



WHISTON WILLIS PRIMARY ACADEMY



BEHAVIOUR POLICY

Lead Responsibility	Head teacher-I. Cooper DSL-J. Watkins	Approved By Governors	Date: October 2021
Review date	October 2022 or sooner		

STATEMENT OF INTENT

**Dream, Believe Achieve Together...At the Heart of Learning.
'Learning for Life'**

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

AIMS:

To ensure consistent practice across the school which creates a caring and respectful ethos, where all members of the school community feel confident and valued and where all children behave in an outstanding manner at all times of the school day.

At Whiston Willis we expect children to 'Do the right thing because it is the right thing to do', displaying our values of aspiration, respect, equality, resilience, honesty and compassion.

We believe that together we **can** achieve the extraordinary through demonstrating the attributes of an outstanding learner.

PRINCIPLES:

Our objective for the policy is to promote and maintain good behaviour and to recognise and encourage good practice that already exists in the school. We believe that outstanding learning behaviour requires a child to be personally motivated to achieve it: we therefore promote it through immediate celebration and acknowledgement of successes. It is vital for our children to understand that outstanding learning behaviour is a goal that is highly desirable for its own sake. At Whiston Willis Primary Academy we understand that all children should be treated as individuals no matter what their background circumstances, whilst maintaining high expectations of behaviour.

DEFINITIONS:

Whilst not an exhaustive list, for the purpose of this policy, the School defines 'unacceptable behaviour' as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens or demeans the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers) • Truancy • Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness

CHILD on CHILD SEXUAL HARASSMENT

Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

The School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- **Sexual Comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- **Sexual "jokes" or taunting**
- **Physical Behaviour**, such as: deliberately brushing against someone (**Frottage**), interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- **Online Sexual Harassment**. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include consensual and non-consensual sharing of nude and semi-nude images and videos. Taking and sharing nude photographs of U18s is a criminal offence;

At Whiston Willis we understand that any child can be vulnerable to peer on peer abuse. However, we consider those children who may be particularly vulnerable;

- Children with disabilities

- Children with SEND
- LGBTQ children
- Emotionally vulnerable children

At WWPA there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

It is especially important not to pass off any sexual violence or sexual harassment as “**banter**”, “**just having a laugh**”, “**part of growing up**” or “**boys being boys**” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

KCSiE 2021.

RRS BEHAVIOUR POLICY

AIMS AND OBJECTIVES

This policy should be used in conjunction with:-

- Child Protection Policy
- Anti-Bullying Policy
- Equalities Policy
- Physical Restraint Policy
- Our Home School Agreement

At Whiston Willis Primary Academy we have high expectations of behaviour and personal achievement for all our pupils. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and consequences is an integral part of successful pupil management and is both consistent and fair.

We believe that good behaviour promotes effective learning. Staff, parents and children themselves are essential in ensuring that this is understood and maintained. At Whiston Willis Primary Academy our aim is:

- To create a culture that makes everyone in the school community feel valued and respected.
- To maintain high expectations of behaviour through a clear and consistent approach to rewarding the positive and addressing the negative with a solution-focused approach.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To recognise that not all behaviour is a matter of choice and is a form of communication.
- To use reflective practice to resolve issues.

OUR ETHOS

Whiston Willis is a values-led, Rights Respecting School. Our school community voted for our values during an election in 2019.

- Respectful
- Courageous
- Friendly
- Caring
- Ambitious
- Enthusiastic

We believe that through these values we are able to ensure our commitment to UNCRC Rights Respecting School's work and ensure that all the children's rights form part of everyday life for all our children at Whiston Willis. Following our duties as set out in the Equalities Act 2010 we believe that being **fair** is not about everyone getting the same (**equality**) but about everyone getting what they need (**equity**)

Our whole school charter reflects the principles for behaviour in the school which have been agreed by the whole school community. They are:

	WE ALL HAVE THE RIGHT TO...	
Adults are responsible for ...		Children are responsible for ...
Listening to others' and treating each other with respect	be listened to and treated fairly	Listening to others' and treating each other with respect
Caring for everyone and everything at school Providing healthy food, water, exercise and rest	be safe and healthy	Caring for everyone and everything at school
Providing us with everything we need to learn and being ambitious for our learning	an education so that we can become the best we can be	Being enthusiastic and ambitious and ready to learn
Providing a time to play and relax	relax and play	Being friendly towards each other and courageous when supporting the rights of others

These principles are also reflected in the lunchtime charter and the playground charter. These charters include our school values and the rights and responsibilities of everyone in the school.

We believe that through our RRBP all our children will grow up aware of these rights and will learn to respect these rights for themselves and for others.

In consultation with the children, staff, parents and governors at Whiston Willis we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos.

Being a values-led and Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

HOW WE DEvised OUR ETHOS

Through this policy we will create an ethos that will:

- ensure our PSHE Jigsaw programme is embedded within the curriculum to support and promote positive behaviour and respect for all
- as developed by our school leadership team ensure wishes and worries boxes are consistently used within the classroom and whole school so that the voice of the child heard
- promote an awareness of everybody's individual needs and aim that all are valued within the school community
- ensure that every child is aware of the whole school values, their rights and responsibilities and will have helped to produce their Class Charter and other charters within school
- expect good behaviour to be modelled by all adults in the school
- expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues
- expect all staff to treat children fairly, consistently and sensitively
- celebrate and praise children's achievement and success
- value parental support in working collaboratively to find solutions to behaviour management issues
- teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights
- ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs
- provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual
- ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate
- establish clear procedures for dealing with and managing unacceptable behaviour
- encourage the active and early involvement of parents in supporting positive behaviour
- work in partnership with parent/carers in supporting children's social and emotional development
- demonstrate that discipline in schools must respect children's human dignity (Article 28)
- ensure that all staff and children develop a sense of responsibility with how they act and what they say

We believe that our Rights Respecting Behaviour Policy (RRBP) is crucial in enabling the school to develop the inclusive learning environments that inspire all our children to be successful as learners, develop a high level of self-esteem and ultimately maximise their full potential, whatever this may be.

HOW WE WILL MAKE THIS HAPPEN WITHIN EARLY YEARS

In Early Years all staff will use specific praise and rewards to reinforce and celebrate positive behaviour. Staff will model positive behaviour within the environment and use language that will promote our school's

values and rights respecting ethos. Everyday routines will develop each child's understanding of boundaries, respect, expectations and consequences; developing their awareness of their own needs and the needs of others. This learning will also be embedded through a Personal, Social and Emotional curriculum that includes Social and Emotional Aspects of Learning activities, stories and songs. During the first part of the January term the Reception classes are introduced to our school values and explore their meaning through social stories. They also develop class charters showing the rights that they have and the way they should behave to respect these rights and the rights of others.

WHOLE SCHOOL AND CLASS CHARTERS

All members of the school community have roles and responsibilities in promoting and following these principles. Within class this is promoted by the creation of a class charter for each class throughout school. Each charter is created by the children and staff within the class and all sign up to it, agreeing to respect the rights for themselves and others. (See Appendix A).

WHAT CHILDREN CAN EXPECT OF STAFF TO PROMOTE BEHAVIOUR FOR RESPECT

- To know they will be treated fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions
- Expectations for behaviour are discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them. Consequences are also age appropriate
- To know that they can use the Wellbeing display to inform staff of how they are feeling at different points during the day. The children are responsible for moving their name/photo when the children come into school first thing in the morning and after lunch
- To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices
- The school uses restorative approaches in terms of finding positive solutions when things go wrong in school. Therefore children will always have the opportunity to repair any harm caused by reflecting on their behaviour and completing a 'Making Things better' postcard (KS1), form (KS2) or for children with SEND a verbal apology may be more appropriate. This should be completed during playtime
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school
- To provide Circle Time and a Personal, Social, Health, Citizenship and Emotional (PSHE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self esteem
- To take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as deliberately hurtful behaviour which results in an imbalance of power, is repeated over a period of time and where it is difficult for those being bullied to defend themselves
- That all staff will know and understand the Rights Respecting Behaviour Policy and that new staff will receive induction to make sure behaviour is treated consistently throughout the school

WHAT ADULTS IN SCHOOL EXPECT OF CHILDREN TO PROMOTE BEHAVIOUR EARLY YEARS

- To respond positively to boundaries that are set by staff, with support where needed
- To listen and respect each other
- To take part in activities that will help them understand their own needs and those of others
- To begin to think about others and show a developing awareness of other peoples' needs
- To play safely – indoors and outdoors
- To show kindness towards others and always use gentle hands
- To listen and work closely with their role model/key workers
- To work closely with the Parents/Carers and Pastoral Team and SENDCo

WHOLE SCHOOL:

To achieve this, we will prioritise key values and priorities across the school.

Key values:

- Respect for all.
- Resilience and Perseverance.
- Self-motivation and Expectation.
- Enthusiasm and Enjoyment.
- Teamwork and collaboration.
- Care and Empathy.

SEE APENDIX A: WHOLE SCHOOL CHARTER

OUR HOME SCHOOL AGREEMENT

School:

The school will do its best to:

- Provide an environment which has been risk assessed in response to the COVID-19 infection in consultation with Compliance Education
- Adhere to the social distancing rules as set out by the government as much as we reasonably can
- Provide a curriculum that meets the needs of your child's well-being, mental health and academic needs
- Contact parents/carers if your child displays symptoms of COVID-19
- Inform you if staff or children in your child's 'POD' test positive for COVID-19 as this will mean you will all need to self-isolate for at least 14 days
- Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well the expectations outlines in this agreement
- Communicate between home and school through notices, newsletters, text, email, and the school website/social media.

Pupil:

I will do my best to:

- Follow the rules that keep me safe

- Wash/Gel my hands as soon as I go into school
- Tell an adult if I feel unwell
- Not bring things into school from home, or take things home from school;
- Only use the equipment in my pack.
- Only enter and exit the school building from the designated gate
- Follow the catch it-bin it-kill it rules coughing and sneezing into elbow or tissue
- Regularly wash my hands using soap and water for 20 seconds
- Follow the rules at all times to maintain the safety of myself and others
- Display respect for all
- Develop resilience and perseverance
- Develop self-motivation and expectation
- Strive through enthusiasm and enjoyment
- Develop skills for teamwork and collaboration
- Displays care and empathy

Parent/Carer

To help my child at school, I know and understand that:

- If my child, or anyone in my household, shows symptoms of COVID-19, I will get them tested and I will let the school know as soon as possible
- If my child shows symptoms of COVID-19 at school, I will collect my child from school immediately. I will get them tested and I will let the school know as soon as possible via telephone
- When dropping off and picking up, I will stick to the school timings for my child
- I will ensure I will follow all systems the school implements for dropping my child off and picking up from site
- My child will not bring any non-essential items into school with them
- I will not be allowed into the school without a pre- arranged appointment – make appointments via telephone or email
- I need to support all staff in their efforts to create an ‘as safe as possible’ environment
- I will read all letters/messages/emails that are sent home
- I will inform the school of any changes to parents/carers and emergency contacts details
- If my child is deemed unsafe, he/she will be sent home and cannot return to school until they can be safe
- I will support my child to display respect for all
- I will help my child develop resilience and perseverance
- I will develop my child’s self-motivation and expectation
- I will help my child to develop skills for teamwork and collaboration
- I will promote and support my child with the skills of care and empathy

HOW WE WILL SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. We follow the SEND documents (dependent upon where you live) which lays out the graduated approach to support children effectively and as such we recognise that we need to differentiate support according to our children's SEMH needs. We use different levels and waves of intervention and ensure that expectations are appropriate and monitored alongside the assess-plan-do-review cycle of process.

There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school. Children who have specific needs that preclude them from accessing our RRS Behaviour Policy in the same way as the rest of the school are considered to be 'children beyond' (a term used by Jenny Mosley). Children with these needs may be supported by the Class Teacher/Teaching Assistant who is able to implement personalised rewards and sanctions as part of their Play Plan or Personal Provision Plan (PPP). This ensures that they continue to learn about making the right choices and the consequences of their actions but also allows them to be included during the whole school celebration assemblies each week. As mentioned above, personal support for children who are struggling to make good choices as a result of additional needs is put in place through a Personal Support Plan.

If you ask yourself what you want for your child, there is a high chance you will say 'I want my child to be happy'. We have your child's wellbeing as a top priority and we can support you in gently introducing and practising these essential life skills to help them feel happier and healthier. We can support with this through:

THE MULTI ELEMENT PLAN (MEP):

Will include support that may have been identified by the class teacher, Pastoral Team or another agency e.g. Educational Psychologist

May include a therapeutic intervention to help them:

- Become more confident
- Feel safe
- To have an increased ability to learn with others
- To have a quiet time to help them to remain calm (this may include sensory breaks)
- May have some adult support from the Pastoral Team or Learning Mentors identified at key times of the day in order for them to succeed
- Will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress

However, this does not mean that the child is unable to follow most of the school Behaviour Policy. They will be expected to try their best but individual needs will be taken into account whilst also considering the needs of all the children in our school.

The school has set up provision for SEND and vulnerable children during lunchtimes to ensure that they feel safe and secure and can spend time with a supportive adult.

ELSA SUPPORT <https://www.elsanetwork.org/about/>

- Recognising emotions
- Building resilience and self-esteem
- social skills
- Friendship skills
- Emotional regulation including anger management
- Loss and bereavement
- Use of story in ELSA work
- Empowering pupils to make informed choices

WELLBEING/NURTURE GROUP SUPPORT <https://www.nurtureuk.org/nurture/what-nurture-group>

Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship with professionals will always be nurturing and supportive, providing a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with many opportunities for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.

THE SIX PRINCIPLES OF WELLBEING/NURTURE SUPPORT

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

RELAXED KIDS SUPPORT <https://relaxkids.com/>

- We offer an opportunity for your child to recognise explore and manage emotions.
- We show children how to self-soothe by taking them to a calm place where they can give their brain a break from the constant stimulation
- We help you bond with your child, by encouraging a daily routine benefitting both them, yourself and the relationship between you
- Our age appropriate resources will accompany you and your child on a magical journey into the world of mindfulness and self-regulation
- We support you to help your child to build their resilience and tackle common problems like sleep, anxiety and low self confidence

CHALLENGING BEHAVIOUR

We believe that challenging behaviour can lead to children and staff not feeling safe in school.

Children whose repeated inappropriate behaviour is through choice and not as a result of an additional emotional, social or communication need will be given opportunities to make the right choices and change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations then a Behaviour Plan (BP) will be put in place to support the child and to prevent further exclusion. Where a BP is needed, the school will work closely with parent/carers.

Pupil Behaviour Plan:

- Is a way for school and home to work together
- Lasts for a short amount of time, approximately six (6) weeks
- Helps a child to become aware of their behaviour and then to make the right choices
- Has targets set with the child and parents/carers
- Targets need to be achieved and behaviour improved over the given time
- Targets will be reviewed with the child, parent/carer and or Class Teacher/SENDCo to ensure progress is being made
- Therapeutic intervention may form part of this process, as will rewards for achieving targets

When all the targets set have been achieved the expectation is that the child will no longer need a PBP and can follow school expectations, if targets are not met further assessment of need will be explored.

REWARDS AND CONSEQUENCES

Good behaviour is rewarded and praised at Whiston Willis. We actively look for good behaviour and praise and reward children for this in a variety of ways recognising that this raises pupils' sense of self-worth and their place within the school community. We will strive to acknowledge all known efforts and achievements of children, both in and out of school. Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged. Consequences for inappropriate behaviour choices will be enforced so that all children understand that there will be consequences for not making good choices.

EYFS/KS1

REWARDS FOR POSITIVE BEHAVIOUR

- Immediate praise and acknowledgement will be given for positive behaviours
- Stickers and visual behaviour aids e.g Rainbow, Sun and Cloud chart, stickers may be used to give immediate praise for positive behaviour
- In Foundation stage children are rewarded for their good behaviour. Positive verbal praise will be given to reinforce positive behaviours that demonstrate our school values such as - making good choices, sharing, cooperating with others, using gentle hands and kind words, being helpful to others and using good manners
- Staff will celebrate good behaviour through communication with parent/carers verbally and Whiston Willis postcards
- One child each week from each class will be chosen to be **Star of the Week, Learning Powers, Rights Respecting certificate**. This may be for behaviours for learning/learning dispositions such as

completing tasks (resilience) or trying hard with a new skill (courageous) or for positive behaviour/demonstrating the school values or respecting the rights as set out in the whole school/class charter.

REWARDS FOR POSITIVE BEHAVIOUR Key Stage 2

- Immediate praise and acknowledgement will be given for positive behaviours
- Stickers and visual aids may be used to give immediate praise for positive behaviour.
- **Star of the Week:** Each week children from each class are nominated by the class teacher to be 'Star of the Week'. Pupils receive a special certificate in our Foundation Stage, KS1 or KS2 virtual celebration assemblies for notable achievement in their learning, attitude to learning or for being an exceptional example of RRS behaviours or school values. Children and other adults in school can nominate children who are modelling our school values or respecting the school rights.

COMMUNICATING ACHIEVEMENT WITH PARENTS

Parents/Carers will be informed of good behaviour through the certificates and postcards, which can be sent home either daily or weekly. These will also be celebrated via TWITTER & school website.

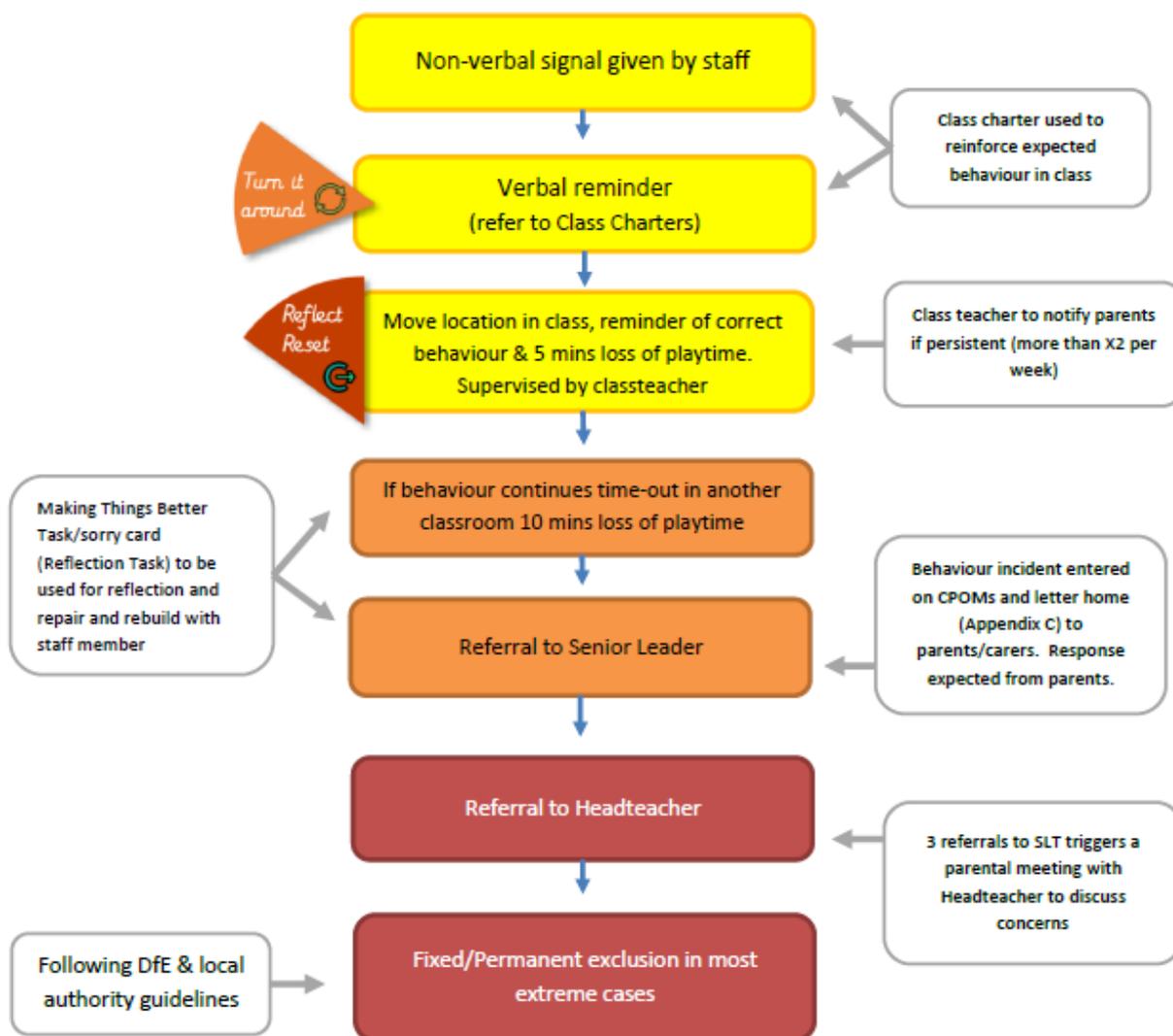
WHOLE SCHOOL CONSEQUENCES FOR NOT MAKING GOOD CHOICES

- Consequences are only given as a last resort, in most cases these can be avoided through adult support, interventions and good role modelling
- Children will be given a clear explanation of the consequence that might happen if they continue with an inappropriate behaviour
- Children always have the opportunity to reflect on, and 'turn,' their behaviour round
- Consequences for our young children are immediate and relatively short, this could include time out with a sand timer, reflection time in a quiet area or time out in another class which is appropriate to the child's age and needs. Each of these consequences is always followed by a discussion with an adult and the opportunity to repair any harm done through the completion of Time to Talk (Reflection task). Children with SEND may complete a social story and/or make a verbal apology depending on what is appropriate.
- Where behaviour is disrupting other children or threatening their own or others' safety, removal from the group or activity will take place and the child will be supported by an adult. If this happens, parent/carers will be informed and the teacher will record the incident on CPOMS.
- In the event that concerns are raised we will contact parent/carers and work with them to plan support for their child's development.

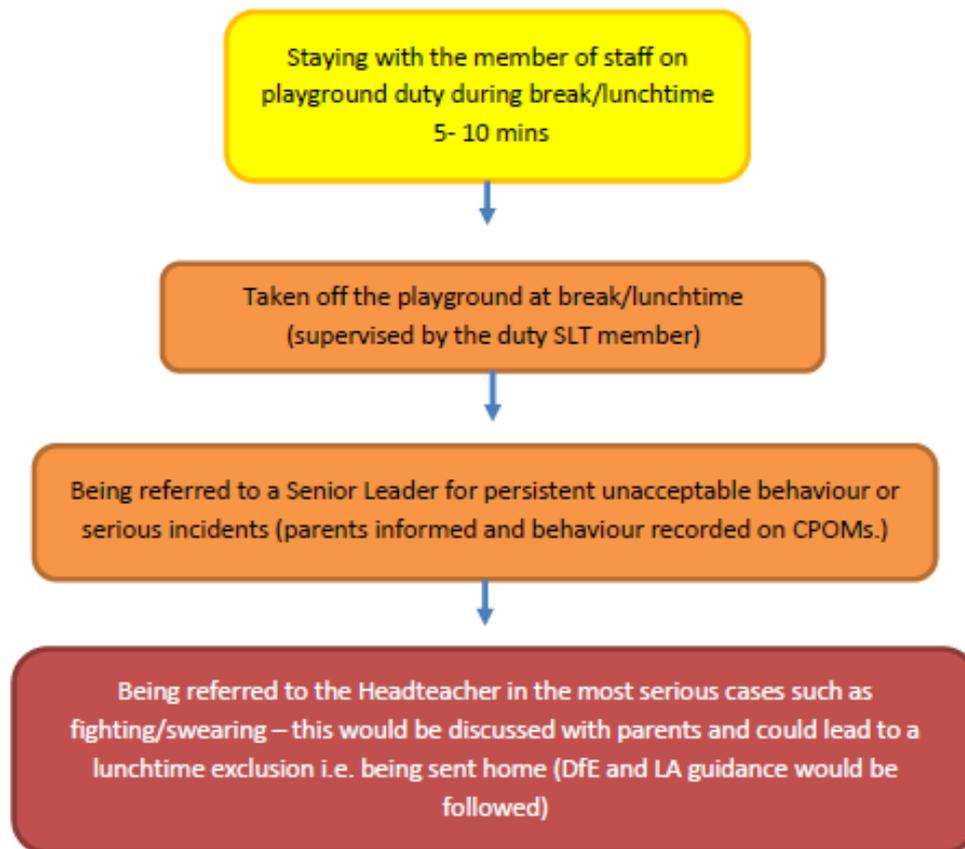
CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

- If minor low level behaviour presents itself this will be dealt with using individual classroom strategies to support good choices and prevent children from constantly requiring reflection time with the class teacher/ta
- If a child in the classroom has to be reminded about appropriate behaviour they will receive a verbal warning explaining that their behaviour may be preventing others from having the rights that are included in their classroom charter

- Should a child not respond positively to this and continue to behave inappropriately they would be asked to move to another place within the classroom this will result in a loss of X minutes playtime to reflect on their behaviour (CT to decide dependent upon the child)
- If this behaviour continues they may be asked to move to a different classroom which will result in a loss of 10 minutes playtime/lunchtime and reflection time.
- If a child misses their playtime more than twice in one week this needs to be recorded on CPOMs and parents should be notified. These will be monitored by the CT and reported to SLT and Pastoral Team
- Where children have specific needs to support an individualised risk assessment and behaviour plan will be put in place; supported through the Pastoral Team and could include outside agencies including the Outreach Behaviour Team, Education Psychologist, Speech and Language, Sensory Hive



AT PLAYTIME



Supervision of children who are having a 'time out' during playtime will be by the class teacher or member of staff on duty. Children who undertake loss of time at lunchtime will do so at the beginning of lunch and they will be supervised by their class teacher.

The maximum loss of playtime in any one day will not exceed 20 minutes. On occasions where a pupil fails to complete their work as a result of their behaviour, they will be expected to complete this during playtime in school or at home.

Teachers can move children directly to the end of the flow chart if behaviour displayed by a pupil is considered serious enough.

PLAYGROUND BEHAVIOUR

Our high expectations and standards of behaviour in school are continued outside on the playground. Children are rewarded with lunch time star stickers on a weekly basis by Mid-Day Assistants for following Whiston Willis whole school Charter. These awards could be for demonstrating our values:

- Friendly
- Caring
- Respectful
- Enthusiastic
- Ambitious
- Courageous

Or demonstrating behaviour which supports our playtime charter of rights:

- being helpful and taking on responsibility
- looking after other children
- helping to organise games
- being fair and considerate of other's needs
- alerting a member of staff if there are any safety issues
- being honest and truthful if issues arise

See Appendix B-Playground Charter

KEY STAGE 2 SANCTIONS

Disruptive and defiant behaviours in the classroom and on the playground will mean the child receives a warning. The warning will be issued for not responding to the strategies put in place in-order for the child to make good choices. The child will be asked to miss 10 minutes playtime and will receive a warning. If a child continues these behaviours throughout the week and receives three (3) warnings the Principal or Vice Principal will then make the decision to give the child a detention. Detentions are held in the Principal/Vice/Assistant Principal's office. Parents will be informed by phone and text that their child has received a detention so that they can talk to their child at home and reinforce the expected behaviour. Behaviours which undermine safeguarding such as violence or prejudiced-based insults may result in immediate action from the SLT/DSL and will depend upon the individual potential send needs of the child. Children who continue to make choices that are not in line with our school values and rights may receive sanctions that mean their privileges are removed such as a trip, sporting event or end of term celebration.

KEY STAGE 2 YELLOW LIGHT PROCEDURE

Major misbehaviours in the classroom and playground such as: swearing, deliberately hurting another child e.g. hitting, slapping, kicking, etc will result in a yellow card/light being issued directly to that child. The class teacher will communicate with the parents to explain the incident. Any behaviour warranting a yellow light remains live for two (2) weeks and then is considered spent if the behaviour has improved during that time. If, during the two (2) week period, a second light is triggered, the parents will be notified by Phase Leader and a second two (2) week period is added to the remainder of the first. Should another incident occur during this time period, the aggregation of incidents will warrant a red light being triggered rather than a third yellow card. All yellow light incidents should be recorded on CPOMS and labelled as 1st or 2nd incident to ensure a chronology of events for Parents/Carers, SLT and Staff.

RED LIGHT PROCEDURE

Extreme misbehaviours in the school such as: swearing directly at a member of staff and extreme aggression) will result in a red light being issued directly to that child by the Principal, Vice Principal, Assistant Principal or Pastoral Team. Class Teacher will record the incident on CPOMS and follow actions recorded by SLT. Parents will be notified as well as receiving a letter to inform them of the incident. Red lights can only be issued directly for extreme behaviours. (In most other cases teachers should have records of the build-up to a red light scenario recorded on CPOMS).

Red light incidents are to be dealt with by the Principal, Vice Principal, Assistant Principal, Phase Leads or Pastoral Team. Relevant staff will need to record the incident on CPOMS and state that it is a red light incident.

When appropriate the pupil will not return to the classroom for the duration of the school day.

When a red light is issued the Principal/Vice Principal/Assistant Principal/Phase Lead/Pastoral Team will communicate with the parent/carer to discuss the behaviour that resulted in the light being issued followed by a letter. A meeting will be arranged between relevant staff with the aim of deciding next steps.

Behaviour that triggers a red light will remain live for a period of 12 weeks. In this time it is hoped, that with support, the child's behaviour will improve. Parents will be advised that any further misbehaviour during this time period could result in restorative practice delivered by the Pastoral Team.

FURTHER RED LIGHT PROCEDURES

If a child receives their second red light in short amount of time ($\frac{1}{2}$ term) then parents/carers will be informed again by phone and also a letter will be sent to invite them to attend a meeting between all relevant parties. In this meeting a personal behaviour support plan will be agreed.

If a child receives their third red light then s/he may be excluded from school for a period of time at the discretion of the Principal.

It should be noted that in certain situations the Principal/Vice Principal may move directly to exclusion.

RECORDING OF PUPIL BEHAVIOUR

All Yellow and Red Lights issued should be recorded on CPOMS.

It is crucial that all staff record behaviour dealt with at this level so that the school has accurate data with which to work.

If there are follow up meetings / phone calls with parents about incidents then these should be recorded on CPOMS.

FIXED-TERM AND PERMANENT EXCLUSIONS

Exclusion from Whiston Willis is only ever resorted to when it is the final option, as we actively seek to be inclusive. Only the Principal (or the Vice Principal in their absence) 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. (These will not be more than 15 days in any one term.) The Principal may also exclude a child permanently.

The Principal and governing body must take account of their statutory duties in relation to special educational needs (SEND) when administering the exclusion process. This includes having regard to the SEND Code of Practice. (Exclusion from maintained schools, Academies and pupil referral units in England, 2014)

If the Principal excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. After a child has been excluded, the child and parents/carers are asked to attend a re-entry interview.

The Principal 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. For all other exclusions the Principal must notify the local authority and governing body once a term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

THE ROLE OF THE CLASSTEACHER

BEHAVIOUR CHECKLIST FOR TEACHERS CLASSROOM

- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display rules in the class - and ensure that the pupils and staff know what they are
- Display the tariff of sanctions in class
- Have a system in place to follow through with all sanctions
- Display the tariff of rewards in class
- Have a system in place to follow through with all rewards
- Have a visual timetable on the wall
- Follow the school behaviour policy

PUPILS

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs; behaviour is communication

TEACHING

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

PARENTS

- Give feedback to parents/carers about their child's behaviour - let them know about the good days as well as the bad ones.

THE ROLE OF THE PRINCIPAL

It is the responsibility of the Principal, under the School Standards and Framework Act 1998 section 6.1 (Responsibility of Governing Body and Principal for discipline), to implement the school RRS Behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal/Vice Principal keeps records of all reported serious incidents of misbehaviour.

There may be some instances where a child's behaviour is so extreme it may warrant immediate action including- contacting parents and possible fixed term exclusion. This would include violence against another individual, deliberate damage to property, abusive language directed at staff or threatening behaviour.

THE ROLE OF PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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 immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable and fair sanctions in response to an incident, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Phase Leader, Vice Principal and finally the Principal. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

RESTORATIVE APPROACHES

At Whiston Willis we believe in a restorative approach to resolving conflict and staff are encouraged to use restorative language when dealing with incidents between children. These principles promote telling the truth, taking responsibility, acknowledging harm as appropriate to the conflict and, in doing so, create accountability. These approaches allow incidents to be resolved in a fair and supportive framework enabling children to talk about their feelings and behaviour and to repair any harm done.

PHYSICAL INTERVENTION

In acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force to control or restrain. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe.

Physical intervention is only used when children are putting themselves, other children or staff in danger of harm, **but is only used as a last resort and by a member of staff who has received appropriate training i.e. Positive handling, when all other options have been exhausted.**

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

Parents will be informed of serious incidents involving the use of reasonable force.

We aim for each child to have a fresh start each day.

MONITORING AND EVALUATION

All staff have a responsibility for monitoring behaviour at Whiston Willis, however the Principal and other senior members of staff will also use contextual data (e.g. age, gender, SEND, etc) when monitoring and evaluating behaviour. Staff will use their monitoring to help them to understand any patterns that may be emerging. This will give staff a greater insight into the needs of individual children. This information will help staff to reflect upon how best individual children can be supported. This will also assist when sharing incidents with parents because it provides factual information and is not anecdotal.

HOW WE ENSURE THIS POLICY MEETS OUR DUTY UNDER THE PREVENT STRATEGY (SECTION 26 OF THE COUNTER- TERRORISM AND SECURITY ACT 2015.

The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

- Consequences for our young children are immediate and relatively short, this could include time out with a sand timer, reflection time in a quiet area or time out in another class which is appropriate to the child's age and needs. Each of these consequences is always followed by a discussion with an adult and the opportunity to repair any harm done through the completion of a Sorry Card or Making Things Better Task (Reflection task). Children with SEND may complete a social story and/or make a verbal apology depending on what is appropriate.
- Where behaviour is disrupting other children or threatening their own or others' safety, removal from the group or activity will take place and the child will be supported by an adult. If this happens, parent/carers will be informed and the teacher will record the incident on CPOMS.
- In the event that concerns are raised we will contact parent/carers and work with them to plan support for their child's development.

LINKED POLICIES

- Safeguarding Policy
- Attendance Policy
- Anti-Bullying Policy
- Online Safety policy
- Equal Opportunities Policy
- SEND Policy

SUPPORTING ORGANISATIONS AND GUIDANCE

- GETTING THE SIMPLE THINGS RIGHT: Charlie Taylor's behaviour checklists-DfE
- NSPCC - Bullying and Cyberbullying <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>
- Childline – Bullying and advice on coping and making it stop <https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>
- NSPCC Briefing for schools, academies and colleges in England for tackling bullying www.nspcc.org.uk

- <http://www.ofsted.gov.uk/resources/no-place-for-bullying>
- <http://www.stopbullying.gov/>
- <http://www.beatbullying.org/> this site includes free and confidential support and advice for individuals, information for teachers, school staff, parents and young people.

APPENDIX A: WHOLE SCHOOL CHARTER

Article 28 - Every child has the right to a quality education. Discipline in schools must respect children's dignity and their rights.

Children will respect this right by:

- Use of learning powers.
- Use of growth mindset.
- Asking questions.
- Taking turns and contributing to lessons.
- Having good attendance and being punctual.
- Always trying their best.

Adults will respect this right by:

- Understanding the importance of the voice of the child.
- Creating a calm, positive learning environment.
- Ensuring all children understand their learning.
- Providing opportunities for children to build on their skills and understanding.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It should help them to live peacefully, protect the environment and respect other people.

Children will respect this right by:

- Supporting each other's talents.
- Showing resilience in our learning.
- Making contributions to class and sharing ideas.

Adults will respect this right by:

- Listening and encouraging children.
- Providing a calm and positive learning environment.
- Encourage and value the talents and interests of all children.

Article 19 - Every child has the right to be protected from being hurt or mistreated, physically or mentally.

Children will respect this right by:

- Walking sensibly around the school environment.
- Listening to adults.
- Acting respectfully to each other in class and around the school environment.

Adults will respect this right by:

- Looking after all children and provide care for them when hurt or injured.
- Praise sensible behaviour around school.
- Promote the welfare of all children.

Article 12 - Every child has the right to express their views, feelings and wishes in all manners affecting them and to have their views considered and taken seriously.

Children will respect this right by:

- Developing confidence to share their ideas.
- Showing respect for other children's ideas.
- Actively listening to other children's ideas.

Adults will respect this right by:

- Encouraging and valuing all children's ideas.
- Using a range of speaking and listening activities in class.
- Providing opportunities for children to speak and collaborate in lessons.

PLAYGROUND CHARTER

Article 39 - A Right to Play

Adults will look after children who are outside. Adults will organise games and equipment and teach children new games. Adults will make sure the rules are fair.

We will play by the rules and allow others to join in their games, and share outdoor equipment. Keep hands and feet to ourselves.

Article 36 - A Right to be Safe

Adults will make sure the gates are locked. Adults will check that equipment is safe. They will encourage sensible behaviour and keep us safe.

We will use the equipment sensibly and treat others as we would like to be treated ourselves.

Article 15 -The Right to Join Different Groups

Adults will teach new skills/games. Adults will encourage children and make sure games are fair and that children are having fun.

We will respect the expectations of the group, and welcome all newcomers. We will try something new.

Article 39 - A Right to Medical Care

Adults will provide first aid if we are hurt

We will play sensibly and accept help from others.

Appendix C

First behaviour letter

Dear XXX,

Recently, your child, XXX has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter,

Dear XXX,

Following my previous letter regarding the behaviour of XXX, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear XXX,

I am sorry to report that, despite meeting and creating a behaviour contract, xxx has continued to misbehave.

XXX would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Principal, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____