

# Behaviour Policy – appendix

Wainwright Primary Academy

September 2024

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# 1 Policy appendix statement

## Vision, mission, and values

To achieve and maintain outstanding safeguarding practice, Wainwright Primary Academy is committed to pupil wellbeing through:

Communicating our vision:

**To inspire. To raise aspiration. To create brighter tomorrows.**

Our mission:

We nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we make a difference in our diverse communities and in the lives of those who learn with us and work with us.

Articulating our values

**We empower. We respect. We care.**

Wainwright Primary Academy behaviour policy appendix links directly to and follows the principles outlined in the [Diverse Academies Behaviour Policy](#). The appendix is based upon the Convention for the Rights of the Child. The rights within this convention cover basic needs, including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and for others.

The values of the Wainwright Primary Academy appendix and the Convention for the Rights of the Child, believes that this will promote positive behaviour and develop successful, responsible citizens for the future.

We are also an 'Investors in Pupils' school and have had the award since 2019. The Investors in Pupils programme involves our children in decision making, and developing responsibility and leadership in relation to:

- Learning
- Behaviour
- Attendance

- Induction
- Academy and classroom management

Pupils learn about how our academy is run and, in turn, understand how they themselves can contribute to the running of the academy. Pupils commit to goals and teamwork with each other and the staff. We work together to make our academy a place to be proud of.

Our Behaviour Appendix is written to promote good behaviour, reward children who give their best and teach how to live in today's society. It is rooted in our 5Bs:

- Be responsible
- Be kind
- Be respectful
- Be safe
- Be curious

Our 5Bs are what we believe create good citizens and are supported by PSHE lessons, assemblies and through reading stories with a moral message.

This appendix sets out the expectations of behaviour at Wainwright Primary Academy. The Governors, staff and pupils seek to maintain an environment, which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences, should misdemeanours arise.

This appendix should be read in conjunction with the Academy's [Anti-bullying Appendix](#) and [Safeguarding and Child Protection Appendix](#) and Vision, Mission and Values. We understand our legal duties under the Equalities Act 2010.

## 2 The 5Bs

### **Be Responsible**

- Take responsibility for your actions and for your own learning
- Try your best at all times, set yourself goals and achieve them
- Be honest, always tell the truth about anything you have done, take responsibility if you have broken a rule and receive your consequence
- Take responsibility for learning from that consequence and from your mistakes
- Don't make the same mistake again
- Be responsible for your own emotions. Being angry does not make it okay to hurt anyone

### **Be Kind**

- Be tolerant of other people, even if they have different views to you
- Treat everyone the same regardless of race, religion, sexual orientation or view
- If others annoy or hurt you, follow the rules and report it to an adult so they can help you deal with it
- Consider other people's feelings; say kind things instead of hurtful things
- Think about other people's property and how you should look after it
- Think about others and how they might need your help. Offer to help others
- Consider how your actions can affect others; how will they feel?
- Listen to others with understanding and empathy

### **Be Respectful**

- Treat others as you would like to be treated
- Always be polite to all adults and do as you are asked
- Respect other people's feelings
- Treat other people's property carefully
- Think flexibly - be open to new ideas, look at it another way, be acceptant to changes, generate alternatives, consider other options

### **Be Safe**

- Stay safe inside the academy and outside in the community
- Know how to be safe crossing roads and playing out
- Know how to be safe online
- Only talk to people you know at home, in the academy and online
- Ask yourself if what you are doing is safe for you and that of others

### **Be Curious**

- Have ideas and share them with others
- Notice links in your learning, include prior experiences and knowledge
- Explore the world around you
- Have an 'I can try' attitude and persist on a task until its conclusion
- Don't be afraid to fail and show you can bounce back
- Be a problem solver; have a solution focused approach
- Plan how you are going to carry out a task and remain calm, thoughtful and deliberative
- Work well independently, as well as in a team
- Be proud of yourself and always try your best

- Be a reflective learner, always think about ways to improve

We hope that through the 5Bs, we promote self-esteem and emotional wellbeing. As an academy, we place a strong emphasis on good mental health and emotional wellbeing and want to encourage that through our ethos. The academy recognises that all children have the right to feel safe and secure and they are encouraged to talk and to be heard. Children can approach any of the adults in the academy if they are worried and be assured that they will receive a consistent supportive approach.

### **3 Role of the pupil**

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. Please refer to our [Anti-bullying Appendix](#)

We believe that all of our pupils should have the opportunity to have a voice, through open discussion with them and through the Academy Council. The Class Councillor will speak to their class members on a monthly basis and bring their thoughts and feelings on a range of subject matters, to the Academy Council meetings.

#### **Pupils are expected to:**

- Follow the academy and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Complete all their homework in a week
- Read at home with an adult at least three times a week
- Bring their correct PE kit into the academy
- Wear the correct uniform

### **4 Role of the parent**

#### **Parents are expected to:**

- Read and sign the Home/Academy Agreement. The Home/Academy Agreement forms part of the new starter information kit for children. By signing the agreement, the parents/carers are assenting to support the academy and work with us to provide the best provision for their child

- Support their child in adhering to the academy rules and the expectations of good behaviour
- Ensure that their child fully understands the academy rules and the consequences of not adhering to them
- Inform the Class Teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the Class Teacher promptly

## **5 Role of staff**

Adults in the academy have an important responsibility to model high standards of behaviour.

### **Adults in the academy are expected to:**

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Use positive language in a calm voice, when addressing children. The adult should not belittle the child and should explain that it is the child's behaviour that is not approved of, not the child. Praise in public, re-focus in private
- Encourage children to make positive choices
- Listen to children and not accuse them of 'telling tales'
- Everyone should be treated equally, including those with challenging behaviour, so that they feel valued and part of the academy
- Class Teachers are responsible for managing pupil behaviour effectively, in line with the requirements of the Teacher Standards 2012. If they have followed the behaviour appendix and the child is still disruptive then the Leadership Team and the Behaviour Lead can be called upon to intervene, as family circumstances may be known
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with Behaviour Lead and outside agencies, as appropriate
- It is the responsibility of all adults to implement the academy Behaviour Appendix consistently throughout the academy and to model appropriate behaviours at all times
- When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption using the Restorative Chat scripts, at the appropriate time and not in front of other children. Adults should not act upon the information until all areas of the investigation have been explored through a restorative discussion

- Adults should not enter into an argument with children at any time. They should act as a good role model to the children and conduct themselves in a professional manner.

It is the responsibility of the Academy Principal to report upon the effectiveness of the Behaviour Appendix, as requested.

## **6 Role of governors**

**The Governors of the Academy support the Academy Principal and staff by:**

- Promoting the core values of Wainwright Primary Academy, where all are equally valued as members of the academy community
- Creating an effective partnership between pupils, parents, staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the academy community is safeguarded

## **7 Positive reinforcement and rewards**

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times, and in all activities, to give their best.

It is important for good behaviour to be recognised and rewarded. If pupils, or groups of pupils, are praised with a bee points or a golden tickets (a great achievement), then a positive climate is established in which pupil's self-esteem is nurtured and misbehaviour becomes by comparison, a markedly less attractive way of obtaining attention.

### **Whole Academy**

House points are earned by demonstrating one of our 5Bs and also through inter-academy competitions.

These points are collated and the House Cup is awarded every half term. There is a reward for the winning team e.g. cinema afternoon, ice creams, afternoon tea.

Each week, children are chosen from each class to be nominated for an Achievement Award. Children receive their award in our Achievement Assembly.

We also like to celebrate the children's achievements outside of the academy. This may encompass sport, music or fund-raising activities and children are encouraged to bring in their trophies, medals and certificates to display to the rest of the academy.

## **Early Years**

In our Early Years Foundation Stage, the children collect stickers and when they reach 10 stickers (Foundation Stage 2) or 5 stickers (Foundation Stage 1) they can select a prize from the 5Bs prize box.

Each individual Foundation Stage class works toward a whole class award by completing a Mr Potato Head. They achieve this by earning the facial features. When Mr Potato Head is completed, the class gets a treat e.g. academy cinema afternoon, teddy bears picnic, ice creams etc.

Other rewards used are verbal praise, stickers bee points, Golden Tickets (Great Achievement) and super star award wristbands.

## **Class**

Team work is important and when the class work together to have a fantastic day, line up well, complete all work or put in 100% effort, they are awarded a class point, which work towards earning a class reward. The rewards are chosen by the children in the class and agreed by the class teacher, for example, teddy bear's picnic, bring a toy to school day, extra playtime, and classroom cinema.

## **Whole Academy Target**

Each week, a new target is set which will be linked to our PSHE curriculum (Jigsaw), British Values, Character Education and Growth Mindset e.g. best class uniform, smartest class walking through the academy, class who has the best manners.

## **Individual**

- Praise and positive feedback
- Children can earn individual bee points, when demonstrating any of our 5Bs
- A golden ticket (a great achievement) recognises effort and progress. When a golden ticket is awarded, this is logged on the pupil's reward account on the MIS system, then at the Achievement Assembly every Friday, the Principal will draw 5 golden tickets from the golden post box and each pupil will be rewarded with a bee prize
- Every 5 golden tickets (Great Achievement) equals a prize from the 5Bs prize box
- When a child achieves a certain number of golden tickets, they gain a Great Achievement badge and certificate which will be celebrated in the Achievement Assembly.

20 points - Bronze Badge (Great Achievement) Award

40 points - Silver Badge (Great Achievement) Award

70 points - Gold Badge (Great Achievement) Award

## 100 points - Behaviour Ambassador Award

- Pupils, staff, parents, carers and visitors can nominate a pupil for the 5Bs Champion Award, by completing a nomination slip and posting it in the box outside the Behaviour Lead's office. The 5Bs Champion is awarded with the 5Bs Champion trophy and certificate in the weekly Achievement Assembly
- Positive postcards – staff members will send a positive postcard to the pupil's home address, congratulating them for what they have achieved during the week
- A phone call/message via Weduc our communication system is sent to the parent/carer, to praise the pupil for their achievements during the week

## Lunchtime

Middy Supervisors will give bee points and stickers to promote our 5Bs

If a Middy Supervisor believes a child's behaviour deserves a golden ticket (Great Achievement), they will feed back to the Class Teacher at the end of lunchtime.

The dining hall has a golden table. Each day, one pupil from each class is awarded an invitation to dine at the golden table. As a reward for their good behaviour. The children wear crowns, have special plates and cutlery and are served with juice.

Honey Pot Awards – each week, the Middy Supervisors will select a pupil from each Key Stage: Foundation Stage, Key Stage One and Key Stage Two. The chosen pupils will receive a certificate and a special sticker in the weekly Achievement Assembly.

## Choices Ladder

Each class displays a choices ladder:

Great Achievement	Golden ticket (Great Achievement)
The 5Bs	All children start here
Think about it	Stage 1

Teachers choice	Stage 2
Leadership Team	Stage 3

## 8 Negative behaviour and consequences

Challenging behaviour is recognised as unmet needs and can be a result of home circumstances or safeguarding issues. Early intervention is paramount to avoid situations escalating. Negative behaviours can also be an indication of low self-esteem. Strategies are used to focus on positives and criticise the behaviour, not the child.

If a behaviour incident occurs in the classroom, the initial responsibility lies with the Class Teacher to deal with the incident using stage one (see below). If the misdemeanours are more serious, or repeated, the Class Teacher should refer to stage two (see below).

These procedures assume a gradual increase or persistence in poor behaviour. If behaviour degrades very quickly, or if the first incident is of a serious nature (i.e. violence) then it is acceptable to skip stages of consequences. We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between the academy and home.

All behaviours will be logged on our MIS system, from stage two, against the individual pupil record.

	Stage One – Think about it	Stage Two – Adult choice	Stage Three – Leadership Team
Behaviour	<ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Minor disruptions to learning</li> <li>• Not enough work</li> <li>• Minor arguments with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Regular/constant stage one</li> <li>• Rudeness to an adult</li> <li>• Refusal</li> <li>• Hurting others verbally</li> <li>• Hurting others physically</li> </ul>	<ul style="list-style-type: none"> <li>• Regular/constant stage two</li> <li>• Fighting</li> <li>• Purposeful violence to child</li> <li>• Purposeful violence to adult</li> <li>• Racist incident</li> </ul>

		<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Damage to property</li> <li>• Inappropriate behaviour</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Homophobic incident</li> <li>• Bullying incident</li> </ul>
Consequences	<ul style="list-style-type: none"> <li>• Verbal warning and choices ladder referred to discreetly, in terms of what needs to happen in order to return to green (think about it)</li> <li>• Re-do work in own time (Break/Lunchtime) or at home agreed with Parent/Guardian</li> <li>• Time out in class (5 minutes -15 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Time out in another class (5 minutes)</li> <li>• Seen by Key Stage Leader</li> <li>• Informal conversation with home grown up (parent contact)</li> <li>• Break time reflection (managed in Key Stage teams)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection thinking time (30 minutes lunchtime the following day managed by the Leadership Team)</li> <li>• Child assigned to an alternative class for ½ to 1 full day (Teacher – child buddy system)</li> <li>• Parent meeting to be attended by Parent/Guardian</li> <li>• Seen by the Academy Principal</li> <li>• Behaviour Support Plan</li> <li>• In School Suspension (half or full day)</li> <li>• Formal meeting with home grown up</li> <li>• Suspension (two - five days)</li> <li>• Permanent Exclusion (PX)</li> </ul>

### **If children are regularly finding themselves at Stage 3, then the teacher must:**

- Complete a classroom audit – is their classroom engaging and inspirational for learning, and meeting the needs of all the children
- 5 x reflections per half term = behaviour report + meeting with parents
- Complete a Behaviour/Support Plan with the Behaviour Lead and parents. This needs to be adhered to for a period of at least 5 weeks. Behaviour Support Plans are flexible and will need to be altered regularly to meet the child's needs
- Consider the tiers of behaviour and the support they give a child.

### **Lunchtime**

- Each Midday Supervisor will be assigned to a class; they will need to liaise with the Class Teacher before lunchtime and afterwards so there are clear lines of communication with regards to achievements and misdemeanours
- Nurture – children who find unstructured times challenging, which results in misdemeanours, are directed to lunchtime club where a member of the Leadership Team supports them. During this time, the children channel their energy into playing games and doing a range of activities with other children under supervision. The Behaviour Lead will give the nurture passes to these identified children, for use at unstructured times i.e. breaks and lunchtimes. The children can use the IT equipment, play games and take part in craft activities, under the supervision of Teaching Assistant.
- Class support - children who struggle with the above are assigned to Key Stage 1 classes, to support younger children playing educational games
- Reflection – see below

### **Reflection – Restorative Approach**

At Wainwright Primary Academy, we take a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed, to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening, and to resolve them if they do happen.

Being a restorative academy has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

The whole academy practices a restorative approach. This means all pupils, staff (including non-teaching staff), management and the wider school community, understand what acting restoratively means and how they can do it.

### **Restorative Chat Script**

1. What happened?
2. What were you thinking/feeling?
3. What needs to happen to put things right?
4. What are you going to do differently next time/what choices are you going to make next time?

### **Early Years Foundation Stage**

In the Early Years Foundation Stage, if a child does not follow the 5Bs, then they will be given 2 reminders before receiving a 3 - 5 minute time-out (dependent on the child's age)  
Reminders are not given for hurting other children – this would result directly in time-out.

### **Reflection System**

- Stage two reflection – thinking time (15 minutes break time the following day)
- Stage three reflection - thinking time (30 minutes lunchtime the following day)
- Failure to co-operate results in and after academy reflection (in agreement with parents) – thinking time for 45 minutes
- 5 x reflections per half term = behaviour report + meeting with parents

It is the Class Teacher/Teaching Assistants responsibility to add children to the MIS system.

A child who regularly misbehaves and who does not respond to the above measures, will be referred to the Behaviour Lead who will discuss with the Assistant SENDCO at the weekly pastoral meeting, the next steps and consideration for an assessment by outside agencies and placing on the SEND register. In such cases, the following course of action will be followed:

- Staff co-ordinate discussion with parent/carer re: incident/behaviour concerns
- Academy Principal is informed and the SENDCO, teacher, parent and pupil are involved in drawing a plan of action

- A timescale and review date is to be agreed

External agencies may be included (Sherwood Area Partnership SAP/Early Help Unit/Family Service/Sure Start/Educational Psychologist) and a new plan of action/contract may be created:

- BMP (Behaviour Management Plan) A BMP is drawn up when the pupil is at risk of a Suspension/Permanent Exclusion

## **Suspension and Exclusion**

In terms of any Suspension or Exclusion, the academy always adheres to the DfE guidance and the [Diverse Academies Suspensions and Exclusions of Pupils Policy](#)

## **9 Allegations against staff**

Allegations made by pupils against staff, will be dealt with in accordance with the [Safeguarding and Child Protection Appendix](#) and through the LADO (Local Authority Designated Person) at Nottinghamshire County Council. Allegations that are made that are found to be false, could lead to serious consequences and will be dealt with appropriately.

## **10 Training of staff**

The academy provides relevant information and training on behaviour management to all groups of staff by delivering whole academy staff training days, through specific planned/tailored training and also at induction for all newly appointed staff.

## **11 Monitoring and evaluation**

The academy evaluates its appendix against key improvement objectives, which include for the individual pupil, improvement in their behaviour and academic progress. The academy will monitor the use of rewards and sanctions to ensure that its arrangements operate fairly and consistently across all year groups. At a wider level class/subject/whole academy measures, such as general behaviour patterns, use of rewards and sanctions and use of reflection and effectiveness of the appendix, in encouraging positive behaviours, are all monitored and reported to governors where appropriate.