



Behaviour at TradeWinds Academy

At TradeWinds Academy, we understand that behaviour, wellbeing, and pastoral care are all closely interlinked. We aim to foster positive, meaningful relationships within our school environment. These relationships are key to the culture of behaviour at school. Of course, staff model appropriate conduct at all times, but in addition to that, staff members invest in the children; they show interest in the children, they ask questions, they make conversation outside the classroom environment, they treat children with respect and courtesy, they check how children are feeling and they show the children that they **genuinely** care.

This approach helps to create an environment where all children and staff feel safe, seen and valued. As a result, behaviour around school is generally very good, with children normally needing only gentle reminders about clear behavioural expectations.

Unsurprisingly, there are occasions when children's behaviour does not meet the expectations – they are still learning, and it is necessary to have behaviour management strategies and a clear progression of sanctions to correct behaviour that falls short and support their developing understanding of their own behaviour.

The strategies used across all phases of the school aim to draw attention to positive behaviours. We want to recognise and celebrate people meeting the expectation of the environment; the people making good choices. We want to create a culture where everyone feels that they can shine.

When the wrong choice is made, there must be consequences and children need to be held accountable for the behaviour that they demonstrate. It is understandable for mistakes to be made from time to time, and we recognise that there can be many contributing factors to someone making a poor behaviour choice. Given that the children in our care are developing their understanding of acceptable behaviour, we expect families to support us in our messaging around behaviour. A consistent approach between home and school, one that emphasises a positive relationship, is incredibly important to the overall culture of behaviour.

Given the range of ages and stages of maturity in our provision, the strategies that are used differ between phases. This document outlines the approach in each of the three school phases: Preschool and Reception, Primary and Lower Secondary.

Behaviour in Preschool and Reception

We recognise the importance of our preschool unit in establishing routines and expectations that provide the foundation for future success. We invest heavily in personnel in this department, to provide children with the attention that they need. Our aim is to create an environment that children enjoy, one that provides them with a really positive start to their time within the education system. We want them to feel confident, to be able to express themselves and to have a lifelong love of learning.

For many children, our teachers will be the first non-family members that they form a relationship with. For other children, our teachers will be the first people outside of the household to give them instructions. Fostering positive relationships from the very beginning is crucial. Equally important is the need to establish clear boundaries and to introduce children to the idea of action and consequence. Our experience shows that many children, particularly those who are looked after by nannies, are accustomed to having things their own way, rather than behaving in line with a set of agreed expectations. The need to address this falls within the Early Learning Goals and is delivered through our holistic curriculum model.

Class Agreement

The class agreement is a way of promoting and referencing acceptable behaviours. It is something that is introduced at the beginning of each year and reiterated throughout the year. When behaviour choices fall short of expectations, children are reminded of the class agreement. This can be done on an individual basis, or to a larger group, depending on the context.

In Preschool and Reception, the class agreement can be captured with three words: **CARE, BODY, AWARE**. This can be embellished further with the following:

Care

- Take care of ourselves and our property
- Take care of each other
- Take care of the school

Body

- Have looking eyes
- Have listening ears
- Use gentle hands
- Ensure personal space

Aware

- Be aware of your safety
- Be aware of your needs
- Be aware of your environment
- Be aware that actions have consequences

Managing Behaviour in Preschool and Reception

The teaching team in Preschool and Reception consistently model positive behaviours and strive to create an environment that focusses on the positive. Expectations are made clear to children and then praise and encouragement are given to those children meeting the expectation. This helps to draw attention towards positive behaviour, rather than glorifying or promoting negative behaviours.

To further emphasise positive behaviours, classes in Preschool and Reception use 'The Shine Board.' This board is a large star that has space for all of the children's names. Teachers make one particular expectation explicitly clear e.g. "I am looking for people sitting nicely, giving others personal space." When children are seen to be doing this, their name is moved to the star and they are praised – further drawing all children's attention to positive behaviour and encouraging them to reflect on their own. The goal of each session is to have every name on the star, and this is celebrated when it is achieved.

Correcting Behaviour in Preschool and Reception

Teachers in Preschool, and throughout school, are very careful when handling incidents relating to poor behaviour choices. They ensure that they do not label the child, rather they label the behaviour. E.g. "That was a poor behaviour choice." "When you do that, you can hurt your friends." We do not label children as 'naughty' or 'shy' as this approach is likely to create stigma, or an unfair reputation. We aim to encourage parents to take a similar approach to communicating about behaviour.

When challenging behaviour is apparent, the following steps are taken:¹

- 1)** *"That is a poor behaviour choice. Please make sure that you are aware of your surroundings and taking care of yourself and others."*

If behaviour does not repeat in that session, there is no need for further sanction.

- 2)** *"This is the second time you have broken the class agreement in this session. You will have to sit aside [from playtime or fun activity] for 2/5 minutes."*

If the behaviour does not repeat in that session, the child will get only 2 minutes out and depending on the severity of the behaviour, they might get 5 minutes out.

- 3)** *"This is the third time you have broken the class agreement in this session. I need to talk with you at a time that suits me. If it continues, your family will be informed."*

If behaviour does not repeat in that session, the child will spend time talking with the teacher about their behaviour choice. This will happen at the next available opportunity so that it does not impact on the learning of the class. This may be at break or lunchtime.

¹ The given script serves as a guideline. Teachers are free to alter the language used as necessary.

- 4) *“I have had to speak with you too many times. I am going to call a member of the leadership team, and they will come to collect you from the classroom.”*

The teacher will contact a member of school leadership, who will collect the child from the classroom and help the child reflect on their behaviour at their earliest convenience. At the end of the session, the child will accompany the staff member to meet with the original teacher and discuss the reflection made. If appropriate, the child will resume in the following session. Parents will be informed that these measures have taken place.

In order to develop children’s understanding of their own behaviour, and the impact that it has on others, it is crucial that school and families present a united front. When families are informed of poor behaviour choices that have merited some of the above sanctions, we expect them to support and reiterate the message received from school. This helps to avoid any contradiction or lack of clarity when it comes to the concept of actions and consequences. By having shared expectations and similar messaging, school and families can better support children’s behavioural development.

Behaviour in Primary

i) The Class Agreement

Every class in Primary has the same class agreement: **Ready, Caring, Safe**.

These three words can be applied to any behaviour that may be demonstrated. This could be about conduct towards others, attitude to learning, general preparedness etc. This simple, three-word agreement fits all scenarios and settings.

The class agreement is displayed in all classrooms and referenced regularly. All teachers across school are aware of the agreement and can refer to it whenever necessary, both inside the classroom and around school.

Teachers have a level of autonomy when it comes to classroom management – no two teachers and the same, and no two classes are the same either. By having this agreement in all classrooms in Primary, however, **all** teachers are able to make their expectations clear to **all** children. This consistent application means that children understand the expectation, understand WHY that is the expectation and understand that there are consequences for not meeting the expectation.

ii) Correcting Behaviours

Most often, when there are small transgressions in behaviour, teachers will employ gentle reminders of the expectation to an individual or group, taking care to ensure that this is as undistruptive as possible. In many cases, this could be a non-verbal reminder, or a change in the proximity of teacher to child.

When poor choices continue, or are more frequent, teachers use to following progression of sanctions to support the child in correcting their behaviour:²

1) *“That behaviour is breaking the class agreement. Please make sure that you are (ready/caring/safe).”*

If behaviour does not repeat in that session, there is no need for further sanction.

2) *“This is the second time you have broken the class agreement in this session. I need to talk with you at a time to suit me. If it continues, your family will be informed.”*

If behaviour does not repeat in that session, the child will spend time talking with the teacher about their behaviour choice. This will happen at the next available opportunity so that it does not impact on the learning of the class. This may be at break or lunchtime.

² The given script serves as a guideline. Teachers are free to alter the language used as necessary.

- 3) *“This is the third time you have broken the class agreement. You understand that I will need to talk with you about this behaviour and inform your family. If I need to speak with you again, you will have to leave this classroom.”* The conversation should take place at the next available opportunity. Following the conversation, family members will be contacted via ClassDojo to inform them that their child needed significant support in order to follow the class agreement.
- 4) *“I have had to speak with you too many times. I am going to call a member of the leadership team, and they will come to collect you from the classroom.”*
The teacher will contact a member of school leadership, who will collect the child from the classroom and complete a reflection note with the child at their earliest convenience. At the end of the session, the child will accompany the staff member to meet with the original teacher and discuss the reflection note. If appropriate, the child will resume in the following session.

Teachers may feel it necessary to ask children to leave the classroom temporarily during sessions if they feel that this would be of benefit to the child, or to the remainder of the class. This allows time and space for calming-down strategies to be used, ready for effective conversations to take place.

It is important to note that teachers are able to introduce additional behaviour management strategies should the need arise. Any strategies that are introduced will be carefully considered and in-line with the core values of TradeWinds Academy. We trust the professional judgement of our teachers to develop and employ strategies that meet the needs of their classroom.

Behaviour in Lower Secondary

Ages and Stages

Pre-teens and teenagers need flexibility, compassion and understanding. The International Middle Years Curriculum (IMYC) refers to the 6 needs of the ‘tumultuous teenage brain’³. It is crucial to their development, and the culture of our Lower Secondary department, that students view TradeWinds Academy as a safe, caring space. Learning how to behave in different contexts and with different people involves risk-taking, and the teaching team are conscious of this learning curve. Behavioural challenges are managed with care and attention, with teachers ensuring that the whole context is taken into consideration. We aim to provide students in Lower Secondary with the tools to moderate and regulate their own behaviours not only in school, but in any context. This is a crucial life skill.

Expectations and Management

We have high expectations of behaviour in Lower Secondary and ensure that boundaries are made clear to students. Staff members continue to model expected behaviours and demonstrate investment in every member of the Lower Secondary School.

During their final year of Primary (Year 6), students will observe and experience elements of the Lower Secondary environment. We expect all students by this point to be aware of the school expectations for behaviour, and to adhere to these intrinsically. Students are expected to be aware of self-discipline, be able to self-regulate and have high expectations of themselves both at school and in the wider community.

Class agreements are not used in Lower Secondary; instead, expectations are reinforced through regular discussion and reflection. A culture of mutual trust and respect is fostered between students and teachers. When this trust or respect is not evident, or falls short of the expectation, teachers have autonomy to address behaviours as necessary. More often than not, this is done in a gentle manner that preserves the sanctity of the classroom environment and encourages reflection and regulation. Learning conversations focus on positive, critical thinking and problem-solving attitudes and may involve structured reflective questions such as: *“What might have happened if a different choice had been made?”* Or *“If you put yourself in X’s shoes, what might that feel like?”* We believe that self-discipline is most effective in bringing out the best in students, and that the building of healthy, self-discipline strategies is only possible with both intrinsic and extrinsic approaches.

Should a staff member find that behaviour is consistently falling short of the agreed expectations, or that the above approaches are not yielding effective results, they will defer to the strategies used in Primary, to reassert the expectations.

³ <https://internationalcurriculum.com/news/imyc2020-the-tumultuous-teenage-brain>

Approach to Learning and Expected Outcomes

Across school, we aim to foster a positive approach to all activities. As part of our core value 'SHINE', children are encouraged to do their personal best all of the time. We recognise that some tasks may be very challenging, or that some days may be more difficult than others, however, this does not prevent us from giving 100% - we just need to recognise that it may not be the same 100% as other days.

Teachers make expectations of learning outcomes clear at the outset and provide reminders during an activity. These expectations may be different for different children, depending on their individual needs on any particular day. E.g. CHILD A may be asked to complete 12 calculations in a maths lesson, whereas CHILD B may be asked to complete 8. Teachers use their professional judgement, and their knowledge of the needs in their classroom, to set reasonable, achievable expectations for children.

Occasionally, students may find activities challenging, either from an academic perspective, or taking into account fluctuating social/emotional needs. In these instances, teachers will provide additional support to those children, enabling them to achieve the required learning outcome. Where possible, this additional support will be given during the lesson, however, teachers may require students to spend some additional time with them completing tasks. This is not a punitive measure, but a supportive one.

When framing activities, children receive regular, positive reminders about the importance of delivering their personal best. We want children to be proud of their learning, and personal best outcomes are celebrated. Students receive feedback throughout tasks and praise is used frequently as a motivator. Our intention is to develop intrinsic motivation in our students to the extent that they aim to SHINE without reminders; they do it because they want to, and they see the value in this approach.

There will be some occasions when a student's approach to learning fails to meet the expectations of the classroom, and as a result, the expected outcome is not achieved, or not achieved to the desired standard. Our approach to this is consistent across the school, from Reception through to Year 9. Simply put, if students **choose** not to do their personal best, resulting in incomplete tasks or substandard learning outcomes, they will be required to complete or re-do the activity during what would have been their break or lunchtime. We recognise the importance of recreation time during the school day, however, if children have chosen to have recreation time during the lesson, rather than focussing on the learning, then their scheduled recreation time will be redistributed accordingly.

Should a student **choose** not to complete the task to the expected standard during their break and/or lunchtime, teachers may communicate this with families, and send the task home to be completed that evening.

In instances where recreation time is used to complete learning, either for additional support, or in order to ensure expectations are met, teachers make it clear to children WHY this time is being used. With students in Upper Primary and Lower Secondary, teachers may have a reflective conversation with students, guiding them to think about how attitudes or tasks could be improved and allowing them the opportunity to **choose** to spend their own time improving outcomes.

Conclusion

In summary, our approach to behaviour is carefully structured, clear and consistent. It adapts to emerging needs; it promotes a positive approach to learning and it helps to establish a conducive environment for all. As students mature, there are greater opportunities for self-reflection and our hope is that this approach to behaviour, combined with the connected approach towards wellbeing and pastoral care, will continue to benefit students long after they leave TradeWinds Academy.