



WARBOYS PRIMARY ACADEMY BEHAVIOUR POLICY



AIMS

We set high expectations for behaviour through positive relational practice which aims to equip every child with pro-social skills and behaviours that will remain with them for life. We provide a safe, caring, and calm environment which supports the development of the ‘whole’ child as an integral member of the Academy community. Our ethos is based on a set of shared values which guide the behaviours of all members of the school community.

SHARED VALUES

- **WARMTH** - We build relationships rooted in kindness and honesty.
We are kind, caring and compassionate, believing that all people have the right to be treated with respect.
- **PRIDE** - We take pride in all we do.
We set high standards in every aspect of our work, environment, and personal conduct. We expect the best of ourselves and each other.
- **ASPIRATION** - We want to be the best version of ourselves.
We aim high, seek new opportunities and strive to improve. We set ourselves challenging goals and have the will to succeed.

LEARNING BEHAVIOURS

In addition to the shared values, pupils are taught the McKie Mastery™ learning behaviours during lessons. These are consistent throughout the school from EYFS to Year 6 and ensure that children develop their understanding of how to be effective learners. The learning behaviours are:



Children work collaboratively to earn points for their teams linked to the learning behaviours and there is progression in expectations as the children move up through the years.

EXPECTATIONS

The School Council identified the behaviours that should be expected in school and translated these into a set of rules to follow. These are shown below:

School Value	WPA School Rules
Warmth	<ul style="list-style-type: none"> • Be kind • Respect others • Include everyone
Pride	<ul style="list-style-type: none"> • Behave well • Speak politely • Respect property • Stay safe
Aspiration	<ul style="list-style-type: none"> • Listen well • Work hard • Challenge Yourself



IMPLEMENTATION

Positive behaviour is developed through a culture of consistency, clear expectations, and coaching. Adults provide a consistent and visible model for children. We celebrate children that go above and beyond our shared values and recognise when children have improved their behaviour. We support children who have become dysregulated with consistency and compassion, taking timely restorative actions and putting in place appropriate support.

Positive behaviour can only be achieved through strong positive relationships. Positive relationships cannot be fast-tracked but are built up in the way we show children that we care. All adults demonstrate a 'deliberate botheredness'. This is seen throughout the day and does not stop at break times or at the end of the last lesson.

Our Behaviour Policy is built upon five pillars:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow-up.

Visible consistencies

Visible consistencies are demonstrated by all staff. This provides pupils with a clear message that all adults value this behaviour. Visible consistencies will increase in number as previous foci become consistent but should focus on the most important aspects of behaviour and not become an exhaustive list.

1. **Meet and Greet.** All children will be greeted on arrival by an adult and offered a warm welcome (for example, eye contact and a caring exchange of words)
2. **Clear Corridors.** Personal belongings are hung on pegs and not left on the floor. Nobody walks past an item that is on the floor
3. **Wonderful walking.** We are proud of our academy and walk through the buildings with our heads up so we can see the wonderful learning environment. We walk on the right-hand side of corridors, one behind another with our hands by our sides. If talking, quiet, respectful voices are used

Recognition

The use of extrinsic rewards can be an effective short-term measure in managing behaviour for some pupils, but this is always secondary to recognition that is focused on effort and applies equally to each child. Pupils are coached to demonstrate the shared values and develop their understanding of the importance of pro-social skills. Recognition reinforces key messages and promotes intrinsic motivation to make positive behaviour choices. Some of the methods used by adults and children to recognise effort include:

- Individual pupil recognition such as, comments and stickers
- 'Star of the Week' certificates, given at a weekly celebration assembly
- McKie Mastery™ team points for learning behaviours in lessons, leading to a weekly trophy and team treat
- Half termly recognition awards linked to the school values
- Visits to the Principal and/or Senior Leadership Team
- Key Stage 2 children can work together towards a class treat each term
- A message sent home to parents

Responding to self-regulation difficulties in children (low level)

Dysregulated behaviour is most often driven by a need for support. For most children, a clear reminder is enough for them to modify behaviours. In some circumstances, staff will, where possible, ignore low-level behaviour and take the first available opportunity to praise positive behaviour. When doing this, staff will focus on praising pupils who are behaving in the expected way. When addressing a dysregulated pupil, staff will not draw attention to them in a shameful way but will either speak very quietly to them or wait until an appropriate opportunity to talk to them.



Stepped Boundaries

When learners are struggling to self-regulate, they need support from calm, consistent adults. These are the steps that *all* staff will take to co-regulate with pupils:

1. Reminder	<ol style="list-style-type: none"> 1. Make eye-contact (where possible), use a non-verbal prompt <i>(if that doesn't work)</i> 2. Say the child's name <i>(if that doesn't work)</i> 3. Give them a clear verbal reminder of your expectation <i>(if that doesn't work)</i> 4. Adult to speak to child privately – these behaviours are likely to be caused by an unmet need. Try to meet that need so that the child can continue with their activity. "What do you need/How can we make things better?" <i>(if that doesn't work)</i> 5. Move to step 2
2. Caution	Adult will speak privately to the child and remind them that they have had the opportunity to be supported and improve the situation but have chosen not to use it. Adult will ask again if anything can be done to support the child and expectations will be reiterated. At this point children will receive a caution from the adult that if things do not improve, they may move to their last chance. This should not be issued as a threat but given as a warning.
3. Last chance micro script	<p>Adults will use a micro-script when addressing negative behaviour. The micro script should not be used before clear and consistent routines have been established. Micro-scripts provide certainty, not severity and include a reminder of success in the past.</p> <ol style="list-style-type: none"> 1.I've noticed that 2. That's not showing me 3. This is the third time I've spoken to you so I will need to see you for two minutes (this could be at break or lunchtime) 4. Do you remember yesterday when you ...that's the behaviour I expect from you. 5. Thank you for listening
4. Take a Break	If the previous steps have not been effective and children continue to display dysregulated behaviours, they will be invited to 'take a break' away from their peers. This may be in the same room/another room or if it is a breaktime, children may be asked to stand with the adults on duty/go inside. Children will require an appropriate amount of time, space and support to regulate their emotions so that they are 'ready to return'. The approach will differ for individuals; it may be 5-15 minutes or longer depending on the age of the child and the circumstances. Children who are 'taking a break' must be appropriately supervised and sent to a safe space where they can be supported to adopt a 'ready to return' state. It is the responsibility of all adults to support children with co-regulation. It is the responsibility of the adult who was working with the child when the need to 'take a break' was identified to follow up with repair (step 5)
5. Repair	<p>If a child has needed to 'take a break' then there needs to be a repair. This would involve the adult having a discussion with the child at an appropriate time using restorative questions. Restorative questions should not be brought in too early (see Stepped Boundaries) and adults/children must be emotionally ready (calm) for the discussion to take place. When adults ask restorative questions, they must listen to the responses, not their own perceptions.</p> <ol style="list-style-type: none"> 1. What were you thinking at the time? 2. Who was affected? 3. What should we do to put things right? 4. How can we do things differently in the future?



Supporting dysregulated children (medium level)

These are purposeful behaviours that children know are against expectations. This could be 3 or more incidents of low-level behaviours, defiance, refusal to work within a lesson or a continued lack of effort. It is likely in these circumstances that the child has an unmet need (*all behaviour is communication*) so adults would seek first to identify what this might be and address it. For example, is there a problem with the activity or the child's emotional well-being? In some cases, adults may choose strategically ignoring these behaviours depending on the child and whether their behaviour was disruptive to others.

Medium level behaviours of dysregulated children may also include those which result in minor injuries or damage to property but causing injury or damage was not the aim of the behaviour, it was an unintended consequence. At a medium level, children may be engaging in rough play, pushing, and shoving or provoking other children.

Adults managing medium level dysregulated behaviours have a responsibility to co-regulate with the child and would do this by applying steps 4 and 5 of the stepped boundaries. Children would likely miss some of their break or lunchtime to allow supportive (repair) conversations to take place.

Recording and Reporting Low and Medium level behaviours

Managing behaviour and coaching children to help regulate their behaviour is an essential aspect of the work of *all adults* in school and will take place on an ongoing basis in the form of the discussions described in stages 1-3 of the stepped boundaries. Class teachers have responsibility for maintaining an overview of behaviour for the children in their class, but this does not mean that every conversation and response to behaviour needs to be recorded and documented. Instead adults should focus their time on appropriate coaching and support for children who need it.

If a child is required to 'Take a Break' as per Step 4 of the stepped boundaries – this should be recorded (by the adult who manages the situation) in the class behaviour folder (Appendix 1). Effective recording of behaviours at this level will be essential in identifying trends and offering more targeted support. Records will be maintained daily by all adults and reviewed half termly (as a minimum) by phase leaders. Phase leaders will report half termly to the Principal.

Dangerous and/or serious dysregulated behaviours (high level)

This list (although not exhaustive) represents the types of behaviours that may be considered serious:

- Bullying or hurting others deliberately
- Fighting
- Stealing
- Refusing to follow instructions
- Insolent or offensive behaviour
- Destruction of property
- Racist, sexist, homophobic or discriminatory behaviour

If a child is highly dysregulated, adults will take immediate action to remove any risk of harm. This may mean isolating a child from others or moving children away from a child who is displaying dangerous behaviours. Not all serious behaviours will present an immediate risk but in all circumstances; safety is the highest priority. Physical contact with pupils must always be avoided unless there is a risk of serious harm to an individual which needs to be mitigated.

Senior Leaders will be informed when a child becomes highly dysregulated and will assess each incident on a case by case basis. Parents/carers will be informed, and appropriate actions put in place which will include restorative support. Sanctions may include the removal of some freedoms such as breaktime, or removal from the classroom. All consequences will relate to the initial behaviour and be discussed with the child. In rare cases, the Principal may issue a fixed term exclusion, but this is generally only in extreme cases where the Academy, despite significant interventions, is unable to support the dysregulated behaviours of a child at high level. In taking the decision to issue a fixed term exclusion, the Principal will follow the Cambridgeshire County Council Exclusion Guidance, January 2020 and the [DFE, Exclusion from Maintained Schools, academies and pupil referral units in England, September 2017](#).



Recording and Reporting High Level Behaviours

Members of staff who have witnessed or dealt with an incident at a high level will complete a red behaviour form (Appendix 3) and hand this to a member of the senior leadership team. Senior leaders will record all actions taken and pass the form on to a member of the admin team. The admin team will log red behaviour forms against individual pupil files in SIMS and store a hard copy of the form in a central behaviour folder. The behaviour folder will be reviewed half termly by the Principal and incidents reported to the Academy committee.

Behaviour Plans

When a child is showing continued dysregulated behaviours at a medium or high level, it may be decided that a behaviour plan is required to offer targeted support and bring about rapid improvements. The decision to put a behaviour plan in place will rest with the Phase Leader, Deputy Principal or Principal.

A meeting will be arranged between the class teacher, phase leader, child, and parents. The Pastoral Support Worker may also be asked to attend. A behaviour plan will be completed with clear roles for the child, the parents, and the Academy to support the changes in behaviour that are required. The plan will focus on the key behaviour that needs to change, not an exhaustive list of every misdemeanour. The plan will also celebrate the child's strengths and aim to build on these.

A copy of the plan will be given to the child (if appropriate), the parents and to members of staff that are supporting actions within the plan. Where a plan involves withdrawal (for example from the lunch hall/playground) it will also contain a reintegration plan. The plan is reviewed after an agreed period (usually 6 weeks) or earlier if behaviour improves rapidly or deteriorates further.

Upon review the plan will either be closed (dysregulated behaviours that were identified have ceased), continued (there has been some progress but dysregulated behaviours are still seen) or referred to the SENDCo, Deputy Principal or Principal (there has been an increase or no change in dysregulated behaviour and further support needed).

RACIST INCIDENTS

Our definition of racial harassment is that of the CRE (Commission for Racial Equality): *'Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.'*

Reporting and Recording Racist Incidents

Racist incidents will be recorded by the member of staff who witnessed the incident or dealt with an incident raised by a child. A red behaviour form (Appendix 3) will be completed and handed to a senior leader. Forms will be dealt with and stored as per other red behaviour forms. Racist incidents will be monitored by the Principal and reported to the Academy Committee.

BULLYING

Bullying in any form will not be tolerated. It is entirely contrary to the values and principles we hold, of warmth, pride and aspiration. Please see our separate anti-bullying policy for more detailed information.

SPECIAL EDUCATIONAL NEEDS

We recognise that all children are unique, therefore it is impossible to adopt a 'one size fits all' approach to managing behaviour. In applying the principles of the behaviour policy, we will have due regard for the specific needs of individual children and adopt our approach accordingly. Where children have individual plans, which provide details of potential 'triggers' and personalised strategies, this will be shared with staff and applied consistently to achieve the best outcomes and support for individual children.



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ROLES AND RESPONSIBILITIES

Academy Committee

- Monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

Principal

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with children who display dysregulated behaviours.
- Monitor how staff implement this policy to ensure it is applied consistently.
- Provide staff training and support.
- Support the team in responding to incidents.
- Report on the impact to the Trust and Academy Committee.

Senior Leaders

- Support the Principal on the points above.
- Support the team in responding to incidents.
- Report on the impact to the Principal.

SENDCo

- Support the Principal as part of the Senior Leadership Team.
- Ensure there is a personalised plan for pupils with Special Educational Needs, as appropriate.
- Provide staff training to deliver personalised plans.
- Monitor the effectiveness and impact of personalised plans for pupils with Special Educational Needs.
- Report on the impact to the Principal.

Staff

- Implement the behaviour policy consistently.
- Lead by example, modelling positive behaviour and attitudes.
- Deliver a personalised approach to managing behaviour where necessary.
- Record behaviour incidents.
- Communicate effectively with parents regarding any concerns.

Parents

- Support their child in adhering to the expectations of this policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any concerns with the class teacher promptly.
- Work in partnership with the school to support the aims of this policy.

Pupils

- Adhere to the expectations of this policy.
- Support each other to promote positive behaviour.
- Share any concerns regarding behaviour with an adult in school.
- Work collaboratively with adults in school where additional support is needed.



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Appendix 2

Red Behaviour Incident Report Form

Date:	Time:	Location:	Reporting Adult:
Child's name:		Child's class	
Names of adult witnesses:		Other children involved:	
Type of Red Behaviour:			
Description of incident: Please try to be as accurate as possible and include what led up to the incident (possible triggers).			
Description of actions taken: Please describe actions taken to manage the situation and how it was resolved:			
PLEASE PASS THIS ON TO A MEMBER OF SLT IMMEDIATELY			
Member of SLT receiving form:	Date:	Time:	
Actions taken:			
<input type="checkbox"/> Time Out (TAB)	<input type="checkbox"/> Behaviour Plan	<input type="checkbox"/> Internal exclusion	<input type="checkbox"/> External exclusion
PLEASE PASS THIS ON TO A MEMBER OF THE ADMIN TEAM			
<ul style="list-style-type: none"> • Please log this incident on SIMS • Please file this form in the Central Behaviour Folder 			



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Appendix 3

Short Term Behaviour Support Plan

Pupil Name:

Date of Birth:

Class:

Date:	Identified Area of Need:		
ASSESS			
Strengths of Pupil:		Behaviour that needs to change:	
PLAN AND DO			
Expected Outcome:			
Review Date:			
Actions to be taken by the child:			
Actions to be taken by the academy:		Actions to be taken by the parents / carers:	
Agreement to plan (child)			
Agreement to plan (Academy)		Agreement to plan (Parents/Carers)	



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REVIEW		
Review Date:		
Observed Impact:		
Child's view:		
Academy View:	Parents / Carers View:	
NEXT STEPS:		
	Plan successful	No further action
	Plan partially achieved outcomes	Continue or amend current plan
	Plan has not achieved the outcomes	Escalate to SLT
Agreement with next steps (child)		
Agreement with next steps (Academy)		Agreement with next steps (Parents / Carers)