



Warren Primary Academy

A L.E.A.D. Academy

BEHAVIOUR POLICY

September 2021

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Exclusions Policy

Legislative Framework

[Education and Inspections Act 2006: Section 88.](#)

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

At Warren Primary Academy, we work together to maintain a positive behaviour policy that suits our children in the context of our school and represents our philosophy towards learning. At Warren we strive to create a calm, purposeful working atmosphere, where each person feels comfortable and valued. We are firmly committed to equality of opportunity for each child, whatever their gender, race, economic background or ability and believe that we must reflect that ethos if the children are to be treated as individuals and encouraged to achieve their personal best. We aim to make Warren a school where the children feel happy and secure they are able to respect others and gain respect for themselves.

We know that children learn best when they are well motivated and feel positive about themselves. Warren children have both rights and responsibilities which are made clear in a structured environment where they can exercise those rights and develop a sense of responsibility to themselves and others.

We are working to create a caring community where everyone is encouraged to achieve their potential and feels confident to try. We acknowledge the value of working together, showing respect for others' opinions and fostering open and honest communications between both children and adults.

Our children are capable of achieving high standards of work and behaviour. We understand that a few of the children will have more difficulty in displaying positive behaviour and this policy is designed to promote good behaviour throughout the school whatever the needs of an individual child.

- To encourage a shared responsibility between home and school.
- To enable pupils to develop respect for themselves, each other, all adults and their environment.
- To encourage a positive learning environment and enable pupils to feel positive about themselves..
- To give pupils, staff and parents a common understanding and sense of purpose and direction.
- To encourage pupils to cooperate with each other and all adults in school, demonstrating that more can be achieved if we work together.

INTENT

Fostering good relationships between adults and children is the most effective way to secure high standards of behaviour. Our staff, in all roles, adopt a firm, but fair approach when working with children but also use less structured times to get to know children they work with. Getting to know the children enables staff and children to build a culture of co-operation and mutual respect, which leads to purposeful working environments. We see behaviour management as a team approach and use expertise within and outside school to enable all children to access support they need with either managing their behaviour or managing the reasons for their behaviour. We pride ourselves on working closely with parents and other agencies to maintain positive behaviour for all children and celebrate collective and individual achievement regularly to promote the school values, which lead to role model behaviour.

REWARDS

LEARNERS' CODE

Our Learners' Code focuses on strengthening learning behaviour across school, identifying certain behaviours as being that of Bronze, Silver or Gold learners. As the children in F2 – year 6 progress through the code, they will earn adults initials/signatures, which they place on their Learners' Code Handbook and once they have received ten for each value, they need to write (or have scribed for them) 3 examples of why they are a bronze/silver/gold learner to share with SLT and then they will receive the appropriate wristband – bronze, silver or gold – which will entitle them to certain responsibilities and privileges. The wording in the Learners' Code Handbook is accessible for each key stage. The children can earn adult initials towards all bands even if they have not earned ten initials in all six values. Rewards given towards the Learners' Code are for behaviours that are in line with the school's values and this is made explicit to the children.

CONDUCT BEHAVIOUR REWARDS

In EYFS and Key Stage 1, conduct behaviours are rewarded with Conduct Counters which go on a personalised conduct behaviour chart. In EYFS, 10 counters earns a prize, in year 1 and 2, 20 counters earns a prize.

In Key Stage 2, conduct behaviours will be rewarded and acknowledged with raffle tickets. There is no limit to the number of raffle tickets that a child can receive. Five raffle tickets are drawn at the end of the day on a Friday (one ticket drawn for each day of the week).

Raffle tickets and Conduct Counters can be awarded by all school staff and **cannot** be removed as a sanction.

Below is a list of suggested behaviours which would earn an individual conduct behaviour reward in all year groups:

- Opening doors for others.
- Being polite and using their manners.
- Showing responsibility for their environment e.g. picking up something from the floor which isn't theirs, looking after the classroom equipment etc.
- Offering to do a job which needs doing i.e. spotting the bookcase is untidy and sorting it.
- Helping others/being kind.
- Being ready to learn.
- Having a positive attitude for learning.
- Following instructions immediately.
- Sitting safely.
- Correct, smart uniform.
- Sharing.
- Teamwork.
- Showing respect.
- Demonstrating the tick behaviours.

WHOLE CLASS REWARD

Each cohort will have a whole class system, which will reward the values, conduct and learning behaviour of the class as a whole collective unit. The children will earn coins, which go into a treasure chest. These can be awarded by all staff and visitors (inform the class teacher who will reward it). Below is a list of suggested behaviours which would earn a whole class reward:

- Exemplary behaviour on a visit/trip/residential from all.
- Outstanding behaviour displayed when visitors come to Warren.

- Excellent learning behaviour and conduct demonstrated to supply teachers.
- Strong conduct and learning behaviours demonstrated when learning outside of the classroom e.g. P.E. outside, music in the hall, engagement in singing assembly etc.
- Everyone ready to learn when expected.
- A tidy classroom.
- Calm transitions around the school.
- Strong teamwork and collaboration across the class.
- Engagement and motivation in a lesson.
- Quick, calm and quiet lining up.
- Excellent conduct during lunchtime.

The class will decide on a collective reward from the school bank of rewards created by the children (they can only use each one once throughout the year):

Picnic	Cake decorating
Extra playtime	Biscuit decorating
Non-uniform day	Mini disco
Baking	Craft activity
Sports match of choice	Park trip (*would require a risk assessment and adult helpers).

Once they have achieved their goal of 100 they will receive the reward the following week, then the process repeats.

GOLDEN DUSTPAN

Each week the site manager will select the class who have made the most effort to organise and tidy their classroom. The class will decide on their reward for this.

LUNCHTIME STARS

All staff working at lunchtime will be able to award star tickets to children who follow the lunchtime code of conduct and demonstrate the school values. These will be recorded each day and two children randomly selected each week to win a prize. This will also help to inform which children are demonstrating the school values and are eligible for their Bronze, Silver or Gold wristband. At the end of lunchtime, the lunchtime staff will hand over to teaching staff.

CELEBRATION ASSEMBLY

Each Friday there is a celebration assembly. Class teachers will select one child per week who has demonstrated the learning behaviours and values of their class charter or has produced outstanding work or made excellent progress that week. Parents will be invited to attend this assembly.

AWARDS ASSEMBLY

At the end of each term we hold an awards assembly. Children will be presented with awards for achievements in specific subjects, for making great progress or for excelling in other areas of school life. Parents will be invited to attend this assembly.

SANCTIONS

In addition to positive recognition, there must be a vehicle for dealing with disruptive behaviour when children choose not to follow the classroom rules.

At the beginning of every year the class will make a list of tick and cross behaviours, which rewards and consequences are centred on. Initially, the children will be introduced to the following tick and cross behaviours:

✓	X
Contribute politely. Sit safely. Ready for learning. Active listening. Respect the environment and everyone in it. Use manners. Move calmly.	Calling out. Swinging on chairs. Unprepared for learning. Not listening. Disrespecting the environment and others. Rudeness to others. Noisy and careless movements.

Action is triggered when the child is seen doing something on the cross list. The adult will count 1 chance; hold up 1 finger and pause. This is a 'chance for the behaviour to be put right', the child should stop what it is they are doing. If the behaviour does not stop then they will say chance 2, hold 2 fingers up and pause. The child then has another opportunity to stop what they are doing. If the behaviour continues then the adult will call chance 3 and put three fingers up. This will result in the child's name being put on the board (added to a laminated sheet). Teachers should record on paper, on their desk, initials of the child and a tally of chances. Crosses are added to the name if further instances of disruptive behaviour are observed (see below for details).

For Key Stage 2 the counting system will remain for the day so for example if a child gets counted a chance 1 this will stand for the day.

For EYFS and Key Stage 1, the counting system will remain for the morning or afternoon session.

At Warren, the following code is currently in operation:-

If a pupil chooses to break a rule these are the consequences:-

Frequency	Consequence
First time The pupil's name goes on the board.	This acts as a first warning.
Second time The pupil gets one cross next to their name.	This acts as a second warning
Third time The pupil gets two crosses next to their name.	The children will be sent to a paired class: Y6 paired with Y3 Y5 paired with Y2 Y4 paired with Y1 The teacher of the class receiving the child does not need to further sanction. Key Stage 1 children will go for 15 minutes. Key Stage 2 children will go for a whole session. If there is only a short amount of time left, then they would go for the next session too. For those extreme situations and at the teacher's discretion, time out may start at the beginning of the next session. Parents to be informed at this point and this is logged in the behaviour log.

<p>Fourth time The pupil gets three crosses next to their name.</p>	<p>KS1 and EYFS: Spend time on the Thinking Chair. They go to a member of SLT at break time for a discussion.</p> <p>KS2: Detention: The pupil will miss their morning break. Children write about the school values.</p>
<p>Fifth time (KS2 only) The pupil gets four crosses next to their name</p>	<p>The pupil is sent to a member of the SLT and will work in isolation for a full day i.e. if this starts in the afternoon their isolation period would continue the next day. This will be recorded and parents will be notified accordingly.</p>

Every child is given a fresh start each day (unless they still need to do their detention or their isolation has not been completed, but the sheet in the classroom will be wiped).

SEVERE DISRUPTION AND/OR SERIOUS INCIDENTS

For severe disruption e.g. the child is in imminent danger to themselves or others, the child will be sent immediately to the Head teacher or Deputy Head teacher.

On those occasions this is what will happen:

Occasion	Consequence
First time incident recorded	child to work in isolation and parents notified via phone.
Second time incident recorded	child to work in isolation and parents notified via a meeting.

It is important to stress that this staged intervention is designed to allow the child the opportunity to choose to change his/her behaviour within an identified framework.

When a child's behaviour has caused a serious incident the Headteacher or delegated person will carry out an investigation into the incident. An investigation will be recorded in a behaviour log.

During the investigation a member of staff will speak to the child / children involved to determine what is likely to have happened. Staff can use their previous knowledge of the children in order to come to their final conclusions. The Headteacher or delegated member of staff will then determine the consequence or sanction.

The sanction or consequence must be reasonable and must not breach any other legislation (disability, SEN, equality acts)

Records are kept of both positive recognition and consequences.

SUPPLY TEACHERS

When a supply teacher arrives on site via the office, the school business manager will hand the supply teacher a simplified version of the rewards and sanctions policy for them to read and follow. In classes 2-6 a seating plan will be left for the supply teacher to see/learn the children's names, in order for them to award rewards and sanctions as and when necessary. In EYFS and KS1, detailed information regarding the children and their groupings will be left to support the supply teacher in following the behaviour policy.

LUNCHTIME

If children do not follow the lunchtime code of conduct the following sanctions will be applied:

1. Verbal warning
2. Sent inside to the Headteacher for 15 minutes.
3. Stay inside the following lunchtime.

Above incidents will be recorded daily.

The School Values and Learners' Code are displayed in each classroom along with the Class Charter. The playtime and lunchtime Code of Conduct are displayed on the doors, outside and in the dining room. Rewards and sanctions are displayed in each classroom throughout the school and are shared with children at the beginning of each term. They are also displayed outside and in the dining room.

BULLYING

We take all incidents of bullying very seriously. In PSHE, children learn about different types of bullying (such as physical, emotional, racial, homophobic and cyber bullying) and the effects they can have. The school bullying charter is displayed in the main school entrance hall with suggestions for how children can stay safe. An annual anti-bullying competition is held to maintain the high profile of this issue.

PUPILS EXPERIENCING EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Our behaviour policy is designed to be used throughout the school and should be appropriate and effective for the great majority of children. There will, however, be some children who experience particular difficulties with behaviour from time to time so we recognise that for those children, it may be appropriate to have in place systems and strategies which enable both the child and the teacher to deal with their behaviour more effectively.

The ELSA programme has been introduced in school to provide Emotional Literacy Support to designated children through play and activities with a trained ELSA. This support includes: understanding and coping with feelings, developing high self-esteem, promoting positive interactions with others, anger management and much more. By working on these areas over a period of time, children can learn strategies to enforce positive behaviour and boost concentration within the classroom.

Children requiring ELSA are chosen by class teachers or put forward by parents/carers. Sessions are held weekly on a one to one or sometimes a group basis and last for approximately 25 minutes. They continue for up to 6 weeks where needed and in some cases, children may be chosen again after a short break.

Individual Behaviour Programmes

It may be appropriate to devise a programme which is negotiated between the child, their teacher and their parents where possible. This will involve clear and achievable targets for behaviour. It should have dates by which targets should be met. Targets and success can be recorded in a daily record. Help with devising appropriate programmes is available from the SENDCOs.

Educational Psychology Service

Children who are experiencing severe or chronic difficulties can be referred to the Educational Psychologist through the school SENDCOs. It is important to establish and maintain contact with parents and carers throughout when dealing with children experiencing difficulty with their behaviour. When home and

school both convey the same message and are seen to work together, progress and continued success are often the result.

Individual Educational Plan (IEP), Provision Map and Pastoral Support Programme (PSP)

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform the SENDcos. Following consultation with the appropriate staff an Individual Education Plan (IEP)/Provision Map may be drawn up, or, if the pupil is at risk of exclusion, a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress.

A Common Assessment Framework (CAF) may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan.

Physical Intervention

It is recognised by us that there may be occasions when a pupil's behaviour necessitates physical intervention. The DfE clarifies schools responsibilities under the guidance 'The use of Reasonable Force' July 2013, stating that teachers and other staff (who have been authorised by the head teacher) who have lawful control or charge of pupils, have the power to reasonable force in situations where:

- Action is necessary in self – defence or because of imminent risk of injury.
- There is a developing risk of injury, or significant damage to property.
- A pupil is behaving in a way that is in a way compromising good order and discipline.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

By law, school staff are able to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. However, our school will seek to keep the use of 'reasonable force' to an absolute minimum – our staff must not use force except as a last resort where there is a danger of someone being hurt.

**Any form of corporal punishment is the school is illegal, and this ban is absolute.
Our school principles are:**

Everyone attending or working in this school has a right to:

- Be treated with respect and dignity
- Learn and work in a safe environment and,
- Be protected from harm, violence, assault and acts of verbal abuse

Within this school the following must guide practice:

The use of Positive Handling must NOT be used with intent to:

- punish
- cause or threaten hurt
- oppress, threaten, intimidate or bully; or
- secure compliance with staff instruction

Within the continuum of Positive Handling, physical control SHOULD ONLY be used;

- with minimum and reasonable force
 - rarely and exceptionally
 - as a last resort where all other courses of action have failed; and
 - with the minimum degree of intrusion required to resolve the situation.
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- Any use of physical control to be justifiable, reasonable and informed by risk assessment
 - Preventative techniques must have been exhausted
 - All involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

Identifying Areas of Concern

Cases of physical intervention should be rare. There may be some pupils which the school identifies as 'of concern'. The school will work to identify these pupils and draw up suitable guidance for staff based around discussions with parents/staff/other professionals.

The school will then train those staff who work closely with the pupils to ensure they understand the triggers and best approaches to support the child.

Staff training

Only members of staff trained by the Local Authority in Positive Handling techniques will be allowed to use physical intervention. A list will be made available to all staff of those with training. Each member of trained staff will also have to attend an annual refresher course.

The school will keep records of all occasions where intervention has been used (Appendix 1) and parents/carers will be informed of an incident involving their child and given an opportunity to discuss it

Dealing with incidents

The school will have named staff trained in Positive Handling. Where staff have concerns they will send for the support of a named member of staff to manage the situation.

Should a situation develop unexpectedly staff must apply their professional judgement and only intervene if not doing so places a person at risk.

Staff must:

- Remain calm
- Use non-threatening verbal and body language
- Try to manage the situation without resorting to force
- Give a clear oral warning that force may have to be used

- Inform the pupil that they will stop using force as soon as possible.

Post incident review

Being involved in such incidents may be upsetting for pupils and/or staff.

A review must take place between a member of SLT and the staff concerned to:

- Identify any triggers;
- Consider whether the use of force was managed appropriately;
- Consider whether the use of force could have been avoided;
- Identify what we can learn from the incident.

It may be that whole school or specific pupil lessons are learned – these must be identified and acted upon. A record of the event must be kept. A copy must be kept by the Headteacher with a copy on the pupil file (see appendix). A copy must also be sent the same day to safeguarding@leadacademytrust.co.uk.

A member of SLT must ring parents to discuss the incident. The school will then carry out a risk assessment around the child's behaviour and a Positive Handling Plan will be put into place with the agreement of parents.

Any parental complaints must be managed through the school complaints process.

Use of outside agencies

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty

- Education Welfare Officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Inclusion Lead and the Headteacher will advise teachers and parents on which service would be most appropriate and how to contact them.

Equality statement

All behavioural strategies are applied equally to both girls and boys throughout the academy, regardless of age, gender, sexuality, race, nationality or ability.

Exclusion

Ultimately a pupil who refuses to behave in an acceptable way may be excluded from the academy, for, for example, violent assault on another pupil or an adult, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. [See Exclusion Policy]

Monitoring, evaluation and review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

The Deputy Headteacher will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a termly basis.

The governing body, via the SEND Link Governor, will review progress made and the effectiveness of the policy on an annual basis.

Appendix1

Physical Intervention Record (Staff Statement)

Copies to be sent to: Child's file, Headteacher and Trust DSLs

Name of child:	Class:	
Date:	Time:	Location:
Staff involved:		
Staff witnesses:		
Pupil witnesses:		
Events leading up to incident:		
Attempts to defuse the situation:		
Account of incident:		
Type of intervention and duration:		
Outcome (including injuries/damage):		

Action taken/Lessons learned:	
Parent contacted by: (SLT)	When:
Outcome of contact	