



CHERRY WILLINGHAM PRIMARY ACADEMY BEHAVIOUR PROCEDURES 2021

Our school follows the Priory Federation of Academies Student Behaviour and Discipline Policy, which should be read in conjunction with these principles, however, here at Cherry Willingham Primary Academy, we also follow our more personalised Behaviour Principles.

Our academy values and those of the wider Trust are;

Wisdom

Nurturing deeply cultured, reflective and philosophical thinkers of the future.

Curiosity

Empowering intellectual curiosity, active learning and inquisitiveness.

Generosity

Fostering empathy, mutual respect and courtesy in a global community.

Courage

Championing integrity, resilience and the value of personal endeavour.

Passion

Igniting a sense of awe and wonder, moral conviction and ambition.

At Cherry Willingham Primary Academy, we are striving to ensure that our values are embedded across our whole school ethos. We have enriched our Behaviour Procedures by embracing the values and worked in partnership with the children and staff to compose our whole School Classroom Charter. This enabled the children to reflect (**Wisdom**) on how they believed everyone should act within school (**curiosity**) and how we should all treat each other (**generosity**). The children all showed great insight and frequently within their suggestions referenced integrity, resilience (**courage**), respect, empathy, courtesy (**generosity**), and a strong sense of moral conviction (**passion**), though using their own language.

Our School Classroom Charter

We will enjoy our learning and have fun with our friends as we all agree;

- ✓ We will be kind to each other
- ✓ We will put our hands up if we would like to talk and we listen to other people when they are talking
- ✓ We will use our manners and be polite
- ✓ We will be respectful
- ✓ We will only use kind hands and feet

- ✓ We will share with our friends and let them join in with us
- ✓ We will try our best in lessons and work hard

Broader Expectations of Behaviour

At Cherry Willingham Primary Academy, we also maintain broader expectations around behaviour aimed at ensuring everyone's safety and promoting positive wellbeing. Therefore, we also

- Ensure that all of our children dress in accordance with our uniform procedure (including p.e. kit) promoting our school's sense of community and equality across pupils. We do not tie our jumpers around our waists as we are proud of our uniform and school.
- All take responsibility for picking up any litter in the school building or outside and placing it in a bin, even if we didn't drop it; because we are respectful of our community and recognise that littering is harmful to the planet.
- All take responsibility for picking up belongings that are left on the floor around school, even if they are not ours; because we are proud of our school and take care to look after it. We also want to protect our friends and make sure they will not fall over items that have been left on the floor.
- Ensure that pupils make healthy choices about the snack foods that they bring in to eat at break time; because we understand that making healthy choices keeps us physically and mentally fit. We also ensure that chocolate and sweets are not allowed in packed lunches as these are not a healthy choice.
- Ensure that toys or footballs are not brought in from home to play with in school as we know that our friends get very sad if precious items get lost.
- Ensure that mobile phones or smart watches are not brought in to school unless there is a very specific circumstance which has been agreed in writing by Mrs Evans. These items are very expensive and both children and parents get very upset when they are lost or damaged. In not allowing these in school it also enables school to manage e-safety risks more effectively.

At Cherry Willingham Primary Academy, we place a strong emphasis on recognising and praising the positive behaviours for learning that the children themselves identified whilst creating the School Classroom Charter. Our other emphasis is in regard for the mental and emotional wellbeing of the children. Due to this we have chosen one of our favourite books to draw upon in regards to recognising and praising the positive behaviours that the children are displaying within school. The book '*Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids*' forms the basis for our **behaviour principles**. The premise of the book is that everyone walks around carrying an invisible bucket (representing happiness, self-worth, and confidence). We can fill the buckets of others in big and small ways – increasing fullness. We can dip into the buckets of others – increasing emptiness. The only way we can contribute to our own buckets is by filling up others. Our rationale is that by strongly emphasising the desirable behaviours, boosting the positive feelings and self-worth of the children, they aim to achieve them more. In seeing their peers receive recognition and reward they will also want to receive it themselves.

Each classroom has a copy of the School Classroom Charter on display and a set of 5 buckets, ranging from empty to full. Each day the children start with an empty bucket. As they progress through the day, the teacher and all staff they interact with, can point out when they have done something that has helped to fill their own or another child's bucket, in showing an aspect of the Classroom Charter. This then moves the child up to the next, slightly fuller, bucket. Even if a child has displayed an undesired behaviour that is not a part of the Classroom Charter, such as shouting out, they do not move back down the buckets. They instead will be reminded of the Classroom Charter and a staff member will explain to them how the 'bucket dipping' behaviour impacts on their own and others' feelings.

Each Monday during the SEAL (Social and Emotional aspects of Learning) Assembly, children who have achieved 3 full buckets from the previous week, have their name placed on the Bucket Board of Recognition in the hall, where they will remain for that week. Each week the names of the children on the recognition board are recorded. All children whose name appears on the Bucket Board of Recognition on 4 or more occasions over a half term are invited to participate in the end of term **Bucket Bonus!** The bucket bonus changes each half term reflecting the season. Examples include Marshmallow Hot Chocolate Friday, or Ice Pops on the Adventure Playground.

However, there will always be behaviours that are undesirable, our school ethos is to work restoratively rather than with punitive responses. Reasonable adjustments are made for individuals who have specific needs including those on the autistic spectrum at the discretion of the Head Teacher and the SENCO.

In the first instance, as previously mentioned, the child/ren are reminded of the class charter they have created, and that the current behaviour is not in line with the charter and that it is dipping into their bucket as well as their classmates and their teachers. If the behaviour is repeated they are again reminded that they are not adhering to the charter they agreed to follow within school.

If this behaviour then continues the child takes time in the corridor outside the class, to consider their behaviours/actions and how they are not in line with the charter and to reflect on how they should be acting and how they should act in the future. They are then welcomed back in to class.

If the same undesired behaviour continues, they are informed that they need to miss 10 minutes of their lunchtime to reflect on their behaviours and to consider a SOCCSS process (Situation, Options, Consequences, Choices, Strategy and simulation) this gives them the opportunity to reflect on the situation, and the choices they could make in the future so that the situation has a more desirable outcome. Children may be supported by an adult to reflect on this. If a behaviour is occurring repeatedly and the child is not making attempts to reflect on its impact Mrs Evans will telephone parents to discuss this further. We monitor any emerging patterns of poor behaviour, through on-going Individual Observation Forms — with due regard to age, ethnicity, gender, special educational needs, disability etc.

Some behaviours will surpass the gradual process above. These will include any behaviour causing injury to self, another child or adult, or behaviour causing damage to equipment. At this point the child will be removed from the class, straight away to ensure everyone's

safety. It is important that the impact of their behaviour on the others involved is discussed with the child, when the child is in an appropriate emotional state to reflect. It should be encouraged that some restorative process takes place, this may be that they apologise to the other individuals involved or that they write a letter of apology, whatever is proportionate to the incident.

Parents will be asked to attend a meeting to discuss the behaviour of the child if it becomes clear that there is a need, via a phone call or letter. If a pupil's behaviour does not show improvement and other difficulties are identified, a Pupil Support Plan (PSP) will be developed (stage 1) and implemented to support the child in making positive behaviour choices. This will be reviewed after a period of 6 - 8 weeks, and if the behaviour issues persist, a further review will take place (stage 2). If there is little progress at the (stage 3) review a further step will be taken. Parents are expected to attend each PSP meeting to discuss progress and barriers to learning.

The next step is to involve the Behaviour Support team (BOSS) who will support the child and school by developing a BIP (Behaviour Intervention Programme) which is reviewed by the BOSS team over a longer period of time according to the needs of the child.

Children who are already identified as having a risk of extreme aggression or disruption, such as flipping tables, already have a risk assessment in place, detailing how they should be supported during times of intense emotion, such as anger. If a child is posing a risk to themselves or others, or is causing extreme disruption (not just being annoying) then they are removed from class using positive handling by 2 members of staff.

We all have a role to play in ensuring that as far as possible the environment we create for our children in Cherry Willingham Primary Academy is safe.

Exception related to COVID circumstances

Currently spitting is a much higher risk to other pupils and staff. Therefore, a pupil may be suspended for spitting alone.

Signed *K. Evans* K. Evans

November 2021