



**The Weston Federation**  
**Weston Infant and Weston Junior**  
**Academy**



**BEHAVIOUR POLICY**

**(Updated October 2019)**

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

**AIMS & OBJECTIVES**

- To promote children's well being, 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 Nursery 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 Friday 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 30 minutes of Golden Time each week but may lose minutes of Golden Time as a consequence of choosing not to follow the values.

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:**

Children who have been seen breaking any of the school rules or key values will receive a warning. These warnings will be collected by the class teacher throughout the day. Some non-verbal and verbal warnings maybe given prior to a formal warning to help support children in making the correct decisions linked to their behaviour. After three warnings the child will receive a yellow card and if they receive five warnings they will receive a red card (These warnings will be reset every day).

If a child receives a warning card (yellow) during the week then they will miss 5 minutes (in year 3) or 10 minutes (in years 4-6) of Golden Time per warning card up to a maximum of three, 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 will complete a quiet 10 minute activity , which will be completed away from the Golden Time activity and will be completed 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 the yellow and red cards/ Golden Time minutes lost received by the children and these are collated at the end of each week. 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.

This information may 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, 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.**

### **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 of School/ Principal**

Children will visit the Head of School or Principal 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**

Class Dojo is introduced in Reception as a positive behaviour management system, dojos are awarded for kindness, helpfulness, politeness, working hard and other behaviours linked to the school values. Dojos can be awarded by any member of staff at any time of the day.

Dojo awards are given when a child reaches 200 dojos (Bronze), 300 dojos (Silver), 400 dojos (Gold)

## Certificates and Awards

During Celebration Assembly on a Friday morning the following awards are given:-

**Good as Gold** voted for by their classmates in line with our British Values.

**Principal's Award** - Curriculum

**Vice Principal's Award** for pupils who behave appropriately at lunchtime, this may not always be given out on a weekly basis.

**Tango on Time** – awarded for the most punctual class.

**Shark in School** - best attendance.

**Accelerated Trophy** – for the class with the highest weekly percentage in Accelerated Reading

Pupils are also encouraged to bring in their own awards from home.

The Nursery Class award Star Bear to children who have tried hard .

## Weston Junior Academy

### Class Dojo.

Dojo points are collated using an online behaviour system, which records when children are rewarded for demonstrating positive behaviour linked to the key values of the school. 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.) Children will collect team points, which will be collated at the end of every two week period, for their house team. The results will be read out in assembly and the winning team will receive 4 points, 3rd three points, 2<sup>nd</sup> 2 points and 4<sup>th</sup> place will receive 1 point. The team at the end of the term will receive an afternoon of fun and games to celebrate their hard work throughout the year.

In addition to this the children will be collecting stamp cards. Each stamp card has 12 vacant spaces for a sticker, smiley face or stamp and these are awarded for outstanding work and

effort. When the stamp card is complete the child will post it into the school post-box, they will receive a 'dip in the box' and these stamp cards are worth 30 dojos which will be added to fortnightly totals during assembly (these cards will have an impact on the final results of that week).

## Consequences

### 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 their first warning.
3. If the child persists with this poor behaviour or breaks further rules throughout the day they will receive warnings for each event.
4. On the third warning they will receive a yellow card and the fifth warning they will receive and red card.
5. 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.
6. Each yellow card received by the end of the week the child will miss 5 minutes (Year 3) or 10 minutes in years 4 to 6 of Golden Time.
7. If a child receives a red card the child will a morning in reflection time (time to complete all of their work in another classroom and miss both lunch time and break time)
8. The member of staff who gave the child the red card will contact parents/ carers that evening and explain why the consequence card was given to the child referring to the rules and values of the school.
9. 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 reflection time etc)
10. If a child receives two red cards or four yellow cards in a week the parents/carers of the child will be contacted to arrange the child to attend after school detention from 3:20 to 4:20. The detention will be completed by the member of staff who gave the consequence card (where possible). If the second red 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.
11. If behaviour persists and a child is not engaged with lessons and not complying with school rules then the child can be placed into reflection time (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.

12. 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.
13. When rewards, sanctions, interventions, IBP and reflection time have had no or little effect on the child's behaviour and the behaviour of the individual 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 may be arranged. During this meeting clear guide lines, time scales and expectations will be agreed by all parties.
14. 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.
15. 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.

### **Certificates and Awards**

- **Merit Certificate**– 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.
- **Child nomination certificate** – Each week one child will be chosen for showing one of the core values of the school which will be presented to the child during praise assembly.
- **Dojo** – Collected for their house team.
- **Reading Awards** – Linked to accelerated reader. Prizes to be won for reaching 50%, 100% and 150% of their reading target for the term.
- **Attendance Award**- this is given to the best attending class of the week. They also receive a WJA dollar which will by them time at the end of the year on the bouncy castles.
- **Doorbar Trophy**- given to children who complete tasks without being asked that support the wider community and the ethos of the school.
- **Half termly rewards:** during a large praise assembly, with prizes and raffles and singing etc two children from each class will win a prize and certificate for either effort, reading, writing, maths, other subjects or yearly achievement.

### **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' 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.
- **Screening, Searching and Confiscation**
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- The DfE has published '**Screening, Searching and Confiscation' guidance (2018)** which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, inappropriate images, stolen items, fireworks, knives and other offensive weapons\* are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent. School staff can seize any prohibited item found as a result of a search. We can also seize any item, we consider harmful or detrimental to school discipline.
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- **Outside of school**
- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers/principals a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Where non-criminal negative behaviour and bullying occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the Principal will consider what the appropriate sanction should be.
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- \* An 'Offensive Weapon' is defined as "any article made or adapted for use to causing injury to a person, or intended by the person having it with him for such use". (S1 Prevention of Crime Act 1953).

### **Upskirting**

In line with the updates to Keeping Children Safe in Education (Annex A) additional information about specific forms of abuse and safeguarding issues. School leaders and all staff who work directly with children must be aware of upskirting.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

If staff have any concerns about upskirting they should act on them immediately. They should follow our child protection policy and speak to the designated safeguarding lead (or deputy). Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

**Date of next review September 2020**