

Wisbech St Mary Church of England Academy



Behaviour Procedures

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better” (Pam Leo)

This document outlines the behaviour systems and expectations at Wisbech St Mary Church of England Academy. This document should be read and implemented alongside the [DEMAT Behaviour Policy](#).

Our approach to behaviour:

Wisbech St Mary C.E Academy is committed to creating a safe and secure environment within a Christian context in which children can learn.



All staff are trained in and follow [Cambridgeshire STEPS](#), which is a therapeutic-thinking and trauma-informed approach to behaviour management and responding to others. This means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us. They focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour.

At our school, everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. The School recognises that every member of the school community has a responsibility for promoting pro-social behaviour in school. Staff are committed to working closely with parents, pupils, and Governors to promote positive behaviour and to create a culture of respect. We will always take a considered and sensitive approach in order that we can support all of our pupils.

We model expectations using the agreed language of our school values:

READY - being ready to learn, being ready to play, being ready for school in the morning, being ready to get the best out of the day, being ready to accept the views and ideas of others.

RESPECTFUL - respectful of ourselves, respectful of others, respectful of our differences, respectful of property and respectful of the world around us.

SAFE - safe in our play, safe in how we move around school, safe in the street, safe at home, safe in who we talk to online or in person.

ROUTINES	
What we do	Why we do it
Attendance and punctuality: <ul style="list-style-type: none"> We come to school every day and on time. 	Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Walking through school: <ul style="list-style-type: none"> When walking through school as a class, we walk in a straight line in silence. When walking through school independently, we walk in silence calmly and sensibly. We remember to say, 'excuse me', 'please' and 'thank you'. We greet visitors and adults politely by looking and saying, 'Good morning / Good afternoon'. We wait and allow adults to pass by us. 	Our school is a calm environment. We do not disrupt learning in classrooms. Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Collective Worship: <ul style="list-style-type: none"> We walk into Collective Worship in silence. We sit down in our lines silently and show active listening. We keep our hands and feet to ourselves. We raise our hands to contribute where appropriate. We join in with all parts of Collective Worship. We are always respectful; <ul style="list-style-type: none"> We use 'good posture, pay attention, and show patience' Standing up silently at the end of assembly when instructed to do so Walking silently back to class 	We are contributing to the vision and values of our school. It shows us, our peers and our teachers that we are focused and learning. To encourage Christian behaviours and attitudes.
Communal areas: <ul style="list-style-type: none"> Keeping all areas neat and tidy and ensuring the floor is always clear. Returning books to their correct place when choosing a book. Returning their library book before borrowing another. Being kind and taking turns (sharing comfy seating and exciting books etc). 	Our school is a calm environment. We do not disrupt learning in classrooms. To ensure we are all safe.

<p>Sitting in class:</p> <ul style="list-style-type: none"> • We sit with our chairs tucked under the table. • All chair legs remain on the floor. • When we are working, we sit up straight and use our allocated workspace. • When we are on the carpet, we cross our legs and face the front. 	<p>It shows us, our peers and our teachers that we are focused and learning.</p> <p>We look successful.</p> <p>Good posture leads to good handwriting.</p> <p>Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.</p> <p>To ensure we are all safe.</p>
<p>Handing out resources:</p> <ul style="list-style-type: none"> • Allocated child/children hand out the resources. 	<p>Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back.</p>
<p>Presentation in books:</p> <ul style="list-style-type: none"> • See Handwriting and Presentation of Work policy. 	<p>We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time.</p> <p>Our books tell a story about how successful we are.</p> <p>An untidy book sends a message that we do not care about learning.</p>
<p>Respect for resources:</p> <ul style="list-style-type: none"> • We tidy up after ourselves. • We take care not to lose resources (children take care of their own pencil cases). • We hand in mobile phones/devices at the beginning of the day. These should be left at home where possible. • We never vandalise school property or anyone else's property. • We keep our pencils sharp, whiteboard pen lids on, and our glue lids on when not in use. • Treating all books with respect and care. • Reporting books/resources which are damaged to an adult. • We use computers and devices with care, and we follow e- safety guidelines. 	<p>We are considerate to other children and our cleaners.</p> <p>We need to be able to start learning as soon as we enter the classroom.</p> <p>To ensure we are all safe.</p>
<p>At the end of a lesson:</p> <ul style="list-style-type: none"> • We leave the classroom tidy by putting away our resources. 	<p>When we return, we need to be ready to learn immediately.</p>

<ul style="list-style-type: none"> • We ensure that sides in classrooms and tables are tidy. • We ensure the floor is clear. • We tuck our chairs under our desks. 	<p>To ensure we are all safe.</p>
<p>Lunch hall:</p> <ul style="list-style-type: none"> • Walk into the hall calmly and either: <ul style="list-style-type: none"> ○ Get our lunchbox off the trolley and find a seat, or ○ Get in the school dinner line (once served, find a seat) • Talk quietly to people near you who are on the same table. • When lining up for hot dinners, line up quietly. • Remember to use your manners. • Eat your own food and do not share. • Don't fiddle with items on the table. • Pick up any dropped food and put all rubbish back into lunchboxes. • Eat with knife and fork unless it is finger food. • Scrape leftovers into the bin provided. • Ask permission to leave the table. • Do not go in the classroom without permission. • If you need the attention of an adult, put your hand up. 	<p>To ensure the lunch hall is a calm and safe environment for all.</p> <p>We are considerate to staff, other children and our cleaners.</p>
<p>Outside school:</p> <ul style="list-style-type: none"> • We behave responsibly outside of school. 	<p>We are creating an image of ourselves that we want to be positive.</p> <p>We are representing the school.</p>

LEARNING BEHAVIOURS

What we do	Why we do it
<p>Learning at our school:</p> <ul style="list-style-type: none"> • We work hard. • We use assessment for learning to identify gaps in learning. • We listen to the person who is talking ensuring that we are demonstrating active listening. • We put up our hand to ask / answer questions. 	<p>We can see what we don't know and focus on what we need to learn.</p> <p>Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners.</p>

<p>Reading:</p> <ul style="list-style-type: none"> We read at home every night. We read at school every day. 	<p>With practice we will improve our decoding and fluency.</p> <p>Reading a variety of books improves our writing, vocabulary and general knowledge.</p>
<p>Home Learning:</p> <ul style="list-style-type: none"> We complete home learning to a high standard. We complete activates as a family (as appropriate). We present our home learning neatly. If we struggled on a piece of home learning, we speak to our teacher. We ensure our Reading Records are completed daily. 	<p>Home learning allows us to consolidate what we have learned and commit it to long-term memory.</p> <p>Parents and carers are engaged with what children are learning and are able to support their learning at home.</p> <p>We work hard and complete the task fully to make it purposeful.</p>

UNIFORM	
What we do	Why we do it
<p>Uniform (all uniform should be named): Smartness and high standards of appearance are expected at all times, including:</p> <ul style="list-style-type: none"> Black/Grey - skirt, dress, trousers, or shorts Blue/yellow gingham dress or playsuit Polo shirt with or without logo (white, blue or navy) School Sweatshirt or cardigan with or without logo (white, blue or navy) Footwear - black school shoes No sliders or flip-flops Coat/waterproof jacket No jewellery except small stud earrings or sleepers/huggies or medical alert necklace/bracelet No make up 	<p>We are part of our school community.</p> <p>To ensure we are all safe.</p> <p>We look smart.</p> <p>We have the correct mindset to learn.</p>
<p>PE uniform (to be worn on PE days):</p> <ul style="list-style-type: none"> Plimsolls/trainers (change of shoes for outdoor PE) Wellies for Forest School Plain coloured shorts/tracksuit bottoms T-shirt – white, blue or House colour. Black/navy tracksuit top 	<p>We look smart.</p> <p>We have the correct mind-set to learn.</p>

PE	
What we do	Why we do it
PE: <ul style="list-style-type: none"> When we get to the playground/hall, we are silent and await instructions. 	We are able to track the speaker. Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Learning in PE: <ul style="list-style-type: none"> We work hard. We use assessment for learning to identify gaps in learning. We listen to the person who is talking ensuring that we are demonstrating active listening. We put up our hand to ask / answer questions. 	We can see what we don't know and focus on what we need to learn. Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners.
Responding to the whistle: <ul style="list-style-type: none"> When the whistle is blown once, we stop what we are doing, put our equipment on the floor and wait for the adult to give us our next instruction. 	Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Resources: <ul style="list-style-type: none"> We take care of equipment. Only adults go in the P.E. and playground cupboard/shed. 	The equipment belongs to the school and is expensive to replace. We need to look after things so that future year groups get the pleasure of using them. To keep our equipment tidy. To ensure we are all safe.

PLAYGROUND	
What we do	Why we do it
<p>Playing:</p> <ul style="list-style-type: none"> We do not kick, push, or grab other people when we are playing. We walk away or alert an adult if an argument arises Adults on playground duty will teach us games We only use kind words when we are playing. If you are asked to stop by another child, you must stop. Ask the adult on duty if you need to leave the playground. Do not lift or 'piggyback' anyone. Skipping ropes are for skipping games only. Do not stand or sit on the tables. We should be respectful to our natural environment. We only climb trees when an adult is present and says we can. 	<p>We do not want to hurt anyone else.</p> <p>To ensure we are all safe.</p> <p>To keep our playground tidy.</p>
<p>Lining up at the end of playtimes:</p> <ul style="list-style-type: none"> When the whistle is blown, finish our games immediately and come off any equipment. We help to tidy up. We walk to line up, ready to go in. Once in line, we wait patiently, we are silent. The member of staff will direct which line will go in first. 	<p>To keep our playground tidy.</p> <p>To ensure we are all safe.</p> <p>We go back to our classrooms sensibly, so we do not miss any learning time.</p> <p>Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back.</p>

<p>Coming into school:</p> <ul style="list-style-type: none"> • We walk into school silently. • We hang coats/bags on pegs ensuring the cloakroom is tidy. • When we arrive in the classroom, we follow our classroom routines, and we are ready to start. 	<p>We go back to our classrooms sensibly, so we do not miss any learning time.</p> <p>To ensure we are all safe.</p> <p>Every second of learning lost builds to minutes, hours, days, and weeks of lost learning time that you will never get back.</p>
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Rewarding Pro-Social Behaviour and Achievements

Rewarding pro-social behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. We will seek to encourage and reward pro-social behaviour, good work or demonstration of positive values by:

- Positive and specific verbal feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour e.g. stickers, Dojo points
- Phone calls home to parents
- Consistent use of Dojo/House Points
- Being sent to another member of staff to show their work
- CPOMS celebration of achievement entries
- A celebration assembly is held weekly in celebration of pupils' success in and beyond the school day (Celebration of Achievement certificate presented to one child per class)
- Half-termly attendance certificates presented to all children with 100% attendance
- Termly 'Citizenship Awards' are presented to children (one per class) who have demonstrated our school values throughout the term and have been exemplary role models
- Termly 'Sport Cup' presented to one child in school who has demonstrated good sportsmanship
- Yearly 'Savory Awards' are presented to children (one per class) who have made excellent progress from their starting points and has consistently shown positive learning behaviour

Pro-social behaviours include:

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having the correct equipment to work
- Looking after school equipment
- Keeping the classroom tidy
- Using manners

Consequences

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently pro-social behaviour. Behaviours will have logical consequences, rather than punishments. These might be protective consequences (e.g. escorted at social times, 'time out') or educational consequences (e.g. learning about children from different cultures, reflection time, social skills support).

When dealing with behaviour incidents staff focus on preventative strategies and de-escalating incidents, rather than reacting to them. Children themselves aren't 'difficult' and don't need to be punished to 'learn a lesson'. We use a restorative approach – staff and children work together to rebuild relationships and repair any harm done. This is accomplished through the following principles:

- Feedback to be given immediately after the anti-social behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should be specific and include why the behaviour was unacceptable, the rule that was broken and what improvements need to be made
- Sanctions should be proportionate to the behaviour
- Tiered sanctions (see Tables 1 and 2) allow staff to remind children of the high expectations we have for behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the warning (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of disruptive/difficult or dangerous behaviours it may be necessary to give additional warnings and sanctions.
- Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive/difficult behaviour.
- Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit disruptive/difficult or dangerous behaviours, adults will respond calmly following the staged responses.

Staged Responses

In school we have staged responses in place to ensure there is a consistent response to behaviours from all staff, these are outlined in Table 1; Table 2 details the behaviours included in each stage.

Guidelines for Implementing the Staged Response:

- be calm and matter of fact;
- be consistent; provide a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule;

- re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule;
- defer action until the session ends if necessary to maintain a positive learning environment;
- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied.
- provide an opportunity for a child to discuss/explain their action,
- record the more serious incidents of inappropriate and disruptive behaviour

Table 1: Staged response

Behaviour Staged response	Action to be taken by staff	Consequence
1	1 st verbal warning	Verbal Warning (reminder of expectations)
2	2 nd verbal warning	Verbal Warning (reminder of expectations) Confiscate any items or child to move away from area/activity or change seats, if necessary
3	3 rd verbal warning and inform phase leader or class teacher via CPOMS Parents informed by class teacher via Tapestry/Dojo Adult who has dealt with the behaviour will log their involvement on CPOMS including consequences	5 mins 'time out' e.g. standing with an adult on duty, sitting on bench, time in reflection area (inside or outside classroom)
4	Call or take the child to a member of SLT Adult who has dealt with the behaviour will log their involvement on CPOMS Parents informed by SLT SLT to upload reflection record as an action on the original CPOMS post	Internal seclusion - lose lunchtime/break time (reflection task and work) with SLT
5	Call or take the child to a member of SLT Adult who has dealt with the behaviour will log their involvement on CPOMS Parents contacted by SLT Parents contacted immediately to remove child from school if appropriate. SLT to upload reflection record as an action on the original CPOMS post if appropriate Meeting with parents and Headteacher (SENDCo if necessary) to plan for safe re-integration.	Internal seclusion - lose lunchtime/break time (reflection task and work) with SLT Advice sought from LA or Trust to support child and/or school Fixed term exclusion

NB: Responses may be adapted/adjusted for children who have additional needs, this may include a Risk Reduction Plan that is bespoke to the child.

Table 2: Anti-social Behaviours

Anti-social behaviours	Staged response
First time a rule or expectation is broken	1
Breaking school dress code inc. jewellery	1
Invading personal space e.g. fiddling with hair, poking, tickling	1
Shouting indoors	1
Misusing equipment, including throwing, bending, kicking	1
Not sitting properly on chair	1
Talking when others are talking	1
Refusal to complete tasks/instructions	1
Pushing (in line)	1
Running indoors or 'WALK' areas	1
Refusing to tidy	1
Unkind behaviours such as name calling/teasing/laughing at someone inappropriately	1
Deliberately excluding others	1
Being rude	1
Rough/inappropriate play	1
Disrupting games/activities	1
Huffing/shrugging/rolling eyes inappropriate voice (disrespectful)	1
Answering back	1
Second time a rule or expectation is broken	2
Lying	2
Possession of a mobile phone/device (without permission)	2
Third time a rule or expectation is broken	3
Persistent Stages 1-3 behaviour	4
Vandalism/damaging equipment with intent	4
Swearing/Offensive gestures	4
First use of prejudice related comments / language (inc. racial, homophobic)	4
Inappropriate touching/exposure of self to others	4
Stealing	4
Causing harm to others, without intent	4
Inappropriate use of technology	4
Persistent Stage 4 behaviour	5
Persistently causing harm to others, without intent	5
Throwing items, with intent to cause harm	5
Physical harming of an adult, with intent	5
Physical harming of a child, with intent	5
Possessing a weapon in school (e.g. knife)	5

NB: This list is not exhaustive.