

WEATHERFIELD ACADEMY

To become the best person you can be.



Behaviour Policy

Senior Management Team
February 2021

To be reviewed: February 2022

Mission Statement and academy ethos

"At Weatherfield Academy we put the child at the centre of everything we do. Our aim is to make sure that we create a safe and secure learning environment where young people can thrive and develop into confident young adults."

J. Selmes - Headteacher

Our motto is 'to become the best person you can be' and this ethos runs through the academy, meaning that we as staff and the students are constantly striving to improve. Behaviour has been graded Outstanding at our academy (Ofsted, October 2017). However, we recognise that the ever changing nature of the young people that we have in our care predominates that we have a policy that is flexible and yet offers structure for our young people, teachers and parents or carers.

Introduction

The DfE Guidance, 'Behaviour and Discipline in Schools (2016), has been taken into consideration when producing our Behaviour Policy. In this policy we will discuss how to use and implement the behaviour strategies that we have in place, and how we, as educational practitioners, should help young people to make the correct positive choices in their behaviours. At Weatherfield Academy we focus on the positive aspect of our young people's choices and help them to correct the negative choices they have made, in order to help them progress as a responsible young adult.

At Weatherfield Academy we appreciate that different behaviour strategies can be employed to suit the situation and the needs of any particular young person at any time. Changing and evolving our strategies is therefore the key to meeting the needs of our pupils and this policy does not hope to dictate, but to give a basic structure as to how behaviour strategies can be implemented.

At Weatherfield Academy, we consider not only the behaviour of the child at the time but we try to focus on the reasons for that behaviour. This approach gives us the ability to focus on these negative behaviours and how we can prevent them in the future. This can be done by using various processes including:

- Young person centred planning
- Consistency throughout the school

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- A clear and transparent system for managing behaviour
- Rewards and target setting
- To speak calmly with appropriate body language.

Using these key principles this document will set out how behaviour is to be managed at Weatherfield Academy, in order to give our young people every chance to succeed.

We aim that our young people will:

- Listen to adults and do what they are asked to do.
- Be polite to all - call everyone by their given name.
- Work together and walk away from trouble - tell an adult about any concerns
- Walk quietly - only be where they are supposed to be.
- Look after all property.

Applying sanctions

The academy believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the pupil, to apply sanctions to behaviour. Staff will need to ensure that students are aware that their behaviour is **their choice** and that if they choose a certain undesirable behaviour then they choose to have the sanction that occurs afterwards. Sanctions will be used sparingly, sensitively and after due care and consideration.

These are the behaviour standards that we expect of every young person at all times and are implemented throughout the school using a green, yellow, orange and red card system (please see appendix 1). This system is all about helping our young people to make the correct choices.

In some instances a young person may need to be asked to go to '[The Base](#)' to have some time to either complete the task that has been set or return to lesson in a calm and respectful manner. Once the student is calm and has talked through the problem with a member of staff, within 'The Base', the students are better able to realise the correct choice they need to make.

The traffic light card system starts with an adult asking a young person to complete a task. If the young person makes the correct choice then no further action is needed. If the young person fails to make the correct choice, they will be issued with a verbal warning and reminded that as a

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young person within school they have to complete a task set by an adult. If the young person continues to not make the correct choice then the adult needs to make a dispassionate judgment on the next course of action. 'Do I need to issue another warning or do I need to ask if they want five minutes in The Base and complete their task there?' When a student is sent to The Base, it is to give that young person a chance to calm themselves down so they can then make the right choice and go back to the lesson and engage fully. This option will be made available to our young people at every stage of the card system, helping our young people to make the right choice and participate fully and enjoy the well planned and differentiated lessons.

The card system that is outlined within this policy is just one tool for achieving the behavioural outcomes that we expect in Weatherfield Academy. The needs of our pupils dictate that additional behavioural strategies may have to be implemented in conjunction with the card system. A daily target card may be used to give focus to that young person and give specific goals to achieve. Some students may respond well to reporting to a member of the Senior Leadership team, whilst others respond best if they are on a praise card, whereby adults within the school write things that the student has done well on a praise card that they will take home each day. These strategies, as well as many others, will be employed within the Academy and will evolve with the ever progressing nature of our young people.

Recording Behaviour incidents

All negative and positive behaviours are to be logged on the schools ['Reward chart'](#) spreadsheet on our school Google Drive system. An email will be sent automatically if you add the person's name and email at the bottom of the comment. This is to be done to improve transparency and communication across the school.

In KS2 all negative behaviour choices are to be logged on the reward chart system on google drive. The needs of the pupils in KS2 means that they respond better to a constant visual aid like stickers for positive behaviours on a personalised house point chart created at the beginning of each term. These House points are then collated at the end of each term and added to each child's house (Owls, Swallows or Kestrels). Each child is awarded a house point certificate at the end of each term. Pupils who have not received a red card during the term are invited on a termly reward visit (FAB trip)

In KS3/4/5 The rewards chart system is to be used to record positive and negative behavioural incidents. They are to be recorded electronically on each class's individual rewards chart. This allows any teacher the opportunity to see at a glance how a pupil is progressing. The reward

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chart also allows for green cards, behaviour cards, equipment and attendance points. This format can be displayed at registrations and/or key stage assemblies so that the pupils are well aware of their behaviour and can take pride or try to make changes. There are termly reward visits for pupils achieving over a set number of house points per term.

Ensuring consistency:

This policy is to be distributed and implemented throughout the academy. Any supply staff that come into the school will receive a copy of Appendix One, along with summary information on each young person specific needs. This will assist them to plan lessons and manage classroom behaviour. Electronic copies of this policy will also be placed on the learning platform and on the school website.

Governors and trustees will be sent a copy of this policy so they can evaluate any changes or updates that have been made to it a week before the next review date. Teachers and staff will be consulted on how they feel it is working and those considerations will be taken into account during the next review. This is to ensure a whole school co-operation on this policy and how it should be taken forward.

This policy is to be openly shared with parents and carers so that they can use this structure within their own homes if they wish. The continuity of home and school behaviour management will hopefully give our young people more consistency throughout their lives and aid them becoming more rounded individuals.

Roles and responsibilities

GOVERNORS

- There will be a named governor responsible for behaviour
- The Governor will monitor, review and amend the policy, annually.
- The Governor will monitor incident forms (linked to red cards)

SENIOR MANAGEMENT

- They will liaise with outside agencies with regard to general behaviour policy procedures.
- They will monitor patterns of behaviour from the Base report, lunchtime report and integris behaviour log.
- They monitor and evaluate the effectiveness of the behaviour policy.

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- They will support staff in dealing with behaviour issues escalating to the key stage leader then the respective SLT member and then to the headteacher as required.
- Coordinate training for staff.
- Ensure a copy of this policy is made available to every member of staff upon their induction and ensure they sign to confirm that they have read and understand it.

CLASS TEACHERS/TEACHING ASSISTANTS

- Must report all incidents within 24 hours of the event.
- Must share and celebrate positive behaviours recorded on the Rewards Chart.
- Must record and evaluate incidents of inappropriate behaviour.
- Must complete incident forms when necessary.
- Will refer serious concerns to the Key Stage leaders, Safeguarding officer (KO/JS) or member of the Senior Leadership team.
- Ensure that they receive, read and sign to say they have read a copy of this policy.

PARENTS/CARERS

- Can support Weatherfield Academy in its commitment to Team Teach, and agree that positive handling strategies can be used with their child if it becomes necessary.
- Should agree with the expectations of pupils' behaviour in the school policy; encourage their child to accept the standards wherever possible.
- Can support the school and contribute towards achieving these standards, by reporting on progress and achievements of their children
- Should report any concerns they have to the school.

Behaviour at break and lunchtimes

The lunchtime supervisors have the same authority as all other school staff with regards to discipline; each supervisor must report any incidents of unacceptable behaviour at lunchtime to the class teacher responsible for that child at the end of the lunchtime period. All lunchtime incidents will be dealt with in line with the card system; this will dictate how the consequences are organised.

A behaviour log is maintained for each lunchtime which is then produced for SMT to discuss any patterns of behaviour/concerns.

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Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays, all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Constructive feedback should be a tool used in every lesson to help the students understand how they can improve.

Post incident support

Many strategies are put in place but sometimes undesirable behaviours still will occur. These behaviours may well have an unrelated cause. At Weatherfield we aim not just to stop these negative behaviours through well planned, and engaging lessons, but also to develop strategies that can help to prevent incidents occurring in the future. After an incident has occurred, students will be encouraged to talk about why this has happened, and if appropriate, have a reconciliation meeting that is ideally attended by a **Key stage leader**.

The Base

The Base is a proactive, short term behavioural intervention. It can be utilised for either counselling, family support work and for individual students to calm down and make the correct choice. For more information about The Base please see **"The Base policy"**.

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Appendix 1

Behaviour in KS2

Our young people will:

- Listen to adults and do what you are asked to do.
- Be polite to all - call everyone by their given name.
- Work together and walk away from trouble - tell an adult about your concern
- Walk quietly - only be where you are supposed to be.
- Look after all property.

Rewards

Golden time- students are rewarded for good behaviour on a Friday afternoon.

Lunchtime Good behaviour chart that rewards students for playing well together during free time.

House points (stickers), and Green cards (Green cards given in exceptional circumstances working above and beyond what's asked).

Responsibility of the person who issued sanctions to follow them through unless at lunchtimes then it is the responsibility of tutor.

Card system:

Warning one: Given if students make the wrong choice.

Offer the base as an aid to make the correct choice.

Warning two given if students still refuse to make the correct choice.

Offer the base as an aid to make the correct choice.

Yellow card: student has made the incorrect choice for the third time this is their final warning (**Break time detention**).

Offer the base as an aid to make the correct choice.

Orange card: They will be given the opportunity to make the correct choice again if they refuse they will lose their **break and lunch time**.

Offer the base as an aid to make the correct choice.

Red card: Student has continually made the incorrect choice they now have lost their break and lunch the next school day. **Stopped from next school visit**. SMT/ SLT Head of key stage should be involved at this point.

Head of key stage to ensure that any sanctions are completed and that the students have had their choices explained to them.

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Behaviour in KS3

Our young people will:

- Listen to adults and do what you are asked to do.
- Be polite to all - call everyone by their given name.
- Work together and walk away from trouble - tell an adult about your concern
- Walk quietly - only be where you are supposed to be.
- Look after all property.

Rewards:

15 Reward Points are issued each week; 3 per day for equipment, uniform and attendance.

Termly 'Reward Visits' for pupils with the expected amount of reward points for that term.

Green Cards are issued in exceptional circumstances for working above and beyond expectations (These are worth 5 Reward Points).

It is the responsibility of the member of staff who issues sanctions to follow them through.

Card system:

First reminder: This is issued if a student is making the wrong choice.

Offer The Base as an aid to make the correct choice.

Second reminder: This is issued if a student is still refusing to make the correct choice.

Offer The Base as an aid to make the correct choice.

Yellow Card: This is issued if a student has made the incorrect choice for the third time. This is the student's last warning.

Offer The Base as an aid to make the correct choice.

Orange Card: The student is given the opportunity to make the correct choice again. If they refuse, they will be issued a **break time detention**.

Offer The Base as an aid to make the correct choice.

Red Card: The student is given a final chance to make the correct choice. If they refuse, they now lose a **break and lunchtime**. Adults issuing a card to a pupil in KS3 will take the pupil to the hall at 12.00 and liaise with SLT/MW. The pupil will remain in the hall until 12.30, where the adult issuing the card will collect the child and carry out the detention.

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Red Cards issued for repeat negative behaviour choices or serious incidents will result in **after-school detentions**. Your Head of Key Stage should be involved at this stage.

Behaviour in KS4

Our young people will:

- Listen to adults and do what you are asked to do.
- Be polite to all - call everyone by their given name.
- Work together and walk away from trouble - tell an adult about your concern
- Walk quietly - only be where you are supposed to be.
- Look after all property.

Rewards:

Students will earn 3 daily points for attendance, correct uniform and equipment. Points will be given as rewards throughout the day, and green cards are issued (value of 5 points) for those students making 'above and beyond' effort. If a predetermined amount of points are achieved students will be invited onto a reward trip.

Points will be deducted if students are issued with yellow, orange or red cards.

Teachers issuing the sanctions are responsible for ensuring students attend break time detentions. Lunchtime and after school detentions to be discussed and organised with Mrs Owen, as Head of KS4.

Card system:

First reminder: This is issued if a student is making the wrong choice.

Offer The Base as an aid to make the correct choice.

Second reminder: This is issued if a student is still refusing to make the correct choice.

Offer The Base as an aid to make the correct choice.

Yellow Card: This is issued if a student has made the incorrect choice for the third time. The student has chosen to have a **break time detention** in the hall.

Offer The Base as an aid to make the correct choice.

Orange Card: The student is given the opportunity to make the correct choice again. If they refuse, they will be issued a **lunchtime detention**.

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Offer The Base as an aid to make the correct choice.

Red Card: The student is given a final chance to make the correct choice. If they refuse, they now lose their **break and lunch**. Red Cards issued for repeated negative behaviour choices will result in **after-school detention**. Your Head of Key Stage should be involved at this stage.

Head of key stage to ensure that any sanctions are completed and a record showing all cards received by students will be available on google drive.

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Behaviour in KS5

Our young people will:

- Show respect and listen to **all** adults.
- Be polite to **all** - call everyone by their given name.
- Work together, support each other
- Walk away from trouble - tell an adult about your concern(s).
- Walk quietly - only be where you are supposed to be.
- Look after all property.

Rewards:

Students will earn house points for punctuality, merits, effort, work etc.. Students also have the opportunity to earn green cards which show the extra effort and care they have put into their school day; these green cards are worth five house points.

At the end of each week all students celebrate the work of each other, as a class and as a whole key stage. Peers support each other in gaining green cards, house points and certificates. The rewards chart is celebrated each week to see how the students are doing and to encourage those who may have not achieved as well as they would have hoped to.

If a student finds themselves in a situation where they are not following the whole school behaviour policy this may lead to the introduction of the card system:

Card system:

Warning one: given if students make the wrong choice. Offer the base as an aid to make the correct choice.

Warning two given if students still refuse to make the correct choice. Offer the base as an aid to make the correct choice.

Yellow card: student has made the incorrect choice for the third time this is their final warning. Offer the base as an aid to make the correct choice.

Orange card: They will be given the opportunity to make the correct choice again if they refuse they will lose their break time.

Offer the base as an aid to make the correct choice.

Speak with the Head of Key Stage 5 at this stage as a final chance to rectify the behaviour situation before a red card is issued. The choice point system should be offered during this period so all students have the opportunity to consider their choice.

If an outcome is not resolved, the final decision will be a red card which means the student will receive a detention parent(s)/carer(s) will be notified.

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Weatherfield Academy policy for positive handling
Care and Control (incorporating Physical Restraint)

The use of Positive Handling to manage physically challenging behaviour

Responsible Governor: Trevor Rix

This section of the policy has been developed in response to DCSF Guidance (11/07) on "The use of force to control or restrain pupils", and in conjunction with section 93 of The Education and Inspections Act 2006.

It also follows the BILD code of practice for the use and reduction of restrictive physical interventions (2010)

The part of the policy has been prepared for the support of all teaching and support staff who come into contact with pupils to explain the school's arrangements for care and control.

Section 93 of the Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:-

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself) or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate "Duty of care". They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

- We will be striving to work together using the teach~teach strategies that have been delivered in whole staff training.
- We **ARE NOT** operating a no touch policy and are working with the frameworks of team teach. We are operating a positive touch system.
- Any student that requires more than a guide to defuse to take student away from stressful situation will need to be written up on a positive handling form.
- A help hug which has been taught under the team teach curriculum is to be written up also on a positive handling form.

All positive handling must be reasonable Proportionate and necessary

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Weatherfield Academy

The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.

- A committed team approach is vital to the promotion of a positive ethos.
- Staff provide a positive role model for pupils and this is reflected in their professionalism.
- Pupils will be respected as individuals.
- Work will be appropriate to the abilities and emotional, religious and cultural needs of each pupil where possible.
- The pace of the school day, and delivery of lessons, will be appropriate to the needs of the individual pupil.
- Pupils are encouraged and expected to respect each other, staff, visitors, the school environment and those they meet when out of school.

Team teach at Weatherfield Academy

Team teach is a structured, non-violent staff development programme that promotes Techniques (that are) Effective with Anger, aggression Management (utilising) Therapeutic Educational Awareness Communications Handling (strategies).

The approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a pupil, and it teaches safe, effective ways to do this. Weatherfield Academy ensures that a proportion of staff have been trained in its use. Any risk associated with physical intervention is covered in great detail during initial and refresher training for all members of staff. Team Teach techniques seek to avoid injury to the pupils but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the students remain safe. Parents of children highlighted as likely to be involved in the technique will be informed of Team Teach by a member of SLT or SENCO during review meetings and when writing positive handling plans.

POSITIVE HANDLING PLANS

Positive Handling plans should be written for any students that may be or could be a danger to themselves, others or school property. These should

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be completed by Heads of Key stage in co-operation with as many other professionals as possible giving 'whole view' of that student. Drawing up the plan can also be done in consultation with parents/carers and other members of staff and outside agencies if necessary.

Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist service, social workers and Medical Professionals etc. The plan will indicate which undesirable behaviours are being exhibited and possible triggers for them. It will provide guidelines for managing the environment in order to prevent incidents of inappropriate behaviour and clear instructions on how to intervene when behaviours have occurred. Any Team Teach techniques that should not be used will also be mentioned when appropriate. There will also be a section on communication needs. Arrangements for reporting to parents and a date for review are also included. The class teacher, the parent, the SENCO and a member of the SLT will sign the plan. It will be reviewed constantly as it is a working document. It can be accessed by any member of staff on google drive.

It will highlight key actions; will be displayed in the pupil's classroom if necessary. Unfamiliar staff will be given the opportunity to read individual plans for consistency of behaviour management.

Incidents of positive handling

When incidents of Restrictive Physical Intervention occur that are detailed in an individual's positive handling plan, these will be recorded on monitoring sheets, kept in the Head teacher's office. This will be sent to team teach for their records.

Reinforcing positive behaviour

Using the Rewards systems that are inbuilt within the school students should be thoroughly encouraged to show and display behaviour that are conducive to a positive learning environment. The systems that are in place are designed to add rewards to incentivise positive behaviours.

Definitions of positive handling

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it in Weatherfield Academy:-

- Positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

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- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause. (para 3.4 page 10 DFES guidance Ref LEA/0242/2002 - contact DFES SEN schools team)

Physical Contact

There are situations in which proper physical contact occurs between staff and pupils. Examples of these would be in the personal care of pupils with complex medical needs, in games/PE.

Physical intervention

This may be used to divert a pupil from a disruptive or destructive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

Physical control/restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property, it is important to note that the use of reasonable force should be seen as a last resort. All incidents must be recorded and stored in the Team Teach folder kept in the Head teacher's office.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Important Definitions

- Seclusion
 - o Forced to spend time alone against will
 - o Require statutory powers other than in an emergency.
- Time out
 - o Restricting positive reinforcement as part of a planned behavioural programme
 - o Require written agreed plan
- Withdrawal
 - o Removed from the situation but observed and supported until they are ready to resume.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the school's Complaints Policy. If necessary, the complaint will be dealt with by the

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Staff Disciplinary Procedures and/or Child Protection Procedures.
Governors will be informed at the schools digression.

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