



Weare Academy C of E First School

Behaviour Management Policy

This policy applies to Weare C of E Academy First School. It will be reviewed by the Local Governing Body every 2 years or as necessary to reflect changes in the school's strategy, or UK/EU law and any changes will be brought to the attention of all staff.

Written: December 2023

Next Review: December 2025

Signature:

Date:

Name: Mrs Felicity Gibb

Position: Acting Headteacher

Signature:

Date:

Name: Mr William Fox

Position: Chair of Governors

School Vision: All Can Achieve

- Everyone is valued and respected
- Relationships grow through kindness and compassion
- We appreciate and show the importance of forgiveness
- We recognise and are thankful for the opportunities we have
- We are responsible for making the most of ourselves, each other and the world around us.

This is underpinned by our school's vision and aims, and further embedded by our Christian Values.

Thankfulness <i>Psalm 107:1</i>	Kindness and Compassion <i>1 Corinthians 16:14</i>	Respect <i>1 Peter 2:16</i>	Forgiveness <i>Matthew 18:22</i>	Responsibility <i>Colossians 3: 23</i>
---	--	---------------------------------------	--	--

At Weare C of E Academy First School, we believe that:

Children who feel safe, valued and successful are likely to respond in a more positive way. Children are more likely to feel safe and secure in a predictable environment, enabling them to take risks in their learning. When they feel happy and secure they learn better. Children are taught to self-regulate and manage their feelings and know how and when to seek help. It also ensures that everyone benefits fully from the opportunities available to them - intellectually, emotionally, socially and morally.

INTENT

- To develop an awareness of the children's rights and responsibilities within the school community and beyond.
- To create a safe, calm and orderly environment where there is mutual respect and unconditional positive regard for all.
- To promote staff acting as positive role models to reinforce appropriate behaviour.
- To reinforce and reward positive behaviour.
- To create a caring environment where there is mutual respect and understanding for everyone within the school and the wider community.
- To develop self-esteem and self-respect and encourage a sense of belonging.
- To develop a sense of self discipline, self-control and a concern for the well-being of others.
- To generate pride and a feeling of shared responsibility for the school environment.

To Achieve these aims the following apply:

- Mutual respect is fostered between adults and children alike. It is expected that the children's behaviour and the adult's responses will be consistent throughout the school day in both structured and unstructured situations.
- Through daily contact, formation of class and playground charters, circle and Collective Worship times the children are:

- Encouraged to ensure their behaviour is such that the values and ethos of the school are always upheld.
- Encouraged to think about and uphold the agreements we have in school to ensure understanding and ownership.
- Asked to think about their own behaviour and the effect it will have on others.
- Given strategies for coping with inappropriate behaviour e.g. using Stop, Walk, Talk and reporting incidents or worries to an adult.

IMPLEMENTATION

- The promotion of good behaviour is the joint responsibility of all adults within the school (teachers, classroom assistants, lunchtime staff, play leaders and volunteers) working with the co-operation of parents.
- Effective communication is key between the adults working in the school. This includes keeping parents informed about any incidents of inappropriate behaviour and how we will work in partnership to promote positive and good behaviour throughout the school.
- A consistent but flexible approach is essential where adults consult with each other wherever necessary.
- All adults work collectively to develop and reinforce good behaviour.
- We reinforce praise and encouragement as well as self-respect and self-esteem.
- All adults work collectively to develop and reinforce good behaviour.
- We reinforce praise and encouragement as well as self-respect and self-esteem.
- The school uses the Playground Agreement at play and lunchtimes to promote positive behaviour. (See Appendix 1)
- Encourage the children to develop ways they can resolve problems and always seek adult support when necessary. (See Appendix 2 – ‘Stop Walk & Talk’)

Promoting Positive Behaviour:

We promote and encourage children to behave in a consistently acceptable way by using a range of strategies both in classrooms and in the playground.

- Linking positive behaviour to our Golden Rules.
- Acting as positive roles models in our interaction with others.
- To support behaviour in the classroom, every class agrees a Class Charter in conjunction with the children and class teacher which are displayed in the classrooms to remind the children about expectations.
- The school uses the Playground Agreement at play and lunchtimes to promote positive behaviour. (See Appendix 1)
- Setting clear boundaries of expectation and why these are necessary.
- Encourage the children to develop ways they can resolve problems and always seek adult support when necessary. (See Appendix 2 – ‘Stop Walk & Talk’)
- Plan opportunities for evaluation and self-reflection in the classroom and whole school service.
- Reinforce the value of a sincere apology and accept forgiveness through restorative justice.
- Provide a stimulating environment which encourages positive behaviour.
- Promote strategies for inclusion by encouraging an inclusive culture.
- Liaising with outside agencies to engage support where necessary.

Rewards and Strategies:

- Giving praise, both verbal and written.
- Class Dojos for positive behaviour.
- Head teacher Stickers.

- Golden Table – each week the lunchtime supervisors choose two children from each year group who have been spotted following the Golden Dining Hall Rules. They receive a golden ticket and have Friday lunch at the Golden Table with a teacher.
- House points are awarded if pupils are nominated for Golden Table and at other events and opportunities throughout the year. The House cup is awarded, by the House Captains, to the house with the highest scoring points once a half term at the Celebration Service
- **Celebration Service:**
 - Merit Badges – one child in each class will be chosen for excellent work.
 - Christian Value Award – one child in each class who demonstrates attributes of the current Christian value in focus will be nominated by their teacher/assistant at Celebration Service
- Praise Postcards sent home to children (half termly)

THE GOLDEN RULES are displayed in each classroom and in place across the whole school. Children will understand how the Golden Rules apply to each part of their school life. These are simple, easy to understand and are discussed regularly with children so that they know what the rules are and why they are important.

THE GOLDEN RULES are:

- We are gentle and honest
- Everyone listens actively
- Always be kind and helpful
- Ready to work hard
- Everyone looks after property

These also apply in the playground, being kind includes playing well with others and making sure others are included at play time.

THE GOLDEN DINING HALL RULES:

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone
- We use good table manners

SCHOOL SYSTEMS:

Home School Agreement - This has been created in consultation with staff, parents and children and are signed by all parents at the point of entry to school. The agreements are acknowledged and signed and outline the acceptable level of behaviour expected during school. Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

Dealing with Inappropriate Behaviour/Sanctions linked to Wessex Learning Trust Behaviour and Inclusion Stages (in colour)

When responding to inappropriate behaviour, all teachers should use a consistent approach in line with the suggestions below. *Incidents should be dealt with so that there is a resolution within the same day, or as soon as possible, with the aim of promoting positive behaviour (this is unless it has reached Red Card Stage 1)*

If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented. Sanctions should only be issued if the incident is witnessed by an adult. If not witnessed by an adult, mediation and warning should be given through discussion and the children concerned monitored through observation.

We believe that behaviour is a form of communication. We take time to think of what the triggers could be and how to support the child.

Any child who has displayed inappropriate behaviour is always given the opportunity to reflect and repair. The process should be as follows:

- We talk through what has taken place, listening to the child’s perspective. We help the child develop an understanding of right and wrong choices and the impact these might have on others.
- We ensure the child is given the opportunity to apologise to those involved, keeping in mind how shame and embarrassment may impact on a child (in some situations it might be more appropriate for a child to write a letter or note of apology)
- We ensure the child is clear about their inappropriate behaviour and help with ideas to prevent it reoccurring.

All staff are clear that they communicate it is the behaviour which is disapproved of, not the child.

Stage One: (this is led by the teacher)

Green card is cool	Green is cool A clear verbal reminder is given followed by a statement of what is expected, starting with the child’s name so they are clear it relates to them. <i>This should be done in a calm voice.</i>
Amber card is a warning (two warnings)	1. Using child’s name - warning so now you need to move away (within the classroom) The reason for this should be briefly and clearly explained, again starting with the child’s name. <i>It should not interrupt the flow of teaching.</i> No dialogue with the child should be entered into. 2. If the child continues to ignore the warning, the consequence is missing 5 minutes of play (this can be earned back if the child changes their behaviour)
Red card is too hot	<ul style="list-style-type: none"> • Following two warnings the child should now go and report to a senior member of staff (Headteacher or SENCO) and playtime is suspended. • Parents will be informed if their child is causing significant concern. • Any inappropriate physical behaviour results in a red card and parents are always informed.

	<ul style="list-style-type: none"> • Red card incidents are recorded and monitored by the Senior Leadership Team on the whole school Behaviour Log. • An additional measure such as an individual behaviour support plan to support behaviour management may be put in place, in consultation with the SENCO and Parents.
--	---

Whilst these measures outline our immediate responses to inappropriate behaviour, as a school we believe every effort should be made to discover the underlying reasons for such behaviour. Time is allowed for discussing incidents in detail with all parties involved, in an attempt to resolve areas of conflict and to find positive ways forward. Children are also encouraged to say sorry and forgive each other.

In certain circumstances it may be necessary to use reasonable force to control or restrain pupils. Procedures are detailed in the school's Physical Intervention Policy. Staff have been trained in the safe handling of children who may be endangering themselves or others.

Staff will maintain close links with parents / carers and ensure they are communicating about children's good behaviour regularly.

Play and Lunchtime Strategy for Behaviour Management:

The Playground Agreement is a summary of children's rights and responsibilities in the playground and is reviewed in consultation with children and staff at the beginning of each year (See Appendix 1). Children are encouraged to use the 'Stop, Walk and Talk' strategy (Appendix 2) to help with managing any dispute which might occur or if they are worried and need to talk to an adult.

An **Amber and Red card system** is used at play and lunchtime. This is summarised in Appendix 4.

Cards should only be shown (on lanyards) if the incident is witnessed by an adult. If an incident is not witnessed by an adult, mediation and warning should be given through discussion and the children concerned monitored through observation using the Restorative Justice model.

Children receive a clear verbal warning followed by a statement of what is expected for any unsuitable behaviour and given a chance to make better choices. This should be done in a calm voice.

Green card is cool	Green is cool A clear verbal reminder is given followed by a statement of what is expected, starting with the child's name so they are clear it relates to them. <i>This should be done in a calm voice.</i>
Amber card is a warning two warnings)	1. If a child continues to make poor behaviour choices they will be asked to sit on the bench for 5 minutes to allow some time to calm down and reflect on their actions. They will be invited back to play by the supervising adult, with clear expectations of behaviour made clear. 2. If the same behaviour persists then the child is taken to the Head teacher /member of SLT which will result in 10 minutes away from the designated play area. The Class teacher is made aware and the behaviour is recorded on a behaviour log. The child will be invited back to play with clear expectations of behaviour made clear.

Red card is too hot	<ul style="list-style-type: none"> • Following two warnings the child should now go and report to a senior member of staff (Headteacher or SENCO) and playtime is suspended. • Parents will be informed if their child is causing significant concern. • Any inappropriate physical behaviour results in a red card and parents are always informed. • Red card incidents are recorded and monitored by the Senior Leadership Team on the whole school Behaviour Log. <p>An additional measure such as an individual behaviour support plan to support behaviour management may be put in place, in consultation with the SENCO and Parents.</p>
----------------------------	--

Suspension (Stage Two)

This is issued immediately following any extreme unacceptable behaviour. The child will be sent straight to the Headteacher/ Deputy Headteacher. Parents/Carers will be contacted immediately and asked to come to school. A formal letter will also be issued, and a copy placed on the child's school record.

Unacceptable behaviour includes rudeness and aggression, fighting or physical attacks of any kind, using inappropriate language, refusing to follow instructions, being unkind or using threatening behaviour, any behaviour which is offensive or disrespectful. Teachers will physically separate pupils found fighting.

For persistent concerns and a number of suspensions, stage three and stage four procedures from the Wessex Learning Trust Behaviour and Inclusion stages will be followed.

Exclusions from School:

We will do all that we can to support all children in accessing all aspects of school life through early intervention, the providing of additional resources and working in close partnership with the families and outside agencies concerned. In rare cases, it may be necessary to exclude a child from school. This will only be considered after all other possible avenues have been explored. A decision to exclude a child will only be taken in response to serious breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Behaviour management record:

A behaviour management record may be used, where appropriate, to support children who need regular intervention linked with behavioural difficulties. This provides a means of communication to share with parents, SENCO and appropriate professionals when necessary.

Recording Behaviour:

Behaviour is logged by staff on the Whole school Behaviour Log, in order to maintain an accurate picture of the way each child conducts themselves and of behaviour across the school. It will also inform any intervention that needs to be put in place to support a child in managing their behaviour.

Anti-Bullying: The school promotes an anti-bullying culture and the Anti Bullying Policy outlining our approach should be read in conjunction with our Behaviour Management Policy.

The Role of Governors:

The governors have endorsed this policy and, with the Headteacher, will review its

effectiveness every 2 years. Together, they will ensure that the policy is administered fairly and consistently. The governing body has the responsibility of reviewing guidelines on the standards of discipline and behaviour, and their effectiveness. The governors support the head teacher in carrying out these guidelines. The governors advise staff and parents to read related policies for further information on expectations of good behaviour and response to inappropriate or unacceptable behaviour:

- Online-safety
- Anti-Bullying
- Equality Statement and Objectives
- Healthy Eating
- Exclusion
- Positive Handling Policy
- Child Protection Policy

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnic, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice and stereotyping.

IMPACT:

This policy has been written to manage the behaviour in our school in the best possible way. If it is to be effective it must be used by our whole school community with confidence and consistency. The policy is to be reviewed regularly (every two years) and updated as necessary in the light of experience.

We believe it is important that the school adopts a clear and consistent approach to behaviour which can be adopted by all staff, pupils and parents.

- Everyone has the right to feel secure and valued at school.
- Everyone is expected to show kindness and tolerance for others.
- Everyone is expected to behave in a responsible manner.

Our aim is to establish a caring school ethos where the quality of all relationships is positive.

We help the children to develop self-discipline by providing the opportunities for them to make independent choices, becoming increasingly responsible for their own behaviour.



Weare C of E Academy First school and Rainbow Woods Playground Agreement

We have the **right** to:

- Play with others
- Play and lunchtimes
- Play with the equipment
- Be respected
- Be looked after

We have the **responsibility** to:

- Use Stop, Walk, Talk
- Respect and listen to others
- Use the equipment safely
- Share equipment with other friends
- Keep ourselves and others safe



STOP, WALK, TALK

If you need some help at play or lunchtime, what should you do?

STOP (Stop and think about what you are saying or doing)



WALK (If you are unsure about what to do, turn around and walk away)



TALK (Go and find a grown-up who can help you and talk to you)



Appendix 3

Classroom Behaviour Management Strategy

If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented. Sanctions should only be issued if the incident is witnessed by an adult. If not witnessed by an adult, mediation and warning should be given through discussion and the children concerned monitored through observation. **All staff are clear that they communicate it is the behaviour which is disapproved of, not the child.**

Stage One: (this is led by the teacher)

<p>Green card is cool</p>	<p>Green is cool A clear verbal reminder is given followed by a statement of what is expected, starting with the child's name so they are clear it relates to them. <i>This should be done in a calm voice.</i></p>
<p>Amber card is a warning (two warnings)</p>	<p>1. Using child's name - warning so now you need to move away (within the classroom) The reason for this should be briefly and clearly explained, again starting with the child's name. <i>It should not interrupt the flow of teaching.</i> No dialogue with the child should be entered into. 2. If child continues the consequence is missing 5 minutes of play (this can be earned back if child changes behaviour)</p>
<p>Red card is too hot</p>	<ul style="list-style-type: none"> • Following two warnings the child should now go and report to a senior member of staff (Headteacher or SENCO) and playtime is suspended. • Parents will be informed if their child is causing significant concern. • Any inappropriate physical behaviour results in a red card and parents are always informed. • Red card incidents are recorded and monitored by the Senior Leadership Team on the whole school Behaviour Log. • An additional measure such as an individual behaviour support plan to support behaviour management may be put in place, in consultation with the SENCO and Parents.

Appendix 4

Lunchtime Behaviour Management Strategy

If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented. Sanctions should only be issued if the incident is witnessed by an adult. If not witnessed by an adult, mediation and warning should be given through discussion and the children concerned monitored through observation.

<p>Green card is cool</p>	<p>Green is cool A clear verbal reminder is given followed by a statement of what is expected, starting with the child's name so they are clear it relates to them. <i>This should be done in a calm voice.</i></p>
<p>Amber card is a warning. (two warnings)</p>	<p>1. If a child continues to make poor choices in their behaviour, they will be asked to sit on the bench for 5 minutes to allow some time to calm down and reflect on their actions. They will be invited back to play by the supervising adult, with clear expectations of behaviour made clear. 2. If the same behaviour persists then child is taken to Head teacher /member of SLT which will result in 10 minutes away from the designated play area. The Class teacher is made aware recorded on behaviour log. Child will be invited back to play with clear expectations of behaviour made clear.</p>
<p>Red card is too hot</p>	<ul style="list-style-type: none"> • Following two warnings the child should now go and report to a senior member of staff (Headteacher or SENCO) and playtime is suspended. • Parents will be informed if their child is causing significant concern. • Any inappropriate physical behaviour results in a red card and parents are always informed. • Red card incidents are recorded and monitored by the Senior Leadership Team on the whole school Behaviour Log. • An additional measure such as an individual behaviour support plan to support behaviour management may be put in place, in consultation with the SENCO and Parents.