Behaviour Policy 2024-2025

Ratified by Governors: Autumn Term 2025
Next Review Date: Autumn Term 2026
Link: Mrs L. Kirchin

A GREAT PLACE **TO BE A PART OF**

1. Introduction

The Behaviour Policy is designed to promote high behavioural standards and expectations across our school community, encompassing pupils, staff, volunteers, and parents. Grounded in the Education and Inspections Act 2006, this policy underscores our commitment to fostering an environment of mutual respect and consideration while ensuring compliance with legal obligations. It aligns with other essential policies, such as Safeguarding, Anti-Bullying, and Equality.

Our core values underpin expected behaviours, which are articulated through clearly defined school rules. The roles and responsibilities of the Principal, teachers, pupils, and parents are integral to upholding this policy, promoting a positive school culture. Behaviour management strategies encompass effective classroom management techniques, fostering positive behaviours through rewards while ensuring appropriate, proportionate sanctions for misconduct. Special consideration is given to pupils with Special Educational Needs and Disabilities (SEND), ensuring equitable behaviour expectations. Continuous monitoring, review procedures, and communication with the school community will ensure the policy's ongoing effectiveness and relevance.

2. Definitions

In the context of a school setting, "School Staff" encompasses any paid member of the school community and any individual assigned temporary responsibility for pupils by the Principal, including unpaid volunteers or those accompanying pupils on school trips.

Misbehaviour is characterised by actions that disrupt the learning environment. This includes disturbances during lessons, in corridors between classes, and at break and lunchtimes, as well as non-completion of classwork, poor attitude, and defiance in following instructions.

Serious misbehaviour, which requires immediate attention, involves repeated violations of school rules, all forms of bullying, and acts such as sexual assault, vandalism, and theft. It also includes fighting and behaviours that are racist, sexist, homophobic, or otherwise discriminatory, as well as possession of prohibited items, which include knives, alcohol, illegal drugs, and stolen property.

This school wholeheartedly acknowledges and supports OFSTED's review of sexual abuse in schools and colleges (2021). We maintain a zero-tolerance policy towards sexual abuse, sexual harassment, and online sexual exploitation within our educational environment. Such unacceptable behaviours will not be tolerated, and we are committed to ensuring a safe and supportive atmosphere for all students.

In addition to our curriculum's Relationships, Sex and Health Education (RSHE) and our robust safeguarding measures, we will implement the full range of sanctions outlined in our policy to address any incidents of this nature. All allegations will be rigorously investigated and treated as both behavioural and safeguarding incidents. Our approach is to act decisively, ensuring that our response not only addresses the immediate issue but also reinforces our commitment to promoting a culture of respect, safety, and wellbeing for every member of our school community.

3. Bullying

ASPIRING AND ACHIEVING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This insidious behaviour is, therefore, characterised by being deliberately hurtful, repeated often over a prolonged period, and difficult for the victim to defend against.

Bullying can manifest in various forms, including physical aggression, verbal abuse, social exclusion, and cyberbullying. Physical bullying may involve hitting or pushing, while verbal bullying includes name-calling or threats. Social exclusion entails deliberately isolating an individual from a group, and cyberbullying employs technology to harass or intimidate.

It is essential to recognise and address bullying promptly, as it can have lasting detrimental effects on the mental health and wellbeing of those involved. Promoting a culture of empathy and respect within educational environments is crucial in combatting this pervasive issue.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying, as well as promoting positive behaviour, are comprehensively outlined in our Anti-bullying Policy. This document can be accessed on our website or requested in hard copy from the school office for your convenience.

4. Roles and Responsibilities
The governing body is charged with monitoring the effectiveness of this behaviour policy and holding the Principal accountable for its implementation.

ASPIRING AND ACHIEVING

The Principal is responsible for the review and approval of the policy, ensuring that the school environment fosters positive behaviour. Additionally, the Principal will monitor staff adherence to the policy, ensuring that rewards and sanctions are applied consistently.

Staff members play a crucial role in implementing the behaviour policy consistently and modelling positive behaviour. They are also required to adopt a personalised approach to meet the specific behavioural needs of individual pupils and accurately document behaviour incidents using our CPOMS system.

Parents are expected to support their child in adhering to the pupil code of conduct, communicate any changes in circumstances that could impact their child's behaviour, and address any behavioural concerns with the class teacher at the earliest opportunity.

5. School Rules

Ready, Respectful and Safe

At our school, we adhere to three fundamental rules that underpin all behaviour strategies and expectations: **Ready, Respectful, and Safe**. These principles are applicable in every area of the school, whether in the classroom, on the playground, or within the dining hall.

We actively promote exemplary behaviour through our Visible Consistencies. One key practice involves staff members greeting all pupils at the start of each day, fostering respectful relationships and creating a welcoming atmosphere.

Additionally, we encourage and model exemplary walking behaviour among all children while moving around the school. This expectation not only ensures the safety of our pupils but also reinforces the importance of respect for shared spaces and the well-being of others.

Through these rules and practices, we aim to cultivate a positive and harmonious learning environment where all pupils can thrive.

5. School Values

At Widnes Academy, we are committed to instilling our school values as we encourage the children to "**Reach Up**." The values we celebrate and uphold include **Resilience, Empathy, Ambition, Curiosity, Honesty, Uniqueness, and Positivity**. Each of these values plays a vital role in shaping the character and ethos of our school community. To recognise and reward those who exemplify these values, we hold a weekly assembly where students are acknowledged for their exemplary behaviour and contributions throughout the school. This initiative fosters a supportive environment that nurtures personal growth and a sense of belonging among our pupils.

ASPIRING AND ACHIEVING

6.Rewards and Sanctions

The school employs a behaviour management system titled "Good to be Green." This system encourages students to aspire to a 'Good to be Green' session every Friday. Daily, children can earn 5 minutes of free time as recognition for demonstrating positive behaviour, fostering an inclusive environment that promotes encouragement for all, regardless of ability.

Additionally, the Class Dojo system allows students to accumulate Dojo points for adhering to school rules, exhibiting exemplary behaviour, kindness towards peers, dedicated effort, and politeness. A weekly tally of Dojo points is maintained by the class teacher, with the child earning the highest total receiving a certificate during the Good News Assembly on Fridays.

Moreover, the midday staff are empowered to award Class Dojo points during lunch periods, which will also be acknowledged upon the children's return to class. This approach reinforces positive behaviours while establishing clear expectations for conduct.

Positive Behaviour Rewards

At our school, we believe in promoting positive behaviour and recognising individual achievements. Children will be praised for displaying positive behaviour and may receive Dojos and stickers as rewards. For exceptional work, attitude, or behaviour, a child may be awarded a Principal's Award Sticker, along with a note home or a text message from their class teacher via the school-parent communication app.

Each Friday afternoon, during our Celebration Assembly, we celebrate the Person of the Week from each class. Additionally, one individual will be selected weekly to receive the esteemed Headteachers Award. The Star Person certificate will be awarded to a child from each class, chosen by the support staff, in recognition of their adherence to and promotion of our school values.

In tandem with our rewards system, we operate a stepped sanctions policy to address unacceptable behaviour, ensuring a consistent response across all classes where school rules are not upheld.

Sanctions

The school operates a structured system of rewards and sanctions designed to promote positive behaviour while ensuring consistency across all classes. Our approach is founded on the belief that children must uphold the school rules and act in alignment with our expectations.

In instances of unacceptable behaviour, the following stepped sanctions will be enacted:

1. Reminder of rule
2. Warning
3. Last Chance
4. Reflection time
5. Restorative conversations (to be recorded on CPOMS)
6. Phone call home from the class teacher (to be recorded on CPOMS)
7. Parental meeting with Senior Leadership Team (to be recorded on CPOMS)
8. Risk of suspension (appropriate paperwork will be completed and shared with parents)
9. Fixed-term exclusion

ASPIRING AND ACHIEVING

7.EYFS Adaptions

To foster positive behaviour amongst our Early Years Foundation Stage (EYFS) children, we have implemented a motivational sticker system. Each child will have an individual class rocket where they can earn stickers for demonstrating exemplary behaviour. At the end of each day, a "star of the day" will be selected, accompanied by a praise note that will be sent home with the child to inform parents of their achievements.

In instances where children may struggle to adhere to the routines of the setting, we will provide support through our calming regulation room. This dedicated space will allow children to take a moment to regroup and reflect, helping them to regulate their emotions and behaviours. Our aim is to create a nurturing environment that promotes self-discipline and emotional resilience, thereby enhancing the overall learning experience within the EYFS framework.

8.Behaviour Management

Effective behaviour management is crucial for fostering a conducive learning environment within the classroom. Teaching and support staff play an integral role in establishing a culture that promotes positive behaviour. To achieve this, staff will create and maintain a stimulating environment that engages pupils.

It is essential to display the stepped sanctions prominently within the line of sight of children, ensuring they are aware of the consequences of their actions. Building positive relationships with pupils is key, which can be fostered through practices such as greeting pupils in the morning, establishing clear routines, and communicating behavioural expectations through non-verbal means.

Additionally, promoting and highlighting instances of good behaviour can motivate pupils to adhere to established norms. Concluding each day positively while allowing for a fresh start the following day can further enhance this environment. Following the stepped sanctions to address low-level behaviours and employing positive reinforcement strategies are also pivotal in effective behaviour management.

Managing Off Site Behaviour

Sanctions may be enacted for a pupil's misbehaviour occurring off-site while representing the school, including during school trips or while travelling to and from school. This encompasses the authority to exclude a pupil if their off-site behaviour adversely affects the school's management and community.

Physical Restraint

In certain situations, it may be necessary for staff to employ reasonable force to restrain a pupil, particularly to prevent them from causing disorder, inflicting harm upon themselves or others, or damaging property. Such incidents of physical restraint should always be regarded as a last resort, necessitating careful consideration of alternative behaviour management strategies.

When restraint is deemed necessary, it must be executed using the minimum amount of force and for the shortest duration possible, ensuring that the safety and dignity of all individuals involved are upheld. It is imperative to emphasise that physical restraint must never be employed as a form of punishment. Furthermore, all incidents of restraint must be accurately documented and reported to parents, in accordance with institutional policy (refer to Appendix 3 for a behaviour log). Guidance on the appropriate use of reasonable force can be consulted for further clarity on this important issue.

ASPIRING AND ACHIEVING

9.Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from experiencing disadvantage. In this context, our approach to behaviour management may be tailored to address the specific needs of individual pupils. Our special educational needs co-ordinator will thoroughly evaluate any pupil exhibiting challenging behaviour to ascertain whether there are underlying needs that remain unaddressed.

When necessary, we will seek support and advice from specialist teachers, educational psychologists, medical practitioners, and others, to identify and assist with particular needs. If acute needs are identified in a pupil, we will collaborate closely with external agencies to develop tailored support programmes. This process involves engaging with parents to create actionable plans, ensuring that regular reviews are conducted to monitor progress and efficacy, thereby fostering an inclusive and supportive educational environment for all pupils.

10.Transition

To facilitate an effective transition to the subsequent year, pupils engage in sessions with their new teacher(s), complemented by staff transition meetings. To uphold behaviour management, pertinent information regarding any behavioural concerns will be communicated to relevant staff and, where applicable, shared with new educational settings for transferring pupils.

11.Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

12.Monitoring

This behaviour policy will be reviewed annually by the Principal and the Widnes Academy Local Governing Body. Each review will encompass an assessment of behaviour management strategies, and the policy will be duly approved by the Principal to ensure continued effectiveness and alignment with our institutional values.

12.Links to other policies

This behaviour policy is linked to the following policies:

· Exclusions policy

· Safeguarding policy

· Equality Policy

· Anti-bullying policy

ASPIRING AND ACHIEVING

· Complaints policy

12. Exclusion

In certain circumstances, the exclusion of pupils may be deemed necessary. This decision will be made by the Head of School, with parents receiving written notification regarding the exclusion. Reasons for potential exclusion include, but are not limited to:

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage to property
- Drug or alcohol-related incidents
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil or adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour toward adults or pupils
- Wilful and repeated transgression of protective measures to safeguard public health.

It remains imperative that all students are afforded a safe and productive learning environment.

In the context of behaviour management, it is essential to understand the two types of exclusions that may be implemented within schools: suspension and permanent exclusion.

Suspensions can occur for part of a school day, including lunchtime exclusions, or for entire school days. Educational institutions are permitted to issue up to 45 days of fixed-term exclusions in a single academic year. However, it is obligatory for schools to provide educational support from the sixth day of a fixed-term exclusion, with strong advice to commence this provision from the first day of absence. It is important to note that fixed-term exclusions need not be for a continuous duration.

Additionally, permanent exclusion is considered in the most severe cases. The decision to permanently exclude a pupil is not made lightly; such actions require the backing of the governing body, reflecting the seriousness with which these matters are handled in relation to maintaining a conducive learning environment.

ASPIRING AND ACHIEVING

13. Equality opportunities

Equality in education necessitates that children are rewarded based on what is significant to them individually, rather than for uniform achievements. While some children may excel consistently in behaviour and manners, others may require recognition for minor improvements to feel valued. This approach fosters an environment where every child's efforts are appreciated, contributing to their overall success.

Recognising that not all children present the same behavioural characteristics upon arriving at school, it is essential to provide tailored support. For instance, children who exhibit certain conditions might benefit from tools such as stress balls or brain gym activities, ensuring their behaviours do not disrupt the learning environment. Additionally, strategies may include sessions led by the Pastoral Lead to enhance impulse control, as well as designated calm corners in classrooms for students needing a safe space to regroup. Such differentiated strategies promote a fair and inclusive atmosphere, enabling all children to thrive academically and socially.

ASPIRING AND ACHIEVING