



# **BEHAVIOUR POLICY**

**APPROVED: January 2024**

**REVIEW: January 2027**

**Care** for each other, Display a positive **Attitude** to learning, Be **Respectful**,  
Only your best **Effort** is good enough and Be **Safe**

Waterside Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe good behaviour in all aspects of school life is necessary in order to enable effective teaching and learning to take place. We aim to provide a happy, secure and positive environment for all pupils and staff where a sense of mutual respect prevails. Everyone is expected to maintain the highest of standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. As members of our community, we adhere to the Waterside behavior principals of: **Care** for each other, Display a positive **Attitude** to learning, Be **Respectful**, Only your best **Effort** is good enough and Be **Safe**.

## PUPILS' CODE OF CONDUCT

### Care

- By being polite and displaying good manners every day
- By making kind comments to others
- By noticing and celebrating the achievements of others
- By using children's preferred names

### Attitude

- By listening carefully to the teachers, adults and other children
- By working positively and sensibly with others
- By helping others if they need or ask for help
- By always being honest

### Respect

- By Respecting our School Environment
- By following our British Values of Democracy, Rule of Law, Celebrating Differences, Mutual Respect and Individual Liberty

### Effort

- By wearing my uniform and looking after my belongings
- By aiming to do my best and taking pride in my learning
- By getting involved in activities and wider school life
- By being proud to represent our school

### Safe

- By always telling an adult if I am worried about anything
- By always following instructions given by adults
- By always moving sensibly and with care around the school
- By always thinking before I speak or act

### **Aims of the Policy:**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour and empathy for others.
- To promote community cohesion through positive relationships.
- To ensure that good behaviour is a minimum expectation for all.
- To provide clear guidance for children, staff and parents of expected levels of behaviour.

### **Key Approaches:**

- A consistent and calm approach
- Routines.
- First attention for best conduct.
- Restorative follow up.
- Promoting self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

### **Expectations of Every Adult:**

- Always redirect children by referring to 'Caring, Attitude, Respect, Effort and Safe'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Be calm and ensure time is given when going through the steps, focusing on prevention strategies.
- Follow up every time, retain ownership, and engage in reflective dialogue with children.

### **The Head teacher and The Senior Leadership Team will:**

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, Dojo points, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

### **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. For it to work in practice, their contribution is vital.

### **We will achieve this by:**

- Sharing the expectations of behaviour through informal and formal discussions with individuals and groups of parent/carers.
- Being fair, non-judgmental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour.

### We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff in implementing positive behaviour strategies.
- Be a positive role-model for their child.

### Recognition and rewards for effort:

Although there are awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The following rewards are used across the school:

**Dojo Points**  
**Verbal praise**

**Stickers**

**Certificates and awards**

**Golden time**

**Positive notes, positive messages and phone calls to parents**

**Class Cup**

**Stars of the week**

### Managing Behaviour:

1	Redirection	Gentle encouragement in the right direction, small act of kindness.
2	Reminder	A reminder of the expectations, delivered privately wherever possible. Repeat reminders if necessary. De-escalate where appropriate and possible and take the initiative to keep things at this stage.
3	Caution	A clear verbal caution, delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue, alongside a reminder of the expectations- Effort, Attitude, Respect and Safe then the teacher provides restorative time at break time for low level behaviours/class behaviour management. If a child has 2 break time restorative sessions with a teacher it will result in a Yellow card and the child will attend a 15 minute lunchtime yellow card session.
4	Restore	A restorative conversation is held through the Yellow Card sessions at lunchtime when children are asked to reflect on what has happened and the better choices they will make in the future. These are recorded on reflection sheets completed by the child (with assistance from the adult on duty if necessary).

### Early Years

Within the Early years (Nursery and Reception), we understand the importance of allowing time for children to develop their understanding of school expectations. We are aware that children may need longer to learn how to self-regulate their emotions effectively and learn how to behave within in our school and the wider community. This is also the age group where Special Educational Needs may be identified for individual children so that more support can be put in place for them.

Within our Nursery, staff are trained to help the children make the right choices but we may use strategies such as a time-out if and when needed.

Once children begin in Reception, there will be higher expectations for children to start following our school rules and values, with continuous coaching and support from the adults.

Within the Autumn and Spring term, children will be given 3 warnings and have a time-out within class. However, if they are physical towards another child, this will mean immediate time-out within the classroom. Parents will be kept informed of any persistent behaviour so they can help support them at home.

By the Summer term, Reception will follow the rest of the school by using the yellow and red card system to help them transition into Year One.

### **Children with special educational needs or disability:**

For some children, often classified as having social, emotional, behavioural or mental health difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour. The aim is for all children to work within school parameters while recognising that some children will find this more difficult than others.

Children with SEND will be supported through individual plans, which may include one or more of the following:

- Behaviour Support Plan
- SEN Support Plans
- External Agency involvement
- Wellbeing Groups
- Curriculum adaptation and organisation
- Nurture groups
- Local Authority involvement
- PSP

### **Fixed-term and Permanent Suspensions:**

The decision to exclude a child lies solely with the head teacher or assistant head teacher covering in any absence. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently or convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. Refer to our Suspensions Policy for full details.

Where the school decides to externally exclude a pupil, the parents will be informed immediately, giving reasons for the suspension. At the same time, the head teacher 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 how to make such an appeal.

During the period of the suspension, a pupil will not be allowed on the school grounds, including for extra-curricular activities. The pupil, parents and staff will meet prior to the pupil returning to school following a suspension.

A fresh start at another school may be the best outcome for a child whose behaviour has not improved rather than suspension. This is known as a Managed Move.

## **PRACTICAL STEPS IN MANAGING BEHAVIOUR**

Before the following steps take place, there will have been several 'quick checks', redirections and acts of kindness.

### **The reminder:**

A reminder of the expectations for learners – Effort, Attitude, Respect and Safe - delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

### **The caution:**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Reminder: Effort, Attitude, Respect and Safe.
- Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

The following micro-script is encouraged:

Use the child's name

Reassure them – “ I’m here to help...”

Acknowledge their feelings – “ I can see you look sad....”

“I’ve noticed that...You know the school values - Effort, Attitude, Respect and Safe. Can you remember when I phoned home when you...and how that made you feel? Who do you need to speak to now? Thank you for listening.” Use a positive reminder of a child self-regulating or turning the behaviour around.

Learners should only sit outside classroom or in a quiet room if they need to cool down and/or to defuse a situation. This will be the exception and three minutes should be considered the maximum time.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner may be asked to leave the room. If appropriate, a member of staff should escort the learner to another workspace.

Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger.

### **See also Appendix 1 – Positive phrasing sheet**

#### **Restore:**

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The staff member will reaffirm their commitment to building a trusting relationship. Staff members will take responsibility for leading reparation meetings, Middle Leaders will support when requested.

#### **Monitor:**

Learners may have their behaviour monitored by teachers to show progress towards agreed targets, such as through an individualised rewards/sticker chart (linked to short term rewards).

### **REWARDS AND SANCTIONS – Card system guidance**

#### **REWARDS**

Although we want to promote resilience and self-discipline, pupils respond positively to recognition and rewards in school.

Rewards can include:

- Positive praise
- Dojo points
- Stickers (KS1 and lower KS2)
- House points for work or good behaviour
- Outstanding learning to be shared with Subject Leads or SLT
- Head teacher and Assistant Head teacher awards
- Star of the week certificates
- Class Cup
- Golden Time

Dojo points are a whole school approach to behaviour, points will be given for positive behaviours, conduct and work related to our core school values.

Dojo points will accumulate over time and will be converted into reward badges at Bronze (100 points) Silver (200 points) Gold (350 points) Platinum (500) which will be presented by the Headteacher or Assistant Headteacher and kept and worn by the children.

## **SANCTIONS AND CONSEQUENCES**

Sanctions and Consequences should always be seen to be relevant, fair and consistent. Sanctions will be more effective if the teacher's/adult's relationship with the pupil is positive.

- Non-verbal techniques e.g. gesture, facial expression (doesn't distract other pupils)
- Verbal reprimand
- Warning of consequences and the giving of choice
- Time out in class or another class if appropriate
- Loss of privilege or break
- Yellow card detention
- Teacher involves parent (the SLT should be informed)
- Referral to Head or Assistant Head (Red Card)
- Suspension at lunchtime
- Official warning of intention to suspend
- Suspension

**Whole class Sanctions should be avoided as this can cause resentment.**

The new card system introduces two levels of sanctions outlined below.

**Yellow Cards** are issued for a range of undesirable behaviours that cause disruption to children's learning, enjoyment of or safety in school and when classroom behaviour management strategies are not having the desired effect. Wherever possible yellow cards should be preceded by an initial verbal warning to stop, a second warning that makes it clear if the behaviour or action continues a sanction will be issued. A yellow card will be issued if the child has 2 days where a classroom sanction has been needed and the child continues to display the behaviours.

Any behaviour leading to a yellow card will be followed up by the child missing 15 minutes of the next available lunchtime at 12.00/12.15pm in the reflection room (overseen by a member of teaching staff on the rota) and the card being recorded in our 'Yellow Card' folder. This can be helpful in showing patterns of behaviour as well as keeping other staff informed. An incident should be referred to the class teacher as soon as possible if it happened while the child was under the supervision of another adult. After 2 yellow cards a member of the SLT will speak to the child and remind them of the school values and that 3 yellow cards results in a red card.

### **KS1 Reasons on the Card**

- ❑ Persistent interruptions in a lesson
- ❑ Not following adult instructions
- ❑ Play fighting or rough games
- ❑ Rudeness or answering back
- ❑ Intentionally upsetting another pupil
- ❑ Not looking after our school things
- ❑ Other...

### **KS2 Reasons on the Card**

- ❑ Persistent interruptions in a lesson
- ❑ Not following or ignoring an adult's instructions
- ❑ Play fighting or rough games
- ❑ Showing a lack of respect or manners to adults or peers
- ❑ Consistently not being ready to learn
- ❑ Misuse of facilities or equipment
- ❑ Other...

**Red Cards** can be issued for a serious incident, or for 3 yellow cards issued during a half-term period. They can only be given to a pupil by the headteacher or assistant headteacher.

Other members of staff should not pre-judge whether or not an action taken by a child will result in a red card and should not inform a child as such.

#### **Reasons for the issue of a Red Card**

- ❑ Physically hurting someone (punching, kicking etc)
- ❑ Threatening or aggressive behaviour (with intent to harm)
- ❑ Deliberately damaging school or a pupil's property
- ❑ Proven stealing
- ❑ Proven bullying
- ❑ Proven discrimination against a peer or adult
- ❑ Receiving 3 yellow cards during a half term period
- ❑ Other...

#### **Red Card Actions:**

Following a red card being issued the parents will be invited to meet with the headteacher or assistant/deputy head to discuss the next steps and what can be done to avoid a repetition of either a single incident or a pattern of behaviour.

It may be at this stage a PIP (Positive Intervention Plan) is used as a short-term measure to record and monitor behaviour as well as incentivise a positive change in the child's behaviour. This may include completing a Tracker Grid (Appendix 2) and Roots and Fruits (Appendix 3) document with the staff working with the child to identify trigger points or antecedents.

If the red card results in an internal or external suspension the following steps will take place:

- Complete a Tracker Grid with support staff and class teacher input under SENCOs guidance
- Staff working with the child will complete a Roots and Fruits document
- Follow up meeting will be arranged with the parents to discuss progress and share findings. This will be reviewed bi-weekly.
- A PIP to record and monitor behaviour as well as incentivise a positive change in the child's behaviour



## **Appendix 1 - Positive Phrasing suggestions**

### **Positive Phrasing suggestions**

Sit quietly, thank you

Put the pen on the table

Walk in the corridor

Kind words are spoken here, please use them

Switch the computer off

Take some time in your quiet place

Stay seated in your chair

Hands up if you know the answer

Please / thank you

### **Limited choices**

We talk here or in the library?

Put the pen on the table or in the box.

I am making a drink, orange or water?

You can sit on your own or with the group.

You can start your work with the words or a picture.

Blue bucket or yellow bucket?

### **Language that disempowers the behaviour**

You can listen from there.

Come and find me when you come back.

Come back into the room when you are ready.

That's an interesting idea, thank you for sharing.

I can hear you are passionate about that.

Ask for help if you need it. I'm happy to help you.

**Appendix 2 – Behaviour Tracker Grid**



**Behaviour Tracker Grid**

Date..... Child..... Observer.....




Additional comments:

### Appendix 3 – Roots and Fruits



## Roots and Fruits



Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous behaviours

Pro-social behaviours

