

SUSSEX LEARNING TRUST POLICY STATEMENT FOR BEHAVIOUR FOR LEARNING

1 Introduction

- 1.1 The academy behaviour policy aims to develop in students a sense of self-discipline and an acceptance of responsibility for their own actions. It also aims to create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment. It employs the principles of restorative justice to ensure that all members of the community appreciate that their own actions affect other members of the academy community.
- 1.2 Our aim, and that of parents, is for all students to fulfil their potential. On occasions their behaviour will prevent this fulfilment. Other times their behaviour will enable learning. Such behaviour we call 'behaviour for learning'. Children are our 'core purpose'. Successful organisations are ones that never stray from remembering their core purpose. Unwanted behaviour is often the result of unmotivated students. Excellent teaching and an appropriate curriculum can often overcome this.

2. Roles and Responsibilities

2.1 Governors

- 2.1.1 To work with the Headteacher to ensure that the academy provides a well ordered environment for the education of its students.
- 2.1.2 To convene a discipline committee when required.

2.2 Headteacher

- 2.2.1 To ensure that the curriculum offers personalised opportunities suited to the needs of each student.

2.3 Teachers

- 2.3.1 To deliver stimulating learning experiences (in accordance with the Teaching and Learning Policy) within 'safe' and respectful environments. Lessons must be appropriately differentiated to match the abilities and meet the needs of all students in the class. Poor behaviour often arises from work that is 'too hard' or 'too easy'.
- 2.3.2 To implement the following policy.

WARDEN PARK PRIMARY ACADEMY BEHAVIOUR FOR LEARNING POLICY

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SAFEGUARDING AND CHILD PROTECTION POLICY, EXCLUSIONS POLICY AND THE USE OF FORCE POLICY

CHILD PROTECTION STATEMENT: Sussex Learning Trust and the governing body of the academy take seriously their responsibilities under Section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess and support those children who are suffering harm. We recognise that all adults in our academy have a full and active part to play in protecting our pupils from harm. All staff members believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, moral, spiritual, cultural and physical development of every individual child.

1. Aims.

Warden Park Primary Academy aims to be an exceptional learning community with high expectations of achievement, attainment and behaviour through –

- High expectations and excellence
- Ensuring that all children with a variety of needs and abilities can achieve their best
- Developing happy, successful and motivated children
- Motivating and inspiring the community to make learning irresistible, fun and life-long for the children, families and staff at Warden Park Primary Academy

Children learn best when they are happy, secure and clear about what is expected of them in all aspects of life and when they are encouraged, consistently, to behave well.

At Warden Park Primary Academy we encourage and expect high standards of behaviour from and towards everyone.

We realise that the great majority of children enjoy learning, work hard and behave well. These children must be recognised and rewarded.

The challenging behaviour shown by a small number of children is often the result of poor language and communication skills, poor social skills or undeveloped emotional intelligence. These children must also be recognised and, whenever possible, rewarded. They must also be supported in order that they may develop skills which will enable them to manage and improve their behaviour. When dealing with aspects of behaviour we will separate the child from the behaviour and focus talk around the "behaviour".

2. Principles and Expectations

We know that most of our children most of the time want to please. On occasion some children do not follow our clear school rules because they do not know how to or have chosen not to. However through our consistently high expectations of good behaviour (children's responsibilities) coupled with high quality learning planned by committed teachers (children's rights) we aim to teach, model and encourage positive and thoughtful social skills that will serve them well at school and for life.

Behaviour which we expect at Warden Park Primary Academy

All members of the school community are expected to behave in a responsible manner, showing consideration, courtesy and respect both to themselves and others at all times.

We expect everyone to:

- Respect other people's property
- Be polite when talking and listening to others
- Recognise the contribution they can make to the school
- Co-operate with others within the school
- Show respect for each other emotionally and physically
- Offer appropriate verbal comments, taking into account accepted social conventions
- Take pride in the school and work positively on its behalf
- Praise the achievements of others and listen with respect to their opinions and ideas
- Demonstrate a willingness to become actively involved in all areas of school life
- Value the physical environment of the school
- Resolve difficulties through discussion and assertiveness rather than aggression
- Treat everyone with equal respect
- Take responsibility for their own behaviour and act as an appropriate role model at all times

3. Our School Rules

The principles and expectations are encapsulated by our overarching value of respect that is known and understood by the whole community.

- **Respect Yourself**
- **Respect Others**
- **Respect Our School and Our World**

The observable behaviours that support our respect values have been translated into tangible school rules that are few in number, negotiated with and understood by all pupils, clearly displayed in all classrooms, consistently, insistently and persistently applied for every pupil, every session, every term.

- Our Five Golden Rules
 - We move safely around the school
 - We are kind and polite
 - We are ready to learn and do our best
 - We look after each other and our school
 - We listen to all adults in the school

In addition each class teacher is expected to devise their own classroom agreements in consultation with the children at the beginning of the year. This agreement, will not change the 5 golden rules, rather expand on them and show what each rule means to the class. The rules in the plan should be few, visibly displayed in the classroom, signed by all children in the class, sent home to parents/carers, regularly taught and reviewed at the beginning of each half term.

How to encourage good behaviour

At Warden Park Primary Academy we agree to:

- Provide stimulating and challenging learning opportunities
- Recognise, highlight and praise good behaviour as it occurs (see rewards)
- Value the contributions of all children equally
- Create a challenging, secure and safe learning environment
- Enable all children to feel approved of, secure and liked
- Treat all children fairly
- Allow each child a turn when sorting out difficulties and managing situations
- Give children positive examples of how to treat others with respect
- Make sure children understand why we have these expectations and what the benefits are for the child and the whole school
- Make sure children understand that sanctions will be taken if these expectations are not met

4. How we reward positive behaviour

At Warden Park Primary Academy to ensure low rates of disruption **we place more emphasis on reward** rather than **punishment**. All children will be eligible for appropriate rewards, which will be awarded for behaviour, organisation, effort, attainment or excellence.

The overall aim of the reward system is to encourage all children to reach their full potential in terms of both behaviour and attainment.

We will reward positive behaviour using the rewards below:

- By giving deserved praise
- By displaying positive gestures and body language – attention, smiles, thumbs up etc
- By giving positive feedback for achievement and effort
- By using stamps to highlight good effort or attainment
- Pasta in the jar – leading to a whole class treat
- By awarding children positions of responsibility such as class monitors, message takers etc
- By asking the child to share their attainment or effort to the class, parents and other teachers
- Organising play equipment
- By sending positive notes home i.e. 3 smiley faces from The Behaviour Ladder at the end of the week.
- By telephoning parents to share positive behaviour, attainment or effort
- By public recognition in assembly
- By visiting the head teacher
- By having work displayed in the classroom and around the school
- By awarding stickers as a part of the “reach for the stars” achievement card system
- By awarding each child using our “reach for the stars” card system
- Assemblies will be used to celebrate bronze, silver and gold certificates

We will reward whole class positive behaviour using the rewards below:

- By using pasta in a jar as a system where all children can work together to achieve a class reward - when the jar is full the class agree on a reward that has been agreed by the children

- By engineering the use of the whole class reward to ensure that certain children receive tokens at times to encourage them to participate

5. Minimising and responding to unacceptable behaviour.

If behaviour falls short of our expectations, staff should explain why the behaviour is unacceptable and outline the consequences of this. **They should remind the child that they have the opportunity to move back up the behaviour ladder when they change their behaviour.**

In order to make the children value the system of dealing with inappropriate behaviour (especially when no adults were present), it is vital that all children are treated fairly and have an opportunity to explain the situation from their point of view, before the adult makes any judgement.

It is our aim that in dealing with difficult behaviour, children and parents feel supported at all times. Parents are seen as partners, working with the school and their children, to achieve a common goal.

Hate Incidents

Discrimination or harassment which is based on someone's race, nationality, faith, sexuality, disability or gender identity are collectively known as 'hate incidents'. These must be reported to the Deputy Head/Headteacher who will follow procedures of notifying County, as well as informing all sets of parents involved and the governing body.

Positive handling

Please see the WPPA positive handling policy for further details. The key objective of this policy is to maintain the safety of pupils and staff while preventing serious breaches of school discipline and preventing serious damage to property. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a pupil seriously disrupts good order in the school or causes damage to property. This Policy is written in conjunction with 'Use of Reasonable Force Guidance' DFE-00295- 2013 and where possible this guidance will be followed

If an occasion arises where, in the interests of their own or others' safety, a child needs to be restrained then staff will follow current County guidelines. The Headteacher will be informed of all such incidents and parents notified.

Sanctions

With the support of all staff, children will be encouraged to take full responsibility for their own behaviour. They will learn how to make appropriate choices and how to accept consequences. To be effective, sanctions should be used sparingly, but be the inevitable consequence of off task or unkind behaviours. When sanctions are applied the reasons for them will be explained clearly to the child either at the time or as soon as possible afterwards.

They should range from the least intrusive to the most intrusive to have an effect and must be applied consistently but flexibly. They should never be humiliating or out of proportion to the incident that triggered them.

PUPILS WITH SPECIAL BEHAVIOURAL NEEDS

Whilst it is acknowledged that the vast majority of pupils conform to the agreed rules of our school community and enjoy the benefits of this, there may be a few who for whatever reason consistently act irresponsibly. These children will be entered on the school register of special needs and an EHCP created for them. The SENCo and, if necessary Behaviour and Inclusion Team will support the creation of such plans.

SUPPORT FOR FAMILIES

The school acknowledges that parents may need help and support with the behaviour of their children. Lines of communication at Warden Park Primary Academy are readily open through parents meeting with teachers, Pastoral Support Mentors, and such like. Where appropriate cases will be referred to the Academies Early Help manager who will initiate the development of an Early Help Plan. When it is appropriate, the school refers parents to external providers such as the family centre for Webster Stratton initiatives and Youth Offending Support etc. We ensure clear communication takes place between school and home where health professionals are involved and where medication for, for example, ADHD has been prescribed.

6. Sanctions Ladder

The sanctions ladder is used across the school as a visual reinforcement of our expected behaviour.

Other positive behaviour strategies to use at this stage include tactical ignoring – (occasionally reacting too soon can escalate a situation that may have resolved itself), check understanding, praise others nearby for "doing the right thing", non verbal warning – look, glance, raised eyebrow, re state expected behaviour to class, proximity – move closer without saying anything specific, refocus – (ask question about the task, give further instruction/ comment/ praise), distract or diffuse by asking general questions, re state simple directions, clarify expectations

to specific child or group, proximity + gentle touch on shoulder, verbal warning, express empathy – (e.g. 'I know it's hard but you're getting there' etc), give simple clear choices, second verbal warning, allow take up time, move to sit on own in class.

If children decide to make poor choices and do not follow the rules they are subject to the following set of sanctions that will be displayed in each classroom in the school.

Rewards and Sanctions Ladder	
	<p>First, there is a warning. Then, as soon as a pupil breaks a golden rule, their name goes here.</p> <p>Remind them that they can move up from here if they make the right choices.</p>
	<p>The pupil has continued to break the rules. Remind them that they can move up from here if they make the right choices.</p>
	<p>The pupil has continued to break the rules. They move out with a timer to their Team Leader for 10 minutes.</p> <p>(EYFS- EP, EP-KF, Y1-2 KF, KF-EP, Y3/4/5/6 DH, DH- SLT.</p> <p>If it happens in the morning session 9-10.30/10.45 , they go to breaktime BOT in the Sanction Room for 15 minutes.</p> <p>If it happens in the second morning session 11-12, they go to lunchtime BOT in the Sanction Room for 15 minutes.</p> <p>If it happens in an afternoon session, they go to after school BOT in the Den with a PSM. CT tells the parent to collect them from there.</p> <p>Remind children that they can move up from here if they make the right choice</p>
<p>If a pupil refuses to comply with the behaviour ladder or leaves class without permission, call the PSMs in The Den on x206. They will collect the child. They will contact SLT as appropriate.</p>	

Adults in the school seek to minimise the opportunity for pupils to misbehave through **consistently seeing through sanctions** and ensuring that consequences follow poor behaviour. Children will not be left sitting in any class or area of the school unsupervised. A member of staff will always be present to supervise.

The Severe Clause - The following is a list of severe clause unacceptable behaviours that the school can take action on, including exclusion. All severe clause behaviours should be referred straight to the Headteacher or a member of the SLT in his/her absence. All severe clause behaviours should be recorded by a PSM on a pupil behaviour form that should be shared with the child's parents during a meeting with the PSM, parent/carer and child present. The Headteacher or a member of SLT will be in attendance, as appropriate. This form will be shared with other members of staff and agencies who work with the child.

WE HAVE ZERO TOLERANCE OF:

- Racist remarks
- Physical violence

- Verbal abuse/swearing
- Theft
- Wilful damage to property
- Continual disturbances in the classroom/areas of the school
- Refusal to carry out appropriate tasks linked to the curriculum
- Running out of class or school without permission

An internal exclusion will be decided by SLT and means the child will not be allowed to remain in their classroom and will move to a quiet area with either a member of the pastoral support unit or a member of the Senior Leadership Team, if necessary. Where possible, they will then complete the work they would have been doing in class. When the child returns to class is dependent upon their readiness to learn. In the event of an internal exclusion parents/carers will be contacted.

Leaving the school site without permission, extreme incidents of physical and verbal abuse will result in an external exclusion – this will be at the discretion of the Senior Leadership Team. It will be a reasoned decision and will take into account all factors surrounding the offending behaviour.

In the event of an external exclusion, parents/carers should collect the child from the school office and have a meeting with a member of the SLT.

Records of internal and external exclusions will be kept by the Headteacher.

7. BREAKTIMES and LUNCHTIMES

We operate a system of 'Move in' for any child breaching the lunchtime rules. The school policy on behaviour is clear, we do not tolerate violence, racism, damage to school property, or rudeness towards staff/ignoring staff. Should a child warrant 'Move in' they will be sent/brought to the member of the pastoral support team on lunchtime duty in the Sanction Room.

Lunchtime Behaviour Guidelines

Polite Reminder
Warning
Move Away (sit on a bench for 5 minutes)
Move in (child taken to the PSM member on duty/or if child refuses to move in, SLT to be called)

Appendix 1

Flow chart of rewards

It is expected that all children will achieve an award each half term.

Each child has a "reach for the stars" rocket achievement sheet that is stored in a folder in the classroom. All staff are encouraged to award significant behaviour, attainment and effort on this sheet and state the reason for the award. Other good behaviour can be rewarded using the whole class "pasta in a jar" system.

When the first "reach for the stars" bronze rocket (10 rewards) is complete the child shows it to the Headteacher who presents a Bronze Award at celebration assembly to take home. The original is kept at school.

The second and third rockets are awarded at silver level with the same procedure applying.

The fourth completed rocket is awarded at gold level.

The fifth completed rocket is awarded with a gold star pin.

The sixth and subsequent completed rockets are awarded with a gold star pin !

Appendix 2

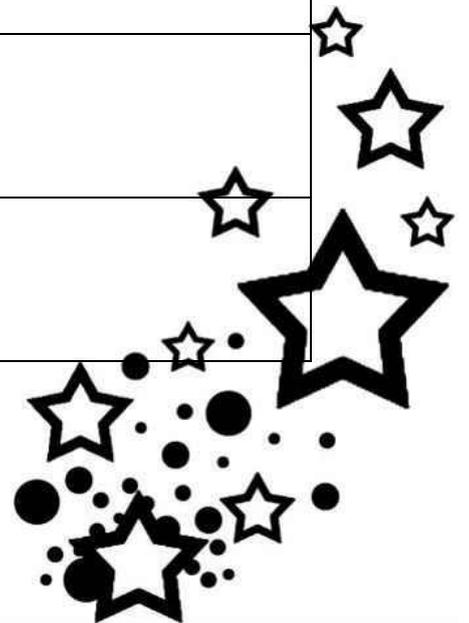
Star	Date	Reason
10 		
9 		
8 		
7 		
6 		
5 		
4 		
3 		
2 		
1 		

REACH FOR THE STARS!

Name _____

Class _____

Bronze 1/ Silver 1/ Silver 2/ Gold 1/ Gold Pin



Appendix 3



My Behaviour

Name: _____ Date: _____

Class: _____ PSM: _____



I had to leave the lesson today, miss some of my own time and talk to someone from The Pastoral Support Team.

The rule/rules I broke are:

(Tick the box)

1. We move safely around the school
2. We are kind and polite
3. We are ready to learn and do our best
4. We look after each other and our school
5. We listen to all adults in the school

<input type="checkbox"/>

Other- (Write it in the box)

I need to make better choices from now on! Tomorrow will be a good day.

Appendix 4



My Behaviour (CT/TA)

Name: _____ Date: _____

The rule/rules I have broken are:

(Tick the box)

- | | |
|--|--------------------------|
| 1. We move safely around the school | <input type="checkbox"/> |
| 2. We are kind and polite | <input type="checkbox"/> |
| 3. We are ready to learn and do our best | <input type="checkbox"/> |
| 4. We look after each other and our school | <input type="checkbox"/> |
| 5. We listen to all adults in the school | <input type="checkbox"/> |

What happened:

I've had a chat about what I did and I'm going to make better choices now.

Warden Park Primary Academy
Bullying/Hate Incident Form - Appendix 5

DATE

TIME

PERPETRATOR

VICTIM

AGE

SEX

CLASS

AGE

SEX

CLASS

REPORTED BY

Details:

When? Why? How?

Action Taken/Other Remarks

How will this be monitored?

All parents informed?

Signature of Adult:



Our Five Golden Rules

We move safely around the school

We are kind and polite

We are ready to learn and do our best

We look after each other and our school

We listen to all adults in the school