



**WEST  
ST LEONARDS**  
PRIMARY ACADEMY

Behaviour Policy

School Vision

Excellent Learning and Friendship

## West St Leonards Primary Academy Behaviour and Anti-Bullying Policy

Aims of this Policy:

1. To provide the framework for effective learning and teaching to take place
2. To promote positive behaviour management
3. To give a clear guide to children and staff and what is expected of them
4. To ensure continuity and consistency in approach towards children by all staff
5. To provide new members of staff with clear guidelines and readily accessible procedures they can act on
6. To provide information for parents and governors of our aims and objectives
7. To provide clear procedures for informing and involving parents

At West St Leonards Primary Academy we promote a positive growth mind set in all areas of our academy, including how we behave. To achieve this we endorse mutual respect, good relationships and positive use of language between all staff and learners.

A core system for developing this belief is the integrated reinforcement of essential behaviours for learning through focussing on the **Pride of West St Leonards** values (P.O.W) and a consistent approach to behaviour management.

The essential behaviours for a successful learner and to build character are;

Creativity  
Patience  
Honesty  
Co-operation  
Empathy  
Independence  
Resilience  
Optimism  
Politeness  
Self-control  
Thoughtfulness  
Responsibility

Once a value has been noted on three separate occasions, recorded on the tally sheet, this can be ticked off in gold on the actual POW card. When a pupil has all twelve values ticked off on their card they will be awarded the **Pride of West St Leonards** metal badge to proudly wear. Each year the tally chart begins again and those pupils who achieve all values ticked off will be awarded a star to add to their badge.

### Promoting positive behaviour

Positive use of language	Adults select the language used to promote what they expect to occur rather than what they do not want															
Praise	Adults at WSLPA strive to catch learners doing something good. The adults are specific in praising the behaviour to ensure it has meaning.															
Happy face/ sad face	Names of the pupils start on the happy face to encourage a positive start to each day KS1 names goes back on the happy face any instances of reflection time are noted. KS2 names remain on the sad face.															
Reward points	<p>Reward points are awarded on an individual basis throughout the academy. These are accumulated over 1 term. Learners can receive these via stickers, ticks on their name on the happy face and on work with 1x RP.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">20 stickers</td> <td style="width: 33%;">Red reward card</td> <td style="width: 33%;">Given out in class</td> </tr> <tr> <td>40 stickers</td> <td>Orange reward card</td> <td>Given out in assembly and small prize</td> </tr> <tr> <td>60 stickers</td> <td>Green reward card</td> <td>Given out in assembly and small prize</td> </tr> <tr style="background-color: yellow;"> <td>80 stickers</td> <td>Silver reward card</td> <td>Given out in assembly and small prize</td> </tr> <tr> <td>100 stickers</td> <td>Gold reward card</td> <td>Given out in assembly and gold credit card</td> </tr> </table> <p>Learners based in Doves/Skylarks gain individual rewards via their personal reward systems.</p>	20 stickers	Red reward card	Given out in class	40 stickers	Orange reward card	Given out in assembly and small prize	60 stickers	Green reward card	Given out in assembly and small prize	80 stickers	Silver reward card	Given out in assembly and small prize	100 stickers	Gold reward card	Given out in assembly and gold credit card
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Daily good slips	Class teachers send home a good slip to learners who have followed Pride of West St Leonards values, demonstrating good behaviour or learning.															
Celebration assembly 	<p>Separate assemblies are held weekly for FS/KS1 and KS2 to celebrate good behaviour for learning. Each class teacher writes the name of one child into the 'Gold Book', with a description of the individual achievement. The names and comments are read out and the 'Golden Pupil' receives a golden sticker and a treat from the reward box. Photos of the learners are placed on the 'Golden Child' display board and in the newsletter.</p>															
Politeness cup	1 learner from FS/KS1 and KS2, who have shown good manners, win the politeness cup each week.															
Sharing work with other adults	Learners can visit the Principal, Vice Principal, Key Stage team leaders and other class teachers/classes to show good work.															

Postcard home 	When a learner makes an outstanding achievement the learner may receive a postcard home from the Senior Leadership Team recognising their efforts.
Class reward (Ping pong treats)	When a total of 8 ping-pong balls have been collected then a whole class treat is awarded. Ping-pong balls can be given when the whole class have achieved a specific target or have shown they have the wow factor that involves a team effort. Class rewards are to last a maximum of 1 hour up to 1x per term
Wellbeing provision	Learners who have difficulty during outside playtime have planned opportunities to participate in additional lunchtime activities that promote sharing, perseverance, resilience and teamwork. These are delivered either on a 1:1 basis or in small groups depending on the need of the child.

At West St. Leonards Primary Academy we expect everyone to behave well and all learners are rewarded for good work and behaviour. If a poor choice is made and unacceptable behaviour displayed then the following sanctions will apply.

Unacceptable Behaviour	Sanction
<ul style="list-style-type: none"> <li>• Not listening</li> <li>• Disrupting others</li> <li>• Not learning</li> <li>• Calling out</li> <li>• Pushing or being unkind</li> <li>• Low level poor behaviour which impacts on teaching, learning and creating an atmosphere not conducive to learning</li> <li>• Swearing</li> <li>• Use of homophobic, biphobic and transphobic language.</li> <li>• Use of racist language.</li> </ul> <p><u>For serious incidents it may not be appropriate to work through each step of the behaviour management process but necessary to move to a higher level sanction straightaway.</u></p>	<b>Step One</b> A verbal warning
	<b>Step Two</b> Name on sad face, no attention is given to the learner for the behaviour
	<b>Step Three</b> One cross is placed against the name. This means they will miss 5 minutes of their playtime (reflection time) with their class teacher. No attention is given to the child for the behaviour
	<b>Step Four</b> Two crosses are placed against the name. This means they will miss 10 minutes of their playtime with a teacher on reflection time duty.
	<b>Step Five</b> Three crosses are placed against the name, which means they will miss all of their playtime with a teacher on reflection time duty. They will also have a <u>yellow letter</u> sent home from the class teacher. The classroom teacher gives this letter to the parent / carer of the learner at the end of the day.
<b>Pathways to turn the behaviour around will be provided through the various stages.</b>	

- Swearing at an adult or a child
- Complete defiance or refusal
- Deliberate physical aggression
- Deliberate and serious damage to property.

**Step Six**

Decision is made as to whether an internal exclusion is required.

When an internal exclusion is given, the class teacher will send work with the learner to the partner class to complete. An adult will check and collect the learner when it is time to return. They will also have a red letter sent home with the classroom teacher gives the letter to the parent / carer of the child at the end of the day.

If a member of the SLT are called a record of the incident will be logged on CPOMS. It is important that the learner receives little or no attention in the partner class.

The length of the internal exclusion will depend upon the age / SEN of the learner and what unacceptable behaviour was displayed.

30minutes, 1 hr, morning/afternoon session

### Lunchtimes

All staff on duty at lunchtimes, including MDSA's, will feedback to teachers on the behaviour of individual learners. Good behaviour whilst eating lunch and on the playground is rewarded with a sticker that can be added to the reward cards when back in class.

This will be completed by recording the names of any learner on a post it note. This will be passed to the class teacher when they come to collect their children from the playground so a child's behaviour can be monitored throughout the day and any outstanding matters resolved.

The senior leadership team will update the member of staff taking over at lunchtime with regard to any key issues.

### Reflection Time

All staff are expected to record when reflection time has been given (on the academy agreed reflection time pro forma) and the reason for this.

This information is then added onto a school monitoring system. When 3 instances of reflection time have occurred in a week or a pattern of reflection time is starting to form, communication will be made with the parent or carer.

The behaviour leader monitors the data termly and shares any patterns with staff.

### Behaviour on Academy Trips

Rules, rewards and sanctions apply on out of school trips and will be used as and when appropriate.

### Personalised behaviour support systems

It is intended that these sanctions will fit the majority of learners at the academy.

For the tiny minority with serious learning or behaviour difficulties, further steps will need to be taken to work towards good behaviour.

In this instance a behaviour plan will be created and personalised to support the individual needs of a child. Parents and professionals are encouraged to feed into this process and work within a multi-agency way.

### Extreme Behaviour

In cases of extreme behaviour a formal exclusion may be considered. The decision to exclude will be taken by the Principal following the guidelines laid out by [University of Brighton Academies Trust](#) and the DFE.

### Positive handling

In line with section 550A of the 1996 Education Act the school has a Duty of Care to all its pupils. Staff, who have been trained in positive handling techniques, may use them in the following cases:

- To prevent a crime being committed
- To prevent pupils injuring themselves or others
- To prevent damage to property (including their own)
- To prevent behaviour prejudicial to maintaining good discipline and order

If necessary the Positive Handling Policy will be used and parents will be informed and procedures outlined in the positive handling policy followed.

Appendix One: Template Red / Yellow Letters

Date \_\_\_\_\_

Date \_\_\_\_\_

Dear \_\_\_\_\_

We are sorry to have to inform you that your child \_\_\_\_\_ has received a Reflection Time at playtime/time out of class for breaking the following school rule/s/value/s:

<b>We are good listeners</b> (Kindness, Co-operation, Teamwork)		<b>We work hard at all times</b> (Resilience, Teamwork, Perseverance)	
<b>We are respectful to adults</b> (Politeness, Co-operation, Thoughtfulness)		<b>We will be in the right place at the right time</b> (Co-operation, Thoughtfulness, Teamwork)	
<b>We do not hurt others</b> (physically or hurt feelings) (Self-control, Kindness, Empathy, Thoughtfulness)		<b>We look after property</b> (Politeness, Thoughtfulness, Teamwork)	
<b>We are honest</b> (Honesty, Co-operation, Empathy)		<b>We do not swear</b> (Self-control, Empathy, Thoughtfulness)	

The following incident/s occurred resulting in your child's sanction:

- 3 XXX =15 minutes reflection time during playtime today/tomorrow
- 1 incident= 15 minutes reflection time during playtime today/tomorrow
  
- 1x incident = reflection time in another classroom (internal exclusion)
- 4 XXXX= reflection time in another classroom (internal exclusion)

We trust that you will talk to your child about this matter to discourage any further incidents. If you require any further information, please contact the class teacher.

Yours sincerely,

Class Teacher

(This section to be given to office)

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Details of incident at 1 incident Accumulation of X's Time of day \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of person giving the letter \_\_\_\_\_ Supply Y/N