



Windsor Academy Trust

Tenterfields Primary Academy

Policy: Primary Behaviour Policy

Responsible Committee:	Education, Performance and Standards Committee
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1. Purpose

We believe that everyone has the right to be and feel safe and respected in school. Therefore, we are committed to making sure that our schools are calm and orderly, caring, inclusive and welcoming.

This policy sets out:

- our overall approach to maintaining good behaviour in our schools;
- our commitment to inclusion;
- the expectations and responsibilities of our schools, staff, students and parents;
- how we enable everyone to meet these expectations and responsibilities.

2. Our overall approach

Excellent behaviour is necessary so that everyone feels safe, respected and able to be the best they can be and more. We take bullying and behaviour which displays prejudice very seriously. We never tolerate it. We deal with it quickly and effectively.

Excellent behaviour is also the foundation for effective learning. When students behave well, they have the greatest chance of unlocking their academic and personal potential.

We are committed to excellence in inclusion. Therefore we actively create school environments where students find it easy to behave well. We teach students how to behave well. We do this through being clear about our expectations, understanding our students, rewarding great behaviour and working with students and their families where things go wrong.

We follow a graduated, holistic response to behaviour where a student has suspected or already-identified special educational needs and/or disabilities, potential trauma or poor mental health and well-being. We do this while also making sure that all students are safe and can learn in a disruption-free environment.

We are committed to working in partnership with local agencies to support students' behaviour and play our part in providing a new start for students where this is of benefit.

We use suspensions, internal exclusions and permanent exclusions as a very last resort.

When we make changes to policy and practice around behaviour, we carefully consider the implications for students and groups of students through an equalities assessment.

3. Supporting students to behave well

Students are much more likely to behave in appropriate ways if we teach them how to behave. We take a deliberate approach to teaching students what we expect of them and why those things are important.

From the moment that students join the school, we make our school expectations and values clear. All parents are directed to this policy when they join the school. This policy has been written so that it is easily understandable by everyone in our school community.

We reiterate our expectations and values on an ongoing basis (for example in assemblies), especially when students first join the school.

Where school leaders and staff see emerging trends of behaviours that don't meet our values and expectations, they swiftly make sure that students are reminded of what we expect and why it is important. This might be through assemblies, time in class, meetings with groups of students, their families or through communicating with parents.

Our staff are expected to be consistent about expectations across the school. This means that students can be sure that the same expectations exist wherever they are in school.

We use sanctions and rewards consistently, fairly and proportionately to make sure that students know the high value we place on excellent behaviour.

When things go wrong

We recognise that sometimes things go wrong and students do not behave in the way that they should. There can be no 'one-size fits all' approach to help meet students' needs in this situation. However, support for students is likely to consist of things like:

- working with students and their families to better understand what is happening;
- the support of the Special Educational Needs Coordinator and their team;
- reasonable adjustments where students have protected characteristics;
- reasonable adjustments while students await a diagnosis or have personal crises;
- supportive behaviour tracking such as tutor report/head of year report to help students monitor their behaviour;
- SLT mentoring;
- class teacher mentoring;
- pastoral team mentoring;
- the support of outside agencies such as the education welfare service, school health service, children's services, educational psychology services etc.

4. Our Aspire Framework

Our Aspire Framework is an important part of our approach to behaviour in school. We work with our students to develop the aspirations to be the best learner they can be and the very best version of themselves. Staff work proactively and systematically with students

so that they understand and live the character virtues and learner skills in lessons and around school. Each schools' rewards systems are linked to the Aspire framework.



5. Bullying and prejudice

We believe that everyone has the right to be and feel safe and respected in school. We are committed to making sure that our schools are calm and orderly, caring, inclusive and welcoming.

There is no single agreed definition of bullying. Windsor Academy Trust defines bullying as: “repeated actions that are intended to hurt someone either physically or emotionally”.

Bullying can take many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Prejudicial behaviour is when someone says or does something negative on the basis of a person or a group's characteristics. Examples would be things like being racist or using homophobic language.

We do not tolerate bullying or prejudicial behaviour. What this means is that we are committed to:

- enabling students to know when bullying and/or prejudicial behaviour are happening
- enabling students to easily report bullying and/or prejudicial behaviour
- encouraging students to report bullying and prejudicial behaviour
- acting quickly and effectively when staff see or students report bullying and/or prejudicial behaviour.

We have an anti-bullying strategy. This outlines what we are doing as a trust and as individual schools to deal with bullying and prejudicial behaviour.

Cases of bullying are dealt with individually. However, students who perpetually bully others are likely to be excluded from the school.

6. Rewards and recognition

We place a great deal of importance on the positive effect that rewards and recognition have on students. Students are encouraged to earn rewards and be proud of the positive things that they do. Students are consulted on a regular basis in class, during assemblies and through the Student Senate. You can find more details in our schools' rewards policies. You can find more information about our approach to rewards in section 12.

7. Expectations and responsibilities of staff

Our staff work hard to make sure that there is a calm, safe and orderly environment so that we can unlock student's academic and personal potential. We have high expectations of ourselves in the same way that we have high expectations of students. Our expectations of ourselves are that we will be fair and consistent in applying and upholding our behaviour policy. This way, students know that wherever they are in school, the expectations are the same.

Our staff will:

- use a variety of behaviour strategies as appropriate and in line with local strategies outlined in section 12 and 13
- refer to and use any agreed posters or prompts in the classroom or around school, e.g. rules, charts, values, or the Aspire Framework
- model what we expect of students in lessons, interactions, around the school and in our community
- be fair and consistent in applying the behaviour policy at all times.

8. Expectations and responsibilities of students

In section 12 and 13 you will find further information about the rules and expectations in our school. The character virtues from the Aspire Framework (respect, responsibility, resilience, collaboration, compassionate and courageous) underpin the way we expect our students to be with others and with themselves.

If students do not meet these expectations, then we will act in accordance with section 10 and 13 of this policy. We cannot allow students to disrupt others' learning and any behaviour that does so will be dealt with swiftly and appropriately.

Things that are not allowed in school

So that we can keep everyone safe and focused on learning, there are some things that students are not allowed to bring into school. This list isn't exhaustive, as we cannot imagine everything that might cause students or staff not to be safe or able to focus on learning.

students cannot bring into school:

- knives, regardless of size or purpose
- weapons of any kind
- alcohol

- illegal drugs
- recreational drugs and 'vapes'
- stolen items
- tobacco, cigarette papers, filters or other smoking equipment
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile phones

We do not allow students to use mobile phones during the school day. If a student has a mobile phone out in school, it will be confiscated and returned to the parent or carer. Students in year 6 that walk to and from school, after requesting this in writing, are expected to hand their mobile phone into the school office before entering the playground. Teachers will hand phones out to pupils at the end of school.

9. Expectations and responsibilities of parents/carers

Everyone has a role to play in making sure that our school is a calm and orderly environment. We need parents/carers to work with us to make sure that all students unlock their academic and personal potential. There are some specific things that parents can do to help us. These include:

- openly supporting the expectations in this policy;
- letting us know of any practical difficulties you might have, for example in getting hold of equipment or uniform;
- letting the class teacher or pastoral staff know of anything that might affect your child's ability to behave well in school;
- helping us to celebrate when students have successes or behave well by celebrating the successes at home;
- working with us to resolve issues of poor behaviour - for example coming to a reintegration meeting, reiterating expectations at home, etc;
- personally role modelling the principles of this policy when on the school site.

10. Sanctions

Being clear on what sanctions are for helps us to use sanctions effectively.

Sanctions are used for the following purposes:

- to make our high expectations of behaviour clear to the school community,
- to help students reflect on their behaviour and choose to behave differently,
- to enable us to maintain a safe, calm and orderly environment.

We will only use sanctions that are reasonable, fair and proportionate. We will only use sanctions when students do not follow our school's expectations.

Some sanctions are much more serious than others. Therefore, some sanctions can only be applied by more senior members of staff and some only by the headteacher. Please see section 13 for details of our school sanctions. When these local sanction routes are exhausted then all WAT schools may instigate the following as appropriate:

Person responsible	Action	Further details
SLT	Removal from class	<p>Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a senior leader. We may use removal and align with the guidance in the DfE's behaviour in schools 2022 document when doing so.</p> <p>Removal is different from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.</p> <p>The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil. Parents will be informed on the same day if their child has been removed from the classroom.</p>
Headteacher	Managed move	<p>See the exclusions and suspensions policy for full details.</p> <p>Sometimes, a student will benefit from a fresh start at a new school. A managed move aims to support this new start.</p> <p>The behaviour of students outside school can be considered as grounds for a managed move.</p>
	'Off-site direction'	<p>See the exclusions and suspensions policy for full details.</p> <p>The headteacher can require a student to be educated off the school site to improve the student's behaviour. This will be discussed with the student and their family, but students and their parents do not need to agree to the off-site direction.</p> <p>The behaviour of students outside school can be considered as grounds for an off-site direction.</p>
	Suspensions and permanent exclusions	<p>See the exclusions and suspensions policy for full details.</p> <p>When a student returns from a fixed-term exclusion there will be a meeting between the student, parent and a representative of the school. The aim of this meeting is to work together to prevent more exclusions.</p> <p>The Headteacher may permanently exclude in line with the Department for Education's Statutory Guidance. A permanent exclusion will 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</p>

		<p>student to stay in the school would seriously harm the education or welfare of the student or other students in the school.</p> <p>The decision to give a suspension or permanent exclusion is a very serious one. The headteacher will always take the context and circumstances into consideration. It is not possible to list all of the reasons that a student could be excluded, but reasons are likely to include:</p> <ul style="list-style-type: none"> ● serious violence, actual or threatened, against a student or member of staff ● bringing onto academy premises or being found in possession of a weapon or illegal/recreational substance ● bullying/cyberbullying or other harmful online behaviour ● sexually inappropriate behaviour, sexual abuse or assault ● threatening others – physical or verbal ● deliberate involvement in or instigation of conflict ● verbal aggressiveness ● willful disobedience or serious disrespect to a member of staff ● stealing ● knowingly possessing stolen property ● vandalism and destruction of property ● consistently disrupting learning ● misusing fire alarms or extinguishers ● smoking (including shisha pens or e-cigarettes) drinking alcohol, using or distributing drugs or other illegal substances ● cheating in a test or exam ● any other one-off behaviour considered by the Headteacher to be exceptionally serious. <p><u>The behaviour of students outside school can be considered as grounds for exclusion.</u></p>
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11. Reasonable force, screening, searching and confiscation

School staff can use reasonable force in certain circumstances, normally to keep students safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. We have a separate policy on the use of reasonable force. That policy adheres to the Department for Education's guidance. Although schools do not have to tell parents when reasonable force has been used on their child, we always communicate with parents following any use of reasonable force and make a full record of incidents.

None of our schools use screening (using hand-held wands or walk-through detectors) routinely.

WAT Schools follow the guidance outlined in searching, screening and confiscation advice for Headteachers, school staff and governing bodies September 2022. School staff are

allowed to search students if the student agrees. When talking to a student about a search, a member of staff will explain why the search is taking place and how the search will be conducted so that their agreement is informed.

Staff are allowed to search for some items without a student's agreement. These items are mainly those which could be dangerous, and include:

- knives and weapons
- alcohol
- illegal drugs and any associated items
- recreational drugs (including nicotine pouches) and any associated items
- 'vapes'
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

If staff do need to search a student, they will only do so without the student's permission if they reasonably believe that the students have any of the items listed above. They will never ask a student to remove anything other than outer clothing. Unless it is an emergency (for example, a student or students are going to get hurt), searches will be done by a member of staff who is the same sex as the student, with another member of staff there, too. Normally, a search will be done by senior staff. It is important to remember that searching a student is unusual and does not happen often.

If a student brings in an item that is against the school rules, or that the headteacher considers is inappropriate, this item can be confiscated. Sometimes we will need a parent or a carer to pick up a confiscated item. Sometimes, we cannot return an item to the student. An example of this would be a knife, or something that has been stolen.

12. Rewards and recognition (local context)

Rewards at Tenterfields

We praise and reward children for good behaviour in a variety of ways:

- Dojo Points
- Class Dojo rewards
- Pad of Praise rewards in assembly
- Praise Assembly
- Hot Chocolate Friday
- Reading reward certificates
- Silver pencils awarded for knowing all of the year group tables
- Golden pencils awarded for knowing all of the times tables
- Pen licences awarded for reaching the required standard with cursive handwriting
- Stars, stamps, stickers are used to celebrate learning and progress
- Each week a pupil from each class is celebrated in praise assembly for demonstrating Aspire learner skills and character virtues and following the code of conduct. These children are mentioned in the weekly newsletter
- Each week the class with most Dojos are awarded a trophy and an extra playtime
- Each week the child with the most Dojos are praised in assembly and they receive a prize from the prize box
- One child in each class is praised daily for good lunchtime behaviour, chosen by dinner staff. They are rewarded with 5 dojos.
- Golden tickets are awarded at the end of term for a silent disco for 100% attendance and 100% home learning completed.
- 60/30 reading challenge for Year 6 rewarded by a cinema trip.

13. Rules and sanctions (local context) - Currently under review

14. Dinner times and play times

Dinner Times and Play Times

Our pupils are regularly reminded how important it is to behave sensibly. It is part of growing up to learn to make the right decisions about behaviour, no matter what others are doing. Dinner times and play times are excellent opportunities to practise making the right choices and therefore preparing them to be citizens of the future. Many different clubs run during lunch times. Playground pals and playground leaders have received leadership training to support pupils to play effectively together.

Good behaviour is rewarded by dinner staff giving out a lunchtime behaviour award. We have specially trained groups of children who act as "Playground Pals" supporting children to play games during playtimes.

The Junior Leadership Team wear jackets to be easily identifiable. The Junior Leadership Team have a variety of roles at lunchtime to support play and behaviour e.g. Prefects on duty, Lunch Monitors, Junior Site Team, Team Tidy and Reading Buddies, Playground Pals and Sports Squad to ensure pupils are learning and taking part in friendship activities and sports e.g. multi-skills, running club, basketball etc.

- Reminding children of the school behaviour system.
- Reporting incidents to the dinnertime supervisor who will follow the sanctions procedures.

Our dinnertime supervisors are experienced and receive regular training. They all follow the school behaviour policy.