



The Weston Federation

Weston Infant and Weston Junior Academy

BEHAVIOUR POLICY

In the Weston Federation we believe that positive behaviour management is the responsibility of whole staff.

AIMS & OBJECTIVES

- To promote children's wellbeing, moral, social and emotional development.
- To promote high standards of behaviour and discipline through emphasising praise and rewards which recognise good behaviour and achievements
- To ensure consistent use of behaviour management strategies
- To respect each other and ourselves
- To teach pupils that actions and choices have consequence both positive and negative
- To ensure the safety and well being of every member of the school community
- ***To create an orderly and happy community where all are valued.***

WE WILL DO THIS BY:

- Adopting a positive school ethos which value individuals and reflects school values of respect, happiness, health, self esteem and honesty.
- Ensuring a consistent approach by all members of the school team, who will act as positive role models at all times.
- Having high expectations of behaviour which are taught and modelled.
- Establishing a clear framework of expected behaviour which are reasonable and sensitive to children's needs using praise and rewards for good behaviour
- Involving parents in promotion of appropriate behaviour
- Recognising that on occasions some pupils may experience social, emotional or behavioural difficulties which may be a barrier their learning.
- Teaching and encouraging pupils to make correct choices about their behaviour.

As a Federation we have adopted Jenny Moseley's Golden Rules.

- We listen We don't interrupt.....
- We are honest..... We don't cover up the truth.....
- We are gentle..... We don't hurt others.....

- We look after property..... We don't damage things.....
- We are kind and helpful..... We don't hurt anybody's feelings.....
- We work hard..... We don't waste time.....

These rules are applied from Little Acorns through to Year 6, they are taught, explained and modelled, revisited regularly and displayed in all classrooms.

In the Early Years Foundation Stage and Key Stage 1 photographs are used to support pupils understanding of what each rule looks like in practice.

In Key Stage 2 the Golden Rules are displayed across the setting.

The Golden Rules are applicable at all times and in all areas of the school.

REWARDS & SANCTIONS

Golden Time

A weekly reward system rewarding children for making the correct choices about their behaviour. This takes place on a Wednesday afternoon at Weston Infant Academy and a Thursday afternoon at Weston Junior Academy. The children are encouraged to choose their Golden Time in advance and this is referred to frequently and used to motivate children to make the correct choice about their behaviour.

Each child receives 20 minutes of Golden Time each week but may lose minutes of Golden Time as a consequence of choosing not to follow the Golden rules.

In Little Acorns the Golden Rules are introduced and staff support the children in beginning to understand these rules.

From Nursery to Y6 Golden Time takes place on a weekly basis and pupils are encouraged to choose their own Golden Time activities in advance.

Weston Infant Academy

Stages:

The child will receive a verbal reminder of the rules, if they then choose to continue breaking the rules they move from the happy face 😊 to the straight face 😐, if this continues they move from the straight face 😐 to the sad face ☹️ and lose one minute of Golden Time.

Each session is a fresh start.

When Golden Time occurs, the child will sit and watch their chosen activity until they have paid back their lost minutes and can then join in with the activity until Golden Time concludes.

Weston Junior Academy

Stages:

If a child receives a warning card (yellow) during the week then they will miss 5 minutes of Golden Time per warning card up to a maximum of four, at this point the child will not receive any Golden Time.

If a child has received a Consequence (red) card they will receive no Golden Time.

During Golden Time children who have failed to receive the full time must sit silently away from other children. If a group of children or individual will struggle during this quiet time then the class teacher should arrange for these children to go to other classrooms during this period.

Golden Time will be referred to throughout the week and children directed towards the Golden Time display in the classroom.

In some circumstances the child who has received a red card can earn small amounts of time back by showing a much improved attitude and trying hard to correct the behaviours they demonstrated to receive the red card. At no point should the child receive more than half of their golden time back.

Class teachers keep a record of Golden Time minutes lost and these are regularly checked by the Behaviour Leads (Mrs Brown, Weston Infants Academy, Mr Knight-Jones Weston Junior Academy) to identify pupils who may need additional support to improve their behaviour.

Additional Rewards Systems

Weston Infant and Junior Academies

- Dip in the box each class teacher will have a 'special box', which will contain small prizes. Children will be entitled to 'a dip' when a member of staff believes work, attitude, effort or behaviour etc is outstanding or beyond the norm of the child or group of children.
- Immediate positive feedback which would include stickers, a kind word or non verbal communication.

Visit to the Head Teacher.

Children will visit the Head Teacher for recognition of their hard work and effort, when receiving a Dojo certificate, for creating outstanding pieces of work or modelling one of the key values of the school and will receive a special certificate or sticker.

Weston Infant Academy**Group Rewards**

- Motivating pots –e.g. ‘frogs in pots’ –Rewards are never removed from pots

Lunch Time Award

The pupils who behave appropriately at lunchtime.

In KS1 positive Dojos are introduced as part of the transition into the Weston Junior Academy. (See Weston Junior Academy)

Certificates and Awards

During Celebration Assembly on a Friday morning awards are given for Reading, Maths Star, Good as Gold and Child of the Week. Child of the Week is voted for by their classmates in line with our British Values.

Weston Junior Academy**Class Dojo.**

Dojo points are collated using an online behaviour system, which records when children are rewarded for demonstrating positive behaviour (Y3) or have lost a Dojo for poor behaviour (Y4, 5, 6). All staff will have access to the class and school account allowing children to receive positive praise from any member of staff at any time of the day. Class teachers and parent/carers can look at weekly reports to look at how successful individual pupils have been, and the behaviour co-ordinator can monitor success amongst classes across the school and identify individuals or groups who need further support.

Each child will be assigned Dojo avatar linked to the team to which they belong (these four team avatars will be named by the school council and team captains on a yearly basis.) When children receive 20 Dojo points they will receive a token which is then placed inside

the coloured tubes outside the hall. When the tube is full, or has reached a specified level, the team colour reward will take place. In addition to this, the tokens will be counted and the overall team winner will receive additional treats or time during this reward time. Team prizes/reward activities will be decided by the team captains or during team meetings and at the start of the academic year.

In addition to this, the winning team at the end of the year will receive an afternoon of fun and games to celebrate their hard work throughout the year.

When the children have received 300 (Bronze), 700 (silver) and 1400 (Gold), 2000 (Master) 3000 (Samurai) Dojos they will receive a certificate and additional rewards which will be awarded in celebration assembly.

Good to be Green

Stages.

1. If a child fails to follow the school rules during the school day they will receive a verbal warning and be reminded of the school rules ensuring that the child understands why their behaviour was inappropriate. Staff will discuss the behaviour choices that will follow.
2. If the behaviour continues the child will receive a final verbal warning.
3. If this behaviour continues the child will be instructed to change their green card to the warning (yellow) card. This will be recorded on the class chart and remain there until either lunch time or the end of the school day.
Where possible the child should change the card, but if the class teacher feels a child or group of children will not be able to do this in a sensible manner then the teacher or other adults in the room may change the card.
The child will then miss 5 minutes of their next play time (with the adult who gave the time) and also miss 5 minutes of Golden Time.
4. If after the first warning, or at any stage of the behaviour system, the class teacher or other supporting adults feel the child is going to continue to show poor behaviour (as they are angry or upset etc.) then time out **must** be used to increase the chance of that child making the correct decisions. Warnings and sanctions must not be given in a short period of time, without allowing the child this opportunity.
5. Children at this point will have one further warning before receiving a consequence (red) card. The child will miss 15 minutes of their dinner time in the behaviour room, where they will have time to reflect on the behaviour and choices they have made and complete a behaviour form (Why they are in behaviour and their next steps). If the behaviour occurs in the afternoon the child will miss the time the following dinner time. In addition to this the child loses any Golden Time they may have. The member of staff who gave the child the consequence card will contact parents/ carers that evening and explain why the consequence card was given to the child referring to the 5 golden rules.

6. If after receiving the consequence card the child is still not engaged then a member of SLT should be informed and the necessary actions will be implemented (this maybe timeout in another class or isolation etc.)
7. If a child receives 2 consequence cards in a week the parents/carers of the child will be contacted to arrange the child to attend after school detention. The detention will be completed by the member of staff who gave the consequence card (where possible). If the second consequence card is received by the child before 1.30pm the detention will be completed on the same day. If after 1:30 it will be arranged for the following day to allow enough time for parents/carers to make necessary arrangements.
Detention will last 30 minutes.
8. If a child answers back in an inappropriate manner a warning will be given (breaking rule 2) and then the child must be moved to a warning card if they continue.
9. If behaviour persists and a child is not engaged with lessons and not complying with school rules then the child can be placed into isolation (this maybe in another classroom or one to one with the behaviour co-ordinator depending on previous sanctions or the severity of the behaviour) where they will complete the days lessons away from the classroom.
10. When rewards, sanctions, interventions, IBP and isolation have had no or little effect on the child's behaviour and the behaviour of the individual is continues to interfere with their own or other children's learning then a meeting with the parents of the child will be arranged by the Behaviour co-ordinator (Chances behaviour support team will be involved) and a reduced time table will be arranged. During this meeting clear guide lines, time scales and expectations will be agreed by all parties.
11. If the child is still unresponsive to support and has continued to behave inappropriately then the class teacher will invite the parents or carers of the child to attend a meeting with the behaviour co-ordinator to create and agree upon a behaviour plan (6 week) clearly identifying expectations, outcomes and a discussion about further consequences if the criteria are not met.
12. If a child's behaviour is persistent and the individual is showing little or no improvement the LA will be informed of the behaviour and a 'managed transfer' process will begin. *(Note: this is only a precautionary process that may prevent permanent exclusion in the future if behaviour does not improve.)*
13. If the child's behaviour puts themselves or others at risk then the child will be asked to go to another classroom, however if this does not occur then withdraw the class and involve a member of the SLT immediately.
14. In some instances where extreme behaviour is presented (violence, disrespect, dangerous etc.) then the above steps will be disregarded and a child may receive a fixed term exclusion.

Each half term the children who have remained on green throughout will be invited to a Green Event. Children who have received 1 - 5 warning cards will be invited for a shorter period of time according to the number of cards received; children who have received a consequence (red) card will not take part in this event. For every yellow card the child will miss 1/6 of the total time.

Green Events are a celebration for the children's hard work and effort. The children will be informed of the Green Event at the start of each term and the events will range from circus activities to roller discos. Smaller green events (like a disco or party) will take place every half term.

Certificates and Awards

- **Merit** – Each week the class teacher will choose a child who has created a piece of fantastic work that will be shared with the school during Praise assembly.
- **Our Values** – Each week one child will be chosen for showing one of the core values (linked to the Olympic values) of the school (resilience, respect, responsibility, friendship, inspiration and excellence) which will be presented to the child during praise assembly.
- **Dojo** – Bronze (100), Silver (200); the children's picture is displayed above their team colour in the hall and Gold (400) the child receives a badge in their team colour.
- **Good to be Green Certificates** – awarded each term along with a small prize.
- **Reading Awards** – awarded to children who have met three consecutive reading targets.
- **Attendance Awards** – awarded for 100%, 97.9% (1-2 days off) and 95.7% (3-4 days off) attendance for the year.
- **Team point cup** – is presented to the winning team at the end of each half term.
- **Tidy classroom award**
- **Termly Playground Leaders Award**
- **Doorbar Trophy**
- **Awards for extracurricular achievement.**
- **Class Star, Literacy and Numeracy certificates (to be given throughout the day)**

Some pupils may need support to conform to our behaviour expectations, this may be identified through Golden Time minutes lost tracking, Good to be Green tracking or conversations with staff. A Boxall Profile will be undertaken to identify areas in need of support and ABC forms may be requested to identify patterns and triggers for behaviours. This information will be used to create an Individual Behaviour Plan (IBP) which will include targets and strategies to support, for example allowing additional take up time, chunked instructions or use of a thinking chair. These plans are created by the Behaviour Leads in liaison with the SENCO and will be shared with pupils and parents. IBPs are regularly reviewed to support improvement.

Some children, identified by the SENCO and Behaviour Co-ordinator may attend individual or group interventions to support them in making positive behaviour choices in the future.

School liaises with external agencies, SENDSS, Behaviour Support, Educational Psychology, for pupils who do not respond to Behaviour Plans, or who display extreme behaviours.

Reduced timetables may be used to support children who find it extremely difficult to conform to our expectations of behaviour.

Exclusions

Exclusions are only ever used as a last resort.

For further information please refer to the Weston Infant and Junior Academies Exclusion policy.

Appendix

Core principles for staff

- Make your expectations for behaviour very clear and reinforce them with praise and positive rewards
- Use descriptive praise to get what you want e.g. "XX well done, you are showing me that you are ready to listen because you are sitting silently, looking at me with empty hands"
- If children misbehave, use a calm voice to tell them what is wrong with their behaviour – take issue with the behaviour, not the child i.e. always avoid remarks like "you are a naughty girl"
- Use a positive, firm clear voice to give instructions to whole classes. Ensure your tone gives the impression that you expect that the children will willingly do as you ask – they will "live up" or "live down" to your expectations

General guidelines

1. Build positive relationships with all pupils
2. Always describe and model the behaviour you expect
3. Be confident and in charge (even if you don't feel as if you are)
4. Ensure praise and encouragement occurs regularly.
5. Avoid confrontation (Modelling the expected behaviour of the children).
6. Refer back to the school 'Golden Rules/Olympic Values' and class rules regularly including weekly/daily reminders, PSHE lessons and assemblies.
7. Remind all student of the choices they make and outcomes of their choices.

8. When dealing with a child displaying difficulties, who has been identified by the Behaviour co-ordinator or the SENCO, minor incidents may be ignored if the behaviour is not distracting or disturbing other children's learning.
9. Use close proximity praise.
10. Keep up the focus and pace of a lesson and try to re-engage disruptive children. Focus on using the strategy of "Catch them being good"
11. Be aware of children's individual needs and praise children for achieving their targets (Waiting patiently with the hand up etc.).

Unacceptable behaviour.

What we consider to be unacceptable behaviour

- Disruptive behaviour in lessons which effects learning or enjoyment of the lesson.
- Bullying – mental, physical or cyber bullying. We apply the Several Times On Purpose (STOP) approach. Incidences of bullying are rare with younger children but are always dealt with appropriately.
- Physical harm – fighting, kicking, pinching, biting etc.
- Destructive behaviour
- Stealing
- Foul language
- Telling lies
- Disrespectful behaviour towards teachers, other adults and each other.

This policy is reviewed on a yearly basis to reflect the needs of the current cohort and the School Council creates a Child Friendly Policy to be sent home to all pupils at the beginning of each academic year.

Date of next review July 2018