



Through our Christian Values -  
Friendship, Compassion, Trust  
and Respect:

**We Encourage, Build & Hope  
together...no one left behind.**

Based on 1 Thessalonians 5-11



*At our school we aim to develop each child fully - socially, physically, intellectually, morally and spiritually by fostering a caring inclusive community based on clear Christian values, in keeping with our status as a Church of England School, which encourages an understanding of the meaning and significance of faith, which recognises and respects the beliefs and religions of others.*

## Behaviour and Welfare Policy

### **Aims and Expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We whole-heartedly embrace Equality, Diversity and Inclusion in our Christian vision which is embedded in everything we do.

**'We encourage, build and hope...no-one left behind.'**

There is an expectation that all stakeholders will act with due regard for the care, wellbeing and safeguarding of all pupils including those with SEND (Equality Act 2010).

Positive relationships and behaviour are integral to our happy, healthy and safe learning community. Through our *PSHE and Safeguarding Curriculum*, we aim to provide all of our children with the foundations to support their social, emotional, moral and behavioural development. We actively teach, promote and expect excellent behaviour for learning at all times and across all aspects of school life which facilitates high quality learning inside and outside of the classroom. Our four core Christian values ensure that our school vision is encouraged and promoted in everything we do:

**FRIENDSHIP COMPASSION TRUST RESPECT**

We also have only **three golden rules** for our pupils to follow:

- **We follow instructions immediately**
- **We keep hands, feet and objects to ourselves.**
- **We use positive and appropriate language.**

These rules are designed to promote positive behaviour choices and not merely deter anti-social behaviour. Central to the policy is **choice**. Positive choices lead to positive consequences and choices which are negative lead to graduated sanctions. Through encouraging the children to make the right choice, we promote self-management of behaviour. Praise in recognition of positive behaviour is also encouraged and all stakeholders (staff, pupils, parents, governors and visitors) should aim to 'catch' positive behaviour and acknowledge accordingly.

## Our school behaviour system

Our school follows a traffic light system for behaviour (in line with the Ebor Academy Trust approach to behaviour):

**WOW**

**Expected**

**Wobbly**

**Unacceptable**

At the start of each day, all children will arrive into school with their own individual name on **Expected** (green) behaviour (see [behaviour expectations](#)).

Pupils are expected to move their name on the behaviour system depending on the choices that they make. Positive consequences may lead children to move onto WOW; negative choices which do not follow our key rules will have a graduated response of Polite Warning; Wobbly; Red. Pupils have the opportunity to move from Wobbly back to Expected if positive changes are seen in their behaviour. The consequences for behavioural choices will be outlined further in the "Consequences" section of the policy.

## Roles, rights and responsibilities:

### Pupils

It is the responsibility of pupils to make positive choices at all times with all adults, pupils and all stakeholders in school. Pupils demonstrate positive choices and behaviour by following our golden rules.

### Class teacher

All staff in our school have high expectations of the children in terms of their behaviour. With these principles in mind, specific responsibilities of the class teacher are as follows:

- Praise children on an individual or group basis making explicit why; what rule they have followed, or what choice they have made
- Follow our warnings system, making explicit why; always state what rule they have broken, and always record incidents of Unacceptable behaviour
- Be consistent with all consequences (both positive and negative consequences)
- Treat each child fairly and with respect and understanding
- Apply these principles, roles and responsibilities with their own class and around school
- Be a positive role model by demonstrating positive relationships with everyone in school
- Discuss with Senior Leadership Team any children who persistently refuse to follow the behaviour system
- Liaise with members of our Ebor Academy Trust team for support and guidance around the progress of children when necessary (e.g. Ebor Behaviour and Wellbeing Team).
- Liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the education social worker or LA behaviour support service
- Report to parents about the child's social and emotional aspects of school life, including behaviour and relationships. Communication will be prompt and effective so that home and school can work effectively together to support the child. Parents evenings will also provide time to discuss behaviour and positive choices being made.

### Support Staff

We expect all support staff in school to follow the behaviour system when managing behaviour. As with teachers, a key priority is to reinforce expected behaviour (including following school rules) and positive relationships at all times.

It is the responsibility of the member of staff on duty to deal with behavioural situations when they arise. However, in more complex situations, our school Wellbeing Lead or SLT will work more closely with a child or family on a 1-to-1 basis to help provide the skills and support to improve a child's ability to cope and navigate scenarios which they have found tricky.

### Headteacher

In addition to the above, it is the responsibility of the headteacher to:

- Support the staff by implementing the policy, including the above objectives, and by setting the expected standards of behaviour
- Implement this policy consistently throughout the school, ensuring that it is being upheld by all staff, governors and visitors
- Liaise with the Safeguarding and Wellbeing Team on instances of behaviour that need monitoring or specific intervention
- Report to governors termly within the Head Teacher's report during Governors meetings in the section on Personal Development, Behaviour & Welfare.
- Ensure the health, safety and welfare of all children in the school
- Maintain a record of all reported serious incidents of misbehaviour
- Issue fixed-term exclusions to individual children for serious acts of misbehaviour and
- For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child; this will be in consultation with the Trust Behaviour Lead.

### Parents / Carers

We aim to build a supportive dialogue between home and school so that pupils receive consistent messages with regards to behaviour in school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes unusual changes in a child's behaviour; a child moves onto Unacceptable; or if there is a pattern of regularly-received warnings.

We expect parents / carers to:

- Be aware that we have school rules and to work with the school when reinforcing our school rules
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incidents or issues

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and then, if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and welfare policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### Consequences

#### Positive Rewards

Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. Consistent approaches to positive consequences across the school include:

- Children receiving positive praise for their choices, e.g. "Thank you for...", "Congratulations on..."

- Receiving Smiley Faces (in EYFS and KS1) or House Points (in KS2)
- Certificates that recognise their positive behaviour
- Referenced as good role models
- Stickers or other small prizes / treats
- Opportunity to celebrate achievements out of school during celebration assembly and class circle time
- Wow stickers and Gold Awards given for outstanding achievements/behaviour

### Negative consequences

Staff at Sproatley Academy employ a consistent and clear response to negative consequences (our 'sanctions') if a child breaks a school rule.

- A polite reminder about behaviour and choices will be given
- A final warning will be given to children privately so that reflection on behaviour and choices can be made.
- The child will then move their name onto **Wobbly** and they will be asked to reflect and explain their behavioural choices privately with the adult at the start of their break or lunchtime play. The child will spend 3 minutes of their time reflecting on what they could have done differently, taking into account our Christian values and our school vision.

Should negative choices continue to be made by the child, then their name will be moved into **Unacceptable**, at which point the following consequences will be followed:

- The child will miss their full breaktime or 15 minutes of lunchtime play
- The child will spend time with a member of the Senior Leadership Team to reflect on their negative choices
- Parents / Carers will be informed at the end of the school day either in person or by telephone call.

Staff will also log all unacceptable incidents internally so that the school Safeguarding and Wellbeing Team can monitor patterns of behaviour and inform our PSHE and Safeguarding Curriculums accordingly. Any specific issues that are impacting negatively on behaviour will be addressed in PSHE/circle time.

This system also applies across lunchtime.

### Repeated Negative Behaviour:

There may be extenuating circumstances whereby the school behaviour system is not working for a particular pupil. In these circumstances, the following stages are followed when consistently negative behaviour is seen. These stages are carried out to reduce such behaviour:

- Stage 1: A discussion with parents to inform of a high number of warnings caused by low-level disruptive / uncooperative behaviour incidents. We aim to work with parents to encourage positive behaviour and avoid further steps being taken.
- Stage 2: A letter to parents to advise this has continued and therefore we need to see an improvement within a fixed period of time. Staff will implement an **individual behaviour plan** (in addition to any other PSHE and wellbeing interventions that may be used) and parents will be kept informed regularly on progress.
- Stage 3: A meeting with parent(s) / carer(s), the pupil, and the Headteacher will be held and a specialised behaviour action plan put in place. SLT and classroom staff will work together to closely monitor behaviour and weekly discussions will be had with parents about progress.

### Fixed Term Exclusion

Serious misbehaviour is rare at Sproatley Academy but is dealt with quickly and effectively. Such behaviour would mean warnings are automatically by-passed to stage 2. The Headteacher has the responsibility for giving fixed-term exclusions (either internal or external) to individual children for serious acts of misbehaviour. Reasons for exclusion might be

- Persistent disruptive behaviour
- Physical harm against an adult
- Physical harm against a pupil
- Verbal abuse or threatening behaviour against an adult
- Verbal abuse of threatening behaviour against a pupil
- Damage to property
- Bullying
- Total defiance (cumulative)
- Extreme, threatening behaviour to another pupil / adult
- Sexual abuse or harassment

All members of staff are aware of the regulations regarding the use of force by teachers. Staff would only need to intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting themselves or others. The actions that we take are in line with government guidelines on the restraint of children. All cases of fixed term exclusions will be in consultation with the Ebor Trust Safeguarding and Behaviour Lead. Governors will also be informed.

[See Ebor Exclusion policy here](#)

### Restorative Practice

Staff are trained in following restorative practice and have resources available to help facilitate restorative circles. The aim of restorative practice is to build positive relationships between staff and pupils, as well as amongst pupils and their peers. Restorative circles allow the child who has caused harm to reflect on their own behaviour, feelings and choices and empathise how these choices have impacted on others. It also helps the child to make connections on how they should resolve the issue and come to a resolution that helps everyone.

### EYFS

Children in EYFS follow a visual system linked to emotional faces. All children will start the day in the "smiley" face (Expected). If they are given a warning, they will have their photograph moved to the "sad" face (Wobbly) and will miss 3 minutes of their time sitting out. If they continue with unacceptable behaviour, then their name will move to the "really sad" face (Unacceptable) and lose time in their free choice. They will spend 10 minutes reflecting on their actions and speak to a member of SLT. Parents will be spoken to by the Class Teacher at the end of the school day. After they have completed their consequences for their behaviour to a satisfactory standard, their name will move back to the "smiley" face. Staff will continue to use the language of "WOW", "Expected", "Wobbly" and "Unacceptable" to reinforce this behaviour system for when the child moves through the school.

### Inclusion

Most Special Educational Needs children will follow the system detailed; however, some children will require Individual Behavioural Plans that are tailored to their needs. We endeavour to work with the appropriate outside agencies to provide the most appropriate support for the child's individual needs.

## **Monitoring**

The Governors' Curriculum and Standards Committee monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy.

The Headteacher, in consultation with the Safeguarding and Wellbeing Team reviews the effectiveness of the policy annually and will make necessary adaptations to the policy, in line with official recommendations, to meet the needs of our school community.

## **Referenced Documents & Policies**

[Diocese of York Christian Vision and Values](#) - Guidance on our approach to our church school distinctiveness

[Sproatley Endowed C.E. Academy Anti- Bullying Policy](#)

[Sproatley Endowed C.E. Academy Accessibility Policy](#)

[Department for Education Guidance on Suspension and Permanent Exclusions](#)

[Department for Education Behaviour in Schools Guidance for Headteachers and Staff](#)

[Sproatley Academy revised behaviour expectations](#)

Date of review: April 2023

Reviewed by: Mrs V. Tippett and Mr T Snuggs

Date of next review: April 2024