



Behaviour Policy

Introduction and aims

The purpose of this document is to clarify the whole school approach and the principles and practices which support for behaviour for learning. For children to achieve well, and for learning to be at its best, we require high standards of behaviour. With consistent approaches and positive re-enforcement from all staff, our pupils will understand what good behaviour for learning looks like, resulting in a positive learning environment for all. Similarly, pupils who behave in a way which prevents learning will understand the consequences of their behaviour. We have high expectations of behaviour for all our school community. We expect Parents/Carers to work in partnership with us to promote the highest possible learning behaviours. We expect that all learning takes place in a safe environment.

As a middle school we recognise we need to continuously build pupils' emotional intelligence, ability to:

- Be self-aware
- Self-regulate
- Be motivated
- Show empathy
- Develop social skills.

PRIDE

At Witton Middle School, we aim to 'Develop pride and prepare our children to go out into the world and make it a better place'. This vision and the associated values of PRIDE (Perseverance, Responsibility, Independence, Determination and Empathy) guide the principles and aims for behaviour management in this policy.

Expectations

Our Expectations are that pupils:

- Are gentle (do not hurt anybody)
- Are kind and helpful (do not hurt people's feelings)
- Look after property (do not waste or damage things)
- Keep their organiser with them and get it signed
- Come equipped to lessons
- Listen to people (do not interrupt or ignore people)
- Are honest (do not cover up the truth)
- Wear correct uniform
- Are respectful
- Use polite language
- Move around school sensibly
- Respect quiet times, such as in class and assembly.

Rules

Our rules are in place to promote learning and safety. These are discussed at the start of each academic year and are referred to consistently. To support learning our school need pupils who:

- Listen to and follow directions given by staff
- Play safely
- Do not deliberately hurt or upset others
- Do not fight



- Do not throw dangerous objects
- Do not bring items into school which are prohibited such as matches, fidget spinners and other items which are distracting and potentially dangerous
- Do not steal
- Do not misuse equipment
- Do not verbally or physically abuse others (staff and pupils)
- Do not harass others because they are different
- Observe the 'Non-contact' rule
- Do not bully others (see separate policy)
- Follow playground, wet break and trim trail rules.

Partnership with Parents/Carers

The school seeks to work in partnership with parents and carers at all times, and we value this relationship immensely. We recognise that working together with parents/carers is essential for our pupils, and we will often initiate contact through the organiser or a phone call. Letters are automatically generated at certain points when behaviour point and trackers have been necessary. Contracts between home and school also reinforce high expectations. This is to ensure that Parents/Carers are fully aware of any problems at an early stage. We may also request that a supportive member of the community attends this meeting such as our Community Support Officer or one of our school Governors.

Classroom strategies and rewards

Staff are encouraged to utilise a range of classroom strategies to encourage appropriate behaviour and attitudes. Some of these are tailored towards encouraging individuals and others are whole school approaches.

Whole school reward strategies include:

- **House Points** – these may be awarded for good work – both effort and achievement, active demonstration of PRIDE values and consistent efforts to improve behaviour or develop personal qualities. These can be represented by a sticker and will be recorded to accumulate tangible rewards, where pupils will be able to 'spend' House Points on items they choose from.
- **Headteacher awards.**
- **Headteacher tea parties.**
- **Awards certificates:** These are presented in the 'Awards Assembly' every three weeks. Each class teacher presents four certificates each time. We encourage the use of the PRIDE values as a way to frame these.
- **Golden time.**
- **Non-uniform days.**
- **Organiser stickers:** Each week, if a child receives no orange or red spots in their organiser, they are awarded a gold sticker in their organiser. Pupils with an agreed number of gold stickers each term are entered into a lucky dip.
- **Whole class and year group rewards** are used to reward those pupils who consistently demonstrate good behaviour and PRIDE values. These may include watching a film at the end of term, a games day or a non-uniform day.

Restorative approaches

Where a pupil doesn't meet our rules or expectations we aim to follow a restorative approach. This is a process of conflict resolution that ensures all parties have their say and agree on the way forward. When resolving any disputes or falling outs at school we commit to always asking all involved the following five important questions:

- What **has** been happening?
- How **did** it make **you** feel **at the time**?
- How do **you** feel **now**?
- What are **you** going to do to put this **right**?
- How will things be **different** in the **future**?

- Write a contract and arrange a possible future check-in when required.

Consequences of poor behaviour choices

The principle of the behaviour policy is to highlight and reward positive behaviour. We will always try to give the pupils time and chance to correct his/her behaviour. It is important that all teachers and staff follow the behaviour policy to ensure consistency throughout the school. The non-confrontational classroom behaviour escalation is indicated below.

Witton Middle School Behaviour Escalation	
<p>Reminders</p> <p>Firstly – Acknowledge preferred choice of appropriate behaviour.</p> <p>Notice appropriate behaviour of the pupil in close proximity to the target pupil (off task).</p> <p>E.g.: Thank you Fred (person sitting next to target pupil) for starting your work.</p> <p>After saying this give the target pupil take up time and acknowledge them as soon as you notice they have made the preferred choice and started the work, praise the target pupil.</p> <p>Secondly – A brief discrete question.</p> <p>Approach target pupil quietly from the side, lower yourself to their level without invading their personal space and calmly ask if there is a problem. E.g. Hi John. How are you getting on? Or is there a problem John? If at this point the pupil gets themselves back on task then acknowledge their appropriate behaviour.</p> <p>Third – A discrete direction.</p> <p>Give the pupil a brief, clear direction. E.g. John, start your work thank you. Walk away and allow take up time at this point so the pupil can recover their behaviour without 'becoming embarrassed'.</p>	
Intervention	Practice
<p>Fourth – Acknowledge and redirect –Verbal warning</p> <p>Ask the target pupil a second time. E.g. John, start your work now thank you. If the target pupil decides to try for a confrontation E.g. I don't want to; it's boring then redirects the pupil rather than arguing back. E.g. John, I understand that you find this boring and we can talk about that after the lesson but right now I want you to start your work, thank you. Walk away again and allow take up time ready to acknowledge any move the pupil makes towards compliance.</p> <p>Move to Green Zone (see zone board guidance)</p>	<p>A. Pupil has chosen not to follow the gentle reminders above.</p> <p>B. If the green verbal warning does not work or there are secondary behaviours move onto next stage.</p>
<p>Fifth – Rule reminder</p> <p>Use the language of choice. Give a private assertive (not aggressive/sarcastic) rule reminder. E.g. John, you know the rules – you need to make a right choice and follow my instructions now thank you, otherwise you are choosing for me to give you a warning. Walk away again and allow take up time ready to acknowledge</p>	<p>A. Remind pupil that they have already had a green.</p> <p>B. Possible move to another seat.</p> <p>C. Orange/amber recorded in organiser and on Zone Board.</p>

<p>any move the pupil makes towards compliance. Ignore any secondary behaviour at this point.</p> <p>Move to Orange/amber Zone</p>	<p>D. If the amber/orange warning does not work or there are secondary behaviours (e.g. "It's not fair") move onto the next stage.</p>
<p>Sixth - Offer a choice</p> <p>Assertively and calmly offer the pupil an opportunity to refocus. As usual, ensuring that you give take up time. Eg. John, you still haven't started your work. I need you to refocus and get on with your work now; otherwise you will be choosing to move to the red zone. Remember you have already had an amber warning.</p> <p>Move to Red Zone</p>	<p>A. Possible move to another seat. B. To complete any missed work. C. Red recorded in organiser. D. Reflection issued.</p> <p>E. If the red warning does not work or there are further behaviours then move to a red card to seek assistance from SLT rota.</p>
<p>Exit Plan</p> <p>Continued behaviour. You have already had a red which means reflection time. If you continue to make these choices then I will need to ask a member of the senior leadership team to help you to deal with your behaviour.</p>	<p>A. Pupil has chosen not to follow instructions from the adults in the classroom and require a red card. B. Pupil will be removed and asked to work in a separate space. C. All missed work will be completed. D. The YTL will contact home and if necessary a meeting will be arranged. E. If necessary a further sanction will be issued. F. The pupil's chosen behaviour will be recorded by the senior leader on call. G. If the pupil refuses to follow the instructions of the senior leader on call then this will result in a meeting with parents.</p>
<p>Exit and plan.</p>	<p>A. A member of SLT will contact home and an intervention put into place.</p>

Minor incidents are not recorded formally. Reflection sanctions, specific incidents and on-going issues are recorded by class teachers on our school database and monitored by the Year Team Leaders and the Senior Leadership Team.

Monitoring and evaluation.

- Class teachers monitor the progress and behaviour of the pupils in their care and intervene where necessary.
- Year Team Leaders monitor and intervene with those pupils who are not responding at class teacher level.
- The Deputy Headteacher monitors and intervenes with those who are not responding at Year Team Leader level.
- The Headteacher monitors those who are not responding at Deputy Headteacher level and appropriate action will be taken.
- Staff and governors review the school's Behaviour Policy.
- Staff, are informed individually, through staff meetings, about issues relating to pupil progress and disciplinary matters.

- All behaviours at 3 and above and all persistent behaviours will be recorded on an incident report. Lower levels of behaviour will be recorded as points or dealt with discretely.
- The Senior Leadership Team oversees the rewards and sanctions on a regular basis to check their effectiveness.

Reviewing School Policy

This policy will be reviewed by the Headteacher every year and amendments discussed with senior leadership, staff and Governors. This time-scale may be adjusted, if necessary, in the light of new legislation or key issues identified by inspection.

Associated Policies

Anti-bullying Policy
Race Equality and Diversity Policy Positive Handling Policy

This policy appears on the school website.

Prepared by:	Headteacher	Responsibility of:	Headteacher
Agreement Date:	18.5.2017	Review Date:	Spring 2019
This Policy was prepared giving due regard to the disabilities and special education needs, ethnicity, culture, language, religious affiliation, sexual orientation, national origin and national status and gender of the children and staff at Witton Middle School and its community.			

Version Control

Date	Version	Approved by	Title	Changes
19.05.2016	1	Full Governors	Behaviour Policy	
18.05.2017	2	Full Governors	Behaviour Policy	School responsibilities updated