; using good manners with all children and all adults.

AMBER WARNING – STOP AND THINK You are choosing to disrupt other children's learning by talking or distracting them with your behaviour; you need to listen to instructions; to try hard with your work; to give your homework in on time; to be quieter around the school; to play sensibly with your friends at break time and lunch time; to keep your working and eating spaces tidy; to remember all your equipment, books and PE kit; to use good manners at all times.
CHANGE YOUR BEHAVIOUR AND GET BACK TO BRONZE

RED WARNING – STOP AND THINK - CHANGE YOUR BEHAVIOUR You have been given warnings about your behaviour and need to change immediately because it is having a serious impact on both you and others in school.
CHANGE YOUR BEHAVIOUR AND GET BACK TO BRONZE

Rewards and Sanctions

Rewards and sanctions are used to promote positive behaviour and discourage negative behaviour. Rewards include individual stickers, house points, nominations for weekly trophies and awards, achievement postcards, Headteacher awards. Sanctions include loss of golden time with the class, loss of break times to complete work, spending break times with the key stage leader or, in exceptional circumstances, eg for fighting, with the Headteacher. In the event of any poor behaviour we strive to find out the root cause and work with the child and family to support them through this and change their behaviour for good.

Bullying

What is Bullying?

Bullying is any form of repeated behaviour, which causes a person to be unhappy. Bullying can occur through several types of anti-social behaviour. It can be:

- a) Physical: A child can be physically punched, kicked, hit, spat at, etc.
- b) Verbal: This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- c) Exclusion: A child can be bullied simply by being excluded from discussions/activities.
- d) Damage to Property or Theft: Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

Bullying is not a major problem at the school but, as in all schools, it occurs from time to time. It takes many forms and may include intimidation, being isolated and, in some cases, physical aggression and violence. It may also be linked to homophobia and racial intolerance, neither of which are tolerated.

We encourage children to tell a teacher or another member of staff as soon as possible if they are being bullied or they know someone who is. This aspect of discipline is covered fully in the school's anti-bullying policy.

Fighting

Fighting is not tolerated at the school and is obviously treated very seriously on the rare occasions when it does occur. The school has a policy on restraining pupils that is followed by staff when such situations occur. A formal record is made of such incidents, in order to identify those children who may be involved more regularly than others and also focus on the reasons why fights begin. This helps staff to counsel children to look at ways in which they might avoid fights happening again.

Because it takes two to fight, children are encouraged to walk away and tell a member of staff if a fight may be about to happen. They are encouraged to realise that hitting back will only make the problem worse.

Severe assaults on other children or staff would normally lead to permanent exclusion, unless there were extenuating circumstances. [Such incidents must be reported to the senior member of staff on duty].

Drugs

In the event of drugs being brought into the school by pupils and taken by pupils the child involved would be immediately sent to the Headteacher and, after being interviewed with another member of staff present, excluded. The matter would then be reported both to the parents or carers and to the police.

Exclusion

The school endeavours to avoid both fixed term and permanent exclusions. However, if the school has put the correct support in place along with the sanctions there will be an interview with parents or carers where the possibility of exclusion will be discussed and may soon after be implemented. For drug (and possibly alcohol and smoking) abuse and for physical assault, permanent exclusion will be used unless there are extenuating circumstance, for example if drugs are freely used in the home environment by the parents or carers, or a fight is the result of verbal bullying.

As part of Horizon Multi Academy Trust, we follow the exclusions policy that is located on the Trust website. Key features of this include:

- Authority to exclude rests with the Headteacher and the CEO only
- It is the responsibility of the Headteacher to investigate possible breaches of the school's behaviour policy
- The Headteacher will keep the family informed at all stages
- The Headteacher will inform the Trust (often via the CEO) and the Local Authority
- Where possible, the Headteacher will look for any alternatives to exclusion

For more information, please see the Horizon website:

<https://horizonmat.com/policies/>

Monitoring

This policy is reviewed by the Governing Body as necessary or as a minimum every two years.

Staff Guidance and Training

INSET training is given, as required, to newly-appointed staff and as changes are made by legislation to all the staff. Pupil discipline is also regularly an item at full staff meetings that involve teachers and support staff. Where there are particular

problems, guidance is given to a teacher and support staff by the SENCO and in more difficult cases by the educational psychologist attached to the school.

March 2021

Appendix A Trust Covid-19 behaviour statement

Appendix A

Horizon MAT – Appendix to Effective Behaviour Policy: May 2020

In light of children returning to school from 1st June 2020 this appendix will sit with each individual's school policy that supports behaviours of the children in school.

The policy fully aligns with the agreed risk assessment that has been developed in each of the schools and has been approved by the Trust Board. Within the school the priority during this period of COVID-19 is to protect the welfare of the staff and children in all the schools. Where a child does not follow the expectations within a policy, and this puts vulnerability on another child or member of staff, that child will not be able to attend the school during that period. The school will ensure that learning is set for that child, as per the remote learning policies in place.

In the drafting of the risk assessment for each school, the schools have also developed a risk assessment identifying those who have difficulties in following the policy. Each school will have conversations with parents where this is an issue, outlining the fact that if they decide to send their child, this will be a trial and if there are any issues that risk a member of staff or the child they will not be able to attend from that point forward.

Where this is the case the school will ensure that the Chair of the LGB, the CEO and Education Welfare Officer for the LA are informed. The school will continue to monitor the engagement of learning together with the welfare of the child. If they are on the 'LA vulnerable list' the school will liaise closely with the team involved.

The safety and welfare of the staff and children at all schools during this period is priority.