



# **Behaviour and Relationships Policy**

Last Reviewed: November 2021

Next Review Date: November 2023



## Rationale

At Washingborough Academy, all members of staff will take an active responsibility for all children using our preferred practices both in the classroom and in the wider duty of care role throughout school. We believe that behaviour is not accidental; we all choose to behave in the way we do and use the school values to understand this. We believe that we have a shared responsibility, with parents, in the development of acceptable behaviour. We will continue to develop positive relationships between children, staff, parents and other members of the school community. We believe that discipline is leading, guiding, encouraging and instructing children within our framework of values and rights, responsibilities, rules and relationships. These elements of discipline work together to create a caring community atmosphere.

## We value

Honesty, caring, co-operation, respect, fairness, peaceful resolution of conflicts, talking about feelings, working together to find solutions, good manners, tolerance, determination to do our best, communal goodwill, respect for self, others and property.

- At our school we all have rights.
- At our school we all have responsibilities.
- At our school we all have rules to help us to be with each other. We create the charter of agreed actions and responsibilities; they tell us how we should choose to behave and are based on the rights and responsibilities of every member of our school community.
- Behavioural consequences are the link between our rights and our actions.

## Our aims

We seek to develop:

- an acceptance of responsibility for behaviour.
- an understanding of how that behaviour choice impacts on others' rights.
- a positive, calm, purposeful and stable learning and social environment.
- parental support.
- a community where all are valued and treated with consideration and respect.



## Preferred Practices

At the heart of our whole school approach are our behaviour practices, what we do if a child behaves in an unacceptable way.

**Our practices are based on our shared values and aims and actively promote, teach and support positive behaviour. We will:**

- Use our Values education practice to reinforce the positive behaviours in school
- Clarify the common rights, expectations and responsibilities when we are enforcing expected behaviours, encouraging routines, correcting a pupil or applying sanctions and consequences.

**Bring attention to how their behaviour affects others.**

- Discuss how the child thinks they can put it right.
- Minimise unnecessary confrontation and avoid argument
- Keep the focus on positive values behaviour.
- Invite, model and expect respect.
- Use related and reasonable consequences.
- Promote and build a positive values-based approach, using our whole school values
- Bullying is unacceptable in any form and the school has a clear policy for this (see Anti-bullying policy).

## Guidelines for the COVID-19 changes in procedures

**There will be some changes to our behaviour policy in order to address the requirement of social distancing and keep the community safe:**

- Policy into Practice grid remains in place. Additions have been made to Level 5 to include deliberate coughing and spitting.
- If a child does not follow instructions and is given a second warning, the child will be moved to a separate room and an appropriate member of staff will, using social distancing, speak to the child to ensure they understand the expectations and the impact of their actions.
- If the child continues to be unable to follow instructions then we will call the parents to ask their support to explain the importance of following instructions and to discuss whether the child can be kept safe in school.
- If a pupil wilfully ignores or refuses to follow instructions relating to social distancing between Key Stages then the child



will immediately be moved to a separate area. The parents may be called to collect the child. A member of the senior leadership team will discuss with parents whether it is possible to keep the child safe in school during the period of social distancing. If the school's senior leadership decides that it cannot keep the child safe and/or other children/adults may be put at risk by the child attending, then parents should expect that their child will not be able to attend school during this time. If necessary, the school will exclude the child.

- In an extreme case where restraint is needed, this will be carried out by trained staff members, wearing PPE if possible. Parents will be called to take the child home. There will be a discussion with parents and a member of the Senior Leadership team as to whether it is safe for the child to be in school – considering the needs of the child, other children and adults. If necessary, the school will exclude the child.
- This process applies to our Breakfast Club and Afterschool provision, as well as to the standard school day.

## POLICY INTO PRACTICE

Behaviour	Action	Support
Level 1		Consequences 1
<ul style="list-style-type: none"> <li>Rights of self and others respected. Child is cooperative and self-controlled.</li> </ul> <p><b>*All incidents at Level 2 or above are to be recorded on School MIS</b></p>	<ul style="list-style-type: none"> <li>Positively reinforce behaviour.</li> <li>Specific feedback, positive comments.</li> </ul>	<ul style="list-style-type: none"> <li>Involve others in celebration teacher/KS Leader/SLT               <ul style="list-style-type: none"> <li>Verbal praise</li> <li>Stickers</li> </ul> </li> <li>Star Award</li> <li>Praise letters</li> <li>Values Jacket</li> </ul>
Level 2		Consequences 2,3,4
<ul style="list-style-type: none"> <li>Has difficulties which affect self-esteem/ low concentration minor disruptions i.e. rudeness, annoying others, uncooperative</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to seek solution with child.</li> <li>Teachers exercise professional judgment recording individual incidences on school's MIS system</li> <li>Reinforce success.</li> <li>Use circle time for support of peers.</li> <li>Behaviour contract.</li> </ul>	<ul style="list-style-type: none"> <li>Gain collegial support from other staff, including other KS Leaders</li> <li>Teacher/KS Leader to define problem and apply solution.</li> </ul>
Level 3		Consequences 4,5
<ul style="list-style-type: none"> <li>Persistently violates rights of others in a minor way.</li> <li>Has continuing, but minor problems, continues level 2 behaviour. Poor attitude to learning, rude and unresponsive.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consults SLT</li> <li>Parents contacted</li> <li>Behaviour contract (home-school)</li> <li>Withdrawal from activities, events or playground.</li> <li>Recording on schools MIS system</li> </ul>	Involve; <ul style="list-style-type: none"> <li>Key Stage Leader</li> <li>SENDCo</li> <li>Headteacher</li> <li>Parents</li> </ul>
Level 4		Consequences 5 and 6
<ul style="list-style-type: none"> <li>Continually breaches the rights of others.</li> <li>Regular and serious verbal/ physical assault, disruption, defiance, deterioration of behaviour.</li> <li>Ignores any attempts to help.</li> </ul>	Parents involved <ul style="list-style-type: none"> <li>Documentation of any specific incident recorded on child's student record</li> <li>Information passed to all staff</li> <li>Actions include child excluded from events, no privileges, daily behaviour report/ target record</li> </ul>	As for Level 3 and Outside agencies as appropriate
Level 5		Consequence 7
<ul style="list-style-type: none"> <li>Seriously violated the rights of others and shows no signs of wanting to change. This includes deliberate coughing or spitting.</li> <li>Poor effect on peers, abusive, dangerous, uncooperative</li> </ul>	<ul style="list-style-type: none"> <li>Teacher refers to Headteacher</li> <li>After discussion with parents, child may be excluded.</li> <li>Headteacher assess responsibility</li> </ul>	Must involve: <ul style="list-style-type: none"> <li>Headteacher</li> <li>Parent</li> <li>Governors</li> </ul>



## **Exclusions**

Exclusions (fixed term or permanent) are a last resort and are considered on a case by case basis at the discretion of the head teacher. The school holds the right to use fixed term or permanent exclusions for the following behaviours (this is not an exhaustive list):

- verbal abuse of staff
- intentionally coughing or spitting at any member of the school community
- physical attack on staff
- physical attack on another child

Before any permanent exclusion takes place, the school will follow the guidelines set out in the Ladder of Inclusion (see appendix 1).

## **Offensive Weapons**

If a pupil brings an offensive weapon into school or onto the school grounds, including folding pocket knives, bb guns, or uses an object offensively with the intention of causing physical harm to another member of the school, this will be viewed as a serious breach of our behaviour policy and is likely to lead to a permanent exclusion, in accordance with the DFE Guidance Exclusion from Maintained schools, Academies and Pupil referral units in England 2017.

## **Associated documents**

Teaching and Learning Policy  
Rights and Responsibilities  
Values Policy  
Anti-Bullying Policy  
PSHE Policy  
Class Charters



## Appendix 1

### Ladder of Inclusion

The aim of this ladder is to reduce the number of exclusions in Lincolnshire schools.

1. Early intervention using the Progression tools (Communication Trust)  
<https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/progression-tools-primary/>

2. Early Help assessment (if applicable to the situation – e.g. external factors are involved.)

If behaviours continue to break down:

3. Use LCC PSP (inclusion plan) a 16 week long inclusion plan involving parents.  
<http://microsites.lincolnshire.gov.uk/children/schools/inclusion/inclusion/pastoral-supportplan/130027.article?tab=downloads>

After 16 weeks, if no success:

4. Engage BOSS (Behaviour Outreach Service) - This service will only engage if a PSP has been completed and unsuccessful. If this is the case, they will respond within 2 -3 days and will work on a 1:1 basis with the child.
5. Access to a referral unit can be gained without exclusion if the ladder has been followed.