



Behaviour Policy 2023/24

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 the academy community where 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 our values: Respectful, Ready, Resilient
- Teach our behaviour curriculum so everyone knows and follows our expectations and routines
- Ensure that all staff promote good behaviour through a common approach to behaviour, knowing our values, expectations and routines
- Consistently follow up when children are not showing our values, expectations or following our routines
- Frequently use praise and rewards
- Develop support programmes for pupils who are experiencing difficulty

OUR SCHOOL VALUES

Wicklea Academy has three values, which should be evident in every lesson, corridor and playground every day.

Respectful

- Listen to others and other opinions
- Value differences
- Use manners, be polite and be helpful
- Speak in a calm tone
- Follow instructions from all adults
- Use resources appropriately
- Use kind words and kind hands
- Keep the school tidy
- Look after your own and other people's belongings

Ready

- Wear school uniform correctly
- Reading book in school every day
- Focus and engage in learning – be where you are supposed to be
- Have all equipment ready at the start of the lesson
- Show Wicklea listening, sitting, walking
- Show Wicklea standard of presentation
- Tidy your workspace and classroom
- Understand and follow routines

Resilient

- Have high expectations of yourself
- Work hard
- Keep trying when things get difficult and challenge yourself
- Forgive yourself and others
- Accept advice and support
- Use strategies to manage your emotions
- Work collaboratively with others
- 3 before me—book, board, buddy

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 enrichment activities.

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 seriously. The parents/carers of the victim(s) and the perpetrator(s) are contacted immediately (for further details please refer to the Trust's anti-bullying policy).

REWARDS

You WILL be rewarded for great behaviour and showing our values! To reward children we use:

- A smile
- Reward points (will convert to house points)
- Reward shop
- Emails home
- Shining Star Award (certificate for amazing effort)
- Praise postcard
- Recognition board in each class
- Verbal praise
- Headteacher Award
- Non-uniform day for winning house
- Achievement Award (certificate for academic achievement)
- TT Rockstars 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 Wicklea Academy.

CONSEQUENCES

We expect all of our children to show our values, meet our expectations and follow our routines. If they choose not to then consequences are put in place. There are other behaviours that will not be tolerated.



Every time a poor behaviour is seen there will be a consequence. These might be:

- Verbal and non-verbal reminders
- Warnings
- Time out
- Missing playtime or lunchtime
- Meeting with a senior leader
- Suspension
- Exclusion

Whenever a child has missed a playtime, lunchtime or met with a senior leader they will complete a reflection sheet. This provides an opportunity to talk about the behaviour displayed and support the child to not repeat this behaviour. These are shared with class teachers and parents.

The expectations and routines that we have at Wicklea are set out in our Behaviour Curriculum. Incidences of poor behaviour and not showing our values are recorded and the consequences are detailed below.

Type of Behaviour	Consequence – staged approach
-------------------	-------------------------------

<p>Not showing the value</p> 	<ol style="list-style-type: none"> 1. Non-verbal communication – a look 2. Verbal reminder of expectation – not directed at pupil (at whole class/group) 3. Verbal reminder of expectation – directed a pupil
<p>Not showing the value</p> 	<ol style="list-style-type: none"> 1. Verbal reminder of expectation directed at pupil 2. Time on thinking table within the classroom 3. Time out of the classroom – no more than 10 minutes
<p>Continued not showing values or following behaviour expectations and routines</p> <p>(Record on CPOMS)</p>	<ol style="list-style-type: none"> 1. Complete work outside the classroom for the remainder of the lesson. Reflection sheet completed with class teacher. 2. Miss break/lunchtime & complete reflection sheet with class teacher 3. Meeting with senior leader, complete a reflection sheet and parents informed
<p>Aggressive or intimidating behaviour in the classroom, including the use of discriminatory language</p> <p>(Record on CPOMS)</p>	<ol style="list-style-type: none"> 1. Verbal reminder of expectation – directed a pupil 2. Complete work outside the classroom for the remainder of the lesson. Reflection sheet completed with class teacher. 3. Parents informed by class teacher
<p>Aggressive or intimidating behaviour on the playground, including the use of discriminatory language</p> <p>(Record on CPOMS)</p>	<ol style="list-style-type: none"> 1. Immediate removal from the playground (to the reflection room) and loss of the rest of break/lunch. Reflection sheet completed. 2. Meeting with senior leader, complete a reflection sheet and parents informed. 3. Removal from classroom following break/lunch if deemed appropriate by SLT. 4. Parents informed by class teacher or SLT
<p>Serious disruption to learning or the smooth running of the school, e.g. leaving the classroom without permission, attempting to leave the school site, tipping tables, throwing objects, anything preventing the class teacher from teaching</p> <p>Fighting with other pupils</p> <p>(Record on CPOMS)</p>	<p>Internal suspension</p> <p>Follow up conversation with senior leader and member of pastoral team</p> <p>Meeting with parents</p> <p>Next step discussion which may involve outside agencies</p>
<p>Continued serious disruption of learning</p> <p>Severe violence or abuse to an adult or other child</p> <p>Behaving in a way that puts pupils or others at risk of harm</p> <p>(Record on CPOMS)</p>	<p>Suspension</p> <p>Meeting with parents</p> <p>Next step discussion which may involve outside agencies</p> <p>Possible exclusion</p>

If pupils are unresponsive to the consequences, the Family Link Worker along with a senior leader will meet the parents to create a Behaviour Support Plan. The SENDCO, class teacher, other relevant adults, parents/carers and child will all be involved in creating the plan, which will be reviewed regularly.

PARENT SUPPORT

Parental support is crucial to ensuring the best outcomes for all pupils. Positive behaviour patterns are more likely to embed if pupils know that all adults are working together to support them and respect is shown for school decisions. The school is well equipped to support or signpost parents who require support with their child's behaviour. Ensuring pupils have good attendance and are punctual also supports positive behaviour and engagement.

PUPILS WORKING OUTSIDE OF THE BEHAVIOUR POLICY

Our behaviour policy may not meet the needs of all pupils and some pupils may require an individual behaviour plan. These pupils may have special educational needs or social, emotional and mental health concerns. They may also be experiencing emotional difficulties as result of experiences in their life. In these cases, we may make reasonable adjustments from the school behaviour policy to support these pupils with their behaviour. However, a tailored approach should complement the whole school policy without lowering expectations of any pupil's behaviour. A tailored plan will normally involve accessing support from outside agencies to support the pupil and their behaviour.

When a pupil is in a heightened emotional state (dysregulated), staff will endeavour to de-escalate and help the pupil to regulate their emotions by:

- Talking calmly and show care or concern
- Offering verbal advice and support
- Using distraction techniques
- Reminding about consequences
- Limiting their choices
- Giving appropriate time and space and use of pastoral room (when available)
- Offering reassurance
- Swapping staff to an adult the child has a good relationship with

PHYSICAL RESTRAINT (POSITIVE HANDLING)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must always be used as a last resort, be done by trained adults and be applied using the minimum amount of force for the minimum amount of time possible. It must be used in a way that maintains the safety and dignity of all concerned and should never be used as a form of punishment. Incidents where physical restraint is necessary, it must be recorded in the bound and numbered book and reported to parents.