



Policy:	Positive behaviour and relationships
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Approving Board:	Academy Committee
Date of review:	January 2024
Date of next review:	January 2025
Publish Status:	Ratified
Version:	1

Our vision of positive behaviour:

At Warboys Primary Academy, our vision is to create a calm and safe environment where all can learn and flourish. We believe in mutual respect and value it as the foundation of our school community. We strive to foster an atmosphere of engagement, self-motivation and resilience, empowering all to reach their full potential. Collaboration is key to creating a safe, warm, and respectful school where everyone is valued and celebrated. We aim to instil in our school community the values of ready to learn, respectful and safe, encouraging all to be the best they can be. We believe in learning and growing from mistakes, and we are dedicated to developing all at Warboys Primary Academy into role models of the future.

Our whole school values:

WARMTH

We build relationships rooted in kindness and trust.

We are kind, caring and compassionate, believing that all people have the right to be treated with respect. We work in an open and honest way, placing trust in ourselves and each other.

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. We celebrate personal achievement.

Warboys guiding behaviour values are:

Be Ready



Be Respectful



Be Safe



Learning behaviours

At Warboys Primary Academy, our children develop learning behaviours that supports children in taking responsibility for their own actions and achievements. The five Learning Behaviours give children the tools to manage and improve their own behaviour are part of the Mckie Mastery™ approach used in the academy.

- **Active Listening**
- **Job Done**
- **Teach and Support**
- **Everyone Engaged**
- **Elaborate and Explain**

Children are grouped in cooperative teams, and points are given for displaying a learning behaviour. Children record points on a chart on the table or by placing items in a jar depending on the age of the children. Every team needs to appoint an effective team captain, which is changed weekly. The team captain must be a role model for the team and is the only person allowed to manage and add points to the Team Score Chart (see example below).

The chart does not belong to the teacher. Instead, it belongs to the team and is the captain's responsibility. The teacher awards points, usually between 5 and 2, depending on the speed or quality of the learning behaviour. This also allows team points to be given to multiple teams simultaneously.

The teacher is required to be positive and to catch children displaying positive behaviours. Points are never taken away, as teams have earned them. If a team is not displaying the required learning behaviour, then the teacher rewards every other team and explains why they are rewarding them; the teacher will not say anything to the team(s) who have not received points.

The winning team is the team that shows the greatest increase in score from the previous week. Winning teams are celebrated and rewarded in weekly celebration assemblies.

Visible Consistencies

Visible consistencies are demonstrated by all members of staff. This provides the pupils with a clear message that all adults value this behaviour.

1. **Meet and Greet.**

All children will be greeted at the door by their class teacher to welcome them to their learning.

2. **Clear Corridors.**

Coats and bags are hung on pegs and not left on the floor. Nobody walks past an item that is on the floor. Displays are clear and well-maintained.

3. **Wonderful Walking.**

We are proud of our school, and when we walk through the building, we hold our heads up so that we can see the wonderful learning environment. There is no unnecessary talking.

Establishing relentless routines that are used to clearly establish expectations.

Children like repetition. Repeated routines help children to feel safe.

1. All staff apply the routine
2. Children are asked to say the routine out loud before doing the routine
3. The routine is displayed in the classroom until the routine has become established

The Academy will focus on one relentless routine at a time, promoted on the Monday assembly. The process that will develop the routine will be:

1. What will we always say?
2. What order will we say it in?
3. How will we make it encouraging and affirmative?
4. What will we use to punctuate the routine (gesture, positioning, vocal tone, music)?
5. How will we teach/re-teach the routine to ensure it is productive?
6. What will it look like when it works perfectly?
7. What will the pupils be doing?
8. What will we be doing?

Rewards and celebration of achievements

In class, Celebration assembly and achievement assembly.

Celebration of learning behaviour - Over and Above recognition, pupils demonstrating the school's whole school values of Warmth, Pride and Aspiration.

We also recognise and reward children for demonstrating the school's behaviour values, going above and beyond expectations.

Class Dojo

Class Dojo will celebrate pupils demonstrating positive learning behaviours, as shown below. These will be consistently awarded and shared with parents via the Dojo app.

- **Active Listening**
- **Job Done**
- **Teach and Support**
- **Everyone Engaged**
- **Elaborate and Explain**

Classroom Management

A consistent approach to classroom management is achieved through the use of non-verbal signals across the Academy.

These are:

- Zero Noise (Hand/s up in the air)
- Active Listening (Cup your ear)
- Job Done (Thumbs up and placed on their chest)
- My turn, your turn (teacher places own hand on their own chest then gestures with the same hand in the air to the child)
- 1-2-3 Go (Hold hand in the air, gesture 123 to the children)

Children are provided with support based on their individual needs. All children are unique and the support we offer as a school reflects this.



Equality is everyone getting a pair of shoes.



Diversity is everyone getting a different type of shoe.



Equity is everyone getting a pair of shoes that fits.



Acceptance is understanding we all wear different kinds of shoes.



Belonging is wearing the shoes you want without fear of judgment.



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Cambridgeshire Therapeutic Thinking Boundaries

When learners are struggling, they need support, not red lines.

1. Reminder – A reminder of the expectations for learners delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
2. Caution - A clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. This is a 30 second intervention.
 - a. Gentle approach, personal, non-threatening, side on, eye level or lower.
 - b. State the observed behaviour and which rule/expectation/routine it contravenes.
 - c. Tell the learner what the consequence of their action is. Refer to previous good 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.
3. Last chance micro script (may include two minutes at break time) - micro script as per policy.
4. Time out - The learner is asked to speak to the teacher away from others
 - Boundaries are reset
 - Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
 - Learner is given a final opportunity to reengage with the learning in an adjacent classroom. Learners should be given a clear time frame, telling them when they can return. In general, five minutes of a child fully engaged in their learning and following school rules should be long enough to allow them to return to their classroom and complete their learning.

If step 4 is unsuccessful, or if a learner refuses to take a time out, then the learner will be removed from the room. A member of the SLT/Pastoral team will escort the learner to a workspace outside the year group where they are learning (this may be in another classroom or area of the Academy). They will be contacted via the orange card. Staff will consistently deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

If Step 4 is still unsuccessful and the child is removed from their learning, then Step 5 – Repair – is needed.

5. Repair - Reparation meetings at Warboys Primary Academy are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:
 - What's happened?
 - What was each party thinking?
 - Who feels harmed and why?
 - What have each party thought since?
 - What behaviours will each of us show next time?
 - Reaffirm your commitment to building a trusting relationship.

Teaching staff will take responsibility for leading Reparation meetings, The Behaviour and Welfare in the first instance, or Phase Leaders will support when requested.

Micro-scripts

Adults will consistently use a micro-script when addressing negative behaviour. The micro-script should only be used after clear and consistent routines have been established within the classroom. Micro-scripts provide certainty, not severity and include a reminder of success in the past.

1. I've noticed that...
2. That's not showing me our rule of...
3. This is the third time I've spoken to you, so I will need to see you for two minutes
4. Do you remember yesterday when you... that's the behaviour I expect from you.
5. Thank you for listening

If a child turns away, mimics or deliberately ignores, the adult continues to deliver the micro-script.

Restorative Questions

Restorative questions should not be brought in too early (see Stepped Boundaries). If a child has been sent out of a classroom, there must be a repair. When adults ask restorative questions, they listen to the responses, not their own perceptions.

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 All Learners

All children at Warboys have access to a universal approach, which may then be graduated or targeted as appropriate to meet their needs.

Universal – Class teacher

Reasonable adaptations, interventions and support delivered at whole school level. This includes discussions of SEMH, assemblies, pastoral time, PSHCE and the overall curriculum.

Graduated – Class teacher

- Interventions in the classroom
- Time to speak to an adult
- Regular communication with parents

Targeted- Class teacher, SLT, SENCO

- 1:1 Teaching Assistant support
- Nurture provision in school via 'The Nest'
- Bespoke curriculum provision, i.e. baking, gardening
- Reduced timetables
- Sensory circuits
- Sensory support in another appropriate environment
- Extra sport coaching sessions - YDP
- Support from outside agencies
- Out of school alternative provisions

Differentiation and adaptation of curriculum and resources is provided to meet a child's basic needs within their learning environment, which will be based upon the recommendations of professionals working with the child. This may include but is by no means comprehensive:

- Sensory support, i.e. wobble cushions, ear defenders
- Considered seating plans.
- Enlarged text or coloured overlays or workbooks.

The teaching and learning is the responsibility of the class teacher, with support from a Teaching Assistant where provided.

Appropriate support and provision is provided for class teachers by the Senior Leadership Team (Phase Leaders, SENCO and the Deputy/Principal) Academy Committee.

Unsocial Behaviours

- Unsocial behaviours are not anti-social as they are not to the detriment of others. Not seeking to associate with others but not to the detriment of self or others
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed or dictated, but not to the detriment of self or others
- Extroverts communicate negative feelings through loud interaction
- Introverts communicate through quiet non-compliance
- Unsocial behaviour may indicate negative feelings that require additional support through nurture provision or other appropriate provisions.

The below is used as a guide and no means a definitive ridged list:

Unsocial behaviour	How staff may respond
Refusing to take part in a curriculum activity i.e. not joining in with PE	1. That's your choice. 2. Join us when you are ready. 3. Repeat instruction and say 'Thank you' 4. Limited choices – given by adult 5. Talk to the child about the impact this behaviour will have upon themselves/ others 6. Child select a partner to support them. 7. For children with EHCP a Personal plan. 8. Adapt provision to meet individual needs.
Not joining in with collaborative work	
Not following instructions in class	
Putting their head on the desk	
Not eating lunch	

Anti-social Behaviour

- Anti-social behaviour is difficult or dangerous, causing harm to an individual, a group, the community, or the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of others

The below is used as a guide and no means a definitive ridged list:

Anti-Social Behaviours	How staff may respond
Calling out in class on a regular basis	• Look, move, quiet discussion with an adult. • Reinforcing the school's behaviour values; Be Ready, Be Respectful, Be Safe. • Take 5 minutes • Go to a safe space in classroom or outside. • Risk Reduction Plan and meeting with parents and teacher.
Coming into contact with staff e.g. Pulling staff by their lanyard	
Preventing others from accessing learning on a regular basis	
Leaving classroom without permission	
Making unwanted noises on a regular basis	
Not following staff instructions on a regular basis	
Spitting	• As above • No thank you. • Be mindful of own body language. • Remove the class. • Seating plan/position in the classroom. • Restorative conversation to restore, redraw and repair. • Discussions in PSHE to build understanding of others. • Take to a safe space – don't follow unless the child is unsafe/at risk. • Use of scripts that are consistent throughout the school. • Alert the phase leader.
Sexual comments	
Racial comments	
Bullying	
Threatening members of staff with a weapon	
Locking staff out of a room	
Consistently disrupting the learning of others	
Climbing on tables and chairs	
Threatening behaviour with intent	
Making obscene references	
Taking clothes off inappropriately	
Entering prohibited spaces, e.g. cleaning cupboard	

Swearing verbally as heard by staff	• As above • Removal from the class. • Exclusion – fixed term / Permanent. • Assessment – action plan/ risk assessment. • Involve Police if necessary
Persistently absconding from school during the school day	
Hitting and leaving a mark	
Biting others	
Kicking with intent	
Pulling out clumps of hair	
Spitting at someone (depending on needs)	
Urinating and or defecating deliberately	
Bringing weapons into school	
Throwing objects to cause physical harm e.g. scissors, chairs, fire extinguishers	
Damage to school property that endangers others	
Additional information: Referred to above ‘a regular basis’ is more than three times a day.	

Recording, Reporting and Communication

When a behaviour incident occurs which is defined as anti-social by this policy, incidents should always be recorded by staff on My Concern, followed by an 'orange slip'. It should be recorded by the member of staff who dealt with the incident in the first instance. When recording on My Concern, staff should record all incidents as they would if reporting a child protection concern, refer to the Safeguarding and Child Protection policy.

Orange slips

Any 'Orange slip' issued will have a restorative 'repair' meeting with the teacher and be followed up by SLT at lunchtime. Orange slips will be tracked (see table below) and communicated to the parent/ guardian. Tracking of 'orange slips' will reset each half term.

					Class teacher to speak to parent	Class teacher to speak to parent	Phase Leader to speak to parent - Action plan	Deputy to speak to parent - Review action plan	Headteacher to meet with parents
Name of pupil	Date	Location and staff involved with incident and logging	Incident	Educational consequences - Restorative conversation/ social story/ actions	1st Orange card (10 mins with SLT) Educational consequences	2nd Orange card (20-20-20 with SLT) Educational consequences	3rd Orange card Educational consequences	4th Orange card Educational consequences	5th Orange card Educational consequences

Action plans – The SENDCo will use either the 'Boxall' profile tool or the STEPs tool kit to identify triggers and will help to provide a plan of support.

SLT will hold an urgent review meeting for any pupils receiving several 'orange slips' in a very short period of time.

Communication with Parents/Carers

When a behaviour incident occurs that is defined as anti-social by this policy and has been recorded on My Concern, receiving an 'orange slip'. A phone call should be made to parents, by the class teacher or by the phase leader. If a Risk Reduction Plan exists, it should be updated and shared with parents by the class teacher with the support of the SENDCo or Phase Lead.

Exclusion

The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour 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. DfE Sept 2017

A fixed-term exclusion will happen when a child has demonstrated anti-social behaviour that is listed in the 'Red' category in the Policy. A fixed-term exclusion will occur when a child has demonstrated the anti-social behaviour in the 'Pink' category three times a week or over a five-day period. A permanent exclusion will happen when a child has repeatedly demonstrated antisocial behaviour in the 'Red' category and support, including Risk Reduction Plan, Reduced Timetable, Bespoke Curriculum, Appropriate Provision (but not exclusively), has been provided. The Access and Inclusion Team have been involved. In extreme cases, a child may experience a fixed or permanent exclusion with no prior history.

Roles and Responsibilities

The Principal can decide to exclude. In the Principal's absence, the Senior Leadership Team Members have the right to exclude. The Principal will inform parents/carers of a fixed term or permanent exclusion following the Cambridgeshire exclusion guidance. The Access and Inclusion Team will be informed. Parents will be notified of their rights by the Principal of their rights following an exclusion. Risk Reduction Plans, timetable, classroom support and the needs of all pupils will be considered with protective consequences prior to a child returning from a fixed term exclusion.

All poor behaviour is addressed in line with this policy, and discipline remains rational, reasonable, fair and proportionate.

The Principal retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only be used as a last resort.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The Principal liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the Academy Committee and Trust meet to discuss reinstatement within 15 school days. The school can recommend a temporary reduced timetable, but this is not enforceable.

Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.

The timeframes set out in the Exclusions Policy remain in force, where practicable.

Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the Academy Committee decides whether any meetings should be delayed.

If it is decided, as per the criteria in the Exclusions Policy, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.

In the event that a remote access meeting is necessary, the Academy Committee ensures that any technology used for these meetings is understood by all participants and that support is facilitated for any participant who may need it.

The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.

Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.

Families are made aware that they do not have to consent to a remote access meeting but this will likely result in the meeting being delayed.

Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:

- Clear instructions are provided about how to join the meeting
- A named person is indicated to whom participants can address questions
- beforehand
- The chair explains the agenda at the outset of the meeting and outlines guidance with regard to how the meeting will be run

The Academy Committee takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

The school will make every reasonable effort to avoid excluding any looked-after child.

Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.

Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.