



**West Row  
Academy**

# West Row Academy Positive Behaviour Policy

*'Empowering everyone to achieve excellence'*

Agreed Date:

Review Date:

<p>Policy Statement</p>	<p>West Row Academy is committed to creating an environment where exemplary behaviour is at the heart of learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support learners and staff.</p> <p>Our policy is rooted in the Thrive Approach helping children and adults to understand the underlying needs communicated through behaviour and supporting everyone to address in a sensitive and meaningful way.</p>
<p>Policy Aim</p>	<ul style="list-style-type: none"> <li>•To create a culture of exceptionally good behaviour: for learning, for community, for life</li> <li>•To ensure that all learners are treated fairly, shown respect and to promote good relationships</li> <li>•To refrain from giving a disproportionate amount of attention for poor conduct</li> <li>•To help learners take control over their behaviour and be responsible for the consequences of it</li> <li>•To build a community which values kindness, care, good temper and empathy for others</li> <li>•To promote community cohesion through improved relationships</li> <li>•To ensure that excellent behaviour is a minimum expectation for all</li> </ul>
<p>Policy Purpose</p>	<p>To provide simple, practical procedures for staff and learners that:</p> <ul style="list-style-type: none"> <li>• Recognises behavioural expectations</li> <li>• Positively reinforces behavioural expectations</li> <li>• Promotes self-esteem and self-discipline</li> <li>• Teaches appropriate behaviour through positive interventions</li> <li>• Promotes positive partnerships throughout the school and community</li> </ul>

## Consistency in practice

**The truth is, that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations and being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.**

- **Consistent language and consistent response:** simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow-up:** adults taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent expectations:** promoting appropriate behaviour and vocabulary.
- **Consistent respect from the adults:** even in the face of disrespectful learners!
- **Consistent models of emotional control:** emotional restraint that is modelled and not just taught, teachers as role-models for learning.
- **Consistently reinforced routines for behaviour around the site:** in classrooms, around the site, at reception, during break and lunch times.
- **Consistent environment:** consistent visual messages and echoes of core values, positive images of learners, Ready, Respectful, Safe in all classrooms.

**Consistency lies in the behaviour of adults and not simply in the application of procedure. Where learners feel treated as valued individuals, they respect adults and accept their authority.**

**Meet and greet** at the door.

Refer to **'Ready, Respectful, Safe'**

**Model** positive behaviours and build relationships.

**Plan** lessons that engage, challenge and meet the needs of all learners.

Use a **House Points recognition** mechanism throughout every lesson.

Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.

**Follow** up every time, retain ownership and engage in reflective dialogue with learners.

## Senior Leadership Team

Senior leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially during less structured times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Support staff in returning learners to learning by supporting staff in conversations
- Ensure staff training needs are identified and targeted
- Make sure that the 'buck stops here'

## Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

### School level

West Row Treasures  
House Points Trophy  
Share learning with SLT

### Classroom level

House Points  
Photocopy and send home a copy of excellent learning  
Specific praise linked to expected learning behaviours e.g.  
"I can see that you are.....(working hard, trying your best, really focused, etc.)"  
"I like the way that you are ..."  
"I know this is challenging, but I can see that you are being resilient/not giving up/challenging yourself."

**'It is not what you give but the way that you give it that counts.'**

## Managing behaviour

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or 'nudge' in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption*. A **Serious Breach** is an incident that may lead to a fixed term suspension. Learner's may have their behaviour monitored by teachers and behaviour plans updated accordingly.

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating as far as possible. Staff will use the STEPs approach for dealing with poor behaviour choices, following behaviour plans consistently.

### The reminder

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

### The warning

A clear verbal warning 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 good previous good conduct to prove that they can make good choices.

Gentle approach, personal, non-threatening, side on, eye level or lower.

State the behaviour that was observed and which expectation it contravenes.

Validate the child's feeling where necessary.

Tell the learner what the consequences of their action is. Refer to previous good behaviour / learning as a model for the desired behaviour.

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.*

### Time-out

The learner is asked to speak to the adult away from others

Boundaries are reset

Learner is asked to reflect on their next step. Again, they are reminded of their previous positive conduct/attitude/learning.

Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough (five minutes is the absolute maximum).

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room with a member of the Senior Leadership Team.

**Staff will deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Staff to inform families of this behaviour on the same day.**

### Reflect

**Reflective meetings at West Row Academy are a core part of reaffirming the relationships between staff and learners. Our 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.

All staff will take responsibility for leading meetings, with SLT supporting.

### Formal meeting with family

This meeting will include the learner, teacher, parent or guardian, and a member of the senior leadership team. Every effort will be made to encourage and support a change in the learner's behaviour. Actions agreed at the meeting will form the basis of an agreed behaviour plan. If the learner does not complete the actions then the procedure will move to the next stage.

## Precise praise including House Points



## Redirection

- Gentle encouragement; a “nudge” in the right direction
- Emphasise learner’s choices, re-engage the learner with their positive choices



## Warning

- A clear verbal warning delivered privately, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
- Calm, assertive intervention, clear verbal warning, clarify final choices.



## Reminder

- A reminder of the expectations Ready, Respectful, Safe delivered privately. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage.
- Clarify expectations, give their choices again, remind them of their previous good choices.



## Time-out

- Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
- Offer a 5-minute maximum time outside the room, reset the expectations, allow time for tempers to calm down
- Record on CPOMS and inform parents.



## SLT referral

- At this point the learner will be referred internally to a member of SLT. These must be recorded on CPOMS.
- SLT will support alongside adults and in the classroom setting where possible, empowering teacher ownership.



Formal meeting with family if needed depending on the context of incident

## Reflect

- A reflective meeting should take place before the next lesson where possible.
- Focus on the learning, repair relationship with the learner.

# Behaviour for excellent teaching and learning – One page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct.

## Agreed consistencies:

**Meet and greet** at the door.

**Model** positive behaviours and build relationships.

**Plan** lessons that engage, challenge and meet the needs of all learners.

Use a House Points system for positive recognition is used in each classroom throughout the lesson.

Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.

Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.

**Follow** up every time, retain ownership and engage in reflective dialogue with learners.

## Specific praise linked to expected learning behaviours e.g.

"I can see that you are.....(working hard, trying your best, really focused, etc.)"

"I like the way that you are ...."

"I know this is challenging, but I can see that you are being resilient/not giving up/challenging yourself."

## **Peer on Peer / Child on Child Abuse**

At West Row Academy, we are aware that Child on Child abuse [or harmful sexual behaviour] could happen here.

In order to minimise and mitigate the circumstances where this could happen, we have:

- Made sure that all adults understand what Peer on Peer / Child on Child abuse is and could look like;
- Regular training and refresher information available to all staff;
- Ensured all staff are capable of picking up and challenging inappropriate behaviours;
- Ensured that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Adapted our curriculum to ensure pupils are clear about our expectations in this area;
- Made links with appropriate external partners who can support when these issues arise;
- An established procedure, protocol and guidance, and risk assessment in place should the need arise.

If an incident of peer on peer / child-on-child abuse is reported, or made known the following will occur:

- The victim will be reassured and be supported to be kept safe; they will never be given the impression that they are causing a problem by reporting nor will they be made to feel ashamed.
- Safeguarding procedures will be followed and the Designated Safeguarding Lead (DSL) will respond to any concerns in line with guidance outlined in Part Five of 'Keeping Children Safe in Education' and 'Sexual violence and sexual harassment between children in schools and colleges' (2022).
- All concerns, discussions and decisions will be clearly recorded and any identified actions followed up via CPOMS.
- The Designated Safeguarding Lead will work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment.
- A risk assessment will be completed to support children to remain in school.
- Early intervention may be offered following advice from the Harmful Sexual Behaviour Team or via a referral to The Harbour Centre Sexual Assault Referral Centre (where a pupil discloses a rape, an attempted rape or a serious sexual assault whether recent or in the past).



### **Searching Children and Confiscation of Items:**

All staff are able to search belongings should they have reasonable grounds to do so. Such grounds might be:

- To look in general for something that has gone missing;
- In order to establish the presence, or not, of a dangerous object or illegal substance;
- To look for something inappropriate that it through to have been brought onto the school's grounds;
- To establish the use of technology in a given situation, e.g texting or taking of pictures.

#### **The procedure for searching is as follows:**

Two members of staff must be present in order for a search to be carried out; belongings such as bags and clothing not being worn at the time they may be searched; pockets on clothing that is being worn at the time shall be required to be emptied; if a child refuses to do this, then the child's parents will be contacted and asked to attend the search.

If any of the following takes place, then all staff have the right to confiscate the item and return it to parents / carers after school.

If the item is of high value, it should be taken to the office and stored in the safe. This should be logged and signed for when returned.

## **Monitoring:**

A record is kept of any kind of behaviour that disrupts the learning or safety of any pupil. Behaviour incidents are logged using CPOMS and can be monitored through this data management system. Class teachers will work with individuals and this will be overseen by the SENDco. Persistent concerns will be passed onto the wider Senior Leadership Team (SLT).

If a pupil continues to have difficulty following the behaviour expectations at the academy, a consultation will take place between the class teacher and a member of the SLT. This may lead to an assessment being completed using Thrive. Information from this will be used to create a Positive Behaviour Support Plan for the pupil. If required, as a result of any unsafe behaviour, a risk assessment and audit of need for RPI (restrictive physical intervention) will be put in place. The Positive Support Plan and Risk Assessment will be shared, agreed and reviewed with parents/carers.

A Positive Support Plan and Risk assessment will have:

- A shared responsibility with a solution focused approach, so that all staff are giving the same message.
- Guide the child through what is acceptable behaviour using strategies such as social stories, small group work, 1:1 support; THRIVE action plan.
- Offer moral, emotional and practical support for the pupil, his/her teachers and support staff.
- Involves the parent and the child and uses regular and honest communication between all parties involved.
- Ensure all staff receive regular training and CPD for Early Intervention and solution focused strategies.
- Please note, each situation is different and requires an appropriate response as necessary. It is not uncommon for a variety of intervention strategies to be implemented. The main objective is always to rectify the inappropriate behaviour and encourage the child/children to take responsibility for their own behaviour, reflecting upon their choices and consequences.

## **Playtimes and Lunchtimes:**

Exactly the same rules and expectations apply during playtimes and lunchtimes. We have additional support for children identified as requiring support in coping with social or behavioural issues, during the lunchtime. This may take the form of nurture groups, clubs or extra support to enable children to socialise on the playground with other children.

*\*COVID19 Update. When school is operating under restrictive 'family groupings' it may not be possible to run additional supportive activities for those children who require additional support.*

### **Leaving school site procedure:**

We acknowledge that some children experience emotional hi-jacks and they can go into a 'fight, flight or freeze' response. This is our body's own protective response to anxiety or danger where the releases a sudden burst of adrenaline. For children who choose to run, and more specifically run off site, there is a procedure in place.

When a child is at risk of running off site, the following procedure is followed:

- One member of staff is to stay at a safe distance from the child, keeping eyes on them;
- A member of SLT to be informed immediately;
- One member of staff should stand at each of the exit gates at the front of school.

If the child goes off site, the following procedure is followed.

- 999 is called. This call is likely to be made from the office but could be any member of staff involved in the incident.
- Two members of staff to follow the pupil, at a safe distance, keeping eyes on them.
- After the Police are informed, parents should be called immediately and if appropriate, the child's social worker.

### **Out of school behaviour:**

We are committed to ensuring our pupils act as positive ambassadors for us. Taking this into account, we expect the following:

Good order on all transport, educational visits or learning opportunities in other schools and settings  
Good behaviour on the way to and from school.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

If a pupil is wearing our uniform in the community, we expect them to conduct themselves responsibly and considerately. Any poor behaviour choices, when wearing our uniform, outside school, may result in a consequence at school.

## **Suspensions (fixed term) and Persistent Anti-Social Behaviour:**

It is hoped that suspensions will be rarely required. If a situation arises where the school feels this is the appropriate action to take, the principal will follow the current guidance and procedures set out for such action. This will be found in the 'exclusion from Maintained Schools and Academies and Pupil Referral Units' documents published by the DfE as well as the EMAT policy for suspensions.

Following any period of fixed term suspension, a member of SLT will meet with the child and their parent / carer to discuss a positive way forward, before they return to class. This will, in most cases, be on the first day back to school.

In order to support some children, it may be felt that an Individual Positive Behaviour Support Plan and / or a risk assessment will be beneficial. These will specify the concerns and how the school wish to move forward in addressing them, so that all staff can work consistently with the child. Parents will be involved in creating these plans.

When a child is unable to frequently follow the rules, the following sequence of events will begin:

- The class teacher will inform the Phase Leader;
- The SENDco and Thrive Practitioner may be consulted to ascertain whether there is any other early help that could be given to the child;
- The class teacher may decide to inform a member of the Senior Leadership Team and/or the child's parents if the behaviour is particularly serious or does not seem to improve;
- The class teacher may ask for the support of the SENDco if necessary and a case study of the child and support given may be drawn up at some point depending on the seriousness of the case.
- Other outside agencies may need to be involved, at the discretion of the principal, in some special circumstances.
- If the behaviour becomes a serious concern during any part of the school day, and all possible interventions have not helped matters to improve, the principal may impose a fixed term suspension.
- Extremely serious situations may lead to involvement of the Interim Executive Board or Governing Body, with permanent exclusion being the ultimate last resort.

## Anti-Bullying Policy

At West Row Academy, we aim to make the life of every child happy and secure.

### **Definition:**

Bullying is persistently, deliberately hurtful or threatening behaviour. It is NOT a one-off isolated incident.

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, insults and discriminatory remarks
- Indirect – spreading nasty stories, excluding from social group

Verbal and indirect bullying can take place online as well as in person.

### **Aims and Objectives:**

- Since bullying can coincide with secrecy, we actively encourage any victims or observers of bullying to inform a member of staff.
- All parties' involved will have parents / carers informed and will be encouraged to support the school in their response.
- We believe that early intervention is important and that consequences should be used where bullying behaviour is identified.
- A restorative approach, such as the 'Shared Concern Method', may be used with the children, led by class teachers, Phase Leaders or the school's Thrive Practitioner.
- Victims of bullying will be supported to improve their self-confidence and self-esteem following incidences of bullying.
- If appropriate, victims of bullying will be supported and encouraged to employ strategies to modify their behaviour which might encourage bullying, in order to minimise the risk of further incidents occurring.
- The child/children identified as the perpetrator will be given support to address their behaviour and their parents will be informed of the strategies used.
- A written log will be kept of the incident and agreed next steps this will be recorded on CPOMS.

### **Preventative Measures:**

- Whole school approaches such as PiXL Primary Edge which supports our PSHE Curriculum has a focus on effective communication through positive, caring friendships and relationships within families and beyond; keeping yourself safe, both on and offline; and leading a happy, healthy lifestyle.
- Organised involvement of children in a variety of playground games and lunchtime clubs.
- Provision of different types of play areas – e.g quiet areas, small apparatus and climbing areas, space for chasing games, lunchtime clubs, lunchtime supervisors who patrol regularly and are suitably trained.
- Vigilance in supervision of corridors, toilets and potential den areas.
- Assigning some children to specific clubs and activities where it has been identified as an appropriate protective consequence.

### **Early Intervention:**

Early and effective intervention has an important part to play in preventing poor behaviour. Much can be done by our school to contain situations. We should explain to the child concerned what aspects of his/her behaviour are causing concern and how it can be modified. A verbal reminder may be sufficient to deter a pupil from name calling, mild teasing etc, which can lead to bullying.

## Anti-Bullying Policy

### **Recording:**

We will record any information about serious or persistent incidents of bullying and how they were resolved, both immediately and over the longer term. Records will be objective and should include:

- Those involved
- Where and when the incident happened
- What happened
- The points of view of both bully and victim
- What action was taken
- How it was followed up

These records should involve staff involved in the incident. The information should be recorded on CPOMS and the bullying log.