



Policy Details:

Reviewed: September 2018

Next review: July 2019

Policy history:

June 2018	Updates to Infant Behaviour Management, reference to Exclusion Policy	James Bancroft
September 2017	Policy completely updated, using Foxfield Primary School policy	Angela Culshaw, James Bancroft, Rob Lawrie
Summer 2011	Policy written	Graham Prince

This policy was reviewed by Governors at the Local Advisory Board Resources Committee Meeting on 29th November 2018.



Behaviour Policy

At Wistaston Church Lane Academy, we recognise the importance of behaviour in order to maintain a happy, safe and secure environment, where all children can reach their full potential.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Expectations of Staff

- To be an excellent role model.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant learning environment that supports children's learning.
- To use rules and sanctions clearly and consistently.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs.
- To encourage independence and self-discipline

Children's Responsibilities are:

(These are known as our Golden Rules and these are on display in every room in the school.)

- Respect others – be honest, kind and polite.
- Listen to and follow the instructions of the school staff.
- Keep your hands, feet and objects to yourself.
- Try your best at all times and allow others to do the same.
- Take care of our school and its community.

Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.



Our Golden Rules

Four Golden rules underpin the life of the school and are represented by the school value animals. These are displayed in every classroom, and in each school hall. The rules are communicated to parents via our newsletter each year and are on display on our website. Every member of staff will expect children to follow these rules and consequences will be used if the rules are not adhered to.



Hedgehog's Rule: Have self-control

Keep your hand, feet and unkind words to yourself. Listen to and follow the instructions of the school staff.



Dolphin's Rule: Respect others

Be honest, kind and polite. Take care of our school and its community.



Snow Leopard's Rule: Challenge yourself

Try your best at all times and allow others to do the same.



Spider's Rule: Express yourself

Be original and unique.

Class Rules

Each class will negotiate class rules with their teacher at the start of the year. These are displayed in the classroom and form part of the behaviour management strategies within the class. All pupils in the class are expected to adhere to these rules. The rules can be renegotiated where appropriate.

Key Principles of how we manage behaviour at Wistaston Church Lane

Adapted from Ron Clark's 'The Essential 55'

We have high expectations of our pupils – because when we do, the children around us will meet those expectations.

- Children need and like structure
- Children will work hard for you, if they like who you are as a person
- Children like to know what is expected of them
- Children like to know they are cared for

General principles of how we manage behaviour at Wistaston Church Lane

- We will deal with situations in a calm, firm manner avoiding confrontation where possible.
- We will give frequent praise for good behaviour as well as for good work. We will praise children who are doing the right thing as an incentive for others to follow.
- We will use positive language whenever possible and as often as possible.
- We will try to think carefully about what we are saying and set realistic sanctions.
- Where possible members of staff will try to deal with situations ourselves to enhance our own credibility and authority.
- We won't leave children unsupervised as a sanction.
- We will do our best to be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour.



- We recognise that children with special needs and disabilities may require their behaviour to be managed differently. We will agree bespoke behaviour management systems for such pupils in discussion with parents.

Principles for working with parents

Adapted from Ron Clark's 'The Essential 55'

- We will try to ensure that sure initial contact with parents is a positive one
- Any time we talk with parents, we make sure the first comment about their child's performance in the classroom is a positive one
- We will send notes home or call parents out of the blue to tell them something good their child did
- We will take every possible opportunity to thank parents
- Parents should be informed of repeated misbehaviour and should always be told about serious misbehaviour. Where appropriate, children on the receiving end of misbehaviour should be informed by the end of the day.

Involving Parents and Carers

When parents are approached it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious.

Involving parents will, in most cases, follow these steps:

- An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
- The parents are asked to come in for a formal meeting with the class teacher; a senior manager may also be present.
- Parents are asked to come in for a meeting with a member of the Senior Leadership Team.
- It may be necessary to arrange a review meeting.
- Our focus in communicating with parents is supporting the child – ensuring that any 'victim' is our main cause of concern.



Our approach to positive behaviour

Essential Positive Behaviour Strategies

Class teachers must ensure that the following happens for the children in their class:

- Quality learning is photocopied and sent home for at least one child per week to celebrate achievements
- At least one phone call is made per week to inform parents of good behaviour and learning, or parents are spoken to after school
- Weekly Awards are clearly given to praise learning, achievement, progress and great behaviour and attitude in Friday assemblies
- Well done post cards/praise pads/texts to be consistently sent home to congratulate children for great behaviour and learning
- Pupils are nominated for Principal Commendations termly

Senior Leaders must ensure that the following happens:

- Termly Principal Commendation letters are sent home to all nominated pupils
- Well done post cards/praise pads/texts to be consistently sent home to congratulate children for great behaviour and learning
- Weekly Awards are clearly given to praise learning, achievement, progress and great behaviour and attitude in Friday assemblies
- Positive phone calls home made weekly

Praise

We regularly praise the children for following our rules and expectations. We use verbal praise and silent gestures such as a smile, thumbs up or a nod. In individual classrooms there may also be additional class reward systems which the class teacher is responsible for. Often pupils will go to another teacher who will be told of their pleasing behaviour.

Celebration Assembly

Every Friday children meet in their key stages where their hard work and good behaviour is celebrated through Star Of The Week Awards.



House Points

Our House Point system is designed to recognise and reward great behaviour, effort, learning and attitude. Points can be awarded at the discretion of any staff member, although no more than 5 points should be given out to one child each occasion. Therefore, the award of 5 points should be reserved for exemplary behaviour.

Children's House Points are added to their house total each week. House points are on display in every classroom.

The points in each class are added up each week. The team with the most points is given 4 flags, the team with second most, 3 flags, the team with third most, 2 flags, and the team in fourth place is given 1 flag.

At the end of the half-term the team with the most flags is rewarded with a non-uniform day which is agreed with the SLT. In the event of a tie, more than one team can have a non-uniform day at the same time.

Recognising Great Lunchtime Behaviour

Lunchtime raffle tickets are given by Midday Assistants for excellent behaviour, use of manners, helping others and following the school rules. There is a half-termly raffle draw, where prizes are given as a reward.

Midday Assistants also give out praise pads to pupils. Lunch Time Buddies are able to give out praise pads and stickers to the children they are helping to look after.



Our approach to negative behaviour

All of our learners are able to behave well. There are occasions where behaviour falls short of the standards expected and but we must address any negative behaviour issues that occur. Children are made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour.

Repeated misbehaviour over more than one occasion will lead to intervention by a member of the Leadership Team and parents/carers may be requested to discuss the child's behaviour.

Behaviour Lights

All pupils across the school use an age-appropriate version of our Behaviour Light system. There are some slight differences in the way the Behaviour Lights are used in order to reflect the level of understanding of the children. This visual aid will be displayed in each classroom at all times allowing any adult who is leading the class to use it.

In EYFS (Reception) and where appropriate for other children, the staff use warning cards on their lanyard as a visual aid to remind children of the need for good behaviour.

Exclusion

The school follows the DfE's national guidance on exclusions and has its own Exclusion Policy which details our interpretation of this guidance.

<https://www.gov.uk/government/publications/school-exclusion>

The school may make use of The Crescent in Crewe and other educational establishments in order to help support children who are at risk of exclusion.

In serious cases, exclusion may be necessary. See our Exclusion Policy.



Behaviour Management in Early Years (Reception)

Each member of the EYFS staff team has a set of traffic lights on their fob as well as behaviour prompt cards to hold up to children if they need reminding of certain behaviours, these include hands up, sitting nicely, lips closed, ears listening and eyes looking. These are very effective in guiding children toward displaying appropriate behaviours.

Visual Cues

Children are given verbal warnings/reminders about their behaviour. All staff working in Early Years carry a set of visual cues on with their staff badge. If misbehaviour persists they will be shown the STRAIGHT FACE (warning) cue and then given a chance to correct their behaviour.

If behaviour persists they will be shown the SAD FACE cue which leads to 5 minutes time out of Busy Bee Learning time.

Quite often showing children who are modelling good behaviour the SMILEY FACE traffic light is enough to correct other children's behaviour.

If children's behaviour still does not improve it may result in speaking to parents or involving the Key Stage Lead.

Behaviour Lights

Apart from visual cues, children's behaviour will be managed using Behaviour Lights in the same way as Key Stage One.



Behaviour Management in Reception and Key Stage One

Behaviour is managed using our Behaviour Lights system. Children in the infants have twenty minutes of Golden Time on Friday afternoons to reward great behaviour.

In Reception and Key Stage One:

All children begin each school day in their starting position on the behaviour chart. Often, low level offences will be given a verbal warning before use of lights is required.

Behaviour Light	Types of Behaviours	Typical Response
Filter Light	<ul style="list-style-type: none"> • Arriving late for lessons • Out of seat • Calling out and interrupting the teacher • Loud noises to distract others • Disturbing others from learning • Inappropriate language (not aimed at others) • Beginning to challenge instructions or refusal to learn or work • Unkind words • Improper use of equipment • Refusing to work co-operatively 	<ul style="list-style-type: none"> • Child moves name to Filter Light • Golden/Class Rule reminders – use of Church Lane script • Remind children of behaviours you want to see • Praise for those children who are making the right choices • Non-verbal communication • Child is asked to consider how they will improve their behaviour.
Green Light	Continued display of misbehaviour in addition to above <ul style="list-style-type: none"> • Being untruthful to a member of staff • Arguing back to a member of staff 	<ul style="list-style-type: none"> • Adult to move child’s name to Green Light • Child to miss 5 minutes of play time or lunch time (Midday Assistants are informed) • Use positive reminders and how the child can move back to Filter light • Log the Green Light and the reason on CPOMs
Orange Light	Continued display of misbehaviour in addition to above <ul style="list-style-type: none"> • Causing physical harm to others • Threatening language • Inappropriate language (aimed at others) • Continued refusal to complete tasks • Deliberate damage to school 	<ul style="list-style-type: none"> • Adult to move child’s name to Orange Light • Child to miss 5 minutes of play time or lunch time • Child to miss 10 minutes of golden time on Friday afternoon • Teacher to make phone call home if appropriate • Continue to use positive reminders about



	property	how the child can return to Green/Filter Light
Red Light	<ul style="list-style-type: none"> • Causing physical harm to adults or other children • Fighting • Highly disruptive behaviour • Persistent offensive/abusive language • Racist, religious, homophobic incident • Self-exiting the school grounds 	<ul style="list-style-type: none"> • Log the Orange Light and the reason on CPOMs • Contact Vice Principal/SLT via a phone call • Immediate removal from classroom/area • Phone call home by SLT • Log the Red Light and the reason on CPOMs • Internal exclusion (length of time to be determined by a member of SLT. Child to complete Reflection on Behaviour Sheet. Work set for the exclusion is the class teacher's responsibility to organise and should be work the child can complete independently. Child will return to class after an internal exclusion, either after play time or after lunch time • Class teacher to talk to the class about the behaviours and how there will be a consequence put in place for that child.
Extreme situations	<ul style="list-style-type: none"> • Repeated or extreme physical harm to another child or adult • Deliberate extensive damage to school property 	<ul style="list-style-type: none"> • Phone call home • Fixed Term Exclusion agreed by Principal • Exclusion letter sent home • Record incident on CPOMs.



Behaviour Management in Key Stage Two

All use of behaviour lights is at the member of staff’s discretion but here are the kinds of behaviours which may require sanctions.

Often, low level offences will be given a verbal warning before use of lights is required.

Behaviour Light	Types of Behaviours	Typical Response
Filter Light	<ul style="list-style-type: none"> • Arriving late for lessons • Out of seat • Calling out and interrupting the teacher • Loud noises to distract others • Disturbing others from learning • Inappropriate language (not aimed at others) • Beginning to challenge instructions or refusal to learn or work • Unkind words • Improper use of equipment • Refusing to work co-operatively 	<ul style="list-style-type: none"> • Adult to add name to Filter Light • Golden/Class Rule reminders – use of Church Lane script • Remind children of behaviours you want to see • Praise for those children who are making the right choices • Non-verbal communication
Green Light	<p>Continued display of misbehaviour in addition to above</p> <ul style="list-style-type: none"> • Being untruthful to a member of staff • Arguing back to a member of staff 	<ul style="list-style-type: none"> • Adult to add name to Green Light • Child to miss play or lunch time to make up for lost learning time in the classroom with a member of staff, or complete the Reflection on Behaviour sheet if appropriate (5 minutes) • Use positive reminders and how the child can move back to Filter light • Log the Green Light and the reason on CPOMs
Orange Light	<p>Continued display of misbehaviour in addition to above</p> <ul style="list-style-type: none"> • Causing physical harm to others • Threatening language • Inappropriate language (aimed at others) • Continued refusal to complete tasks • Deliberate damage to school property 	<ul style="list-style-type: none"> • Adult to add name to Orange Light • Child to miss play or lunch time to make up for lost learning time in the classroom with a member of staff, or complete the Reflection on Behaviour sheet if appropriate (15 minutes) • Teacher to make phone call home if appropriate • Continue to use positive reminders about how the child can return to Green/Filter Light



		<ul style="list-style-type: none"> Log the Orange Light and the reason on CPOMs
Red Light	<ul style="list-style-type: none"> Causing physical harm to adults or other children Fighting Highly disruptive behaviour Persistent offensive/abusive language Racist, religious, homophobic incident Self-exiting the school grounds 	<ul style="list-style-type: none"> Contact Vice Principal/SLT via a phone call Immediate removal from classroom/area Phone call home by SLT Log the Red Light and the reason on CPOMs Internal exclusion (length of time to be determined by a member of SLT. Child to complete Reflection on Behaviour Sheet. Work set for the exclusion is the class teacher's responsibility to organise and should be work the child can complete independently. Child will return to class after an internal exclusion, either after play time or after lunch time Class teacher to talk to the class about the behaviours and how there will be a consequence put in place for that child.
Extreme situations	<ul style="list-style-type: none"> Repeated or extreme physical harm to another child or adult Deliberate extensive damage to school property 	<ul style="list-style-type: none"> Phone call home Fixed Term Exclusion agreed by Principal Exclusion letter sent home Record incident on CPOMs.



Strategies to support inclusion

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts at being fully inclusive. Sometimes this may involve agreeing a bespoke behaviour management system for just one child. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the Principal/Vice Principal will ensure that individual behaviour support plans are in place.

In addition to this, we want to:

- Encourage children to take responsibility for their actions.
- State clearly what is right and wrong.
- Explain what is acceptable and unacceptable behaviour.
- Provide a clear, consistent structure for behaviour management throughout the school.

Social and Emotional Plans

These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Principal/Vice Principal/ Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

SEND code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the special Needs Code of Practice. We may ask, with parents' consent, for an assessment or intervention from an outside agency.



Playtime and Lunchtimes

Our school rules apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in place so that all our pupils can be safe and happy.

- Line up quietly when asked
- Stand in line safely, no pushing or overtaking
- Speak quietly in the hall at dinnertime
- Walk quietly down corridors
- No playing in the toilets

Sanctions at lunchtime

1. Verbal warning and reminder of the school rules, highlighting which rule they are not following.
2. Children will have a time out and a behaviour log for the child is filled out and passed to the class teacher or the class teacher will be informed at the end of the lunchtime.

If poor behaviour continues then the a member of the SLT will arrange to speak to the pupils' parents.



Wistaston Church Lane Behaviour Script

Purpose of script:

- The aim of the Wistaston Church Lane behaviour script is to provide a consistent approach to dealing with incidents of low level poor behaviour both in and around the school.
- It is intended that all staff refer to the script so that we build a whole school vocabulary when dealing with incidents.
- In addition to the script, it is important that all staff adopt the principles of 'least to most intrusive' so that we always deal with incidents in a calm, clear positive manner

1. Walking down the stairs...

"At Church Lane, we walk sensibly and quietly down the stairs in a single line. Well done - child x (who is walking nicely) Thank you – child y" (who has now changed their walking)

Also...

*Praise good walking to model it for others by saying – **"Great Church Lane walking, child x – Thanks!"***

Second reminder as above but making the child/ren go to the back and walk calmly.

2. Low level anti-social behaviour in playground or class...

"At Church Lane we keep our hands and feet to ourselves... or... respect school property...or... treat each other kindly. I notice that ...(describe behaviour). This is your first rule reminder. Thanks"

Second reminder – **"This is your second reminder. If you continue with this behaviour, you are choosing a behaviour consequence"**

Third reminder – describe consequence dependent on level of the behaviour.

3. Hall behaviour...

"We use our quiet Church Lane voices in the hall... Thank you"

Second reminder-**"this is your second reminder. If you continue with this behaviour, you are choosing to xxx"**

Third reminder – describe consequence