



The Whiteoak Academies of Hannah More Infants and Grove Juniors

## BEHAVIOUR POLICY

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**Member of staff responsible:** Executive Headteacher

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**Planting Dreams. Nurturing Hearts. Growing Minds.**

“Visible consistency and visible kindness allows exceptional behaviour to flourish”.

(Paul Dix, Pivotal Education)

## 1. Rationale

At the Whiteoak Academies, we aim to create an environment where exemplary behaviour is at the heart of great learning. Everyone in our family of schools is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy reflects our school motto **Planting Dreams, Nurturing Hearts and Growing Minds** and is underpinned by both our core values and British values; it aims to promote respectful behaviour and positive relationships between everyone in our school.

Our behaviour policy applies to all aspects of school life, including outside of the school gates when a pupil is:

- Taking part in any school-organised or school-related activity, or
- Wearing school uniform, or
- In some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another pupil or member of the public, or
- Could adversely affect the reputation of the school.

## 2. Aims of the Policy

Our behaviour policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life.
- Ensure that all members of our school family are treated fairly, shown respect and develop positive relationships.
- Help children take control over their behaviour and be responsible for the consequences of it.
- Build a family of schools which values kindness, care, good humour, good temper, obedience and empathy for others.
- Promote community cohesion through positive relationships.
- Refuse to give children attention and importance for poor conduct.
- Ensure that excellent behaviour is a minimum expectation for all.

## 3. Our School Rules

We aim to help all members of our school family know, understand and live our school rules. Our school rules are displayed around our school and in every classroom. All adults regularly discuss the importance and meaning of our rules and help children to understand the importance of following the rules. Our school rules are set within the context of our school motto and are as follows:

- ☺ **We are READY** – to learn, to listen, for a challenge, to work hard, for P.E...
- ☺ **We are RESPECTFUL** – to each other, to adults, of property, of uniform...
- ☺ **We are SAFE** – when playing, aware of risks, in our actions...

## 4. Keeping the Rules

### Rewards

At the Whiteoak Academies, we look for the behaviours we want to see and promote and reward positive behaviour and achievement in the following ways:

- Verbal and non-verbal praise e.g. smiles and thumbs-up;
- Positive written comments;
- Stickers;
- House Points;
- Class Rewards or Points earned towards a class treat selected by the class;
- Certificates of Achievement / Values awarded in our celebration assembly;
- Praise postcards.

House Points are collected on a weekly basis and the winning house is celebrated and displayed in the hall. The house with the greatest number of House Points at the end of the year will also receive an extra house reward.

### Supporting children in their efforts to follow and keep the rules

In addition to the rewards detailed above, we promote good behaviour and a warm and respectful atmosphere in school in the following ways:

- Explicitly teaching positive behaviour and school expectations through our Behaviour Curriculum (see separate document).
- Class time, including PSHE lessons, to enable children to discuss problems with each other in a calm, supportive atmosphere;
- School Council meetings to enable children to make suggestions and offer opinions on school improvement;
- One to one discussions with adults on behaviour and friendships;
- Whole school and class assemblies that promote our core values and British values, the school's motto and rules;
- Discussions, stories and role plays which promote and support our rules as part of our school services and work in class;
- House Captains and Year 6 Leaders who provide positive role models for other children.

We also recognise that consistency lies in the behaviour of the adults in school. Therefore, all staff will:

- 1) **Meet and greet** from the playground or at the door.
- 2) Refer to **Ready, Respectful, Safe**.
- 3) **Model** positive behaviours and build relationships.
- 4) **Plan** lessons to engage, challenge and meet the needs of all children.
- 5) **Praise** the behaviour we want to see.
- 6) Be **calm** and aim to prevent rules being broken before sanctions are needed.
- 7) **Follow up** every time sanctions are needed.
- 8) **Never ignore** or walk past children who are behaving badly - we reinforce the behaviour we expect to see.

## 5. When the school rules are broken

For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed (See 30 second intervention – Appendix 1). However, sometimes things do not always go so well and the school rules are broken. When children have been given the support and opportunities to make the right choices and do not modify their behaviour, staff follow a consistent approach using the procedures set out in our behaviour blue print and behaviour ladder (Appendices 2 & 3). Appendix 4 also provides an exemplification of our tiered behaviour sanctions. A record of the behaviour will be also recorded on CPOMS (our safeguarding and child protection software) and parents may be informed.

### **When the school rules are persistently broken**

In situations where behaviour has been of a severity that is of concern or school rules are persistently broken, the child will be sent to the appropriate member of the Senior Leadership Team (SLT) and the reasons for behaviour will be discussed. The child may then complete a behaviour think sheet (Appendix 5). A formal record of the behaviour will be recorded on CPOMS and parents will be informed.

It may be necessary to invite parents into school to further discuss the issues and to work together to try and find a mutually acceptable solution in supporting the child's behaviour. Details of incidents and actions taken by the school will be discussed and parents' will be asked to support the school and discuss behaviour with their child.

The Executive Headteacher, or Assistant Headteacher with agreement of the Headteacher, may decide that a child's behaviour has been extreme enough to warrant a fixed term suspension or permanent exclusion. In such cases, the school will follow guidance and policy from the Trust and / or Local Authority.

### **6. Violent and abusive behaviour**

Violent or abusive behaviour is never condoned in our school and ***all children and staff have the right to enjoy their day free from physical and verbal harm.*** If however, such behaviour occurs, the following procedure applies:

- 1) The Executive Headteacher, or member of SLT, will remove the offending child from the situation;
- 2) The incident will be fully investigated and logged using CPOMS;
- 3) Opportunities to be with other children during unstructured times may be restricted, for example:
  - in classrooms before the beginning of lessons;
  - in the playground at morning break;
  - in the playground during the lunch break;
  - when being collected and walking to the gate at the end of the day.
- 4) Parents will be informed either by telephone or letter.
- 5) It is made clear to children and parents that violent or abusive behaviour may lead to fixed term or permanent exclusion from school. In such cases, the school will follow guidance and policy from the Trust and / or the Local Authority.

### **7. Children with Behavioural or Emotional Difficulties**

If a child's behaviour regularly becomes an issue, then parents will be invited to attend a meeting with the SENDCo, or an appropriate member of SLT, in order to discuss the strategies that might be put in place at home and at school to try and support the child. This may involve writing a behaviour plan, identifying the triggers for the child's behaviour along with potential resolutions.

In some cases, particularly where a child is having difficulty with social interactions with other children or with their self-esteem, they may be taken out of class for short sessions to work in 1:1 or group sessions with a TA. Pupils, who continuously display challenging behaviour, may be referred to outside agencies for assessment or for additional support. In this instance, parents of the children involved will be informed and may need to give consent for some agency involvement.

## **8. Anti-Bullying & Anti-Hate**

As a school, we work to prevent bullying and acts of hate by the nature of our behaviour policy. Staff are vigilant to the signs of bullying and hate and work to ensure that such instances are resolved as quickly as possible whilst offering support to those involved.

All forms of bullying and hate are equally unacceptable in school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour through our Anti-Bullying Policy and Anti-Hate Policy.

## **9. Parents**

We believe that a good home/school relationship is pivotal in ensuring that our Positive Behaviour Policy works well for the benefit of all our children. We will inform parents when their child is behaving well and we will inform parents when their child is continually breaking school rules. We always welcome parents' comments, suggestions and support.

## **10. Monitoring and Review**

The implementation of this policy is monitored on a day-by-day basis by the Executive Headteacher and Senior Leadership Team who report to the Governing Body about the effectiveness of the policy.

This Behaviour Policy is the Executive Headteacher's responsibility and he reviews its effectiveness annually. He does this by examining behaviour records and through discussion with staff.

## **11. Equal Opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

## **12. Safeguarding Statement**

THIS POLICY IS PART OF OUR SUITE OF SAFEGAURDING POLICIES AND PROCEDURES. IT SHOULD BE READ IN CONJUNCTION WITH THE FOLLOWING, ALL OF WHICH CAN BE FOUND ON OUR WEBSITE:

<https://www.hannahmoreandgrove.co.uk/>

- Acceptable Use of Technology
- Anti-bullying and Anti-hate
- Attendance
- Behaviour
- Child protection/safeguarding
- Complaints
- Confidentiality
- Online Safety
- Health and Safety
- Intimate Care
- Offers of Early Help
- RHSE (relationships, health and sex education)
- Safer Recruitment, Staff Selection and Induction
- Safer Working Practices
- Special Educational Needs and Disabilities
- Staff code of conduct/Staff handbook
- Whistleblowing

## Appendix 1

### **30 second intervention**

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule / expectation / routine it contravenes.
- c) Tell the learner what the consequences of their action are. Refer to previous behaviour / learning as a model for the desired behaviour.
- d) Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

***We do not give fame to those who choose not to meet our high standards.***

## Appendix 2 – Behaviour Blueprint



### Behaviour Blueprint

The Whiteoak Academies of Hannah More Infants and Grove Juniors



Our School Rules	Adult Behaviour (Visible Consistencies)	Over and above recognition	The Whiteoak Way
<ul style="list-style-type: none"> <li>• Ready</li> <li>• Respectful</li> <li>• Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Calm, consistent &amp; fair</li> <li>• Give first attention to best conduct</li> <li>• Relentlessly bothered</li> <li>• Meet and greet</li> <li>• Recognise over and above</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise &amp; recognition</li> <li>• House Points</li> <li>• Dojo message home</li> <li>• Phone call home</li> <li>• Celebration certificate</li> <li>• Headteacher sticker</li> <li>• Praise postcards</li> </ul>	<ul style="list-style-type: none"> <li>• Relentless routines</li> <li>• Quiet lines</li> <li>• Respectful &amp; considerate walking</li> <li>• Polite and kind behaviour</li> </ul>
<b>Stepped Sanctions</b> (Quiet & in private as far as possible)		<b>Micro-script</b>	<b>Restorative Questions</b>
<ul style="list-style-type: none"> <li>• <b>A quiet reminder</b> – you will be reminded of the school rule you are not following (this may be delivered to the whole class).</li> <li>• <b>A quiet warning</b> – you will receive a discrete verbal warning.</li> <li>• <b>Last chance</b> – 30 second intervention. You will be talked to privately where possible and given an opportunity to engage. Further supportive actions may be taken e.g. you may be moved within the class.</li> <li>• <b>Time out</b> – 3 minutes out of class or away from the group.</li> <li>• <b>Internal referral</b> – you will be sent to partner / different class for the remainder of the lesson. <b>This must be recorded on CPOMS.</b></li> <li>• <b>Repair</b> – You will discuss your behaviour with the member of staff and consider how best to repair the problem e.g. complete missed work during own time, apologise to those affected etc.</li> </ul>		<ul style="list-style-type: none"> <li>• I've noticed that...</li> <li>• Your behaviour today isn't helping you to be successful. I want you to be successful.</li> <li>• You know the school rules: we are ready, we are respectful, we are safe.</li> <li>• I expect you to...</li> <li>• Thank you for listening.</li> <li>• I care about you.</li> </ul>	<ol style="list-style-type: none"> <li>1) What happened?</li> <li>2) What were you thinking / feeling at the time?</li> <li>3) Who has been affected by your actions?</li> <li>4) How do you think this made them feel?</li> <li>5) What needs to be done to make things right?</li> <li>6) How can we do things differently in the future?</li> </ol>

#### When the school rules continue to be broken

For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. However, sometimes things do not always go so well and the school rules are broken. When children have been given the support and opportunities to make the right choices as outlined above, and do not modify their behaviour, staff should follow a consistent approach moving through the next stage of procedures as set out in our behaviour flow chart (see Behaviour Policy). A record of the behaviour will be recorded on CPOMS (our safeguarding and child protection software) and parents will be informed.



## Appendix 3 - Behaviour Ladder – The Whiteoak Academies

### Disruptive Classroom or Playground Behaviour – Executive Headteacher

*(Serious and Repeated Incidents, including: physical harm, bullying, offensive and abusive language)*

In rare instances, when a child has been extremely disruptive or abusive or there has been a serious incident, the child will be removed from the situation and the Headteacher, or Assistant Headteacher in his absence, will fully investigate the situation. All evidence will be collected and considered and appropriate action will be followed in line with the school's policies and practice. In very rare circumstances, this may involve internal, fixed-term or permanent exclusion.

A formal record of the behaviour will always be recorded and parents will be informed.

### Disruptive Classroom Behaviour

*Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour*

When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from class, sent to the appropriate Key Stage Lead and the reasons for behaviour will be discussed. The child may also complete a behaviour sheet (see appendix 3).

A formal record of the behaviour will be recorded using CPOMS and the class teacher and parents will be informed.

### Disruptive Playground Behaviour

*Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour*

When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from playtime, sent to a member of SLT and the reasons for behaviour will be discussed. The child may also complete a behaviour sheet (see appendix 3).

A formal record of the behaviour will be recorded using CPOMS and the class teacher and parents will be informed.

### Disruptive Classroom Behaviour

*Examples include: calling out, answering back, repeatedly not following instructions*

If the behaviour does not improve, then a child will be issued with an appropriate sanction e.g. move seats, move to another classroom or miss minutes of play to discuss the behaviour with the class teacher privately.

A record of the behaviour will be recorded by the class teacher and parents may be informed.

### Disruptive Playground Behaviour

*Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games*

If the behaviour does not improve, then a child will be issued with a 5 minute time out for reflection.

A record of behaviour will be recorded by the midday supervisor and class teachers should be informed. Parents may also be informed.

### Disruptive Classroom Behaviour

*Examples include: calling out, answering back, repeatedly not following instructions*

If the behaviour is repeated, a choice or reminder is given using a 30 second intervention (see appendix 1).

### Disruptive Playground Behaviour

*Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games*

If the behaviour is repeated, a choice or reminder is given.

### Disruptive Classroom Behaviour

*Examples include: calling out, answering back, repeatedly not following instructions*

Children are told clearly that they are breaking a school rule and are reminded of the behaviour we expect to see.

### Disruptive Playground Behaviour

*Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games*

Children are told clearly that they are breaking a school rule and are reminded of the behaviour we expect to see.





**Tiered Behaviour Sanctions**

Tiered Sanction	Explanation and Feedback
Stage 1 - <b>Reminder</b>	<p>A verbal reminder of the rules</p> <p>Example: “ _____, you are shouting out which is breaking our school rule of being respectful. This is your <b>reminder</b>. Please listen to others and wait your turn.”</p>
Stage 2 - <b>Warning</b>	<p>Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change.</p> <p>Example: “ _____, you are shouting out which is breaking our school rule of being respectful. This is your <b>warning</b>. Next time I have to speak to you, you will miss 5 minutes of playtime and we will discuss it then.”</p>
Stage 3 - <b>Five Minutes Missed Break</b>	<p>Explain that they have still chosen not to follow our school rules and as a consequence they will <b>miss five minutes of their break</b> to discuss their choice. This means they must speak to the class teacher for a five minutes at break-time.</p> <p>Example: “ _____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You will now need to speak to me at breaktime.”</p>
<p>Stage 4 – <b>Work away from peers in practical area</b></p> <p>Stage 5 – <b>SLT involvement</b></p>	<p>Explain that they have continued to choose not to follow the rules and as a consequence they will <b>work on their own in the practical area</b>.</p> <p>This means that they will need to work in the practical area and spend some of their breaktime discussing their choice with the class teacher.</p> <p><b>In instances of Difficult Behaviour, one of the Assistant Heads or Headteacher will also discuss the behaviour with the child.</b></p> <p>Example: “ _____, you are continuing to break the school rule of being respectful and have had to work in the practical area. We will also discuss your behaviour together at breaktime and with your parents after school.”</p>

Appendix 5

Behaviour Think Sheet



Our school rules are **Be Ready, Be Respectful, Be Safe** and you have made choices that need you to 'stop and think'.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1) What was my behaviour?

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2) What were the reasons for my behaviour?

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3) How did my behaviour affect others?

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4) How could I improve my behaviour?

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5) Do I need to apologise to anyone? If so, who and why?

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