



Waterhouses CE  
Primary Academy

# Behaviour Procedures

Date Approved by Committee	September 2022
Next Review Date by Committee	September 2023

## 'Let your light shine!'



Make your light shine, so others will see the good you do and will praise your Father in heaven.

Matthew 5:16

These procedures have been drawn up after consultation with all school stakeholders and with the involvement of the children in the school council and in classes.

These procedures should be read in conjunction with the Trust's Behaviour Policy.

### Ethos of the school

At Waterhouses CE Primary Academy we aim to create a caring, nurturing environment in which every member of the school community is valued as an individual and is encouraged to develop his/her full potential in all aspects of their life. Our values reflect those outlined in the Church of England safeguarding document '*All God's Children*'. We are a caring community with strong Christian values and Christian teaching which reflects the ethos of the school. The school behaviour procedures are therefore designed to support the way in which the members of the school can live and work together in a supportive way.

It is our belief that all children are of equal value, that every child in the school has the right to be taught without being interrupted or disturbed, and that all adults have the right to teach and work with children without having their authority or role undermined. In the school community, all children have a right to feel safe, secure, accepted and valued. The school will ensure that right wherever possible.

The children have discussed what they feel to be their rights and have developed 3 simple rules that they believe will make the school a better place for all. These will be known as the '**Three Bees**'.

- Be Safe
- Be Respectful
- Be Responsible

## **Rewards**

Rewards are built into the daily routine of school life. They are given for hard work, effort, acts of kindness and politeness and link with our Healthy Minds and Healthy Bodies initiative. Rewards include:

- Regular verbal praise.
- Class dojos to recognise positive behaviours (academically, socially and emotionally)
- Stickers, smiley faces and written praise
- Being sent to another teacher or the Headteacher for praise and a 'special' sticker.
- Lunchtime rewards of stickers and praise notes given by the lunchtime staff and a seat at the 'Golden Table'
- Additional playtime or free choice of a special activity if the whole class or group have worked very hard/behaved exceptionally well.
- Enrichment activities.

## **Healthy Minds and Healthy Bodies**

Traditional to Waterhouses Academy, is our system of 'houses'. On entry to the school, pupils are placed in a house and earn house points for their team. .

We will use our three Houses, Dove, Hamps and Manifold to celebrate wellbeing. Children will receive tokens (in the colour of their House) from any member of staff to celebrate occasions where they have demonstrated a healthy mind or healthy body and are intrinsically linked to the positive behaviours we wish to encourage at Waterhouses.

These will fall into the following five categories.

- **Be active**
- **Be brave**
- **Be kind**
- **Be positive**
- **Eat healthily**

## **Celebration Worship**

As a further reward for exceptional achievement in learning, behaviour, attitudes or values, the class teacher nominates one or two children to receive a superstar certificate at one of our celebration worships. We will also celebrate our pupils' successes, triumphs and achievements both inside and outside of school, from sporting to musical achievements.

## **Values Awards**

Every half term, staff will focus on one of a selection of 'Christian Values'. In acknowledgement of pupil's achievement and demonstration of this value, they are awarded a special certificate in our fortnightly celebration worships. Again, parents share in this celebration of achievement.

## **Sanctions**

Wherever possible, staff will take a pro-active approach and try to identify the triggers to inappropriate behaviours rather than deal with the consequences.

However, all pupils will be made aware of inappropriate behaviours:

- Hitting, kicking, pushing, biting, throwing things
- Swearing, verbal aggression
- Ignoring requests
- Damaging property
- Racist, sexist, homophobic or other forms of derogatory behaviour

In cases where sanctions are applied, staff will deliver these in a calm, firm, fair and consistent manner.

If the child's behaviour over a period of time becomes a concern for the class teacher/SENCo, the parent/carer will be invited in to discuss their child's behaviour. We believe working in collaboration with parents/carers will help identify any underlying issues which may be causing the misbehaviour. Using strategies from the Zones of Regulation, joining the school's Nurture Provision or LEGO Play will be discussed as well as setting behaviour targets. At this point it may be agreed that a child may benefit from an external agency to support improvement in behaviour. This will be done in consultation with the class teacher, parents and the SENCo. We strongly value the support of parents in promoting positive behaviour approaches and see the correlation with children's mental wellbeing.

## **Serious misbehaviour**

The Headteacher has the legal option of a suspension, or permanently excluding the pupil, should all else fail, following consultation with the CEO at QEGSMAT.

Suspensions or permanent exclusion is **always a last resort**. However, on extremely rare occasions it may be used to protect other pupils and staff, and to ensure their right to teaching and learning is protected.

## **Bullying**

Please see separate anti-bullying policy.

## **The use of reasonable force to control and restrain pupils**

Following the issue of guidance from the DfE (January 2016) these are the very limited circumstances in which the use of restraint is appropriate:

- Where a pupil's behaviour is at risk of causing injury to him/herself.
- Where a pupil's behaviour is likely to cause injury to others (adults or children).
- Where a pupil's behaviour is likely to cause serious damage to property.