



BEHAVIOUR POLICY

APPROVED: OCTOBER 2020

REVIEW: SEPTEMBER 2021

1. Introduction

Waterside Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of everything that we do. 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 core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

2. Aims

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear, consistent and calm approach and a guide for children, staff and parents of expected levels of behaviour
- To ensure that all children are treated fairly, shown respect and promote positive relationships.
- To refuse to give children attention and importance for poor conduct
- To help children take control over their behaviour and be responsible for the consequences of their behavioural choices
- To build a community which values love, kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all
- To reward children who go 'above and beyond' our behaviour expectations
- To use restorative approaches instead of punishments

3. Purpose

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Promote self-regulation, self-esteem and self-discipline
- Teach appropriate behaviour through positive and reflective interventions

4. The Waterside Behaviour Principles

- Only your best **Effort** is good enough
- Display a positive **Attitude** to learning
- Be **Respectful**
- Be **Safe**

All members of our school community remember this as our behavioural **E.A.R.S (EFFORT, ATTITUDE, RESPECTFUL, SAFE)**.

5. Roles, Responsibilities & Visible Consistencies

5.1 All staff

1. Constantly and consistently refer to our behavioural 'E.A.R.S'
2. Meet and greet at the door.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.

5. Use a visible recognition mechanism throughout every lesson.
6. Identify children who meet the behavioural expectations.
7. Celebrate children who go 'above and beyond' the behavioural expectations.
8. Be calm and give 'take up time' when going through the steps.
9. Follow up every time, retain ownership and engage in reflective, restorative dialogue with children.
10. Never ignore or walk past children who are making the wrong choices.

5.2 Middle & Senior leaders

Senior leaders are also 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 children.

Senior leaders will:

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

5.3 Visible Consistencies

At Waterside Primary Academy, we have many visible consistencies which are shared by our school community. All stakeholders, including the children are empowered to remind and reinforce others of these standards. Our current visible consistencies include:

- Meeting and greeting each other with a smile at the start of the day
- 'Wonderful Walking' around our school site (except playground) – children and staff are to walk around the school site with pride (arms by side, positive posture, appropriate and smart uniform).
- Recognition Boards in every classroom to reward children who demonstrate behaviour which meet our expectations. A new focus is set every week based on areas for development in the school/class.
- Restorative approaches to behavioural concerns or conflict
- Staff accompany children to and from the playground on all occasions, modelling to the children how to walk with pride

On top of this, teachers have their own keystone classroom routines (maximum three) which are displayed in their classroom, known by all learners and consistently applied by all who enter. These are discussed and shared with the class at the start of the term/school year e.g. track the speaker, sit

in rows during carpet time. The relentless repetition of these routines creates a fun, friendly and safe classroom which enables positive learning to take place.

6. Recognition and rewards

At Waterside Primary Academy, we believe that to create hardworking, successful and aspirational citizens, children should not be showered with praise, rewards and treats for behaving in the expected way. Therefore, we carefully recognise, appreciate and reward children who meet our expectations through verbal praise, recognition boards and with 'Class Dojos'. We particularly celebrate the children who go '**over and above**' our expected standards with 'Golden Notes'. This means that there is no ceiling on positive behaviour at our school and children always aspire to improve, not settle for the expected standard because they receive awards repeatedly. Although there are tiered awards, our staff understands that a quiet word of personal praise can be as effective as a larger, more public, reward.

Examples of 'expected behaviour' –

"Well done for showing a positive attitude to your learning, Jack. Class Dojo point awarded.

"Lucy - it was lovely to see you show respect for your classmates by holding the door open for everyone. Move your name up on our recognition board'.

Example of 'Over & Above' – "Chen has just collected in all of the paint brushes, washed them and put them away without being asked – that shows a great ATTITUDE and RESPECT and has saved me a lot of time. Thank you Chen – that is going 'over and above' and you will receive a 'Golden Note'."

Note: Our school behaviours are referred to during praise so children know exactly what has been achieved (Attitude & Respect).

'Over and Above' does not include completing set work, handing in homework, focussing and working hard in lessons – although they all meet our school behaviours, these are all expected behaviours.

Rewards we currently use include: Verbal and non-verbal praise, Recognition Boards, Class Dojos, Golden Notes, Headteacher Awards, work displayed in class and certificates in our weekly 'Achievement Assembly'.

We also value our home-school partnership, as this is vital to create strong, consistent approaches for the children. Children earn 'Dojos' for many of the above recognitions and rewards. These are sent live to parents who can instantly be informed of the achievements of their child so they can also praise them when they collect at the end of the day.

Each class has a set group target of dojos to collect each term, which, if achieved, means they have an afternoon off timetable to enjoy a treat (e.g. hot chocolate afternoon, popcorn party etc.).

Please note: Only positive dojos are logged on Class Dojo.

Every class also has a 'Secret Star' every day. The staff in each class write the name of a child at random on the Secret Star card, which is then displayed at the front of the classroom without the name shown. Over the course of the day, the staff will constantly refer to the 'Secret Star', without mentioning their name.

Examples

'I am so impressed with the effort our secret star is putting into their maths work this morning.'

'It was great to see our secret star using our wonderful walking as we came back from playtime.'

At the end of the day, the staff removes the card from the wall and decides if the child selected has shown all of our expected behaviours throughout the day. If they have, the Secret Star is revealed and they receive the card to take home.

If the staff decide that the child did not show all expected behaviours, the name will not be revealed but there will be an explanation as to why the card is not given out this day.

Example

‘Unfortunately, our secret star did not display wonderful walking today and did not have a positive attitude in their work. Hopefully we will all learn from this and we will have a secret star tomorrow!’

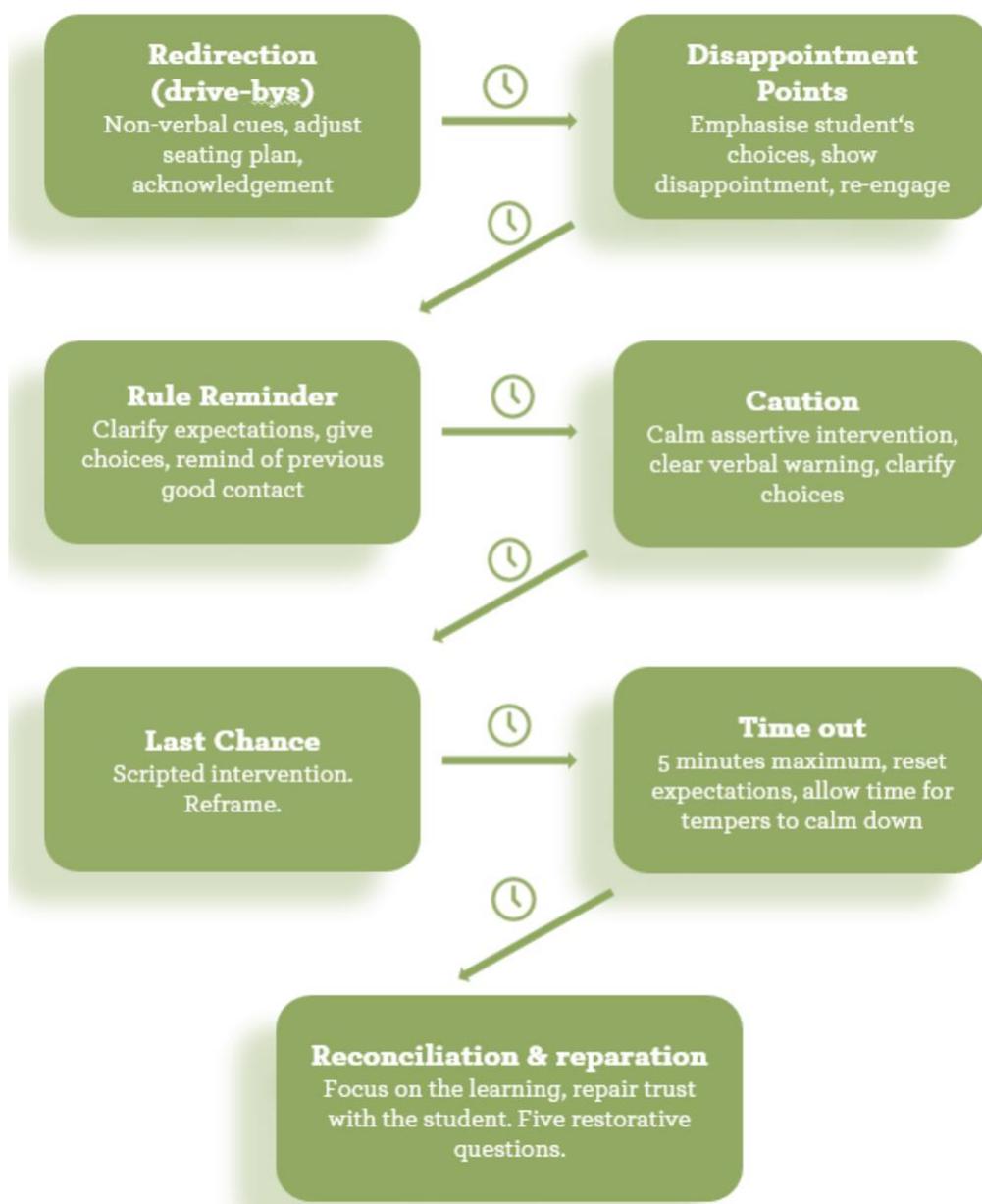
Furthermore, we aim to send ‘Golden Notes’ home to celebrate children going ‘above and beyond’ with parents/guardians.

7. Managing & Modifying Poor Behavioural Choices

At Waterside Primary Academy, we strive to praise in public and reprimand in private. We also avoid crushing behaviours with ‘tonne of brick’ punishments when we can grow better behaviours with love, support and coaching.

However, it is vital that children are held responsible for their behaviour. Staff will deal with behaviour without delegating as this builds positive relationships between adult and child. Staff will use these steps for dealing with poor conduct and behavior.

Engagement with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of their lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We aim to praise the behaviour that we want to see, not give attention to those making the wrong behavioural choices. All children must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.



Our 6-Step Approach

Steps	Explanation
Reminder	A reminder of the expectations for children 'E.A.R.S' delivered discreetly (privately where possible) to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. Reminders can be repeated if reasonable adjustments are necessary.
Caution	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. The member of staff will say, 'Think carefully about your next steps'.

<p>Last Chance</p>	<p>Speak to the student privately and give them an opportunity to engage. Offer a positive choice to do so and refer to previous good conduct to prove that they can make good choices.</p> <p>Micro-scripted approaches at this stage are encouraged (see below).</p> <p>Children will be asked to stay behind at the end of the lesson for a couple of minutes to discuss their choices.</p>
<p>Time-Out</p>	<p>Time out might be a short time outside the room, on the thinking spot or chair or at the side of the playground or field. This must be done discreetly and not humiliate the child or give them a platform to gain more attention which they may be seeking. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This will last no longer than 3-5 minutes. This may be in a different classroom. In all instances, these will be supervised by a member of staff.</p> <p>Boundaries are then reset and the child is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. The child is given a final opportunity to re-engage with the learning / follow instructions.</p>
<p>Self-Reflection</p>	<p>At this point, the learner will be referred internally to another room in the the school for the remainder of the lesson. All internal referrals must be recorded on Safeguard. Restorative Justice sheets (Appendix A) will be used at this stage for a basis of reflection but do not need to be filled in and children will then complete work that they have missed (impositions). If written, restorative meeting forms can then filed by the class teacher or a brief note of the meeting can be made on Safeguard. In order to move on from this incident, it is vital that the children reflect on their choices fully before continuing to integrate back into class.</p>
<p>Repair & Restore (Follow Up)</p>	<p>Reparation meetings at Waterside Primary Academy are a core part of repairing damage to trust between staff and children. Our Reparation meetings are structured using approximately 5 of these questions: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How? What should we do to put things right? How can we do things differently in the future?</p> <p>For younger children, use only two of these questions, focussing on what happened, who was affected and how we can put this right?</p> <p>We will reaffirm our commitment to building a trusting relationship. Staff will take responsibility for leading Reparation meetings; Middle and Senior Leaders will support when requested.</p>

Note: On-going disruptive behaviour which is not improving will be dealt with by the senior leadership team and involve all stakeholders. Parental/Guardian engagement with this is vital. Again, at the first instance, this will be dealt with by the class teacher but may need to be escalated if rapid improvements are not observed. Please see our 3, 6, 9 approach below.

8. Microscripts (De-escalation)

De-escalation of inappropriate student behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff should use a range of strategies to support that ~~that~~ student to get back on track without giving attention to the negative behaviour. If a range of strategies have been implemented and have not had the required impact, staff should get alongside the student and deliver a “script”. Staff will create a

script that they feel comfortable with. This enables staff to respond in an emotion-free, consistent manner, without the need for intuitive responses that could escalate the situation or disrupt learning time for the rest of the class.

An example of this could be:

- 1) *I've noticed that (you are not ready to learn/ having trouble getting started/wandering around the classroom).*
- 2) *This behaviour will mean that you break our rule of (Respect, Safe, Attitude, Express)*
- 3) *You have chosen to do this as you are in charge of your behaviour.*
- 4) *Do you remember earlier/yesterday/last week when.... (example of positive behaviour)*
- 5) *That is the (name) that I need to see today. I know you can do this/..you are better than this.*
- 6) *I care about you and know that/ hope you will make the right choice.*
- 7) *Thank you for listening.*

This should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to “improvise”. Staff will then walk away and give students ‘take-up time’ to think, reflect and act positively.

9. Sanctions & Impositions

At Waterside Primary Academy, we constantly remind children that we care about them and want them to behave in a way that maximises their learning. Our favourite line to use during challenging behaviour is, ‘I care about you, I care about this lesson/ your learning and I am not going away/giving up on you!’ Staff will always deliver sanctions calmly as soon as possible after the concern and with care. It is in nobody’s interest to confront poor behaviour with anger.

Sanctions must:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable and any sanction should address this, not be made personal to the child.

If a child needs to catch up or pay back time lost in learning, then a simple imposition is a quick and effective way to repair the situation. Impositions are pieces of work that are sent home to be completed, signed by the parent and returned the next day.

Serious breaches will be investigated by a member of the Senior Leadership Team.

10. Persistent Negative Behaviour Points (3, 6, 9 Approach)

In order to ensure that persistent disruptive behaviours are dealt with effectively and to ensure that all in our school community receive the best possible education, we use a 3, 6 and 9 approach to engage children and parents in rapidly improving persistent negative behaviours.

We track persistent negative behaviours on our internal school systems.

Negative behaviours may include:

- **Damage** – to school property or environment
- **Disruption** – to own learning or that of others in their class or the school.
- **Defiance** – Failing to follow direct instructions from members of staff

Please note, this list is not exhaustive.

Number Points Accumulated	Outcome	Involving
3	Meeting with Parents/Carers on school site at the end of the day. Where possible, both parents/carers must attend.	Child, teacher, parents/guardians & middle leader (if required).
6	Meeting with Parents/Carers on school site booked in advance via the school office. Where possible, both parents/carers must attend.	Child, teacher, parents/guardians & member of the Senior Leadership Team.
9	Partnership Conference (more information below in section 11)	Child, teacher, parents/guardian, Headteacher and any other appropriate professional e.g. SEN officer.

Note: The children will normally only be present for the last part of the meeting to discuss their behaviour and see a united approach between home and school. A decision will be made between the school staff and parents/guardians as to whether the presence of the child is appropriate.

11. Partnership Conferences

A conference that takes a 360-degree view of the child will be convened after serious breaches of the behaviour policy or for ongoing disruptive behaviour.

This meeting will include the Teacher, Child (if appropriate), Parent/Guardian, Governor representative (if required) and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.

There may be an element of 'payback' from this meeting. Children may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused. Actions agreed at the meeting will come under the terms of the final warning. If the Child does not complete the actions or the parent/guardian does not support or engage in the process, then the school will have to consider fixed-term or permanent exclusion.

12. Serious Breaches

A Serious Breach is an incident that may lead to a fixed-term or permanent exclusion. Alternatives to exclusion, where appropriate, include school service and payback. These decisions are made by the Headteacher.

For example:

- Physical aggression towards others
- Verbal aggression involving extreme swearing
- Racial comments

- Sexual comments
- Leaving the school building/site
- Deliberate damage to property e.g. throwing objects
- Stealing

Children may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other children or give fame to those who choose not to meet our high standards of behaviour.

In some circumstances, parents may be required to immediately come into school. The following reasons are examples of when this may be done:

- Swearing/bad language
- Leaving classrooms/lessons/school buildings without permission
- Damage to school property
- Poor manners/lack of respect
- Not following instructions from an adult
- Physical violence/contact
- Disruptive behaviours in and around school, especially during lessons
- Rude, mean or unkind words to others

Although not always the case, these behaviours may also result in a fixed-term or permanent exclusion.

In these circumstances, all children involved will be asked to write a statement for the incident (Appendix B). This allows us to fully investigate the incident in a thorough and fair manner. It is a vital opportunity for the child who is suspected of a serious breach to explain in their own words what happened. If a child cannot write or articulate their thoughts, a member of staff will scribe for them.

13. Internal Exclusions

We acknowledge that sometimes it is more beneficial to internally exclude pupils to keep all children safe and ensure that any disruption is reduced for all learners. Parents/guardians will be informed of these in writing, with reintegration meetings held before they return back into their normal classroom routine.

14. Fixed-Term & Permanent Exclusions

The Headteacher may decide that a child cannot attend school for a fixed period of time (Fixed-Term Exclusion) as a consequence of the child's behaviour.

For the first five days of any exclusion, parents/guardians are responsible for their child's supervision during school hours. The child will be required to continue with their school work while they are excluded. The school will inform you by letter about this and provide details about what is expected from the child during this time.

If the Head teacher decides that a pupil's behaviour is in breach of the school's behaviour policy, and that if your child were to remain in the school it would seriously harm the education or welfare of others in the school, then the Head teacher may decide to permanently exclude your child. This may be as a result of your child's behaviour over a period of time or after a serious one-off incident.

Permanent exclusion will only be used as a last resort. In making the decision, the head teacher will take into account the Department of Education guidelines.

For full details of the exclusion process, including your rights to appeal, please visit the Bucks County Council website via the following link. <https://www.buckscc.gov.uk/services/education/education-support/>

15. Language around Behaviour

At Waterside Primary Academy, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Incidents are logged on Safeguard, at the staff member's discretion.

16. Off-site behaviour

The following guidance is issued by the Department of Education:

Pupils' conduct outside the school gates – teachers' powers What the law allows:

'23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"7 – see paragraph 21.

24. Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- *taking part in any school-organised or school-related activity or*
- *travelling to or from school or*
- *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.*

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.'

17. Children with SEN

We acknowledge that to ensure that all children are treated fairly, we sometimes have to make adaptations to this policy, including the use of personalised behaviour plans. These are all produced in

line with the Equality Act (2010). Our SEN Policy contains further details about the use of personalised provision, which are produced in line with the SEN Code of Practice.

Adaptations made may include using BIPs (Behaviour Improvement Plans), CCPs (Child-Centred Plans) and EHCP plans. However, these support plans are used to support children with their behaviour in a mainstream primary school. They will enable all children, including those with SEN, to show the expected behaviours. This policy will be applied consistently and fairly across the school, including children with SEN.

18. Linked Policies

This policy should be read with reference to other linked policies, including: Anti-Bullying, Positive Handling, Equality, Child Protection, SEND, Home/School Partnership.

19. Monitoring and Evaluation

The implementation of this policy is monitored by the Senior Leadership Team.

The success of this policy will be evaluated by considering feedback from pupils, teachers, teaching assistants and parents. This policy will be reviewed through consultation with staff and revised every 2 years for the Local Governing Body to approve.

Appendix A

Restorative Practice – Think Sheet (KS2)

You are in charge of your behaviour and have made the wrong choices. Therefore, you have been asked to leave the lesson. All of the staff here care about you and want you to do well in your learning – we will never give up on you!

For these reasons, we would like you to read the following questions and think carefully about what happened to lead you to this stage. The more honest you are, the more we can do to help and support you with your behaviour in the future! Answer the questions in any way that you want...

We can sort this out and start a fresh.

Thank you for reading this.

What happened?

--

What were your thoughts at the time? What do you think about what happened now?

--

Who has been affected by your behaviour?

--

What should we do to put things right?

--

What would you do differently in future?

--

What can we do to help you make the right choices?

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Signed (Your Name): _____

Who discussed this with you? _____

Date: _____

Appendix A

Restorative Practice – Reflection Storyboard (EYFS/KS1)

Say to the child: You are in charge of your behaviour and have made the wrong choices. Therefore, you have been asked to leave the lesson. All of the staff here care about you and want you to do well in your learning – we will never give up on you!

For these reasons, we would like you to listen to and answer these questions and think carefully about what happened to lead you to this stage. You can draw in the boxes if you would like.

We can sort this out and start a fresh but to do this, you must be very honest.

Thank you for listening.

Read a question at a time to the child and either let them draw what happened or write or make notes of their responses. Do not encourage them to apologise.

How do you feel now? (Ask child to draw face)

How does..... feel?



What happened?	Who did this upset? Who saw, heard or felt these bad choices?

How can we put this right?	How can we help you make good choices?

How do you feel now?

How does feel?



Your name: _____

Member of staff: _____

Date: _____

Appendix B



Incident Report Form

Child:

Date:

Time:

Child's Statement of Incident

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Received by:

Date: