

Behaviour Management Policy

2023



WELLAND ACADEMY



Introduction

Our Purpose

To provide inspirational opportunities to develop knowledge and skills so that our pupils can make positive choices to determine their futures.

The Welland Academy should be an environment where all are included and feel valued and respected. Standards of academic achievement are high and behaviour excellent. Children, staff and parents alike are happy, engaged and enthusiastic about learning. A partnership where everyone is working to achieve and fulfil their potential.

The Welland Academy will nurture its pupils to ensure that the children in our care leave our school with strong self esteem, high personal expectation and a complement of basic skills that promote an enquiring mind and a desire for knowledge.

The Welland Academy will give everyone the opportunity to develop their spiritual, moral, social and cultural understanding and awareness as well as instill British Values.

The Welland Academy will strive to be central hub for the local learning community – a place where children, parents and the community can experience seven years of continuity, development and growth.

Every child has the right to learn without the disturbance of others.

Where there is a right there are also responsibilities.

Good behaviour is a necessary condition for effective teaching and learning to take place.

The Welland Academy Rules

*Be Ready
Be Respectful
Be safe*



The Welland Academy Values



- Kindness
- Resilience
- Bravery
- Honesty
- Patience
- Independence
- Confidence
- Curiosity

These values underpin the Academy's ethos and are referred to daily.

The Broad Aims of the Policy:

- To promote and encourage good behaviour.
- To promote positive attitudes.
- To help children develop moral codes and values.
- To prepare pupils for citizenship.
- To ensure that everyone feels safe and secure in the academy, that each person is treated fairly and well and that every member of the academy community feels valued and respected.
- To provide a learning environment which enables everyone to be relaxed, alert, motivated and positive.
- To contribute to raising pupils' achievement.
- To maintain an ethos of kindness and consideration by promoting good behaviour.
- To enable everyone to be alert to, and able to respond to, bullying, racial harassment, physical violence, disruptive behaviour, verbal abuse etc.
- To ensure consistency of application by all staff.

At The Welland Academy we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure, with equal opportunities for all. Our positive behaviour management policy, together with our PSHCE, SMSC and British Values curriculum, is designed to help pupils understand how membership of a community confers duties, responsibilities and the rights upon the individual. Our guidelines and sanctions are reviewed and monitored (including the use of pupil voice) to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring.

We are a positive academy, aiming to **set high expectations for both staff and pupils to achieve high standards**. Behaviour Management and discipline are the shared responsibility of all staff (both teaching and non-teaching) and parents. A well ordered school depends on good time keeping, a well organised classroom and positive relationships with children, parents and other staff.

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. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

We give high priority to clear communication within the academy 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 class teacher, followed by the Phase Leader/Pastoral team, 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 academy will communicate the policy and expectations to parents. Our method of doing this is through a condensed policy presented in a 1 page sheet which is updated in line with changes and amendments to the policy (see page).

The academy council representative in the class will support new arrivals to the school and talk them through the Positive Behaviour Policy.

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 within this policy, and further disciplinary action will be discussed with the parents. An ABC chart will be completed to record behaviour incidences to record patterns and support the academy to further support and understand triggers. There is the option to progress and engage the EHA (Early Help Assessment) process with families where there is grave concern. Children may also be placed on a behaviour plan which will be shared with the child, parents and all adults working with the child.

Implementation

Aspect	Procedure
Gold Stickers	<ul style="list-style-type: none"> ☺ Awarded in-class from the teacher to pupils direct. ☺ Can be a daily incentive to recognise those who never progress through the chart for negative behaviour. ☺ Bronze/silver clouds are steps to Gold.
House Points	<ul style="list-style-type: none"> ☺ House points are collected weekly by the house captains and fed into the whole school system ☺ Teacher records on a sheet when children reaching 25/50/100/250 points. Bronze, Silver, Gold and Platinum Certificates (25/50/100/250) to be awarded in Friday assemblies. ☺ Balance/consistency in distribution. ☺ EYFS children start in the Summer Term.
Class Rewards	<ul style="list-style-type: none"> ☺ As a class children decide on a special class reward which they would like to work towards, e.g. class party, disco, football ☺ Over several weeks the whole class will work towards the goal eg class photo jigsaw, marbles in a jar, flags etc. ☺ The reward chart must be visible in each classroom. ☺ Rewards are given for the whole class doing something well. ☺ Maximum one hour reward time.
Progress Awards	<ul style="list-style-type: none"> ☺ Awarded to pupils at the end of the year. ☺ Parents invited. ☺ Includes the EYFS children.
Glory Board	<ul style="list-style-type: none"> ☺ Awarded in Friday celebration assembly. ☺ 1 pupil per class per week. ☺ For BOTH academic/behaviour or social. ☺ Photographs of the children celebrated in the corridor weekly.
Values Awards	<ul style="list-style-type: none"> ☺ Awarded in Friday celebration assembly. ☺ 1 pupil per class per week.

	☺ Any value can be chosen. ☺ Photographs of the children celebrated on the display.
Verbal Praise	☺ Discuss in a circle time/Reflection. ☺ VALUE verbal praise and promote use with pupils (e.g. 'Thank You' if a pupil has held a door open or 'Well Done' if they impress). ☺ Promote at lunchtimes and break times. ☺ Supports British Values and SMSC more broadly.
Individual Rewards	☺ Use in balance! ☺ These can be personal to you as a teacher and form that special relationship that teachers have with their own class.
Hot Chocolate Friday	☺ Awarded to 1 child per year group every Friday. ☺ For going 'over and above'
Positive notes home	☺ Purple bands are given to pupils to take home. They will have a note to explain why they have been chosen.
Attendance	☺ Termly Attendance Certificates ☺ Termly Prizes for 100% Attendance ☺ Annual Prize Draw for those with 100% Attendance

The **sanctions framework** is visibly displayed in all classrooms and around school and will be shared with all pupils at the start of the academic year and as needed throughout the year. All staff make reference to the framework.

Before applying the stepped sanctions in this policy the following points should have taken place:

- Non-verbal management – eye contact, pausing, moving closer to a pupil etc.
- General reminders and comments – either to the individual or the class.

When there has been conflict between children, please use the following restorative script to support the children to work it through. This creates a more positive outcome and response compared to focusing only on the consequence.



The following steps start afresh each day; however, these are monitored so that persistent repeated offences that arise daily/frequently are identified and a course of action is agreed. These are discussed at pastoral meetings.

Children should be given the opportunity to move back up the steps to the white cloud if they improve their behaviour. However, they will still need to complete their sanction

Step 1

- KS1 & KS2 – 5 minutes 'Time Out' in own classroom.
- Foundation Stage Only – Loss of 1 or 2 minutes in own classroom.

Step 2

- Time out with 'paired classroom' (10 minutes reflection whilst working).
- The child should take work and be encouraged to complete the work in paired room – no sitting in corridors on floor.

Step 3

- Reflection time with a member of staff. This may take place during break or lunch time
- Foundation Stage Only – child could stand with teacher on duty for a set time.
- ***Inform parents by phone call or speak at end of the day.***
- Discussed at Pastoral meeting and The Early Help Assessment (EHA) may be offered to parents – this would include specific parenting support.

Step 4

- Restorative discussion with a member of senior leadership
- Class teacher is responsible for informing the parents. In some cases, it may be necessary for the SLT to inform the parents via a telephone call.
- If a child reaches Step 4 several times over a short period of time, we will invite the parents to meet with the Assistant Principal and/or class teacher – either through discussion at end of day, telephone call, or standard letter being sent home if unable to contact parent.
- Discussed at Pastoral meeting and The Early Help Assessment (EHA) may be offered to parents – this would include specific parenting support.

Step 5

- Internal seclusion (Same procedures as Step 4)
- Pupils will undertake learning outside of their normal classroom; parents will be informed.

Step 6

Consequences for 'Exceptional Behaviours'

- Any member of staff to call upon the Principal, Deputy Principal or Assistant Principals immediately if 'exceptional'.
- Bypass the early steps.
- Internal seclusion or suspension
- Involvement of Assistant/Deputy Principal and Learning Mentor/Pastoral team.
- Immediately following the incident, SLT will call the parents to notify them of the incident and consequence.
- Parents will be invited to meet with the Assistant/Deputy Principal and/or Principal to discuss the incident and any further action.
- Consider use of Behaviour plan.
- Principal or member of SLT will inform the class teacher if a child has a fixed term suspension. The Principal will be the only member of staff to impose this level of sanction. The school will then follow the Pupil Behaviour and Exclusions Policy in dealing with the incident.
- Children who are repeatedly in breach of the school rules will be given the required support. These children will be discussed at pastoral meetings and a plan will be made. This may result in an EHA being opened, external advice being sought, learning mentor support, family team support, individualised timetables, report cards or a behaviour plan.
- If children are placed on a Positive Behaviour Support Plan this will be made and shared with the child, parents and all members of staff working with that child.
- An ABC chart will be put in place to record incidents and build a picture of potential patterns.
- Where a pupil is at risk of permanent exclusion, a managed move to another school may be considered.

For behaviour linked to bullying –please refer to our Anti-bullying Policy

Reasonable force

Where is necessary to prevent a pupil from

- causing injury or damage to the property of any pupil (including him or herself)
- prejudicing the maintenance of good order and discipline at the Academy

reasonable force may be used by member of staff.

The use of reasonable force is a last resort and alternative strategies will be adopted whenever possible, for example contacting the parents or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

The Academy will communicate with parents where serious incidents involving the use of reasonable force have been used. It will be up to the Principal's discretion to decide on the need to report, depending on the severity of the incident.

Searching and confiscation

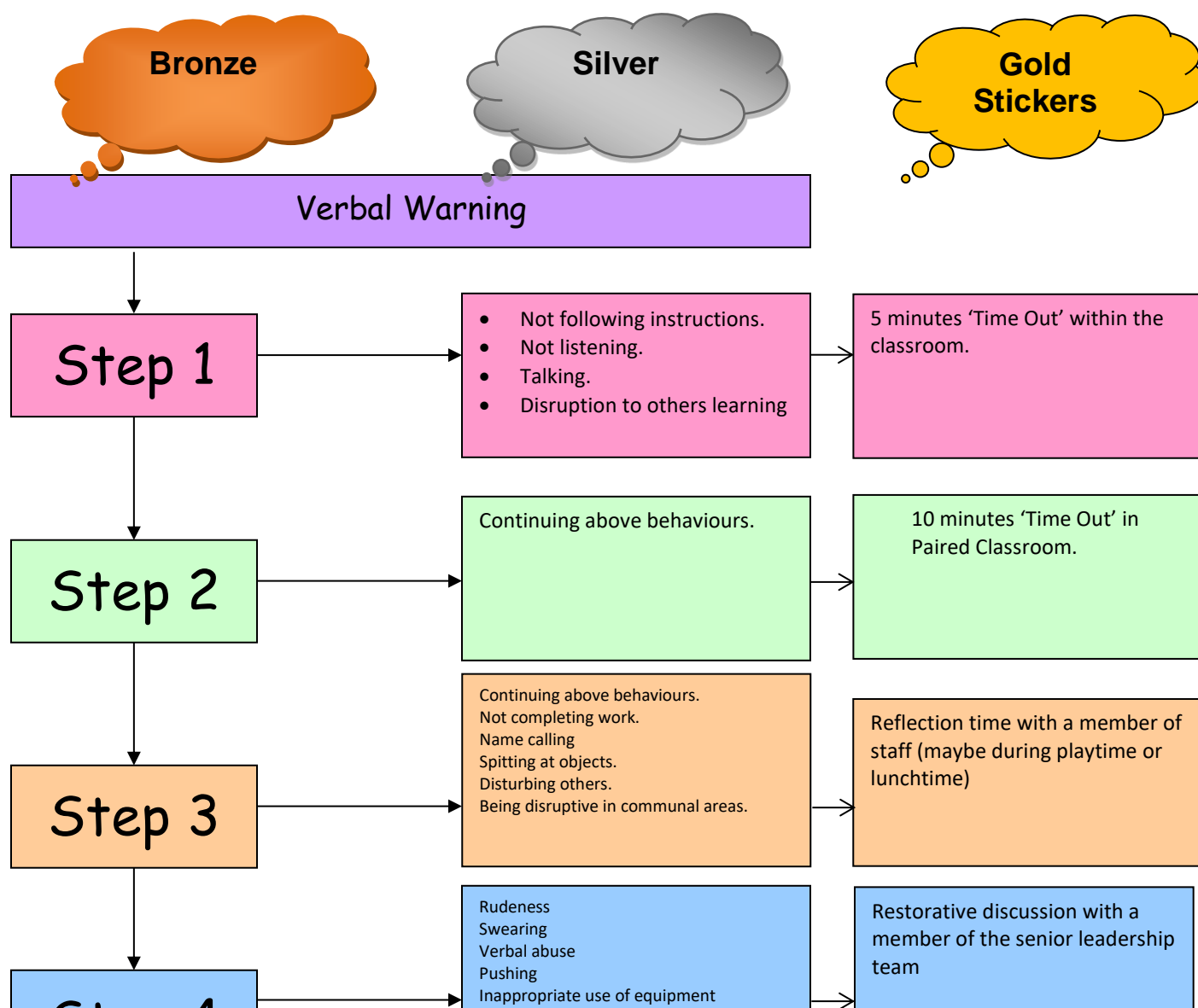
In addition to the general power to use reasonable force described above, principles and authorised staff can conduct a search for prohibited items. (see Greenwood Academies Trust Behaviour policy for full list of prohibited items)

Mobile Phone Use

Children may sometimes bring a mobile phone to school. If they do bring one it, this must be handed to the teacher at the beginning of the day where it will be locked away until 3.20pm.

Behaviour off site

Where pupils misbehave on the way to or from the Academy, near the Academy premises or in circumstances in which the Academy considers it reasonable to impose sanctions for behaviour outside of school, this policy will apply and the pupils will be disciplined by the Academy.



Curriculum

The **curriculum is central to maintaining good order in our academy**. Behaviour Management must be an integral part of our curriculum. Appropriate and relevant social skills should be developed in all pupils, thus allowing them to participate fully in the life of their home, school and local community.

It is through a well organised classroom, and through interesting and challenging teaching, that the potential for conflict is reduced.

Behavioural expectation will be made explicit to all pupils at the beginning of each term. Classroom rules will be compiled at the start of the year with reference to the Welland Academy Rules

Rules and values are taught through the curriculum and forms part of the PSHCE curriculum, as well as supporting British Values and SMSC.

There should be opportunities to discuss the needs for rules in society and in their role as protecting everybody's rights. The promotion of self-discipline, a sense of care for one another and a dislike of irresponsible behaviour should be positively encouraged. The school actively promotes the Academy values.

The classroom environment should give clear messages to the children about the extent to which they and their efforts are valued.

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.

Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Equal Opportunities

All learning opportunities within the classroom; extra curricular activities and behavioural strategies are applied equally to both girls and boys throughout the school, regardless of age, gender, race, nationality or ability.

Pupils with additional needs may require reasonable adjustments to be made to the main Positive Behaviour Policy. These will be assessed on an individual basis and be agreed with both the pupil and parent.

The academy is committed to working to 'include' pupils who have either been withdrawn from or are in danger of being withdrawn from lessons and to work with them. Targeted pupils will continue with curriculum studies but the emphasis of the support will be to bring about a change in their behaviour so that they are able to operate more effectively in their normal lessons. Parents/carers will be informed and invited to school to discuss behaviour.

Monitoring and Self-Evaluation

On a day to day basis, the Positive Behaviour Policy is monitored by class teachers, phase leaders and the senior leadership team. More severe behaviours are monitored by the Leadership team using the CPOMs system. Any new concerns or patterns of behaviour that are identified are discussed at pastoral team meetings to put a plan in place that positively supports the pupil. Positive Behaviour Policy is reviewed annually, and updates are included as part of the September INSET training; this is also part of new staff induction.

Exclusions and suspensions– Permanent and Fixed Term Guidance

- Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Principal excludes a pupil, he/she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to parents/carers that they can, if they wish, appeal against the decision to the Appeal Panel. The school informs the parents/carers how to make such an appeal.
- Following any period of suspension, a reintegration meeting is arranged to discuss the behaviour that has taken place and a positive way forward is agreed. This may involve alternative arrangements being put in place for a temporary period of time to encourage a positive return to the academy.

- The Principal informs the Academy Trust about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.
- Exclusion appeals will be considered by a panel who will discuss the circumstances in which the pupil was excluded, any representation by parents/carers and the Trust, and whether the pupil should be reinstated.
- If the appeal panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Parents & Carers

The academy works collaboratively with parents/carers, so pupils receive consistent messages about how to behave at home and at school. We expect parents/carers 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.

If the academy has to take reasonable action to discipline a pupil, parents/carers should support the actions of the academy. If parents/carers have any concern about the way that their child has been treated, they should initially contact the teacher via the school office. If the concern remains, they should ask to speak to the Principal. If the concern still remains, they should contact the Senior Education Advisor from the Academy Trust. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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