



Walton Primary Academy Behaviour Policy

Date	Review Date	Lead	Nominated Governor
September 2023	September 2024	B Hyett	H Swainson

Our Ethos

At Walton Primary Academy we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the development of a strong community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

We believe that positive behaviour and using positive behaviour management strategies are at the heart of creating a nurturing, safe and secure environment. We want children to behave well because it enhances educational and social opportunities and ensures that our school environment remains safe, calm, happy and hard working. We want children to behave in ways which are consistent with the school aims.

A whole school approach with the consistent application of behaviour management strategies is essential to creating a secure culture of mutual respect and expectations. This policy is therefore implemented by all staff and adults in school. Children need to learn what is acceptable and what is not. We recognise this learning is a continuous process involving the child, the parents, and the school. It is our role to support the process by:

- Modelling the behaviours we want children to adopt
- Encouraging appropriate behaviours through genuine praise and rewards which are specific and personal
- Helping children to understand the natural consequences of their behaviour
- Using appropriate and meaningful sanctions where appropriate
- Liaising with parents
- Liaising with outside agencies and support services where necessary

Mutual Respect

At Walton Primary Academy we believe that in order to implement a policy of behaviour management effectively, it is essential for there to be an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion, but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in class, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

Promoting Positive Behaviour Management at Walton Primary Academy

“Behaviour noticed is more likely to be behaviour repeated”

Our approach puts emotional wellbeing at the heart of behaviour management. We firmly believe that behaviour which is noticed is more likely to be repeated. We recognise the strategies required to support emotional wellbeing include consistency in approach, recognising and naming emotions, clear routines, physical needs being met, a nurturing approach, active listening, personal greeting and relaxation.

PRAISE

P – Position yourself close to the child

R – Really mean it

A – Always smile

I – Immediate

S – Specific

E – Eye contact

Effective Use of Language and Communication

- Keep it short and simple
- Avoid mixed messages
- Be literal
- Be consistent
- See it through
- Avoid the don't; keep it positive in saying what we want rather than what we don't
- “Stop, walk” rather than “No, don't run”

Positive Reinforcement

- Initially 'flood' the class with tokens (for example, jewels) in the accumulator (for example, treasure pot)
- Continuous reinforcement establishes behavioural expectations
- Intermittent reinforcement maintains behaviour
- Fade out slightly once behaviour is embedded
- Give the physical token with the praise
- Make it explicit
- Never remove a token from the accumulator
- Emphasis on whole class working together as a team
- Rewards are agreed and are consistent

Planned Ignoring

- Use planned ignoring for low level negative behaviour by physically turning or looking away from the child and averting eyes to children behaving appropriately and then praising these children. Low levels negative behaviour includes:
 - Pupils off task during lessons
 - Talking
 - Fidgeting
 - Turning around
 - Fiddling with equipment
 - Not listening
 - Responding inappropriately to instructions

Agreed whole class rewards for filling accumulator with tokens**EYFS**

- A party game: e.g. musical statues
- A special snack: e.g. juice and a biscuit
- Show and tell: special item from home
- A 15-minute short film
- Parachute games
- Story time around the pond
- Games on the big playground
- Baking

KS1

- A special snack: e.g. juice and a biscuit
- Show and tell: special item from home
- Craft activity
- A 15-minute short film
- Parachute games
- Extra playtime
- Extra computer time
- Ice lollies

KS2

- A party game: e.g. musical statues
- A special snack: e.g. juice and a biscuit
- Show and tell: special item from home
- Craft activity
- A 15-minute short film
- Extra playtime
- Extra computer time
- Odd sock day

House Points

All children from Reception to Year 6 are allocated a place in one of four houses; Doctus (skilled), Amicus (friend), Fortus (strong) and Verus (true). House points are given out to the children as rewards for positive behaviour and academic achievement. House points can be awarded to pupils by all members of staff including lunchtime supervisors and clerical staff. House points are collected weekly and class totals are shared in Friday's celebration assembly. The class with the highest amount of house points chooses a reward for the following week. The house points are then allocated to the individual houses and a running total of these is shared in our Monday assembly. The winning house at the end of each term has a special trip or activity.

BEST and Walton Wonder Assemblies

Celebration Assembly on Friday allows teachers and children to choose pupils who have excelled in behaviour, effort, strength or teamwork. Families are welcome to attend.

Walton Wonder children are chosen half termly by teachers in all classes. One child from each class is celebrated in our Friday Celebration Assembly. Families are invited to attend. The rewards are for individual achievement which includes attitude, behaviour and academic development. Each child receives a certificate and a headteacher's pencil.

Attendance

The top attending class are rewarded weekly in Celebration Assembly. Termly 100% attendance certificates are awarded and 100% attendance for the year is rewarded with a certificate and a prize. The top attending class for the school year also receive a reward.

School Council

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school. Each year group, from Year 2 to Year 6, elects two councilors to represent them on the council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions.

The School Council are responsible for making decisions about certain aspects of school life which affect all pupils. Having contributed to the decision-making process through their representative, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupil's own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

The school council then attend parliament meetings which are held at Trust Level. Representative councilors from all MAT schools are in attendance. A yearly election elects a Prime Minister and Deputy Prime Minister. All councilors are entitled to stand for these positions, and they are elected by all children who attend Trust schools

Anti-Bullying Week (November)

Walton Primary Academy takes part in the national anti-bullying week. This is done through assemblies, poster competitions and discussions/debates in classrooms. Anti-bullying themes also run consistently throughout the school year.

Consequences

Pupil behaviour and attitudes to learning at Walton Primary Academy are mostly good. Pupils respond positively to the rules and expectations set by the staff and therefore the range of consequences in place to support positive behaviour management reflect this.

There are minimal instances of aggressive and disruptive behaviours in school.

Most pupils can manage their and control their own behaviours to ensure that they and others are safe.

The range of consequences consider the behaviours of pupils as described by staff.

These behaviours are described as 'low level':

- Pupils off task in learning
- Talking
- Fidgeting
- Not listening or responding appropriately to instructions
- Turning around in class
- Fiddling with equipment

This does not include the behaviours of our pupils with additional and SEND needs. Staff responses to these pupils are guided by the SENDCo, follows their My Plan and should be consistent through school. **(See Appendix 1)**

Challenging When Appropriate

The SLT expects that the class teacher will respond to the above low level classroom behaviours and address these. The fact that the teacher 'shows disappointment' at the behaviour, that the pupil has let themselves down, should be enough as a consequence at Walton Primary Academy.

The consequences in place for behaviours such as pushing, pulling, hitting, name calling etc. should still be the responsibility of the class teacher but with further consequences in place:

- Thinking time
- Missing minutes of break time
- Verbally apologising
- Writing a letter of apology
- Sent to meet with the Headteacher or Deputy Headteacher
- Parents contacted

(Appendix 1)**Moving Forward Together**

Our policy and practice promote high standards of behaviour and we pride ourselves on the support given to all pupils to enable them to be successful learners.

We understand that some of our pupil's occasionally exhibit behaviours which will need to be considered in relation to a pupil's SEND. However, it is also understood that not every incident of misbehavior will be connected to their SEND need.

As a school we recognize that under the Equality Act 2010 and the Children and Families Act 2014 we have a duty of care to the 'best endeavours' to meet the needs of pupils with SEND and to take steps to avoid any substantial disadvantage to a disabled pupil's caused by the school's policies and practice.

We fully support any pupil who has an Education, Health and Care Plan and the provisions identified in that plan. As a school we work closely with the local authority and other support bodies to ensure that pupils receive the support required.

Exclusion:

We approach all behaviour incidents in a positive manner and employ a wide range of strategies and support specifically designed to work with pupil, parents and staff to avoid a pupil being excluded. Exclusion is always a last resort when all other strategies have been exhausted and support from all agencies has not been able to resolve the difficulties.

Exclusion is a sanction used at Walton only in cases deemed as serious breaches of the school Behaviour policy.

A pupil may be at risk of exclusion from school for:

- Physical or verbal assault of a pupil or adult
- Persistent and repetitive disruption of learning
- Extreme behaviour – causing injury to others and damage to school property

Fixed Term Exclusions:

- Any fixed term exclusion can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf.
- Parents will be notified as soon as possible of the decision to exclude and the reason for this. This will be done on the day of the exclusion by phone or face to face.
- Work will be sent home with the pupils and this will be organized by the class teacher.
- A transition plan will be put in place in preparation for the pupils return to school.
- On return to school a meeting will be held with the Headteacher and/or Deputy Headteacher, Class teacher and parent to share this information and the proposed plan.

- The return to school plan if appropriate will include support not only from school but from other appropriate bodies e.g behavior support

Permanent Exclusions:

- Permanent exclusions are only authorised by the Headteacher and after consulting with the Chair of Governors and the Trust.
- A pupil will only be excluded when all 'reasonable steps' have been taken and we identify that allowing the pupil to remain in school would be seriously harmful and/or detrimental to the welfare of the pupil and others in school.
- Permanent exclusion is a last resort after trying to improve the pupil's behavior through other means.
- There are also exceptional circumstances in which a pupil is excluded because of ongoing issues or even for a 'one-off' incident. These incidents could include severe violence towards pupils and staff.

Process of an Exclusion:

- Parents will be notified by the Headteacher as soon as practically possible of the decision to exclude a pupil.
- The reason for the exclusion will be shared and this will be done on the day of the exclusion so that all parties are clear about why this has been put into place.
- This will be by direct phone call or a face to face meeting.
- Written confirmation will also be given.
- The Chair of Governors, Trust and the Local Authority will be notified of any fixed term exclusions the same day as the exclusion letter is shared with parents.
- The Governors will review the Headteachers decision and the parent may meet with them where they will explain the views on the exclusion.
- If the exclusion is confirmed the parent can appeal the decision to an independent appeal panel organized by the Trust/Local Authority.
- The school will explain by letter how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion.