



## Behaviour Policy

<b>Approval body:</b>	Local Governing Committee of each academy
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**Status:**

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	As determined by the Board
<b>Approval by</b>	As determined by the Board

**Publication:**

<b>Statutory requirement to publish on website</b>	No
<b>If not, agreed to publish on website?</b>	Yes – school

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MG/AY	June 2019	1.0	Final version agreed by Local Governing Committee for communication to staff, parents, pupils etc.
Changed by	Revision Date	Version	Status

Review Date	
Frequency	Next Review Due
Annual	July 2020

## 1 Purpose

The purpose of this policy is to set out how we will manage behaviour within the school.

## 2 Scope

This policy applies to all pupils at Walkergate Community School.

## 3 Policy statement

All academies within Newcastle East mixed multi Academy Trust (NEAT) are aligned to the whole trust vision which is:

“We belong to an innovative, sustainable trust working collaboratively with partners to share our vision and values that enables all learners within our influence to be well prepared personally, socially and academically for the next stage of their lives in a changing world.”

NEAT's commitment is that:

- Every learner should understand they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All learners will be helped to take responsibility for their actions.
- Each school will make clear expectations around behaviour and will apply these transparently and consistently.
- Each school's policy will support positive behaviour and provide clear rewards and sanctions and interventions.
- We will aim to identify as early as possible, potential barriers that may impact on learning and behaviour, and involve learners and their families in addressing these at the earliest opportunity.
- We will use this intelligence to support the learner and if appropriate, the whole family.
- We will seek to engage with learners and families through our in-school support, central trust-wide support and external professionals, with the aim of improving outcomes.
- Our staff and volunteers will set a positive example to learners at all times and will apply their school's policy fairly and consistently in practice.
- Fixed-term and permanent exclusions may be considered in appropriate circumstances but will only be used if all other reasonable options have been exhausted **or** the level of misbehaviour deems that to be the most appropriate action in line with the definitions and sanctions set out below.
- The use of physical intervention will be a last resort and only used in accordance with this policy.

## 4 Legal considerations

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- The DfE Statutory guidance on [Exclusion from maintained schools, academies and pupil referral units in England](#) sets out the legal framework that schools must adhere to when considering the exclusion of a pupil on disciplinary grounds.

## 5 Roles and responsibilities

- **Local governing committee** is responsible for reviewing this policy's

effectiveness and holding the headteacher to account for its implementation.

- **Headteacher** will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds.
- **Staff** are responsible for:
  - implementing the behaviour policy consistently;
  - modelling positive behaviour;
  - providing a personalised approach to the specific behavioural needs of particular pupils; and
  - recording behaviour incidents.

Senior and middle leaders will support staff in responding to behaviour incidents.

- **Parents/carers** are expected to:
  - support their child in adhering to the behaviour policy;
  - inform the school of any changes in circumstances that may affect their child's behaviour; and
  - discuss any behavioural concerns with the class teacher or behaviour and welfare officer promptly.
- House captains, vice house captains, peer mentors and playground leaders will be role models to other children and encourage high standards of behaviour both inside and outside of school.

### **Partnership working**

As an inclusive school we make every attempt to ensure all pupils are successful. This requires us to consult with at times CYPS, Social Care, The Early Help Team, the Local authority or other relevant agencies and services.

## **6 School aims**

Every member of staff has responsibility for behaviour and welfare.

- To promote our 3 core values – Respect, Responsibility & Resilience
- To develop self-awareness of how actions and words are perceived by others
- To build in children an ability to manage their feelings and to take action to avoid conflict
- To keep all children motivated through systems that reward positive behaviour.
- To develop empathy in children so they understand why people behave the way they do in certain situations
- To develop social skills which enable children to discuss with their peers difficult and challenging issues.
- To encourage tolerance and celebration of difference so all equality groups feel equally valued.
- To ensure that children know when it is appropriate to ask adults to help solve problems

## **7 Expectations for pupil behaviour**

**As a school we will promote our school values at all times:**

- **Respect**
  - **Resilience**
  - **Responsibility**
- Acknowledge and reward these behaviours and the general contribution made to the life of the school, as well as academic progress and achievement.
  - Ensure all children and staff are aware of what behaviour is expected and what is unacceptable.
  - Developing an understanding of individual rights and individual responsibilities.
  - Develop an awareness of, and strategies for countering discrimination in any form; celebrating differences and diversity.
  - Non-acceptance of aggressive behaviours (violence, harassment, physical or verbal abuse, insolence or bullying).

### **Preventing Inappropriate Behaviour**

The prevention of behavioural problems arising is of paramount importance. Attention must be given to:

- Effective classroom organisation and management.
- Managing transitions effectively
- Appropriate curriculum match.
- Establishment of effective relationships.
- Developing a restorative approach
- Children taking ownership of routines.
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence and the teaching of feelings language through the use of feelings ladders, circles and regular check-ins with classes or groups of children

More specifically children must be taught:

- To move appropriately in and out of school building.
- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour.
- To realise that they always have a choice about how they behave.
- To report incidents of bullying behaviour involving themselves or others.

Children who use appropriate behaviours must be encouraged and rewarded. Rewarding good behaviour must be the norm.

### **Reward and Sanction Systems**

Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour.

Walkergate Community School has an effective, consistent system in place to reward children for appropriate behaviour and impose sanctions for unacceptable behaviour.

Exceptional behaviour will be rewarded and recognized by all staff at Walkergate main site and the Early years site.

## 8 Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Anyone can be a bully or a victim.**

### At Walkergate Community School:

- It shall be made clear to all children and staff that bullying behaviours will not be tolerated.
- All children will be encouraged to pass on information about bullying through friends, peer mentors, playground leaders, any adults or parents.
- All staff must pass on information about bullying incidents to the Behaviour & Welfare Officer
- Any bullying incidents must be dealt with in a restorative way.
- Support and advice will be provided for the victim.
- In addition to consequences, help will be provided for the bully, encouraging empathy with the victim and the development of desirable behaviour.
- As a restorative school, to help prevent bullying, the school's attitude to unacceptable behaviours will be incorporated into the curriculum through restorative circles, class and group check-ins, SEAL materials, regular class discussions, through using role play, reading appropriate stories, teaching cooperative games the children can play during break, and encouraging co-operative activities in the classroom.
- Any incidents of bullying will be recorded on CPOMS.
- Parents of both the bully and the victim will be informed and invited into school to discuss their child and actions taken.

- Any serious or recurring bullying behaviours may result in exclusion from school if all other channels have been followed including intervention by outside agencies to help change behaviour.

## **9 Behaviour management**

The intention of our approach to behaviour management is to ensure that:

- our systems create a consistent approach to managing behaviour;
- we identify pupils showing persistent poor behaviour and if there are any underlying causes;
- we develop, implement and evaluate effective behaviour strategies and the teaching of good behaviour.

In dealing with unacceptable behaviours:

- All staff to use a restorative approach when dealing with unacceptable behaviour
- Behaviour footsteps are to be followed at all times.
- All behaviour incidents will be logged on CPOMS
- Extreme behaviour does present itself in school from time to time. It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour
- Fairness and consistency must be seen to apply in praising/ rewarding good behaviours and punishing unacceptable behaviours..
- Parents will always be kept informed of any concerns regarding their child's behaviour and must be invited into school to discuss their child's behaviour when there are concerns.
- Behaviour plan to be agreed and shared with all appropriate staff, child and parents if behaviour of an individual is causing concern
- In some cases behaviour contracts may be used to deal with issues between individuals or groups of children. These must be shared with relevant staff and parents.
- No child is to be sent to stand or work outside the classroom unsupervised unless this is appropriate for the individual child. Some children may benefit from a brief time out to calm down and reflect.
- Staff should contact the Behaviour & Welfare Officer directly or via the school office if assistance is needed in dealing with a child. In his absence the school office will inform a member of SLT that assistance is required.
- Extreme cases may result in a child being excluded from school. In these circumstances the LA Exclusion Guidelines will be followed.
- Every effort will be made to maintain children in school but if persistent unacceptable behaviour continues or extreme incidents occur despite the support /strategies / intervention measures taken then this will result in the child's exclusion from the school.
- Racial and Homophobic incidents, including name calling, are to be reported to the SLT. Where appropriate these will be reported to the LA.
- Refer to the Flowchart for actions to deal with repeated misbehaviour.

All staff are expected to follow these guidelines regardless of where/when incidents happen.

### **9.1 School leadership**

(The guidance document from DfE includes strong school leadership as one of the 10 key areas that can be effective in contributing to improving pupil behaviour.)

The Senior Leadership Team promote actions to make Walkergate Community School a safe and secure environment for children to learn. In order for this to take place we ensure staff

follow all school policies and promote good practice between staff. Training and advice is given to all staff and support offered to families with any concerns.

## **9.2 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules developed with the children
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## **9.3 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- All incidents will be evaluated by SLT and reviewed for good practice or lessons to learn.

## **9.4 Confiscation**

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils until the end of the school day and parents/carers will be informed. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

## **9.5 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to take into account the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support

specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils and families will always be offered support and guidance from the welfare team. It will be assessed and a plan to support either pupil or family will be implemented in order to effect positive change.

## **10 Rewards and sanctions**

### **10.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Compliments
- Class reward system
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Stickers
- Written Comments in books
- Star of the week
- Golden Time
- Attendance Rewards
- House Treat
- Sporting Events
- Cultural Events
- Golden Ticket

### **Encouraging Positive Behaviour**

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning.
- Developing the voice of the child, through for example the School and Class Councils, peer mentors and house captains.
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

The school will follow our 5 behaviour steps which may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to a different class
- Expecting work to be completed at home, or at break or lunchtime
- Reflection room
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Examples of the types of behaviour that may result in particular sanctions are set out below:

If I choose to break a rule the following steps will be taken;

- First time a pupil breaks a rule... Reminder (attention drawn to rule)
- Second time a pupil breaks a rule... Verbal Warning (Step 1 on the behaviour Steps)
- Third time a pupil breaks a rule... The Class teacher/LSA will speak with the pupil about the behaviour they are wanting to change (Step 2 on the behaviour steps)
- Fourth time a pupil breaks a rule... The pupil will work in a different environment for the rest of that lesson (Step 3 on the behaviour Steps).
- Fifth time a pupil breaks a rule... Reflection room and Contact with parents/ carer\* (Step 3 or 4 on the behaviour Steps)

**Severe Claus:** Should behaviour such as aggression or violence be used towards others then the Behaviour and Welfare officer or member of Senior Leadership Team will remove the child and take the appropriate steps. Parents will be informed that day.

OR

We may use the Reflection Room in response to serious or persistent breaches of this policy. Pupils may be sent to the during break times or lunchtimes. If a child's behaviour is disruptive during lessons and reaches step 3, class teachers can telephone the behaviour and welfare officer, telephone the office to ask for support or an adult can escort the child to the Reflection/Welfare room. They will be expected to complete the same work as they would in class.

### **Levels of Misbehaviour**

It is important to recognise that some misbehaviours are more serious than others. The frequency of incidents also has a bearing on the sanctions imposed.

<b>Low level (Step 1)</b>	<b>Moderate Level (Step 2/3)</b>	<b>High Level (Step 4/5)</b>
Dropping Litter	Constantly shouting out despite warnings from staff	Serious assault
Noisy e.g. talking/ shouting	Distracting others continuously	Vandalism e.g. damage to school property/ graffiti
Not completing tasks despite prompts from staff	Consistently poor attitude towards learning, impacting on others	Physical / verbal threats made to staff or children
Unkind remarks or actions		Use of or in possession of drugs/ solvents
Bad language (one off)	Being disrespectful	Violent outbursts verbal or physical
Aggressive play	Stealing	Leaving school without permission
Running in school corridor	Not following instructions from adults	
	Threatening behaviour	Persistent bullying

## **The Rights and Responsibilities of Everyone in Walkergate Community School:**

### OUR PUPILS Pupil Rights Pupil Responsibilities

- Be valued as members of the school community;
- Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;
- Make mistakes, and learn from them;
- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- Be taught in a pleasant, well-managed and safe environment;
- Work and play within clearly defined and fairly administered codes of conduct;
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- Develop and extend their interests, talents and abilities.
- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- Respect the views, rights and property of others, and behave safely in and out of class;
- Co-operate in class with the teacher and with their peers;
- Work as hard as they can in class;
- Conform to the conventions of good behaviour and abide by school rules;
- Seek help if they do not understand or are in difficulties;
- Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

## **The Rights and Responsibilities of Everyone in Walkergate Community School:**

### **Our staff:**

- Work in an environment where common courtesies and social conventions are respected;
- Express their views and to contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development;
- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation and resources;
- To be treated with care and dignity from all members of our school community;
- Behave in a professional manner at all times;
- Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- Share with the parents any concerns they have about their child's progress or development;
- Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;
- Follow up any complaint by a parent about bullying, behaviour, and report back as soon as practicable on the action which has been taken

### **Our Parents/ Carers:**

- a safe, well-managed and stimulating environment for their child's education;
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- be well informed about their child's progress and prospects;
- be well informed about school rules and procedures;
- a broad, balanced and appropriate curriculum for their child;
- be involved in key decisions about their child's education;
- a suitably resourced school with adequate and well-maintained accommodation.
- ensure that their child attends school regularly and arrives in
- good time, with homework done, and suitably equipped for the lessons in the day ahead;
- be aware of school rules and procedures, and encourage their child to abide by them:
- show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;
- act as positive role models for their child in their relationship with the school;
- attend planned meetings with teachers and support school functions;
- provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, any significant change in their child's medical needs or home circumstances.
- Treat all Walkergate Community School members with respect.

## **10.2 Exclusions**

We understand that any decision to exclude a pupil must be lawful, reasonable and fair. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

We will have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

We will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision will be arranged from the sixth day.

We recognise that 'informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, even if parents or carers were to agree.

## **10.3 Off-site behaviour**

Walkergate Community School expects high standards of behaviour from pupils at all times. If a child's behaviour is not acceptable while representing the school off site, they will be sent to the Reflection room on return to school or it will be dealt with the following day if more appropriate. Parents must be informed at the end of the school day.

This Policy also covers the children on activities away from the school such as school trips, managed moves and getting to and from school.

## **10.4 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **11 Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings with their new teachers to share key information. Children requiring more support have extra time and meetings to best meet their needs. .

To ensure behaviour is continually monitored and the right support is in place,

information related to pupil behaviour may be transferred to relevant staff at the start of the year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

## **12 Staff development and support**

Our staff are provided with training on managing behaviour, we have designated staff trained in the use of restraint if required. All staff have a behaviour management induction and the behaviour steps and policy are explained. All staff have access to the behaviour and welfare officer to advise and support. Behaviour management is also part of continuing professional development.

## **13 Monitoring**

All incidents in the school are recorded on CPOMS, it is the job of teaching staff, support staff and SLT to record contacts. The behaviour incidents are monitored by the behaviour and welfare officer and SLT. If there is a pattern of behaviour or a pupil is struggling with certain aspects of the day then changes to support the pupil will be imposed.