



# Weare Academy

## C of E First School

All Can Achieve

### Behaviour Policy

Policy Updated:	September 2024
Reviewed by:	Chelsey Dover, Headteacher
Approved by LPB:	William Fox, Chair of LPB
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# Contents

1. Aims.....	3
2. Legislation and statutory requirements .....	3
3. Rationale .....	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Rewards and sanctions .....	5-8
7. Behaviour management.....	8-10
8. Pupil transition.....	10
9. Training .....	10
10. Monitoring arrangements.....	10
11. Links with other policies .....	11
Appendix 1: Weare Academy and Rainbow Woods Playground Agreement .....	12
Appendix 2: Anti-bullying Policy .....	13-15
Appendix 3: STOP, WALK, TALK .....	16
Appendix 4: Our Behaviour Curriculum.....	17-24

## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- 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 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.

Safeguarding is central to our aims and more details can be found in our WLT Safeguarding Policy.

At Weare Academy we aim to make it easy for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are relentlessly bothered about establishing excellent behaviour.

**At Weare Academy we aim to:**

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Embed our Golden Rules: be responsible, be respectful, be safe.
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Encourage pupils to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that all individuals at Weare Academy are treated fairly and shown respect.
- Provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- Ensure that excellent behaviour is the minimum expectation for all.

## 2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- Searching, screening and confiscation at school
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- School suspensions and permanent exclusions
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-

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- bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

### 3. Rationale

#### **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.

#### **At Weare, we 'make it easy to behave and hard not to' through:**

- Having clear and concise rules, routines, rewards and sanctions that everyone follows.
- Teaching, not telling, children how to behave.
- Ensuring all adults are calm, consistent and fair in their response to behaviour.
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see.
- Adapting our approaches, where needed, for specific pupils with additional needs.

#### **The Golden Rules of Weare Academy:**

There are 3 key behaviour principles at Weare, which we refer to as the 'Golden Rules', which are:

- **Be responsible**
- **Be respectful**
- **Be safe**

#### **Expectations**

The way we talk with each other, parents, carers, visitors and children is vital. Whether we are in the playground, in the classroom, in the corridors or in the staffroom, we should always remember our responsibilities as role models of our school ethos and values through leading by example. We expect all children and adults to respond to others calmly, sensibly and with respect. Since we expect children to do this, we must also ensure that adults set the right examples for them to follow. Children must be taught to respect all members of staff as their educators. As adults we understand it's our responsibility to uphold professional boundaries with all children whilst maintaining positive relationships.

Our Behaviour Curriculum (See Appendix A) outlines how all staff explicitly teach our children about behaviour through our Golden Rules and Routines.

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## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. See **Appendix 2**

## 5. Roles and responsibilities

### The Local Partnership Board

- The LPB is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### The Headteacher

- The Headteacher is responsible for reviewing and approving this behaviour policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- The Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.
- The Headteacher will ensure that the data from the behaviour records are reviewed on a termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### Staff

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Staff are responsible for implementing the behaviour policy consistently, including through the modelling of positive behaviour and providing a personalised approach to the specific behavioural needs of particular pupils. The senior leadership team will support staff in responding to behaviour incidents.

#### **The role of the Teacher and Teaching Assistants**

- To clearly identify through classroom rules and routines and verbal reinforcement, expected positive behaviours.
- To emphasise and identify positive behaviours.
- To ensure and maintain a well-organised, calm and ordered physical space for learning and development.
- To seek advice from other staff if a child is having difficulty in following the behaviour policy.
- To communicate positive and negative behaviours quickly and effectively to parents in an open, honest manner that reflects the school ethos.

#### **The Role of All Adults in School**

- To lead by example.
- To clearly identify through school rules and verbal reinforcement, expected positive behaviours.
- To emphasise the positive and clearly and regularly identify positive behaviours.
- To ensure and maintain a well organised & calm environment.
- To report positive and negative behaviour to class teachers consistently, effectively and sensitively.
- To calmly seek advice from other staff if a child is having difficulty in following the behaviour policy.

#### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's class teacher promptly

## **6. Rewards and Sanctions**

#### **Rewards**

Within our school, there are several types of positive praise and rewards used:

1. **Verbal Positive Praise** - this can be given anywhere, by anyone to anyone. It is perhaps the most frequently used reward and is given for work, effort or behaviour.
2. **Class Dojo** – Dojo is used in every class to track and encourage positive behaviour. Each child has their own avatar and staff can award house points to children for positive behaviour choices and for demonstrating our 6 values: **Respect, High Aspirations, Kindness, Resilience, Responsibility & Curiosity**.
3. **Stickers** – children can be given stickers as praise throughout the day by any members of staff.
4. **Star of the Week** – A Star of the Week is chosen in each class every Friday, their name is announced in celebration service and they receive a special certificate.
5. **Weare Citizen's Award** - A pupil is chosen each week for demonstrating the attribute we are focusing on that term (Aspirational, Respectful, Resilient, Responsible, Kind & Curious) & their name is announced in celebration service and they receive a special certificate.
6. **Hot Chocolate with the Headteacher & Postcards Home** – Class Teachers are able to nominate children once a term for going above and beyond when at school. They let the Headteacher know, who writes a postcard home to their parents to celebrate their achievement. The nominated children are also invited to have hot chocolate with the Head.

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## Sanctions

Sanctions may depend on the age, maturity and SEND needs of the child/children involved. The stages of sanctions are outlined as follows:

Level:	Examples of Behaviour Observed	Suggested sanction/strategies
1. <b>Lowest level:</b> <b>Verbal</b> <b>Warning</b>	<ul style="list-style-type: none"> <li>• Failure to follow instructions</li> <li>• Refusal to return to class</li> <li>• Refusal to complete work as asked</li> <li>• Lack of respect to adults (answering back or rudeness) or peers</li> <li>• Failure to look after school resources and property</li> <li>• Low level disruption during lesson (once)</li> <li>• Rough play that could result in physical harm</li> <li>• Repeatedly calling out in class</li> </ul>	<p>Give a clear verbal warning using 1:1 behaviour script conversation: <i>I am giving you a Verbal Warning...</i></p> <ul style="list-style-type: none"> <li>• <i>I can see...</i></li> <li>• <i>Remember when...</i></li> <li>• <i>You need to...</i></li> <li>• <i>I am going to give you a choice...</i></li> </ul> <p><b>Walk away and expect it to stop</b></p>
2. <b>Low Level:</b> <b>Teacher</b> <b>Sanction</b>	<ul style="list-style-type: none"> <li>• Continuation of behaviours observed in Stage 1 despite verbal warning</li> </ul>	<p><b>Show Yellow Card</b></p> <p>Class teacher to decide on appropriate sanction, which may include:</p> <ul style="list-style-type: none"> <li>• Child is moved to work in quiet area of classroom</li> <li>• Child kept behind for a few minutes of playtime to reflect and discuss with an adult</li> <li>• If at playtime, a child is asked to sit out for a maximum of 5 minutes to reflect &amp; calm</li> </ul>
3. <b>Mid Level:</b> <b>Teacher</b> <b>Sanction</b>	<ul style="list-style-type: none"> <li>• Continuation of behaviours observed in Stage 1 despite verbal warning and teacher sanction</li> <li>• Inappropriate name calling</li> <li>• Leaving the classroom without permission (one off occasion)</li> <li>• Deliberately spoiling another child's work</li> <li>• Threatening behaviour</li> </ul>	<p><b>Show Amber Card</b></p> <p>Class teacher to decide on appropriate sanction, which may include:</p> <ul style="list-style-type: none"> <li>• Loss of 10 minutes of playtime (in classroom/main office)</li> <li>• Removal to another class, max 10 minutes (appropriate work provided by teacher)</li> <li>• If at playtime, child is removed from the playground (max 10 minutes)</li> </ul> <p><i>Clearly explain <u>why</u> the sanction is being given so that pupil has a clear understanding.</i></p> <p><b>Incident recorded in behaviour log (Level 3) &amp; teacher to inform parents at end of the day.</b></p>
4. <b>High Level:</b> <b>SLT</b> <b>Involvement</b>	<ul style="list-style-type: none"> <li>• Continuation of behaviours observed in Stages 1-3 despite verbal warning and teacher sanctions</li> <li>• Heat of the moment fights</li> <li>• Swearing at staff or peers</li> <li>• Stealing property</li> <li>• Wilful damage to school or another person's property</li> <li>• Biting or spitting</li> <li>• Bullying (investigation establishes bullying behaviour)</li> <li>• Endangering themselves or others</li> </ul>	<p><b>Show Red Card</b></p> <p>Call for member of SLT who will decide on appropriate sanction which may include:</p> <ul style="list-style-type: none"> <li>• Spoken to by member of SLT</li> <li>• Parents phoned to support in school (if appropriate)</li> <li>• Internal suspension <ul style="list-style-type: none"> <li>- Removal to another class (appropriate work provided by teacher)</li> <li>- loss of playtime for number of days</li> </ul> </li> </ul> <p><b>Incident recorded in behaviour log (Level 4) &amp; teacher to inform parents at end of the day.</b></p>

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<p><b>5. Highest Level: Headteacher involvement</b></p>	<ul style="list-style-type: none"> <li>• Continuation of behaviours observed in Stages 1-4 despite SLT sanction</li> <li>• Cultural/racial abuse</li> <li>• Unprovoked physical attack on another pupil</li> <li>• Physical abuse of staff</li> <li>• Attempting to leave the school premises e.g. climbing fence</li> <li>• Large scale destruction of property</li> <li>• Offensive weapons brought into school</li> </ul>	<p><b>Show Red Card</b></p> <ul style="list-style-type: none"> <li>• Headteacher should be called immediately to speak to the pupil and decide on appropriate sanction.</li> <li>• Parents called immediately</li> <li>• Child suspended (internally or externally case by case)</li> <li>• In extreme cases, a child could be permanently excluded from school</li> </ul> <p><b>Incident recorded in behaviour log (Level 5) &amp; Headteacher to inform parents.</b></p>
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**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.**

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.

As teachers, we are in the best position to deal with difficulties as they arise. Sensitively handled, through talking with the child, most problems can be resolved. Where sanction is necessary, the following general rules should be observed:

- All staff should avoid the punishment of whole groups for the activities of individuals, unless there are exceptional circumstances.
- The sanction should be in proportion to the offence, based on the age and needs of the child.
- It should be made clear to the child that it is the behaviour which is unacceptable and not the child.
- There must be no aspect of ‘shaming’ individual children.
- Where possible, sanctions are not to be carried over to the following day.

**Fixed Term suspensions**

The Headteacher will decide whether or not to suspend a child from school according to the severity of the incident by applying the DFE exclusion criteria.

On return to school after a fixed term suspension, the pupil and parents/carers will be invited to meet with the Headteacher or other member of the school’s leadership team as an expected condition of reinstatement, whereupon a reintegration conditions will be agreed. If the meeting is not successful the suspension period will extend.

**Internal Fixed Term Suspensions**

If a pupil’s behaviour in class is continually unsatisfactory and detrimental to the learning of others, the pupil may be moved to another working environment for a fixed period. This will be formally shared with parents/carers who will be able to discuss this decision with a member of SLT.

### **Permanent Exclusions**

It is to be hoped that permanent exclusions at Weare Academy will not be necessary. In extreme circumstances, despite all the above procedures, it may be unavoidable in order to safeguard the learning, safety and well-being of the school community and DfE exclusion criteria will be applied.

In addition, if a severe isolated incident occurs then permanent exclusion may be necessary and if it constitutes a criminal offence e.g. extreme violence, damage to property or theft then the police may be informed.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

## **7. Behaviour Management**

### **Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will create and maintain a stimulating environment that encourages pupils to be engaged where the core values and school golden rules are clearly displayed. They will use **Our Behaviour Curriculum** to explicitly teach the children about our behaviour expectations. They will develop positive relationships with pupils, which may include:

- Greeting pupils in the morning at their classroom door
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the school Behaviour Log and reported to parents

### **Confiscation**

- **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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### **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our WLT child protection and safeguarding policy for more information (available on our website).

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school (including misuse of modern technologies)
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) wherever practicably possible. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **9. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.



## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the Local Partnership Board (LPB) at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour records. At each review, the policy will be approved by the LPB.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- WLT Child protection and safeguarding policy
- Attendance policy
- SEND policy

## Appendix 1:



## 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



## Appendix 2: Anti-bullying Policy

### Weare Academy Anti- Bullying Policy

#### Introduction Definition of bullying

Bullying is defined by the DfE as: **‘Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally’.**

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through websites), Social Networking sites and Instant Messenger, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful rumours.

#### Forms of bullying covered by this policy

- Bullying related to race, religion or culture
- Bullying related to learning difficulties or disability
- Bullying related to appearance or health conditions
- Bullying of young carers or children in care or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

This policy should be cross referenced with the following policies Behaviour Management, Acceptable Use, E Safety, Equal Statement and Objectives, PSHCE. It should also be cross referenced with the Code of Conduct for staff and Safeguarding Policy and procedures.

#### Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim:

- as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. These

measures include: Special Assemblies, Annual scheme of work for Foundation Stage, Key Stage One and Key Stage Two, PSHCE lessons, Circle Time, School rules, Class Rules, Adult Supervision, class Behaviour Charts, Buddies, Friendship bench and the 'three step rule'.

- to support pupils and their families in seeking independent advice by publicising details of helplines and websites on notes to parents/carers and on our website.
- to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

### **Role of the Partnership Board**

The Partnership Board:

- supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents that do occur will be taken very seriously, and dealt with appropriately.
- requires the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request and before each review of this policy, about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter, in accordance with the complaints policy.

### **The role of the headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying.

The headteacher:

- reports to the governing body about the effectiveness of the anti-bullying policy on request and before each review of this policy.
- ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws attention to this fact at suitable moments.
- ensures that children are aware of what steps to take if they are being bullied (see role of pupils).
- ensures all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

- sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be a part of their behaviour.

## **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. Support staff ensure any incidents they witness are reported to class teachers. All records are brought to teacher/SENCO meetings. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the child who has carried out the bullying, explaining to them why his/her action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the headteacher is informed and the SEN co-ordinator. A letter is sent to the parents of each child involved. If this persists we then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where the initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.

All members of staff attend training as appropriate, which equips them to identify bullying and to follow the school policy and procedures with regard to behaviour management. The Behaviour Management Policy should be referred to for further details.

Teachers use a range of restorative methods to help prevent bullying and to establish a climate of trust and respect for all. The aim of the restorative justice approach is to facilitate communication and dialogue which restores and promotes reconciliation. They use drama, role play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Pupils have access to the Pupil Version of the Anti-bullying Policy which is used by teachers as part of our Anti-bullying awareness provision. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to become a positive member of the school.

## **The role of pupils**

- Pupils are encouraged to tell anybody they trust if they are being bullied and, if the bullying continues, they must keep on letting people know.
- Pupils are taught a three step rule: Step 1- Ask the person to stop, Step2- Tell the person you don't like it, Step 3- Tell an adult.
- Pupils are invited to tell us their views about a range of issues, including bullying in the annual pupil questionnaire. We have special occasions such as assemblies, lessons and questionnaires when pupils are invited to tell us their views about bullying.

## **Monitoring and Review**

This policy is monitored on a day- to- day basis by the headteacher, who reports to the Local Partnership Board on request about the effectiveness of the policy.

The anti-bullying policy is the LPB's responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying log book, where incidents of bullying are recorded, and by discussion with the headteacher. The LPB analyse the information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years or earlier if necessary.

# 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 4: Our Behaviour Curriculum

### Weare Academy Behaviour Curriculum

2024-2025

#### Aims

At Weare Academy we aim to make it easy for our pupils to behave by teaching explicitly the behaviours we expect. Effective behaviour management requires a shared understanding of expectations between pupils and staff, and a consistent approach by adults who are relentlessly bothered about establishing excellent behaviour.

At Weare Academy we aim to:

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Embed our Golden Rules: be responsible, be respectful, be safe.
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- Encourage pupils to take responsibility for their own choices and be responsible for the consequences of their actions.
- Ensure that **all** individuals at Weare Academy are treated fairly and shown respect.
- Provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- **Ensure that excellent behaviour is the minimum expectation for all.**

#### Intent

##### **Weare Academy Behaviour Principles 'Golden Rules'**

At Weare Academy we 'make it easy to behave and hard not to' through:

- Having clear and concise rules, routines, rewards and sanctions that everyone follows.
- Teaching, not telling, children how to behave.
- Ensuring all adults are calm, consistent and fair in their response to behaviour.
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see.
- Adapting our approaches, where needed, for specific pupils with additional needs.

#### Implementation

##### **Teaching the Behaviour Curriculum**

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term).

##### **Roles and responsibilities**

All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet at the classroom door.
- Refer to 'responsible, respectful and safe' in all conversations about behaviour.
- Give their first attention to best conduct.
- Be 'deliberately bothered', showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and behaviour management strategy consistently.
- Follow up on misbehaviour as soon as possible.

- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review behaviour strategies and policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

### **Weare Academy's Golden Rules**

There are 3 key behaviour principles at Weare Academy, which we refer to as the 'Golden Rules'.

- Be responsible
- Be respectful
- Be safe

Our staff are skilled in behaviour management, and teach these rules in a positive and encouraging way. Children are taught the rules from Nursery upwards. At the start of each term, every class completes a lesson on the Golden Rules, why they are important and what they look like.

Children see the Golden Rules displayed in each class and around the school. They encounter them in assemblies each week and are reminded of them when adults are supporting behaviour in class and on the playground.

*See the table below for further details of the Weare Academy Golden Rules.*

### **Key Habits and Routines**

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be preempted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space is freed up for better things
- It is easier for pupils to decide how to behave

Staff practice these routines until everyone can do them and reinforce, maintain and revisit them on a regular basis.

*See the table below for further details of the Weare Academy routines.*

### **Rewards and consequences**

Staff are proactive in ensuring pupils are thinking about and reminded of their behaviour when it is going right. All children are capable of behaving well.

### **Praise and Rewards**

We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement and that excellence should be rewarded. At Weare Academy we use a combination of verbal praise and extrinsic rewards to show that pupils matter: they are valued, recognized and noticed.

Praise is given:

- When someone has acted in a way we want them to repeat.
- When someone has done something we want to normalise.
- When someone has acted as an example we want others to aspire to.
- When someone who normally struggles does something good for them.
- When someone looks like they need a 'boost'.
- For something extraordinary.

Praise is effective when it is:

- Sincere (the pupil needs to believe it)
- Proportionate (not everything is perfect, good is good)
- Targeted (given for specific actions with a clear explanation and description as to why it has been given)

Rewards serve the following purposes:

1. To recognise and reinforce expected behaviour.
2. To celebrate examples of over and above behaviour.
3. To motivate others to change their behaviour.

*See the table below for further detail.*

### **Sanctions**

We believe that all pupils are capable of excellent behaviour. However, sometimes there will be situations where children misbehave. Therefore, we have stepped sanctions in place to respond to demonstrations of misbehaviour.

Sanctions serve two main purposes:

1. To make children understand that they matter, their actions matter because they have consequences and to encourage them to think about their behaviour and to change it in the future.
2. To ensure the community sees there are boundaries and consequences to misbehaviour.

Sanctions are effective when:

- They are immediate (set as soon after the behaviour as possible)
- They are certain to happen
- They involve some sort of action
- They are fair and consistent

Sanctions must not be severe or disproportionate. They must be proportionate to the misbehaviour they seek to redress and deter. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil. Staff will use scripts when communicating sanctions to ensure consistency across the school.

Restorative conversations are not a sanction but are a conversation that takes place after a sanction. They are aimed at encouraging children to act responsibly, understand the consequences of their choices and help them to make better, more positive choices in the future.

Other consequences that may be put in place include:

- Limiting student access to extracurricular clubs and extracurricular school activities.
- Not allowing students to attend school trips and residential trips.

### **Our response to specific behaviour issues**

Most behaviour issues can be responded to by following the rewards and sanctions steps in the table below. However, there are some examples of specific behaviour that will result in a different or more immediate response. This includes:

- Child on child sexual violence or harrasment
  - Any reports of sexual violence or harrasment between children should be immediately reported to a member of the safeguarding team.
- Online behaviour incidents
  - While online behaviour incidents mostly occur out of school, the impact of these incidents can be felt back in the classroom.
  - Incidents should be investigated initially by the class teacher and passed to a member of the safeguarding team once more information has been identified.
- Bullying
  - The Weare Academy anti-bullying approach should be followed.

## **Impact**

### **Monitoring**

- SLT will monitor frequency of serious behaviour incidents (Level 4-5), the perception of behaviour across the school (pupils, staff and parents) and the effectiveness of behaviour procedures and provide feedback to staff.

- Staff completing learning walks will identify examples of best practice and share these with staff as necessary.
- Our School Council will meet to discuss behaviour across the school on a regular basis.

### **Our Golden Rules**

#### **Be Responsible**

##### *Links to Christian Values: Responsibility*

<b>Why</b>	People who are responsible are more likely to succeed in school, in the workplace and in the wider world. If we do what we say we will do and accept that our choices and actions have results, then people will trust us.
<b>What this looks like</b>	<p>Being responsible is about doing what we are supposed to do and owning our actions. In school, this includes:</p> <ul style="list-style-type: none"> <li>• Coming to school with a positive attitude and always trying your best to do your best</li> <li>• Paying attention to what is important (our learning) and staying on task</li> <li>• Admitting our mistakes and realising when we are wrong (no excuses)</li> <li>• Tidying up our own workspaces and the classroom</li> <li>• Taking steps to change something we don't like (rather than complaining)</li> <li>• Being prepared for school, including having: <ul style="list-style-type: none"> <li>➢ a reading book</li> <li>➢ a reading record</li> <li>➢ the correct uniform</li> </ul> </li> <li>• Being calm and attentive</li> <li>• Asking an adult for support (if needed, once other strategies have been used)</li> <li>• Being at the right place at the right time, including being on time for school</li> <li>• Going to the toilet during break and lunchtimes &amp; asking an adult to do so</li> </ul>
<b>Exceptions</b>	Specific children with SEND or current safeguarding who may require support or scaffolding.

#### **Be Respectful**

##### *Links to Christian Values: Respect, Kindness and Compassion, Thankfulness*

<b>Why</b>	Everyone is a valued member of the school community and therefore everyone should be treated the same no matter their race, religion, gender, sexuality or disability. People who give respect to others get respect from others.
<b>What this looks like</b>	<p>Being respectful is about caring for and valuing people, things and differences. In school this includes:</p> <ul style="list-style-type: none"> <li>• Listening carefully when other people speak</li> <li>• Following adult instructions straight away</li> <li>• Say please and thank you</li> <li>• Hold doors open for people</li> <li>• Greeting adults and other children</li> <li>• Looking after the school environment and property</li> <li>• Speaking to other people using a calm and polite tone of voice, at a volume that can be heard and looking at the speaker</li> <li>• Taking turns, cooperating and sharing with other children</li> <li>• Looking out for each other (finding an adult if someone needs help, asking other children if they would like to play, involving others in games)</li> <li>• Thinking about what you are going to say and using kind, positive language</li> </ul>
<b>Exceptions</b>	Specific children with SEND or current safeguarding needs who may require support or scaffolding.

## Be Safe

### *Links to Christian Values: Responsibility, forgiveness*

<b>Why</b>	Being safe is important so that we don't hurt ourselves or each other. When we are safe, we can relax, feel good about ourselves and enjoy our lives.
<b>What this looks like</b>	<p>Being safe is following the rules that we know are there for our safety and looking after ourselves and each other both physically and mentally.</p> <p>In school this includes:</p> <ul style="list-style-type: none"> <li>• Keeping your hands and feet to yourself / kind hands and feet</li> <li>• Using equipment for what it is designed for</li> <li>• Sitting where you are asked to in class</li> <li>• Telling an adult if there is a problem with another child</li> <li>• Moving around the school in a calm and quiet manner (single file, facing forwards with a voice that only someone very close to you would hear).</li> <li>• Remaining in the classroom until given permission from an adult to leave the room</li> <li>• Ensuring an adult is aware of your whereabouts at all times and permission is sought to leave/enter the classrooms</li> </ul>
<b>Exceptions</b>	Specific children with SEND or current safeguarding needs who may require support or scaffolding.

## Routines at Weare Academy

### Tracking

<b>Why</b>	Everyone has a voice and valuable opinion, everyone matters and should be respected.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult says 'tracking ____' and names the person who should be tracked ('me' if the adult is the one to be tracked).</li> <li>2. Children turn to face the person speaking.</li> <li>3. Children make regular eye contact.</li> </ol>
<b>Exceptions</b>	<p>Certain children with SEND.</p> <p>Certain children who are particularly shy (perhaps due to a situation/experience in life) should be given a non-verbal signal to be able to not be tracked.</p>

### Count for quiet

<b>Why</b>	In order to listen carefully and before transition times, it is important that everyone is silent so everyone knows the expectations.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult raises hand and begins the countdown verbally and using fingers.</li> <li>2. 'Three' - Children stop their conversations (voices off).</li> <li>3. 'Two' - Children stop what they are doing and hands must be free.</li> <li>4. 'One' – All eyes on the teacher.</li> <li>5. Adult gives non-verbal praise to children doing the right thing throughout (e.g. thumbs up).</li> <li>6. Children track the teacher.</li> </ol>
<b>Exceptions</b>	In EYFS and the hall at lunchtime clapping for attention or the use of a sound to gain attention to be used at the same time as a hand up.

### Tight Transitions

<b>Why</b>	Transition times (moving to another space in the classroom, transitioning to break, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult uses Count for Quiet routine (voices away, hands free). Wait for 100%.</li> <li>2. Adult to call pupils' names, who will stand up, tuck their chairs under and remain at their table.</li> <li>3. Once a small group has been identified, the adult will send them to line up at the door in line order.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Adult to repeat this process until all the children are lined up.</li> <li>5. Children will use the Super Walking routine.</li> </ol>
<b>Exceptions</b>	Moving from one small group to another small group may not always require a tight transition.
<b>Super Walking</b>	
<b>Why</b>	Moving around the school must be calm and quiet to ensure children are aware of where they are going and so that other people at the school are not disrupted by the movement.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Children line up quietly.</li> <li>2. Adult leads the line (if more than one adult is available, an adult will also be at the back).</li> <li>3. Everyone walks in single file (one behind the other).</li> <li>4. Everyone keeps to the left.</li> <li>5. Calm and quiet (hands by your sides, a whisper).</li> </ol>
<b>Exceptions</b>	Specific children with SEND who may require support or scaffolding.
<b>Active Listening (SLANT)</b>	
<b>Why</b>	In order to maximise learning, children must pay attention in class. There are 5 key behaviours for learning that should be demonstrated.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Sit up.</li> <li>2. Lean forward.</li> <li>3. Ask and answer questions.</li> <li>4. Nod your head.</li> <li>5. Track the speaker.</li> </ol>
<b>Exceptions</b>	There may be specific children with diagnosed SEND who will not respond to being tracked or tracking.
<b>Entering and Exiting Assembly</b>	
<b>Why</b>	Assembly time is a quiet time for discussion and reflection. Multiple year groups entering the hall at the same time means that we all have to take responsibility for each other and keep people safe.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Children enter in lines Super Walking (silence).</li> <li>2. Children sit down in a straight line without talking.</li> <li>3. Children sit with crossed legs, calm and silent (hands in lap).</li> <li>4. Children track the adult leading assembly and active listening (SLANT).</li> <li>5. Adults supporting children 1:1 to stay in assembly, sit with eyes on the children, not the front, modelling expectations and supporting behaviour with non-verbal signals.</li> <li>6. Adult asks children to stand silently and turn in the direction they will be leading out.</li> <li>7. Teachers arrive to collect their class and adult dismisses classes one by one.</li> <li>8. Children exit in lines Super Walking (silence).</li> </ol>
<b>Exceptions</b>	Specific children with SEND who may require support or scaffolding.
<b>End of playtime routine</b>	
<b>Why</b>	Having a clear approach will ensure lining up at the end of playtime is quick, calm and quiet, meaning minimal loss in learning time. A calm, consistent transition will help children prepare for learning and regulate.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult blows the whistle, raises hand and says, '5 minute warning'.</li> <li>2. Children stop when they hear the whistle and begin to tidy away playtime equipment.</li> <li>3. After 5 minutes, adult blows whistle again, raises hand and says, 'Line up'.</li> <li>4. Children to promptly walk to their lines.</li> <li>5. Teachers meet their class on the playground and wait for all children to be quiet.</li> </ol>

	6. Children use Super Walking routine to head back to classrooms.
<b>Exceptions</b>	Specific children with SEND who may require support or scaffolding.
<b>Dinner Hall Routine</b>	
<b>Why</b>	Eating their lunch in a calm, polite manner enables all children to enjoy the downtime of a lunchtime together. It teaches them manners when eating with company.
<b>What this looks like</b>	<ul style="list-style-type: none"> <li>• All children use Super Walking to enter the hall.</li> </ul> <p><b>School Dinners</b></p> <ol style="list-style-type: none"> <li>1. Children find a seat and wait for lunch staff to call their table forward.</li> <li>2. Once called, children line up quietly.</li> <li>3. Children thank the server when receiving their lunch and return to their seat to eat.</li> <li>4. Once finished, children stay at their table and raise their hand.</li> <li>5. Adults to check the child has eaten and send them to clearing station to scrape plates.</li> <li>6. Children exit the hall calmly and quietly.</li> </ol> <p><b>Packed Lunches</b></p> <ol style="list-style-type: none"> <li>1. Children find a seat and begin eating.</li> <li>2. Children put all their rubbish into their lunch box once finished (this is so that parents know what their child has eaten when they get home).</li> <li>3. Children stay at their table and raise their hand.</li> <li>4. Adults to check the child has eaten and then send them out to play.</li> <li>5. Children exit the hall calmly and quietly.</li> </ol>
<b>Exceptions</b>	Children who eat away from the main hall. Specific children with SEND who may require support or scaffolding.
<b>Start of day routines</b>	
<b>Why</b>	Arriving at school promptly and in a calm manner helps children prepare for learning and ensures learning opportunities are not missed.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Children arrive on time to school.</li> <li>2. Children walk calmly to their classrooms.</li> <li>3. Teachers greet children at the door with 'good morning <i>name</i>'.</li> <li>4. Children greet staff with 'good morning <i>name</i>'.</li> <li>5. Children quietly put away their bags, coats and lunchboxes.</li> <li>6. Children sit down in their seat as soon as they have entered the classroom and begin the morning task.</li> <li>7. Adult shares Class Dojo, aspirations for the day/week.</li> </ol>
<b>Exceptions</b>	Children on reduced timetables. Specific children with SEND who may require support or scaffolding.
<b>End of the day routines</b>	
<b>Why</b>	Children finish the day on time and in a calm way.
<b>What this looks like</b>	<ol style="list-style-type: none"> <li>1. Adult to use the Tight Transition routine to send pupils to collect their things for home and line up at the door.</li> <li>2. Adults begin to dismiss children promptly at 3:15.</li> <li>3. Adults to stand at the classroom door and say goodbye to each child.</li> <li>4. Children to say 'goodbye <i>name</i>' to adults on leaving.</li> <li>5. Children walk calmly out of school to their collecting adult.</li> </ol>
<b>Exceptions</b>	Children going to an afterschool club. Children with permission to walk home. Children in EYFS will need adaptations on start of school.

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