



Waterloo
Primary Academy

Behaviour Policy Handbook

Approved: February 2019

Responsible Personnel: Mr. Hamblett

Review Period: Annual

Review Date: July 2021



Zest
Academy
Trust

Waterloo Primary Academy Values

Each of the four values form the directions of our Moral Compass. This symbolizes the ethos of the school and also the values that all students should aspire to.



Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. At Waterloo Primary Academy, we believe that all children have the right to learn, feel safe and be happy at school. We are a caring school whose Core Values of Pride, Equality, Endeavour and Respect are based around our school's moral compass which should give us all in the right direction to succeed. The school Behaviour Policy is therefore designed to support a structure for managing behaviour within school that is consistent and easily understood by all members of the school community.

Waterloo's Core Values underpin the ethos of the school of kindness, hard work and fairness and will be reinforced throughout the school as part of our PHSE curriculum. The school expects everyone in the school community to adhere to the Core Values in everything they do, whilst behaving in an appropriate manner at all times.

Here at Waterloo we treat all children with fairness and respect and will apply this behaviour policy in a consistent way. By doing this, we will help children grow in a safe and secure environment and to become positive and independent young people at the end of their school journey with us.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation, rather than merely reacting to incidents of poor behaviour.

At Waterloo Primary Academy (WPA) we believe in:

- the teacher's right to teach
- every child's right to learn
- respect
- pride in ourselves and our school
- equality
- endeavour – trying our best even when this might be hard
- the right to be safe in school from physical and emotional harm

Strategy

In the beginning of the school year children will be introduced or reminded of the classroom hierarchy, which will be present in every classroom to promote positive behaviour. The hierarchy will be linked in to Waterloo's Core Values and these will be constantly made reference to throughout the year to reinforce positive behaviour and to provide supportive feedback. By doing this all members of the school community will have a clear understanding of what is expected of them and how to take responsibility for their own behaviour.

Praise and Rewards

At WPA, a positive approach to the management of behaviour is regarded as being key to children's success. By using supportive feedback, to both children and other members of staff, will encourage a strength based approach to encouraging appropriate behaviour and build self-esteem.

Examples of praising techniques used across the school:

- verbal praise
- stickers
- visiting head teacher to show work
- star of the week awards
- ten house point certificates (four of these earn a prize)
- phone call home

The school acknowledges all the efforts and achievements of the children, both in and out of school. Praise and rewards may be for an individual child, whole class or year group.

Sanctions

WPA implements sanctions to enforce the consequences of not following the Core Values of the school or the consequences of not protecting the rights of the other children. Sanctions are implemented appropriately to each and to each individual situation.

We expect each child to learn and respect the rights of other children to learn and the Teachers right to teach. If they do not choose to do so, we will refer to the following in class hierarchy:

WARNING – THINKING TIME – WALK AND TALK

EVERY DAY IS A NEW DAY!

Example:

1. **Warning** – e.g. You are doing _____ which is disrupting the class, please could you stop.
2. **Thinking time** – You have continued to _____, you need to go to the thinking space for 5 minutes to think about what you are doing. Apology is requested and return to own desk.
3. **Walk and Talk** – You are still disrupting the other children; you will be taken by an adult to the Reflection Room to complete a reflection form.

Any lost learning time due to such behaviours will be made up at lunchtime or break times in class to complete missed work.

If behaviour cannot be managed using the in class hierarchy, or is of a more serious nature, children will be referred to the school behaviour team for further intervention.

This may then take the form of:

- meeting with parents
- internal exclusion to a parallel classroom □ A support plan be put in place
- after school detention – KS2

More serious behaviours/SEN issues will be dealt with by the Pastoral Manager/ SENDCo/Assistant Head Teachers / Head Teacher along with other outside agencies where appropriate.

Playtime/Lunchtime Interventions and Detention

Lunchtime detentions can be sanctioned by class teachers or the behaviour team. The class teacher should remain with the pupil if a lunchtime detention has been issued.

Children may be asked to attend an after school detention session at the discretion of the behaviour team or SLT. This may be for a number of different reasons, however mainly for persistent poor behaviour or not following WPA's Core Values. If the class teacher is requesting a detention

Sessions will take place Monday to Friday after school for a period of 30 minutes. If requested by a class teacher, a detention request form should be completed, which will be considered by the behaviour team or SLT. The class teacher should use this form to explain what strategies have been already used prior to the detention request.

If behaviour is such that an after school detention is deemed appropriate, the parent should be notified by phone. If the parent is notified **before 1pm**, the detention should be held that evening. If **after 1pm**, the detention should be the following evening (or next available day). Waterloo staff do not need permission from parents to keep their child in detention. Parents will have signed a form agreeing to support all of our behaviour policies.

The child pupil will go to the Reflection Room at the end of the school day and will be provided with a reflection sheet to complete, detailing the reason for the detention. Reflection sheets will be monitored by the member of staff on duty who will report to the Head teacher and SLT on a half termly basis.

Detentions are an important way of reinforcing acceptable behaviour in school, they are not an optional aspect of school life.

If a child were to gain three or more detentions within a 7day period, parents will be invited into school to attend a meeting with Pastoral Manager to discuss a more intensive support plan.

Bullying

Bullying is an extremely serious issue and can cause lasting emotional or physical harm to a child.

WPA does not tolerate bullying of any kind. If an act of bullying or intimidation is discovered, the school will act immediately, following the school's Anti-Bullying Policy.

The school does not tolerate the possession of drugs, alcohol or weapons by parents or students on school grounds at any time. Police action would be taken should any of these conditions be broken.

Safety and Security

At WPA, we have adopted the following DFE 2012 guidance to Head Teachers and Governors which advises that:

"School staff can search pupils with their consent for any item. Head Teachers and staff, authorised by the Head Teacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any item banned by the school rules which has been identified, in the rules as an item that may be searched." DFE, 2012

Use of Restraint

All staff members are aware of the regulations regarding the use of force by teachers and other staff members. Staff at WPA do not hit, push or slap children. Staff will only take the decision to intervene physically to restrain children or to prevent injury to a child, if a child is in danger of hurting themselves or other children. Physical intervention should only be considered as a last resort and when no other alternative is viable.

At this point Positive Handling (MAPA) may be used by certain trained members of staff. If an incident has arisen which has led to Positive Handling, parents will be informed immediately. The actions that we take under such circumstances are in line with Government guidelines on restraint of children. Please see The Use of Restraint Policy. After any restraint, the bound and numbered book should be completed and countersigned.

UNDER COVID 19 ARRANGEMENTS, EXTRA CONSIDERATION SHOULD BE MADE REGARDING ANY PHYSICAL CONTACT WITH PUPILS.

Individual children (such as children with behavioural issues, or other special educational needs) may have their own rewards and sanctions systems. These bespoke systems may then be recorded on an individual education/behaviour plan.

Behaviour when not on the school premises

The Governors and the Head Teacher reserve the right to sanction any child whose behaviour or conduct may be damaging to other individuals or property or affect the reputation of the school. This may even be whilst a child is in the community away from the school premises.

The child's voice

When incidents have occurred, all staff must listen to explanations offered from all parties. This will ensure that conflicts are resolved fairly and equally. Where this proves to be problematic, staff will seek to conduct some restorative work with all parties to seek an appropriate conclusion. By employing a restorative approach to problem solving, we aim to teach our children valuable life skills such as negotiation, problem solving and conflict resolution.

At WPA we use a child centred approach at all times with the thoughts and feelings of each individual child always remaining at the heart of our work.

The role of parents

Parents/carers will be informed of the school's expectations and will be expected to support the school in developing a safe and effective learning environment through its behaviour policies.

Parents/carers are expected to read and sign the home/school agreement and act in accordance with it.

Where parents/carers have an issue with the management of behaviour in school they are expected to raise their concerns appropriately in keeping with the school complaints procedure.

Parents should model respectful behaviour to their children, other parents and staff members whilst on the school grounds

For a copy of the WPA home school agreement, please see page 9.

Level 1	<ul style="list-style-type: none">• leaving chair/ wandering around class• shouting out• making silly noises• swinging on chair• playing on Ipad in lesson times• deliberately dropping litter	In class hierarchy strategies
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Level 2	<ul style="list-style-type: none"> • persistent Level 1 behaviours • disrespectful response to adults • accidental swearing • talking over adult/peers A • aggressive body language • play fighting • entering school without authorisation (lunch/break times) • task refusal 	In class hierarchy strategies Classroom detention Teacher discussion with parents
Level 3	<ul style="list-style-type: none"> • persistent Level 2 behaviours • arguing with adults • targeted swearing/abusive language • bullying – verbal, physical, online • inciting other children to act in an inappropriate or dangerous manner • graffiti • stealing • persistent refusal • leaving classroom without consent • running away from adults 	Behaviour lead Reflection Room staff intervention Phone call home Detention Internal exclusion
Level 4	<ul style="list-style-type: none"> • persistent level 3 behaviours • physical violence towards peer or adults • serious verbal aggression towards peers or adults • leaving school grounds • wilful damage to school property or equipment • dangerous/inappropriate items in school • sexual comments or gestures • homophobic or racist bullying • total non-compliance • purposeful coughing, spitting, encroaching into personal space (Covid 19 considerations) 	Behaviour team Assistant Head/Deputy Head Parent meeting Fixed term exclusion Possible inter agency response
Level 5	<ul style="list-style-type: none"> • legal/illegal substances • weapons • sexual assault • serious physical assault • dangerous trespass on school property 	Senior Leadership Team Governors Fixed/permanent exclusion Report to police

Fixed term and permanent exclusion

Only the Head Teacher, (or the acting Head Teacher), has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any school year. The Head Teacher may also exclude a child permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

The Head teacher will always consider the seriousness of an incident when considering exclusion. In usual circumstances, behaviour will be managed through a team approach within school and with the support of parents. Where behaviour continues to be serious and all support has been exhausted, or where there is a "one off" serious incident, the Head Teacher may exclude a child, informing the parents immediately and giving reason for the exclusion, making clear that the decision can be appealed and who to contact to do so. **If a pupil is excluded, this must be logged on SIMS**, and work must be provided for the pupil to complete at home. If a pupil has been excluded, they are not permitted to be outside of the family home during school hours.

On returning to school following a fixed-term exclusion, a responsible adult (preferably a parent) must attend a re-integration meeting with a member of the SLT, before being re-admitted. Following any exclusion, the pupil should spend time in the Reflection Room and be gradually phased back into class.

The Head Teacher informs the Local Authority of all exclusion and the LA and the Governing Body about a permanent exclusion. The Governing Body cannot either exclude a child or extend the exclusion period made by the Head Teacher.

Where a child's behaviour becomes of increasing concern, and they may be at risk of permanent exclusion, in line with local protocols, parents will be invited into school to complete an Early Help Assessment with the Pastoral Manager. The purpose of the EHA is to enable parents to benefit from a multi-agency response to their child's behaviour which may include input from agencies such as Health, CAMHS, FIN or any other deemed necessary. The information within the assessment will remain confidential and only be shared with parent/carer consent.

Permanent exclusion is a last resort where all other attempts to manage behaviour have proved to have little or no impact.

Home school agreement 2020/21

At Waterloo Primary Academy we are committed to offering your child the best possible foundations for learning. It is essential therefore that school, parents and carers work together to ensure every child is able to reach their full potential by agreeing to:

The Child:

- Follow our agreed rules at all times
- Attend WPA every day and be in class for 8.50am
- Behave sensibly and take responsibility for my actions
- Work hard and try my best at all times

- Wear my full uniform each day
- Be polite and show respect to all adults and children
- Talk to my teacher or an adult if I am concerned or unhappy or worried about anything
- Make choices that will keep me healthy

Signed _____ **(Pupil) Date** _____

The Parent/Carer, to support my child, I will:

- Make sure my child attends WPA daily and inform school promptly of any absences
- Ensure my child arrives in class by 8.50am and is collected on time at the end of the day
- Inform WPA immediately of any changes to my contact details and details of other family members who may be responsible for collecting them
- Support WPA to ensure my child behaves well, including agreeing to detentions and exclusions if needed
- Support my child with homework and regularly listen, talk and read with them
- Attend Parents' Evenings and other meetings to do with my child's learning and well-being
- Ensure that my child wears all items of WPA uniform, including sensible black shoes, smart hairstyles and no jewellery apart from watches and stud earrings
- Let WPA know if there are problems affecting my child's learning, health or well-being
- Contribute to ensuring we maintain a safe, secure and welcoming environment by:
 - parking responsibly and respectfully (wherever applicable)
 - refraining from smoking near children (smoking is not allowed on WPA site)
 - keeping dogs out of the playground (as per Blackpool-wide school policy)
 - not using foul and/or abusive language towards staff, other parents of children on the premises

Signed _____ **(Parent) Date** _____

WPA will:

- respect your views and listen to your concerns and ideas for improvement
- work with you and other agencies in doing the best for your child
- celebrate and involve you in your child's achievements
- tell you as soon as possible if we are concerned about your child's work, attendance, punctuality, wellbeing or behaviour
- ensure the safety and well-being of your child at all times
- encourage your child to do their very best in their learning and play
- expect the best from your child, you and staff in their behaviour and conduct
- Deliver a rich, broad, balanced curriculum which meets the needs of your child

By signing this agreement, you are committing to abide by the school values and codes of conduct and should equally expect the best education and environment for your child.

Signed _____ **(Child) Date** _____