



WEST TOWN LANE
ACADEMY

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WEST TOWN LANE ACADEMY

WHERE LEARNING IS AN ADVENTURE

BEHAVIOUR POLICY

Children's rights and responsibilities:

Article 12 – Respect for the views of the child

Article 19 – Protection from violence, abuse and neglect

Article 23 – Children with a disability have the right to a full and decent life

Article 28 – Right to an education

Article 31 – The right leisure time, play and culture

The Behaviour Policy should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- SEMH Policy
- Positive Handling Policy
- Anti-bullying Policy
- Exclusion and Suspension Policy
- SEND Policy

Rationale

Positive behaviours are essential to successful teaching and learning. We believe in having the highest expectations of all pupils and staff and use our 3 expectations – **Be Safe, Be Ready to Learn, Be Respectful** - as the foundations to building a strong behaviour culture. We are a Unicef 'Rights Respecting School' and foster the rights respecting ethos to enable children and staff to understand their role in meeting our 3 school expectations. Our policy provides guidelines and expectations that enable a fair and consistent approach to teaching positive behaviours and managing behaviours that do not meet the 3 West Town Lane Academy expectations. We recognise that some children require an individual approach to support them to meet the expectations, for which our policy allows.

Our Academy recognises its legal duties under the Equality Act 2010, Education Act 2011, all sections relating to children with Special Educational Needs and Disabilities and Keeping Children Safe in Education (KCSIE). West Town Lane Academy is strongly committed to safeguarding and understands that behaviour incidents must be considered as safeguarding and responded to in line with our safeguarding policy.

Purpose

To provide a safe and secure environment for everyone in order that all children can develop and learn effectively.

To create and embed a strong behaviour culture which enhances learning.

To ensure that children and staff know and understand the West Town Lane behaviour expectations and what their responsibilities are in meeting these expectations.

To enable a consistent approach, which is both transparent and supportive to children, staff and parents/carers.

To ensure provision is made for those children who require an individualised approach.

Registered Address:

West Town Lane Academy
Brislington, Bristol, BS4 5DT

To maintain an ethos of equality and respect, with cases of poor behaviour at an absolute minimum.

To ensure a shared approach to managing behaviour which involves pupils, staff and parents/carers.

West Town Lane Academy Behaviour Curriculum

Here at West Town Lane Academy, we understand the importance of an environment where children feel safe and feel a sense of belonging. We believe that the highest of expectations can be placed on all children and with the right teaching and support, all children can succeed. Our 3 expectations – **Be Safe, Be Ready to Learn, Be Respectful** – are the foundation to our behaviour curriculum (**appendix A**) and when children demonstrate these behaviours, we know that learning and progress are positively impacted. Children will be taught what it means to be **safe, ready to learn and respectful** through explicit teaching, positive reinforcement/recognition and through other opportunities within the core, foundation and wider curriculum.

All classes create a 'Class Charter' at the beginning of each academic year. The charter will be based on articles from the Unicef RRSA and will be created with and agreed by the children in the class. This charter will reflect the expectations of the class based on their rights and responsibilities. It will outline what children will do, and what adults will do with regards to children's rights. Using the Unicef 'Rights Respecting' ethos, children will be taught about how their actions affect others and themselves, and that all actions have consequences.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Consistently, we will expect the following in classrooms:

- When we enter the classroom (**respectful**), we will use a talking volume appropriate to the environment (indoor voices)
- We will put our belongings away and go to our learning spot (chair/carpet) with the equipment required (**ready to learn**)
- If we need the teacher's attention or have something to share, we will wait for an appropriate time (**respectful**)
- During learning time, we will only get up from our learning spot (chair/carpet) if we have permission to do so (**safe, ready to learn, respectful**)
- At the end of a session, we will tidy our work space/learning area (**safe, ready to learn, respectful**) and tuck our chairs in if we leave the table
- When we are lining up (**safe and ready to learn**), we will be one in front of the other, in lining up order, eyes forward, voices away

Consistently, we will expect the following outside of the classroom:

- When we are lining up (**safe and ready to learn**), we will be one in front of the other, in lining up order, eyes forward, voices away

- When we are moving around the school (**safe and ready to learn**), we will be walking, holding doors for others, staying to the left and our voices will be a whisper or quieter
- When we are in the dinner hall (**respectful and safe**) we will use cutlery to eat with (with some exceptions – ‘packed lunch’ day, wraps from the salad bar), raise our hand if we need help, use indoor voices, push our chair in when we’ve finished, clear our space when finished, stay at our table until we’ve finished our food, say please and thank you
- When we enter and leave assembly (**safe, ready to learn, respectful**) we will be silent and follow the moving around the school and lining up expectations

As with all other areas of the curriculum, if an individual child requires bespoke provision to support this learning process, we will ensure that this is provided. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

At West Town Lane Academy, **all** staff are responsible for teaching children the behaviour curriculum and maintaining high standards and expectations.

Behaviour Recognition, Reinforcement and Rewards

To embed a positive behaviour culture, we make a conscious decision to focus on the behaviours we expect to see and exemplify children who demonstrate these behaviours. When staff observe children being **safe, ready to learn** and/or **respectful**, they will recognise this behaviour verbally by stating explicitly what they have observed e.g. “I can see you are **ready to learn** because you have stopped talking and are facing the front.” This reinforces the behaviour expectations and gives regular reminders of what positive behaviours look like. Team Points should be used regularly to reward children who demonstrate positive behaviours and to reinforce these expectations to all.

Rewards which recognise children for exceeding expectations, ‘going above and beyond’:

- Visits to SLT to share work or examples of when they have gone above and beyond
- Stickers
- Gold Award and Rights Respecting Pupil Award certificates given in Celebration Assembly
- Verbally sharing achievements with parents/carers at collection time
- Phone call home
- A photocopy of exemplary work sent home with a brief note

At West Town Lane Academy, all staff are responsible for recognising, reinforcing and rewarding positive behaviours.

Behaviour Escalation System

Staff will primarily use positive behaviour management approaches (see above) to create and sustain a positive behaviour culture. However, we understand the importance of a clear and consistent approach when managing unwanted behaviours. Staff will use an escalated approach which will include 3 steps:

- **Reminder** (explicit reminder about what behaviour is expected relating this to the 3 expectations/class charters = e.g. "I expect you to walk in the corridor so you and others can **be safe**.")
- **Warning** (explicit explanation of the behaviour you are seeing followed by a reminder of the expectation relating to the 3 expectations/class charter e.g. "You are running in the corridor. I expect you to walk in the corridor so you and others can **be safe**")
- **Sanction** (child told that a sanction will be given and the reason why e.g. "Because you continued to run in the corridor after I gave you a reminder and a warning, you will now have to complete a lunchtime reflection")

Sanctions

We understand that all behaviour is communication and punitive sanctions can often exasperate negative behaviour in the long term. The sanctions that we use are designed to allow for reflection and learning. They encompass the Rights Respecting ethos by providing children with the opportunity and support to consider how their behaviour impacts them and others and how to develop positive behaviours.

Sanctions/consequences

- Nursery - Time out to reflect/regulate, use of Bear Emotion Cards (**appendix B**) to identify and name emotions, apology if required.
- Reception – Time out to reflect/regulate in partner class, use of Bear Emotion Cards (**appendix B**) and when child returns to class, apology if required.
- Yr 1– Yr 6 – If incident occurs during classroom time, sent to partner class for age appropriate time (10 -15 minutes depending on age and stage of development), completion of Behaviour Reflection sheet (**appendix C**), discussion with teacher on return or at the start of playtime or lunchtime, apology if required.

Note: If a child is unable to access the Behaviour Reflection sheet independently, they will be verbally asked to consider why they have received a sanction and which of our 3 expectations they did not meet. This along with the remaining points for reflection (see appendix B) should be discussed with the child on their return or at the beginning of lunchtime or playtime.

If an incident occurs during lunchtime/playtime or an incident is more serious, lunchtime sanctions (Lunchtime Reflection) can be applied – phase groups may have a rota for Lunchtime Reflection where a teacher will be on duty each day. Children will be expected to complete a reflection sheet and discuss this with teacher/SLT.

Suspensions and exclusions are only used in extreme cases where there has been a serious breach or consistent breaches of the Behaviour Policy. Please refer to the Suspension and Exclusion Policy for more information on this.

Guidelines for use of behaviour escalation system

- The 3 step process should be started again after playtime and lunchtime– we use a 'fresh start' approach.
- The behaviour escalation system should be used as discretely as possible and should cause minimal disruption to learning.
- A class register is provided for the class teacher to discretely record any reminders, warnings or sanctions given.
- The age and developmental stage of the child should always be considered when placing expectations on children.

- If a child reaches the sanction stage, this should be recorded on CPOMS – this must be done consistently to allow for effective monitoring, and intervention where necessary.
- If a child is sanctioned twice in the space of week, parents/carers should be notified by the class teacher.
- If concerns about individual children are identified through the monitoring process, parents/carers will be notified.
- If sending a child to a partner class will be detrimental to learning, teachers may choose to use Lunchtime Reflection as an alternative.
- Some incidents may not require an escalation process – violence/serious aggression/ racism and other discriminatory language/vandalism - and will need to be managed using the information available to staff at the time. Parents/carers should always be informed of such incidents.
- **All** staff are responsible for behaviour management and are expected to follow the Behaviour Policy.
- Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their negative behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.
- Some children may need an approach that sits outside of the school policy. This decision and the decision about what approach is needed should be made in collaboration with the teacher and SENDCo. In this case, a proactive plan should be made – Individual Behaviour Plan (IBP) ([Appendix D](#)). This should be shared with the child, all staff working with the child and parents/carers. It should be reviewed regularly.

Effective classroom management to support behaviour management

Well-managed classrooms are paramount to preventing disruptive behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish rewards and positive reinforcements.
- Establish sanctions for negative behaviour.
- Establish clear responses for handling negative behaviours.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Plan high quality, well-resourced lessons.

Mid-year Admissions

Class teachers will introduce our school Behaviour Expectations - **Be Safe, Be Ready to Learn, Be Respectful** - and the Rights Respecting ethos to children who join West Town Lane Academy after September (mid-year admissions). Class teachers will select a 'buddy' for the new joiner who can support throughout the induction period.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are supported to develop resilience. The school will promote SEMH needs as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

POSITIVE HANDLING:

It is also acknowledged that in exceptional circumstances and only as a last resort, staff may need to take action in situations where the use of reasonable force may be required. However, we would not look to physically control children unless their safety, or the safety of others, was compromised. Examples of situations that fall within one of these categories: -

- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a pupil from attacking a member of staff or another pupil, or to stop a physical altercation between pupils.

(Use of Reasonable Force *DfE 2013*)

All incidents must be recorded on CPOMS, under 'Physical Intervention'. Where possible this should include witness accounts. Please see our Positive Handling Policy for further details.

Policy Written: September 2025

Policy Review September 2026



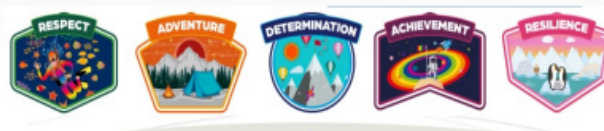
We are a Rights Respecting School.

Because we all have the right to be safe, to learn and to be respected, we must.....

**Be
Safe**

**Be
Ready to Learn**

**Be
Respectful**



Appendix B – Bear Emotion Cards



happy



sad



angry



hurt



tired



worried



calm

Behaviour Reflection

 		
We are a Rights Respecting School.		
Because we all have the right to be safe, to learn and to be respected, we must.....		
Be Safe	Be Ready to Learn	Be Respectful
		

Name: _____

Class: _____

Why were you given a behaviour sanction?	
Which of our school expectations did you not follow?	
Who did your behaviour affect?	
What will you do differently so that this does not happen again?	
Is there anything that the adults at school can do to help you?	
Tell me something special or brilliant about you.	

Appendix D – Individual Behaviour Plan

Behaviour Plan		Pupil name:	Class:	Year Group:						
SEND/Medical Issues: Date plan starts: Next review date: Staff working with the pupil:										
Challenging behaviour <u>What does it look like?</u> <u>What triggers it?</u>		Targets <u>What are we working towards?</u>								
Strategies for positive behaviour <u>How do we maintain positive behaviour?</u>		Early warning signs <u>How do we prevent an incident?</u>								
Reactive strategies <u>How do we diffuse the situation?</u>		Support after an incident								
Agreement: <table><tbody><tr><td>Parent name</td><td>Staff name</td></tr><tr><td>Parent signature</td><td>Staff signature</td></tr><tr><td>Date</td><td>Date</td></tr></tbody></table>					Parent name	Staff name	Parent signature	Staff signature	Date	Date
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