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Walthamstow Primary Academy

Behaviour for Learning Policy

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Date of next review	September 2028	Author	SENDCo
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1. Introduction

1.1 At Walthamstow Primary Academy nothing is more important to us than pupil learning – there are no excuses or barriers to learning. Pupils learn best in a safe secure environment, free from disruption.

1.2 We believe in early intervention: being pro-active rather than reactive. We believe that praise is the most powerful form of influencing children's behaviour.

1.3 We aim for all Walthamstow Primary Academy pupils to leave us as mature young people, able to act and interact in all social settings in an excellent manner that reflects their core values of integrity and respect. We believe that they will be intrinsically motivated to do the right thing.

1.4 All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.

1.5 We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupils understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning at university.

1.6 Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

1.7 This policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND), in particular, when detailing sanctions. At times it may be necessary to make reasonable adjustments in consideration and application of sanctions for those pupils with special educational needs and disability. The application of sanctions will be individualised to pupils with SEND even if this policy uses standard sanction triggered by certain student behaviours.

2. Statutory Framework and other guidance

2.1 The Walthamstow Primary Academy Behaviour for Learning Policy is written in line with the following areas of legislation and guidance:

- Education Act 2002
- Education and Inspection Act 2006
- Equality Act 2010
- Education Act 2011
- Behaviour and Discipline in Schools – DfE Guidance 2012, 2013

3. Links to other policies

3.1 The Behaviour for Learning Policy should be read in conjunction with the following areas of School policy:

- Single Equality Plan
- Exclusions Policy
- Anti-bullying Policy
- Uniform Policy
- Use of Mobile Technology Policy
- Attendance and Punctuality Policy
- Positive Handling Policy

4. Key principles:

4.1 Our behaviour policy is underpinned by our three core values:

- **Growth**: There are no short cuts to success. Only through hard work and resilience will goals be reached. We recognise and reward effort as the main lever to achievement.

- **Belief**: All children can climb the mountain to university. There are no barriers or excuses to achievement or behaviour from staff, students, or parents/carers.

- **Team**: We support one another. We are aware of how our behaviour impacts upon others and try to ensure that we have only a positive impact on the learning of other students. We accept responsibility when this is not the case. Our policy is fair, open and transparent and we over explain rules and decisions so that everyone understands why they are expected to conduct themselves in a certain way.

4.2. We carefully consider the situation and circumstances in which a student misbehaves and does not operate a tariff system. Pupils do not have equal starting points, and this Policy is designed to be responsive to disadvantage or needs that pupils may have and lead to improvements in behaviour over time. We are committed to working with other professionals and parents/carers to bring about lasting changes to negative behaviour patterns.

4.3. We do in the following three ways:

High expectations for all students

We want our students to be motivated by the intrinsic value of achievement. We believe that all students can acquire the skills and knowledge to go on to university and recognise that to do this, all students need to develop self-discipline.

Student effort is critical to student success. We make no excuses for students as we recognise that there are no short-cuts. Developing positive learning habits is essential and we invest in doing this for each and every student regardless of their starting points. We believe in a 'growth mind-set' for all areas of pupil learning: pupils can learn and practice the skills and attitudes required to behave appropriately in different situations.

Our recognition and consequences procedures take into account the need for short-term and long-term consequences, responsibility to team and self, and a long-term move towards intrinsic, self-motivation.

The school will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

Fostering positive relationships

Positive relationships with a teacher can markedly influence the development of 'prosocial' behaviours such as cooperation and altruism. We invest heavily in developing relationships with students and their families and believe this is pivotal in helping students learn to manage and display the correct learning behaviours. Our approach to managing behaviour is fair, open and transparent to all parties. We promote good behaviour; we are long on positive and short on negative. As adults we are responsible for acting as positive role models and explicitly teaching routines, behaviours, etiquette, and self-management.

Self-regulation

We teach our pupils how to *control* their behaviour. Our approach to behaviour management is based on the idea of *assertive discipline*, in which we teach the behaviours we expect at all times and encourage students to take responsibility for regulating their conduct.
Teachers react confidently and quickly in situations that require the management of pupil behaviour. They are supported by clear steps (identifying the behaviour that needs to be corrected, explaining what that behaviour is and why is it a problem, telling the student what they can do to rectify it and then giving the student time and space to make a choice about their behaviour) that have been explained, practiced, and enforced consistently. They give firm, clear, concise directions to pupils who are in need of outside guidance to help them behave appropriately. Students who comply are reinforced, whereas those who disobey rules and directions receive negative consequences.

Staff role model self-regulation, conducting themselves in a positive, professional manner and using appropriate language and the mechanisms to articulate themselves and address any problems.

We 'over explain' the reasons why we are asking students to behave in a particular way so that students fully understand that we think about our behaviours. We give students choice when they have to make a decision

about their conduct and ensure they fully understand the choice they are making.

Pupils make choices about how to behave: it is our role to help them to make the best choices for their future.

5. Roles and Responsibilities for the Behaviour for Learning Policy

Pupils' expectations	• Expected to take responsibility for their own behaviour and follow the three school expectations always. • Moving around the school safely • Representing the school in a positive light
Parental Involvement	• Work in partnership with the School to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All staff	• Responsible for ensuring the policy is implemented in a fair and consistent manner. • Act as role models in every interaction.
Member of SLT responsible for Behaviour	• Responsible for training staff (including volunteers) in the implementation of the policy. • Quality assuring the application of the policy in all areas of the School. • Tracking and monitoring rewards and consequences systems and devising and implementing strategies to improve behaviour where required. • Implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. • Reviewing the rewards and consequences policy and procedures annually.
Principal	• Responsible for the implementation and day-to-day management of the policy and procedures • Reports records of serious incidents to LGB on a termly basis
Local Governing Body	• Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. • Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel.

6. Bullying

6.1 Bullying is a behaviour by an individual or a group, repeated over times that intentionally hurts another individual or group wither physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

6.2 Bullying will not be tolerated at Walthamstow Primary Academy.

6.3 If you believe your child is being bullied you must speak to the classroom teacher in the first instance.

7. Discipline beyond the school gates

7.1 This behaviour Policy can extend to outside the school day and off school premises when a pupil is:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Wearing the school uniform
- Identifiable as a pupil for the school

7.2 Where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour when could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Walthamstow Primary Academy Behaviour Stages

Stages		Response
Stage 1 • Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children • Inappropriate language • Not listening • Not keeping hands and feet to themselves	Verbal reminder Behaviour board - to promote positive behaviour	Low key response Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice Remind "At Walthamstow Primary Academy we…"
Stage 2 continued… • Beginning to challenge authority • Starting to disrupt the class and others • Defiance	Warning Behaviour board - to promote positive behaviour	Reminder "At Walthamstow Primary Academy we…, by continuing to... you are choosing to lose X number of minutes from your playtime…" Child to miss play or lunch to make up for lost learning time with the person who gave the consequence. If occurs in the afternoon, work is to be sent home to be returned the day after. Class Teacher to speak with parent(s) at the end of the day to inform.
Stage 3 • Directed use of inappropriate language • Continued disruption to class and others (despite stage 1 or stage 2 interventions) • Obstructive behaviour in refusing to participate/refuse to work • Authority Challenge • Persistent defiant behaviour • Treating classroom without respect	Consequence Incident logged on school system	Reminder "At Walthamstow Primary Academy we…, by continuing to... you are choosing to lose X number of minutes from your playtime…" Praise those making correct choices Support children to make the right choice Reminder/ quiet reminder. Child to miss play or lunch to make up for lost learning time with the person who gave the consequence. If occurs in the afternoon, work is to be sent home to be returned the day after. Class Teacher to speak with parent(s) at the end of the day to inform.
Stage 4 • Serious and deliberate • Rudeness to adults • Leaving room without permission • Continues refusal to complete set tasks after having level 2 consequence • Upsetting and name calling to other pupils • Highly disruptive behaviour • Throwing objects across the room	Immediate consequence Time taken back from closest Playtime/Lunch Incident logged on school system	Reminder "At Walthamstow Primary Academy we…, by continuing to... you are choosing to be…" **Consequences could include determined by SLT:** **Full play/lunch lost** **Work being sent home** **In school reflection for next lesson including play/lunch** Praise those making correct choices Phone call home made by Class Teacher
Stage 5 • Persistent offensive/ abusive language • Throwing objects to hurt • Break/destroying class equipment • Physically hurting others • Damaging property • Racist/Religious/ homophobic incident	Senior Leader/ Behaviour Lead called Incident logged on CPOMS Consequence given	If this is consistently happening behaviour plan issued for child. **Consequences:** **In School Reflection** **In School Suspension** **Fixed Suspension** Senior leader to make phone call home

* SLT retains the right to apply sanctions that may not be explicitly outlined in this policy, where necessary to uphold high standards of behaviour. This will be done at the discretion of the Principal and in collaboration with the senior team.

The prohibited items cannot be brought into School under any circumstances. In all cases, the item will be confiscated immediately and will not be returned.

Prohibited item	Consequence
Toys	Item confiscated until the end of the day/week (as decided by school) Item returned to parent
Chewing gum Food or drink (apart from water in a water bottle) Make up Nail varnish Jewellery (exceptions as per uniform policy. Watches permitted at the discretion of the Principal) Bandanas Mobile phones MP3 devices Headphones Cameras Stink bombs Lighters and/or matches	Dealt with by class teacher in the first instance, in line with the behaviour stages. Parent meeting Item confiscated until the end of day/week (as decided by school)
Weapons (any object that could be used with the intention of harming another person) Alcohol and/or drugs Fireworks Cigarettes and/or smoking materials	See 'Exclusions Policy'

* Not an exhaustive list. This list is given to provide an indication of the types of items that are not permitted by Walthamstow Primary Academy

* Behaviour board to promote positive behaviour
* Social Stories

* Some pupils may follow a parallel pathway, as determined by SLT. This may include the use of timeout in place of the steps listed in the behaviour policy where this is deemed more appropriate.

Green timer – thinking time	Orange/yellow timer – reflection time	Red timer – time out	Black timer – recover time	Blue - timer activity	Purple - timer activity