



The Weston Federation
Weston Infant and Weston Junior
Academy



BEHAVIOUR POLICY

Policy review		
Reviewed	Next Review	Signed
March 2024	March 2025	Julie Birchall (Principal – Weston Federation)

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 promote high standards of behaviour when online. (See also the E Safety Policy)
- 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.

For our online lessons we also follow the S.M.A.R.T. rules (Safe/Meeting/Acceptable/Reliable/Tell). Follow the link to see them.

<https://www.childnet.com/resources/be-smart-online/>

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 at The Juniors and 20 minutes at the infants each week but may lose minutes of Golden Time as a consequence of choosing not to follow the Golden 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

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 a final verbal warning.
3. If this behaviour continues the child will receive a yellow card and it will be recorded in the behaviour folder.
4. The child will then miss 5 minutes of their next play time (with the adult who gave the time to briefly discuss what they can do in the future to prevent further yellow cards) or depending on the frequency of events miss 5 (year 3) or 10 (year 4 to 6) minutes of Golden Time.
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. Children at this point will have one further warning before receiving a consequence (red) card. The child will receive no Golden Time at the end of the week and the class teacher will contact parents/ carers that evening and explain why the consequence card was given to the child referring to the 5 golden rules.
7. 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.)
8. If a child receives 2 consequence or five 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 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.
9. 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.
10. 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 day's lessons away from the classroom.
11. When rewards, sanctions, interventions, IBP and isolation 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 will be arranged. During this meeting clear guide lines, time scales and expectations will be agreed by all parties.
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. 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 suspension.

Class teachers keep a record of Golden Time minutes lost and these are regularly checked to identify pupils who may need additional support to improve their behaviour.

If a pupil is repeatedly losing Golden Time or finding it hard to follow the Golden Rules information about their loss of Golden Time and reasons for this may be used as a starting point for discussions with the pupil and their parent.

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 for example – SENDSS or Educational Psychology, for pupils who do not respond to Behaviour Plans, or who display extreme behaviours.

Suspensions and Permanent Exclusions:

Suspensions and Permanent exclusions are only ever used as a last resort.

For further information, please refer to the SBMAT Suspension and Exclusion policy

Additional Rewards Systems

Weston Infant and Junior Academies

Principal's Award

Awarded weekly to pupils who show one or more of the Weston Values:

Wellbeing and Confidence

Empathy and Respect

Strength and Resilience

Tolerance and Trust

Openness and Honesty

Neighbourhood and Community

Visit to the Principal/Vice Principal

Children will visit the Principal and/or the Vice Principal for recognition of their hard work and effort on producing a wonderful piece of work.

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.

Class Dojo

Class Dojo is used throughout Weston Infant and Junior Academies to reward positive behaviours. These are never removed. Class dojo certificates are given at the following points:

Bronze award:	150 dojos
Silver award:	250 dojos
Gold award:	350 dojos

Weston Infant Academy**Group Rewards**

If required—e.g. 'frogs in pots'—Rewards are never removed from pots

Certificates and Awards

During Celebration Assembly on a Friday morning an awards are is given for:

Child of the Week - voted for by their classmates in line with our British Values.

Curriculum award - is given by staff to a child who has achieved well, persevered or improved in a curriculum area.

Shark in School - for the best whole class attendance of the week.

Tango on Time - for the most punctual class.

Weston Junior Academy

Class Dojo Team

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, 2nd 2 points and 4th 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.

Certificates and Awards

- **Merit Certificate**– Each week the class teacher will choose two children who has created a piece of fantastic work that will be shared with the school during Praise assembly.
- **Dojo** – Collected for their house team.
- **Reading Awards** – Linked to accelerated reader. Certificates to be won for reaching 100% and 150% of their reading target for the term.
- **Attendance Award** – this given to the best attending class of the week. □ **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 and 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

- The DfE has published '**Screening, Searching and Confiscation' guidance (2022)** 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.

* 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).

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.