



Waterside Academy

Behaviour Policy

Reviewed summer 2015
Reviewed summer 2017
Reviewed spring 2018
To be reviewed spring 2019

This policy should be read in conjunction with:

- SEN Policy
- Equality Scheme Policy
- Physical Restraint Policy
- Preventing and Responding to Bullying

Acronyms

Education professionals use a large number of acronyms which can be difficult for nonprofessionals to decode. Please see below for a guide to acronyms used in this policy:

SEN – Special Educational Needs

SENCO – SEN Coordinator

SLT – Senior Leadership Team

EYFS _- Early Years Foundation Stage

PSP – Pastoral Support Plan

Aims and Expectations

At Waterside Academy we have a responsibility to operate an effective policy that encompasses preventative strategies for tackling harmful behaviour and to ensure all staff feel that they are able to manage inappropriate behaviour, and have an understanding of what challenging behaviours might be communicating.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules including our Golden Rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We recognise the strong link between effective learning and positive behaviour and we strive to maximise learning at all times. Through positive learning behaviours of Resilience, Readiness, Resourcefulness, Reflectiveness and Responsibility (The 5R's of Learning). The children are taught that striving and challenging themselves are part of a life-long learning process which will help them in their future aspirations/ achievements.

We treat all children fairly and apply this behaviour policy in a consistent way.

Hertfordshire Steps

Hertfordshire Steps' ethos and recommendations can be found throughout this document and in practice throughout Waterside Academy. Hertfordshire Steps describes a process of taking necessary steps to ensure that every child is given an equality of opportunity to develop socially, to learn and to enjoy community life. It does this through shared values and beliefs; consistent communication, diversion and de-escalation strategies; shared risk management; shared reparation, reflection and restoration. We support fully the following Hertfordshire Steps statement:

Teachers have the right to teach and pupils have the right to learn.

Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

Strategies developed by Hertfordshire Steps, and being used by Waterside Academy, for dealing with behaviour before they have escalated include:

- Using directed language, for example:
“Colin, stop banging the table, you are disturbing others. Thank You.”
The key element of this is that the adult must give the child direction and be very specific as to what behaviour they must cease. This should not be a request, but a direction.
The use of 'thank you' is a deliberate strategy and conveys the message that cooperation is expected.
The adult, where appropriate, will walk away to give the child 'take up' time.
- Non-confrontational stance:

- Adults will seek not to engage in debate with children and will not be confrontational. Where an initial instruction to stop undesirable behaviour has been insufficient, a warning will be given which will be followed by a consequence if not followed. After this, if a child is not disturbing the learning of others and is not compromising theirs or others safety, a child will be ignored until they do comply. This may mean they need to catch up with their learning in their own time. Other consequences may be appropriate.
- Vital to this strategy is shared reparation, reflection and restoration. Once order is restored and the child is able to listen and engage, adults will take enough time to talk through with the child (at a level appropriate to their age and stage) why they made poor choices, what they could have done differently and strategies they can employ in the future.
- The aim of these strategies is to ensure behavioral issues are dealt with quickly, robustly and fairly. They allow children to learn from their mistakes, make apologies and repair relationships with others.

Golden Rules

Our Golden Rules are central to all we do at Waterside Academy. They are shared regularly with the children and parents and are displayed around the school. When children make poor choices, they are made aware of which rule they have broken. They were chosen because they are both meaningful and easy for children of all ages to remember.

We let other children learn
We are kind
We look after property
We keep ourselves safe
We try our hardest

Rewards

Praise is our most important and effective reward. Praise that is effective is whole-hearted, attentive and genuinely enthusiastic. It can reinforce positive work, attitudes or behaviour. Positive feedback can be simply given though nonverbal means (eye contact, facial expression or gesture), verbal praise (positive comments or encouragement) or written (in children's books). It should make clear what is being praised.

It is our aim that children value this praise above all else and do not rely entirely on other rewards. As such, an emphasis is placed on children valuing their own efforts and developing intrinsic discipline.

Other rewards include:

- Each week teachers nominate one child from their class to be 'Star of the Week'. This is related to their learning and/or progress. Each 'Star of the Week' receives a wrist band in Sharing Assembly and their name is published in the newsletter.
- Team points are awarded for kindness, opening doors, manners etc and are usually given for behaviours outside of the classroom.
- Waterside Academy acknowledges all the efforts and achievements of children, both in and out of school. In Sharing Assembly, children are encouraged to bring awards and trophies from activities outside of school. These might include sporting achievements or rewards from Cubs or Brownies.
- Teachers are free to use a range of behaviour management strategies in their classrooms with rewards in line with this policy.
- Acknowledgements for good progress and effort in their work include feedback orally, written as part of marking, speaking to parents, sending notes home (see appendix 1) etc.

Consequences

Children are aware of school expectations for behaviour. Staff discuss the Golden Rules with their class and reinforce them daily. In addition to the Golden Rules, each class may also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. This is limited to 'house-keeping' issues which are classroom specific.

The school employs a number of consequences to enforce the Golden Rules, and to ensure a safe and positive learning environment. We employ consequences appropriately to each individual situation, taking account of the child's age and stage of development. Staff and SLT will use the following as a guide but decisions about individual children will be made on an individual basis.

In all cases Hertfordshire Steps will be employed ensuring behaviour is understood and discussed, apologies and reparations made. However, consequences remain an important aspect of behaviour management.

Level	Examples of Child's Behaviour	Potential Consequences
	The child does not break the Golden Rules. They are cooperative and self-controlled.	Staff positively reinforce good behaviour with appropriate praise and specific feedback. EYFS may use stickers for children who find them motivational. Their use in KS1 and 2 would only be for exceptional reasons for selected children. Children may be given a certificate to take home.
1	The child basically respects the Golden Rules but has occasional difficulties keeping to them. The child creates minor disruptions such as rudeness or annoying others. The child responds well to timely correction.	The behaviour is quickly and efficiently managed to ensure the smooth running of the classroom. Consequences for an occasional lapse of behaviour may not be felt necessary if the child is quickly compliant and remorseful. We would expect to see increasingly less of this behaviour as the children get older and learn about expectations at Waterside Academy.
2	The child either: <ul style="list-style-type: none"> Frequently breaks the Golden Rules at level one but does not respond to timely intervention. Breaks the Golden Rules in a more serious way. Is frequently disruptive, uncooperative or challenging which stops the smooth running of the classroom. 	Consequences may include some or all of the following: <ul style="list-style-type: none"> Child moved to another area of the classroom with timer Child moved to another classroom with timer A loss of privileges that relates to the rule that is broken ie catching up on lost learning time during break time. Child moved to the school office for a longer period of time. Consequences will reflect the child's behaviour, age and stage. Repeated level 2 behaviour will be recorded in behaviour log and parents will be informed.
3	The child breaks the Golden Rules in a more serious way such as verbal or physical assault, intimidation, vandalism, defiance, disruption etc. It also includes a continued deterioration in behaviour, in spite of attempts to support the child.	Consequences may include those at level 2 but also being banned from school functions, withdrawals of privileges, daily behaviour report, loss of break times. Learning outside of the classroom will be considered for appropriate lengths of time. The aim is for the child to have the consequence on the same day but it may continue for a longer period. Teachers are highly likely to consult with other staff, SLT, SENCO and possibly the support of agencies outside school. Behaviour will be recorded in behaviour log. A PSP may be indicated. Parents will be informed so that school and parents can work in unison.
4/5	Child very seriously breaks the Golden Rules, violating the rights of others and show no signs of wanting to change. And/or: Dangerous, uncontrollable and uncooperative behaviour.	SLT deals with the problem. Parents will always be informed. Internal exclusion will be considered. Behaviour will be recorded in behaviour log. For very serious breaks of the Golden Rules, the child may be temporarily or permanently excluded.

Bullying and Serious, Hurtful Behaviour

The school does not tolerate bullying of any kind and is defined as behaviour which is unwanted and/or aggressive that involves a real or perceived power imbalance. The behaviour is repeated over time. If the school finds that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

For more serious behaviours (Level 3,4 or 5) such as a child threatens, hurts or bullies another child, the class teacher records the incident in a behaviour log and the issue is addressed:

Step 1. The child breaking the Golden Rules is spoken to by staff who ensure the child understands why their behaviour is unacceptable.

Step 2. An apology is made and, if appropriate, both children are brought together so that the hurt child can be reassured the behaviour will not recur.

Step 3. A consequence is given (in the most serious of incidents fixed term or permanent exclusion may be considered by Headteacher)

Step 4. Both sets of parents/carers informed. Behaviour is recorded in behaviour log. External agencies may be consulted with.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure the Golden Rules are enforced in their class and to manage challenging behaviour. If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher. See chart above.

The class teacher treats each child fairly, and enforces the Golden Rules consistently. The teachers treat all children in their classes with respect and understanding.

Class discussion (or circle time) is used in every classroom to discuss behaviour and conduct issues relevant to that class, as needed.

It is the responsibility of the class teacher to liaise with SLT, SENCO, agencies and/or parents/carers to elicit the support a child needs. Whilst the Golden Rules apply to all children, for some, the conventional approaches to dealing with behaviour may not be as effective as alternative methods, particularly where there is ASD or other factors raising anxiety for particular children. Teachers are responsible for discussing this with SENCo and whether diagnostic tools would be helpful.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Links with parents are vital and teachers will take time to liaise with parents to not only inform them about their child's behaviour but to take advice and listen.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher. Please see chart above.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFES Circular 10/98 relating to section 550A of the Education Act 1996: *The use of Force to Control or Restrain Pupils*. Teachers at Rowans do not hit, push or slap children. Staff only intervene physically to restrain children in order to keep themselves or other children safe or to protect school property. The actions that we take are in line with government guidelines on the restraint of children.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. This role is delegated to the Deputy Head in the Headteacher's absence. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of Parents/Carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.

We explain the Golden Rules and share them with parents at regular intervals in the child's time at Waterside Academy.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's wellbeing or behaviour.

If the school has to use reasonable consequences for poor behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should come to the school office to make an appointment with either the Deputy Headteacher or the Headteacher, as appropriate.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Fixed-term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Headteacher (or the Deputy Head when acting as Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusions and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

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

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

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

Drug and Alcohol Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the

purpose of misuse will be subject to a fixed-term exclusion or permanent exclusion. The police and Children's Services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. The police and Children's Services will be informed.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher and/or SLT records incidents beyond Level 2.

Appendix 1

Child's name: _____ Date: _____

I am very pleased to tell you that your child has:

- Worked very hard today during lesson time
- Behaved beautifully
- Been very kind to other children
- Other: _____



Child's name: _____ Date: _____

I am very pleased to tell you that your child has:

- Worked very hard today during lesson time
- Behaved beautifully
- Been very kind to other children
- Other: _____



