

**WAYCROFT MULTI ACADEMY TRUST
POLICY FOR BEHAVIOUR MANAGEMENT – Rights and Behaviour**

Signed (chair):	Name: Andrew Bowden	Date:
Signed (Executive Head):	Name: Tracy French	Date:
Ratified by: Board of the Trustees June 2021		Next Review:
Policy updates		

RATIONALE:

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 31

You have the right to play and rest.

AIMS of the policy are to:

- Create a safe, happy and caring learning environment where children realise their full potential
- Teach the importance of courtesy, good manners, self-discipline and respect for others
- Emphasise the positive
- Set high expectations
- Teach respect for religious and moral values with an understanding of all races, religions and ways of life
- Encourage children to keep school rules and cooperate with all adults and respect their decisions
- Help children develop a sense of identity, achievement and self-worth
- Help children develop a greater sense of personal responsibility.

GUIDELINES

- Adults in school always model the behaviour they expect of children
- Punishments which humiliate children are never used
- Whole groups of children are never punished for the misdemeanours of a few
- The use of sarcasm is unacceptable
- Whenever IT is used or discussed in school it must be done so in accordance with the MATs 'E-safety' policy
- Parents will always be informed about serious poor behaviour involving their child. Every effort will be made to ensure the child sees the home and school working together.

Generally, behaviour at Waycroft Multi Academy Trust schools is very good. Our success has been based on praising and rewarding children's efforts and a consistent approach by all adults. We have a number of ways of praising children for behaving well and working hard.

Our behaviour expectations, in the form of a Class Charter, are evident in every classroom. A key message is that children must take responsibility for their own actions, blaming someone else is not an option and we ask that children (and their parents) accept the consequences of behaviours outside of our expectations. This links closely with our PSHE curriculum and school ethos whereby children learn about the MAT Value and take responsibility to ensure everyone demonstrates them. All classes have the MAT values displayed in their classrooms.

Our school charter is as follows:

The United Nations Convention on the Rights of a Child states –	We can make sure everyone enjoys these rights by...
The best interests of the child must be a top priority in all things that affect children.	1. Being kind and polite
Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.	2. Being a good listener and being honest
Education must develop every child's personality, talents and abilities to the full.	3. Treating others fairly and trying our best
Every child has the right to relax and play.	4. Looking after property and using it correctly

EQUAL OPPORTUNITIES

Incidents of racism, sexism, harassment, victimisation, sexualised behaviour and homophobia are dealt with very severely. The parents/carers of the victim(s) and the perpetrator(s) are contacted immediately. All incidents are logged and reported to the Local Academy Councillors and Trustees. Counselling will be available, if required, for victims or perpetrators.

BULLYING

All children have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. As with racism, incidents where bullying is proven are dealt with very severely. The parents/carers of the victim(s) and the perpetrator(s) are contacted immediately (for further details please refer to the MATs anti-bullying policy).

A consistent application of these rules will further improve the already calm atmosphere. The vast majority of children have found the values and charters to be a positive experience, allowing them to be focused on their learning in the classroom and happy in the playground. Parent/carers support is crucial to the successful implementation of this policy.

Praise and reward

We believe it is very important to frequently acknowledge and celebrate pupil achievement in all aspects of school life; therefore, rewards are an extremely important part of the individual academy culture. The most effective and positive strategy for dealing with behaviour is to 'catch children being good' and 'rewarding effort'.

Consequences

On the rare occasions where we have to address behaviours that fall below our expectations, each academy has in place a set of consequences. Consequences are applied consistently and recorded in line with each academy's guidelines. (Appendix 1)



Strategy for behaviour management

RATIONALE

We believe that learning takes place best when children and adults feel safe and happy. Good behaviour, in the classroom and throughout the academy, is essential if this is to be the case.

AIMS AND EXPECTATIONS

At Waycroft Academy, we value every member of the academy community. In our community, we want everyone to feel valued and respected, and to be treated fairly. We are a caring community, with values built on mutual trust and respect for all.

The primary aim of our behaviour policy is to promote good relationships, fostering consideration and respect for others. To grow, every child needs an environment that provides them with openness, acceptance and empathy. This policy aims to do this through promoting an environment in which relationships are honest, caring and constructive and where everyone feels happy, safe and valued. The child's behaviour is seen as an expression of their feelings and communication. Children with extreme behaviours are regarded as vulnerable, not troublesome.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community in which there is an ethos of kindness and co-operation. Children are supported to show excellent behaviour through group and individual interventions and support plans.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy is designed to celebrate positive behaviour and give strategies to children to support them in achieving this behaviour. We expect parents and families to support and work with the school to ensure all children have excellent behaviour.

In order to promote positive behaviour, we:

- Have clear behaviour expectations that are understood by all
- Know the children well and understand what influences their behaviour choices
- Ensure that all staff promote good behaviour through a common approach
- Consistently follow through the consequences of a pupil's behaviour choices
- Frequently use praise and reward
- Develop support programmes for pupils who are experiencing difficulty

In addition, through discussion with the pupils and teacher, classes will agree and draw up their own classroom charters that are referred to regularly.

OUR SCHOOL VALUES

The Waycroft MAT has twelve values, which should be evident in every lesson, corridor and playground every day. Our aim is 'to enable our pupils to be independent, confident members of the community who are equipped with skills to be lifelong learners to engage with their dreams and aspirations'. The Waycroft Academy community very much believe that we are a team of adults and children who are all on a learning journey. We share the excitement of achieving and learning new things. We all have different strengths, interests and things we find difficult, because of this we believe passionately that Waycroft Academy will deliver a broad and balanced curriculum with a range of enrichment activities.

Year 1-6

Month	Value
September	Challenge
October	Equality
November	Diversity
December	Empathy
January	Resilience
February	Creativity
March	Fairness
April	Growth
May	Honesty
June	Commitment
July	Compassion
August	Community

EYFS

In EYFS we feel it is important for the children to learn values at their own level and therefore they follow these values which are linked to the whole school ones.

Term	Value
1	I am unique (equality/diversity)
2	I am kind (empathy)
3	I am listening (resilience)
4	I am learning (growth)
5	I am adventurous (challenge)
6	I try my best (resilience/commitment)

GREAT BEHAVIOUR!

You WILL be rewarded for great behaviour! Examples we use to reward children are:

- golden ticket awards
- house points
- class rewards e.g. marbles in a jar to earn extra play
- stickers
- certificates

We believe it is very important to frequently acknowledge and celebrate pupil achievement in all aspects of school life therefore, rewards are an extremely important part of Waycroft Academy.

Celebration Assembly

Each Friday a celebration assembly is held and a number of awards from different members of the academy community are presented.

- Different children present to the school each week, sharing examples of their learning. Certificates are given to children who have demonstrated excellent learning or effort.
- Stickers are presented to children each week for demonstrating the school values or for being a learning hero that week. These are nominated by any adult across the school or by a class of children.
- Golden ticket draw takes place for each year group. The winners of each draw can choose a prize to take home.
- Lunchtime stickers for showing impeccable table manners.

POOR BEHAVIOUR

There are certain behaviours that we will not tolerate and these are categorised into 5 levels.

If any adult sees poor behaviour this will be recorded in the class behaviour file. Every time a poor behaviour is seen there will be a consequence. These might be:

- warnings
- moving down the class chart receiving a number
- missing playtimes
- meeting with phase leader, Assistant Head or Head of School
- fixed term external exclusion

Parents will receive a letter/phone call after the following number of warnings in each category:

Level 1 - on the 4th and final warning

Level 2 - on the 4th and final warning

Level 3 - on the 2nd warning

Level 4 & 5 - on the 1st warning

Children who miss playtime or receive a lunchtime detention will be required to complete reflection sheets to help them understand the impact their behaviour choices are having on themselves and others and to help school support them to make better behaviour choices and put support in place.

Repeated offences may result in a higher level sanction

BY WORKING TOGETHER, WE WILL ENSURE YOUR CHILD'S BEST BEHAVIOUR

Recording

Class behaviour files

Each class teacher maintains a class behaviour file to store all proformas and keep behaviour records. A Senior Leader collects these records each term and the data is collated. ***Each child's behaviour sheet is replenished every term (six times a year).***

Class Behaviour Chart

This system links to a **staged chart** that we have in each classroom. The format of these differs depending on the age of the children. Some are colours and some are pictures.

Everyone starts on the neutral stage at the beginning of each day and their behaviour determines whether they move up or down the chart. There may be a consequence attached to moving down the chart and a reward when moving up. Children can move up and down in a short period of time, so they have a chance to change their behaviour.

Behaviour Plans

Children who have difficulty with meeting the behaviour expectations despite the conscientious, consistent and caring application of this behaviour policy, will need a "Pastoral Support Plan (PSP)". This will be written by the SENCo, class teacher, other relevant adults, parents/carers and child.

The expectations that we have of children at Waycroft, the levels that may be given to a child as a result of an incident of poor behaviour and the consequences corresponding to each level are detailed below.

Behaviour Expectations

At Waycroft Academy our behaviour non-negotiables are:

- ❖ Be polite and respectful to all
- ❖ Be helpful and encouraging
- ❖ Always try your best and allow others to learn
- ❖ Always listen to others, including **ALL** adults in school
 - ❖ Be safe and sensible around the school
 - ❖ Use kind words, kind hands and kind feet
 - ❖ Show the school values

BEHAVIOUR CATEGORIES

Level 1	Level 2	Level 3	Level 4
1a - Calling out/talking over adults 1b - Distracting others 1c - Lack of effort during learning 1d - Name calling (this may escalate to a higher level if continued) 1e - Bringing toys to school 1f - Poor manners in the dinner hall 1g-Unsafe behaviour (including during games e.g. tackling or pushing in tag etc (where no one is hurt)	2a- Rudeness to adults 2b - Dishonest or uncooperative behaviour 2c - Misuse of resources 2d - Interfering with another person's property 2e - Misuse of toilets & wash areas 2f - Defacing books, desks, own or others 2g- Anti-social behaviour	3a – Acting out in frustration 3b - Vandalism 3c - Swearing with intent 3d - Refusing to go to the Head or designated person/place 3e-Spitting 3f – Stealing personal property	4a - Threatening or intimidating behaviour 4b - Inappropriate touching
			Level 5
			5a - Bullying (repeated and persistent, threatening, intimidating or harming behaviour) 5b - Racist or minority group remarks with intent 5c - Physically violent behaviour-hurting with intent (fights or attacks on others)

BEHAVIOUR CONSEQUENCES (Y1 – Y6)

BEHAVIOUR	FIRST RESPONSE AND SANCTION		SECOND RESPONSE AND SANCTION	THIRD RESPONSE AND SANCTION	FINAL
LEVEL 1	Verbal warning initially	FORMAL WARNING	MOVE DOWN CHART - number given 5 MINS OFF PLAYTIME	MOVE DOWN CHART- number given 10 MINS OFF PLAYTIME	TIME LOST FROM PLAY to complete work as needed Teacher LETTER/PHONECALL HOME Recorded on CPOMs Number given
LEVEL 2	MOVE DOWN CHART- number given 5 MINS OFF PLAYTIME		MOVE DOWN CHART- number given 10 MINS OFF PLAYTIME	MOVE DOWN CHART- number given INTERVIEW WITH PHASE LEADER (PL) DURING BREAK/LUNCH AND LETTER HOME Recorded on CPOMs	LUNCHTIME DETENTION LETTER/PHONE CALL HOME Recorded on CPOMs number given
LEVEL 3 <i>RECORD ON CPOMS</i>	LETTER/PHONE CALL TO PARENTS PHASE LEADER INTERVIEW & LUNCHTIME DETENTION		PHASE LEADER PHONE CALL TO PARENTS AM/PM INTERNAL ISOLATED WORKING LETTER HOME	ASSISTANT HEAD OF SCHOOL PHONE CALL TO PARENTS DAY INTERNAL ISOLATION LETTER HOME	
LEVEL 4 <i>RECORD ON CPOMS</i>	HEAD OF SCHOOL RING PARENTS & LETTER HOME AM/PM INTERNAL ISOLATED WORKING		HEAD OF SCHOOL RING PARENTS 1 DAY ISOLATED WORKING		
LEVEL 5 <i>RECORD ON CPOMS</i>	HEAD OF SCHOOL RING PARENTS FIXED TERM EXCLUSION OR ISOLATED WORKING – LENGTH DEPENDENT ON BEHAVIOUR				

*With any behaviours, senior leaders will use their professional judgements to impose sanctions that may be beyond this chart especially if incidents are repeated. Repeated incidents may result in a higher sanction or warnings being removed.

BEHAVIOUR CONSEQUENCES (EYFS/KS1)

BEHAVIOUR	FIRST RESPONSE AND SANCTION	SECOND RESPONSE AND SANCTION	THIRD RESPONSE AND SANCTION	FINAL
LEVEL 1	WARNING	REMINDER OF EXPECTATIONS & CONSEQUENCE	MOVE DOWN CHART 3 MINS TIME OUT TEACHER INFORM PARENT	MOVE DOWN CHART 10 MINS TIME OUT AND MEETING WITH PARENT
LEVEL 2	REMINDER OF EXPECTATIONS & CONSEQUENCE	MOVE DOWN CHART 3 MINS TIME OUT TEACHER INFORM PARENT	MOVE DOWN CHART 10 MINS TIME OUT AND MEETING WITH PARENT	MOVE DOWN CHART 10 MINS TIME OUT AND PHASE LEAD MEETING WITH PARENT
LEVEL 3 <i>RECORD ON CPOMS</i>	MOVE DOWN CHART 3 MINS TIME OUT TEACHER INFORM PARENT	MOVE DOWN CHART 10 MINS TIME OUT AND MEETING WITH PARENT	MOVE DOWN CHART 10 MINS TIME OUT AND PHASE LEAD MEETING WITH PARENT	
LEVEL 4 <i>RECORD ON CPOMS</i>	MOVE DOWN CHART 10 MINS TIME OUT AND PHASE LEAD MEETING WITH PARENT	HEAD OF SCHOOL RING PARENTS Sanction appropriate to action agreed by senior leaders using their professional judgement		
LEVEL 5 <i>RECORD ON CPOMS</i>	HEAD OF SCHOOL RING PARENTS Sanction appropriate to action agreed by senior leaders using their professional judgement			

Definitions/Examples of some behaviours

Level 1b – Distracting Others <ul style="list-style-type: none"> • fidgeting • calling out • making irritating noises • wandering around the room • swinging on chairs 	Level 1f – Poor manners in the dinner hall <ul style="list-style-type: none"> • leaving the table before finishing what is in their mouth • not clearing their table • Speaking with their mouth full • wandering around the hall • not putting up hand to be checked
Level 1g – Unsafe behaviour <ul style="list-style-type: none"> • running inside • throwing objects • climbing • not following safety instructions • pushing during games 	Level 2b – Dishonest or Uncooperative Behaviour <ul style="list-style-type: none"> • refusal to take part in learning • answering back • arguing with an adult • giving a rude response • making fun of another child's work/efforts • leaving a room without permission
Level 2g – Antisocial Behaviour <ul style="list-style-type: none"> • pushing another person out of the way • teasing or deliberately 'winding up' other children • grabbing hold of another person • telling lies • making insulting remarks about another person's family 	



Strategy for behaviour management

Rewards and strategy for positive behaviour

At Woodlands we acknowledge and celebrate pupil achievement, effort and behaviour in a number of ways.

We use:

- Smiles
- Verbal comments to the children
- Stickers
- Positive notes/messages home
- Golden tickets
- Certificates
- Work displayed on 'Reasons to be Proud' board
- Showing work to other staff in school

Once golden tickets have been given out, they cannot be taken away. Golden tickets are a reward for the positive behaviour a child has shown. If poor behaviour occurs after the golden ticket has been given, follow the guidelines as appropriate.

Golden Tickets can be given out by any adult in school. Children are to record their names on them and put them in their class jar. During celebration assembly on Friday 3 names are drawn out of each jar and the children receive a prize.

Consequences and strategy for behaviours that fall below expectations

Any children failing to respect the school's charters will have their names moved on the class behaviour board then noted by teachers, teaching assistants, SMSAs or any other support staff as necessary. Names will be monitored by SLT weekly. Initially, children to lose free time if they persistently rule break. If the behaviour continues parents/carers are be contacted and agreement reached on how home and school can work together to resolve the behaviour issue/s.

There are 8 stages to follow. A child only moves onto a higher stage if they fail to comply at an earlier stage.

Stage 1: Not respecting their rights or the rights of others on numerous occasions in a single day. The child will be moved to another class and/or lose some free time.

Stage 2: Child's name consistently noted in a week: possible loss of free time imposed by the school's SLT for the following week and parents informed by phone and or letter.

Stage 3: If the problem persists (3 consecutive weeks) the child's parents/carers will be contacted again, a meeting arranged and the child moved to Stage 4. (Home and school to agree on what sanctions are to be imposed on the child).

* It is very unusual for a child to go beyond Stage 3.

Stage 4: Child placed on a daily Behaviour Report and the possible implementation of a Pastoral Support Plan. The school's SLT will review this report after one week and feedback to child and his/her parents/carers.

Stage 5: Isolated working. The child comes to school but works independently away from their peers including play and lunchtime, for an agreed number of days.

Stage 6: Fixed-Term Exclusion. Child excluded from school for a period of 1 to 5 days with work set for completion at home. The Chair of Directors will be informed of the exclusion; in addition, outside agencies may be contacted.

Stage 7: Second and third Fixed-Term Exclusion within the same academic year.

Stage 8: Permanent Exclusion.

*Please note: in cases of very poor behaviour 'Stages' can be by-passed. Where it is believed behaviours are racially, disablist, or harassment motivated, SLT and directors are always informed and sanctions may be different.

Children are to be given a warning to change their behaviour before their name is put on the behaviour chart. Some classes may decide to have a visual behaviour tracker on the wall so children can see who has had warnings or numbers.

Children should not be given a number for not bringing in a PE kit or completing homework.

PROMOTING EXCELLENT BEHAVIOUR at WICKLEA ACADEMY



We want everyone to behave in an outstanding manner so that they can take part in outstanding learning.

RATIONALE

We believe that learning takes place best when children and adults feel safe and happy. Good behaviour in the classroom and throughout the academy is essential if this is to be the case.

AIMS AND EXPECTATIONS

At Wicklea Academy, we value every member of the Academy community. In our community, we want everyone to feel valued and respected, and to be treated fairly. We are a caring community, with values built on mutual trust and respect for all. This policy aims to promote an environment in which relationships are honest, caring and constructive and everyone feels happy and safe.

The primary aim of our Behaviour Policy is to promote good relationships, fostering consideration and respect for others. The child's behaviour is seen as an expression of their feelings.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of an academy community in which there is an ethos of kindness and co-operation.

We treat all children fairly and apply this Behaviour policy in a consistent way. This policy is designed to celebrate positive behaviour and give strategies to children to support them in achieving this behaviour.

In order to promote good behaviour we;

- Develop children's understanding of their rights and responsibilities
- Ensure that all staff promote good behaviour through a common approach to behaviour issues
- Consistently follow through the consequences of a pupil's behavioural choices
- Frequently use praise and reward
- Develop support programmes for pupils who are experiencing difficulty

In addition, through discussion with the pupils and teacher, classes will agree and draw up their own classroom charters that are referred to regularly.

OUR SCHOOL VALUES

The Waycroft MAT has twelve values, which should be evident in every lesson, corridor and playground every day. Our aim is 'to enable our pupils to be independent, confident members of the community who are equipped with skills to be lifelong learners to engage with their dreams and aspirations'. The Wicklea Academy community very much believe that we are a team of adults and children who are all on a learning journey. We share the excitement of achieving and learning new things. We all have different strengths, interests and things we find difficult, because of this we believe passionately that Wicklea Academy will deliver a broad and balanced curriculum and a range of clubs and enrichment activities.

Month	Value
September	Challenge
October	Equality
November	Diversity
December	Empathy
January	Resilience
February	Creativity
March	Fairness
April	Growth
May	Honesty
June	Commitment
July	Compassion
August	Community

Great behaviour

You WILL be rewarded for great behaviour! To reward children we use:

- house points
- chance cards
- end of term rewards
- stickers
- certificates
- awards

We believe it is very important to frequently acknowledge and celebrate pupil achievement in all aspects of school life therefore, rewards are an extremely important part of Wicklea

Level 1 Expectations	Level 2 Expectations	Level 3 Expectations
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Academy.

4 staged chart

staged chart that we have in

Gold
Silver
Bronze
Amber

This system links to the 4 each classroom.

During the school day children can move through the bronze, silver and gold stages of the chart. By working their way up to gold by the end of each day, children can earn certificates.

Celebration Assembly

Each Friday a celebration assembly is held and a number of awards from different members of the academy community are presented.

- Different children present to the school each week, sharing examples of their learning. Certificates are given to children who have demonstrated excellent learning or effort.
- Awards are presented to children each week for demonstrating the school values. These are nominated by any adult across the school or by a class of children.
- A chance card draw takes place for each year group. The winner of each draw can choose a prize to take home.
- Awards for sports achievement linked to the sports challenge of the week
- Behaviour for Learning is also addressed at this assembly with rewards for achieving 'gold' days

POOR BEHAVIOUR

There are certain behaviours that we will not tolerate and these are categorised into 3 levels.

If any adult sees poor behaviour this will be recorded. Every time a poor behaviour is seen there will be a consequence. These might be:

- warnings
- moving down the class chart
- time out
- missing playtime or lunchtime
- meeting with a senior leader
- fixed term exclusion

The expectations that we have of children at Wicklea, the levels that may be given to a child as a result of an incident of poor behaviour and the consequences corresponding to each level are detailed below.

<ul style="list-style-type: none"> Children focus on and put effort into their learning. They also ensure that others are able to do the same. All members of the school are respectful to each other at all times. Both the property of the school and of other people is carefully looked after. Everyone moves around the school in a calm and safe way. 	<ul style="list-style-type: none"> Children make an effort to partake in all lessons and embrace challenges. All members of the school are respectful to each other at all times. Both adults and children are honest, even if they have made a mistake. Children should always feel safe when they are in school. 	<ul style="list-style-type: none"> If an incident has occurred, children understand that communicating calmly with the teacher or going to speak to a designated adult is the best way to begin moving forward. Both the property of the school and of other people is carefully looked after
Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
1a. Distracting others 1b. Calling or shouting out 1c. Lack of effort during learning 1d. Not following adult instructions 1e. Misuse of classroom equipment 1f. Interfering with another person's property 1g. Name calling 1h. Unsafe behaviour, e.g. running inside, climbing fences, etc. 1i. Misuse of toilets and wash areas 1j. Unsporting behaviour	2a. Refusal to take part in learning 2b. Answering back or arguing with an adult 2c. Teasing or deliberately 'winding up' other children 2d. Telling lies 2e. Swearing or inappropriate language 2f. Antisocial, crude behaviour, e.g. Spitting 2g. Unkind physical or inappropriate contact 2h. Chewing gum or eating sweets	3a. Refusing to go to the designated person 3b. Vandalism 3c. Stealing
More serious incidents, such as bullying or racism, will be dealt with by the senior leadership team at their discretion.		

BEHAVIOUR	FIRST RESPONSE AND SANCTION	SECOND RESPONSE AND SANCTION	THIRD RESPONSE AND SANCTION
LEVEL 1	WARNING MOVE DOWN CHART & 10 MINS TIME OUT	MOVE DOWN CHART & LOSS OF PLAY TIME	MOVE DOWN CHART, LOSS OF LUNCH, TEACHER TO SPEAK TO PARENT
LEVEL 2 <i>RECORD ON CPOMS</i>	MOVE DOWN CHART AND LOSS OF LUNCHTIME	MOVE DOWN CHART, LOSS OF LUNCHTIME & SPEAK TO PARENT	
LEVEL 3 <i>RECORD ON CPOMS</i>	MOVE DOWN CHART, LOSS OF LUNCHTIME & SLT MEETING WITH PARENTS		

Behaviour Plans

Children who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will need a "Pastoral Support Plan (PSP)". This will be written by the SENCo, class teacher, other relevant adults, parents/carers and child.