



# BEHAVIOUR POLICY



This policy will be reviewed annually or earlier following the release of new statutory guidance. The effectiveness will be monitored through pupil, staff and parent voice as well as analysis of behaviour data.

Date of review: Dec 2017

Signed:

Maye (Principal)

Colin Evans (Chair of Academy Council)  
Chair

## Supporting Positive Behaviour at Wayland Junior Academy Watton

Wayland Junior Academy Watton is an inclusive school. We value education which develops our pupils into individuals who respond positively to rules. We have strong values which underpin all that we do and alongside these we have the respect code (Appendix 1) which we expect everyone to follow.

We follow the Norfolk Steps approach to ensure that positive experiences create positive feelings and in turn these positive feelings create positive behaviours (Appendix 2).

### Positive Behaviour

We believe that positive behaviour both inside and outside the classroom can be encouraged through rewards. Some rewards like encouragement or a smile are simple, but still essential, whilst others are more tangible and can be awarded:

#### **Rewards for learning behaviour:**

Silver stars  
House Credits  
Marbles in a jar  
Congratulations certificate  
VIP badges  
Stickers  
End of Year trophies

#### **Rewards for good citizen behaviour:**

Gold stars  
Values slips  
Congratulations certificate  
Stickers

These rewards form a big part of our Academy life and play an important role in encouraging the positive behaviour we want for our pupils. Additionally we recognise the importance of pupils holding positions of responsibility. Pupils are democratically elected by their peers to become Academy Councillors and can apply to be Golden Guardians, PE Prefects, Digital Den Leaders.

### Negative Behaviour

There are times when a pupil fails to make the correct choice and their behaviour contravenes the respect code. We think of these as either during or outside lesson time.

#### Behaviour in Lessons

We expect pupils to show respect for themselves, other pupils and their teachers during learning time. Learning behaviours are key to a safe and effective learning environment for all. Any violation of the respect code during this time will be taken seriously.

We use a traffic light system as a visual representation of managing behaviour. This system begins again **every** new session with every child starting a lesson in the green traffic light.

When a child makes the wrong choice the following happens:

1. The child is reminded about the correct choice they should be making and given a warning.
2. If the behaviour continues, the pupil is again reminded about the correct behaviour and told they are now in amber. Their name is moved into the amber traffic light.  
At this stage teachers offer further support, e.g. **moving pupil, removing distractions.**
3. Where the behaviour continues still, the pupil is asked to take reflection time outside of the classroom. After a short time, the teacher will have a conversation with the pupil reminding them about the expectations for behaviour.
4. If the negative behaviour continues, a pupil will be moved into red. Their name is moved into the red traffic light.
5. Where a child's negative behaviour continues after moving into red, **and serious disruption** is being caused to others in the class, an adult from the Pastoral Team is called to collect them from the lesson.
6. Pupils whose behaviour improves can be moved back into amber or green from red. This should be recognised and praised.

As an academy we class **serious disruption** as breaking the respect code in a way which would seriously impact on the learning of other's within the learning environment. Where the child's behaviour has only impacted upon their own learning, e.g. not completed the work, the teacher takes responsibility for sanctioning this at break or lunchtime.

If a child chooses to use their time-out card when a situation arises, they should go to Pupil Support. Their class teacher must phone ahead to alert the Pastoral Team that the child is on their way.

### **Behaviour out of Lessons**

Pupils are expected to continue to follow the respect code during time outside of lessons. Any pupil not following this code, will be dealt with by the adult who it is reported to or witnesses it.

In the first instance, the pupil will be reminded about the respect code and asked how their behaviour contravenes this code of behaviour. The adult who initially deals with the incident will make a decision as to the severity of the violation, the appropriate sanction and if there is need to involve the pupil's class teacher and pupil support after speaking to the child.

It is not the responsibility of the adult to investigate a serious issue during learning time. Where further investigation is needed, the Pastoral Team will undertake this. If any learning time is lost, then this should be made up during the following break or lunchtime.

### **Sanctions**

It is entirely at a teacher's discretion **how** and **when** the pupil is sanctioned for ending up in red on the traffic light during lesson time. This may take the form of missing a proportion of playtime or lunchtime to make up for learning lost, or reflecting, with an adult, on how the behaviour impacted on others but should always be proportionate to the impact that the behaviour had. If a pupil moves into red more than three times, the class teacher must inform the Pastoral Team and with their support, the pupil's parents.

If a pupil has been removed from a lesson by the Pastoral Team, the pupil will go into 'Isolation'. A decision will be made by the Leadership Team about how long the pupil will remain there for but this will usually be for the remainder of the day or the following day and with the Pastoral Team's support, the class teacher will inform the parent.

When a child has been in red more than three times or has been removed from a lesson, the class teacher, the Pastoral Team and the Leadership Team will begin to monitor the pupil's behaviour and support them as needed.

If a behaviour incident occurs outside of lesson time, and is of a serious nature, pupils will receive a lunchtime detention in Isolation.

### **Bullying**

Bullying in any form will not be tolerated at Wayland Junior Academy. All bullying incidents will be dealt with promptly by staff according to the Anti-Bullying policy. All pupils have the right to learn in a safe, caring, supportive environment without any fear of bullying.

### **Searching Pupils**

The Principal or another member of staff authorised by the Principal can search a pupil or their possessions, without consent, for any item where they suspect the pupil has prohibited items such as weapons or stolen items. Academy staff can seize such items found as a result of the search.

## **Behavioural Support**

There are many aspects to the behaviour support the school will use, both internal and external.

### Internal:

- Pastoral Support Plan
- Time-out card (to be taken in Pupil Support)
- ABC behaviour log
- Behaviour trackers

### External:

- Short Stay School for Norfolk
- Counselling

This support is carefully monitored and reflected upon by the Pastoral and Leadership Team to best support the needs of the pupil.

## **Isolation**

Whilst in isolation pupils will be expected to:

- Complete work set by their teacher and the Inclusion Manager.
- Remain seated and in their booth.
- Not speak to any other pupils or staff unless given permission to do so.

Pupils will receive breaks but these will not be at the same time as their peers.

At the end of their isolation period they will be asked to reflect on the behaviour which led them to the sanction. The Leadership Team will assess the effectiveness of the isolation time, based on their attitude and the completion of work, and decide on what terms they return to class. If they are unsuccessful in their completion, they may be asked to have additional time in Isolation.

If a child is repeatedly unsuccessful in completing isolation time, a fixed term exclusion may be given.

## **Exclusion**

Wayland Junior Academy Watton is an inclusive school however we recognise that there are occasions where the exclusion of a pupil is necessary.

A pupil may be excluded for a fixed period (up to a maximum of 45 school days in a single academic year) or permanently for a serious breach of the school's behaviour policy

During a fixed term exclusion, the school will provide work for the first five days. A reintegration meeting between representatives of the Leadership Team and the pupil and parents will be arranged upon the pupil's return. Following this, the Leadership Team will assess the necessary support for pupil.

A permanent exclusion is used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

# Our **Respect** Code

for all Wayland Junior Academy  
Watton pupils

**Respect yourself**  
Be honest, work hard  
and look after yourself



**Respect each other**  
Be kind and  
helpful to others



**Respect property**  
Look after everything



**Respect adults**  
Listen and follow  
instructions

**Respect everyone's safety**  
Be gentle and behave  
in a kind way



WAYLAND  
JUNIOR ACADEMY  
WATTON



# Positive Behaviour!

*Positive experiences create positive feelings.  
Positive feelings create positive behaviour.*

## **Negative Phrasing**

Stop being silly  
Be good  
Don't throw the pen  
Stop running  
Don't talk to me like that  
Calm down

## **Positive phrasing**

Stand next to me  
Put the book on the table  
Walk in the corridor  
Switch off the computer screen off  
Walk with me to the kitchen  
Stay seated in your chair  
*Please / thank you*

## **No choice**

Get in here now!  
Get out!  
Do as you are told!  
Give it to me now!

## **Limited choice**

Where shall we talk, here or in the kitchen?  
Put the pen on the table or in the box  
I am making a drink, orange or lemon?  
Are you going to sit on your own or with the group?  
Are you starting your work with the words or a picture?

## **Open choice**

What do you want to do?  
Would you like to go inside?

## **Empowering the behaviour**

Come back here, NOW  
You are not allowed in there  
Get down from there  
Don't you dare swear at me  
I will let you use the computer if.....

## **Disempowering the behaviour**

You can listen from there  
Come and find me when you come back  
Come out from under the table in your own time  
Now you are in my office you can use those swear words if you need to express yourself

## **Negative scripts**

Do you think you're clever?  
Do I look stupid?  
What did you say?  
Here we go again!  
How many times.....

## **Positive Scripts**

Take turns  
Walking feet  
Listening ears  
Kind words  
Kind hands