

This Policy was adopted by the governing body of

**Half Acres Primary Academy**



# **POSITIVE BEHAVIOUR POLICY**

Dated: September 2020

Date for Review: September 2021

## 1. Aims

The principles underlying our Behaviour Policy are:

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be inappropriate and unacceptable behaviour, including bullying
- **Prevent bullying**
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

### 3. Definitions

See grid below

### 4. Bullying

Bullying is considered an extreme unacceptable behaviour and treated as such.

Bullying is defined as when, 'one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time'. Page 5; Say no to bullying - SEAL theme overview PNS (DfES) 2005.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### Bullying and Cyberbullying

We would always work with the definition of bullying given above. We believe that our school has a duty to ensure all children are able to come to school and learn in a safe, healthy environment.

Any incidences of bullying will be taken seriously and dealt with quickly and firmly.

We would expect children to report any incidents that make them feel uncomfortable to an adult. Within school this could be the classteacher or a member of the support team. Initially this staff member would investigate the situation. The staff member would then bring this to the attention of

the Headteacher who may need to investigate further and contact parents. By everyone working together it would ensure the situation would be resolved. Any actions, sanctions or support, would be put in place for all the parties involved.

Within the curriculum and throughout our school ethos we place great emphasis on how we can learn strategies and life skills to deal with this kind of behaviour if or when it happens to us or other people we know.

Cyber-bullying would be treated in a very similar way. However, we would also investigate, to such an extent as is reasonable, any incidences of cyber-bullying that occur off site that affected any of our pupils. Appropriate action would be taken and parents would be informed. Children in school will be taught how to respond to any incidences of cyber-bullying. An Acceptable Use Policy will outline the rules that children have to follow when using technology in school. The Acceptable Use Policy will be shared with parents so that they can follow this guidance outside of school also.

Our policy on bullying encompasses cyber-bullying. Children learn about E-Safety and how to keep themselves, and others, safe when using technology. In 2020/21 work around anti bullying/E-safety will take place week commencing 16<sup>th</sup> November 2020.

### **Racist Incidents**

The Steven Lawrence enquiry defined racism as '**any incident which is perceived to be racist by the victim or any other person**'.

This definition has been adopted by many public agencies and is the definition we would use in school.

Isolated racist incidents will be investigated and treated in accordance with the escalations on the behaviour pyramid. Parents of both parties will be informed.

Racist bullying would be treated as an extreme unacceptable behaviour. If an incident was investigated and racism was evident then appropriate sanctions would be applied. This would be recorded in a racist log.

### **Homophobic Incidents**

Homophobic bullying is defined as 'any incident where people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different'

Isolated homophobic incidents will be investigated and treated in accordance with the escalations on the behaviour pyramid. Parents of both parties will be informed.

Homophobic bullying would be treated as an extreme unacceptable behaviour. If an incident was investigated and homophobia was evident then appropriate sanctions would be applied. This would be recorded in a homophobic log.

## **5. Roles and Responsibilities**

### **5.1 The Local Governing Body**

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

## 5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil Code of Conduct

### School Rules - The 3 As

As an Academy, we only have three, short school rules. These are easy for all stakeholders to remember and any incident of misbehaviour can be linked to a rule that has been broken. The rules also link to the aims of the policy and are all consumed within the rules.

It is the **right** of everyone at our school to be happy. We therefore have a **responsibility** to:

1. Always keep everyone safe
2. Always keep everyone learning
3. Always respect people and property.

The poster below is displayed in all classrooms. Although not exhaustive, it gives everyday illustrations to children about how their behaviour and conduct may look if they are following the rules. This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.



## Half Acres Primary Academy Code of Conduct

We want our school to be a happy and safe place that is friendly and welcoming and where everyone can learn.

This is how you can help:

### **Always keep everyone safe**

- Be friendly and kind to others
- Use kind words and actions
- Stay on the playground/field within set boundaries
- Walk at all times
- Make sensible behaviour choices
- Play games that everyone enjoys
- Sit on chairs properly
- Use safe hands and feet

### **Always keep everyone learning**

- Share with others
- Listen to others
- Talk at the appropriate time
- Complete work you have been asked to do to the best of your ability

### **Always respect people and property**

- Smile to your classmates and visitors
- Do as you are asked by an adult straightaway
- Remember to say "please" and "thank you"
- Help visitors and new people
- Play cooperatively together
- Keep the classroom tidy
- Look after your own and other people's property
- Put things back in the right place
- Pick things up when they fall on the floor
- Take care of displays
- Look after the environment
- Use equipment correctly
- Wipe your feet coming into school

### **Remember -**

If ANYONE hurts you, frightens you, calls you names or makes you unhappy in any way PLEASE TELL SOMEONE either at school or at home. You will get help.

Pupils are expected to:

- Adhere to the School Rules (The 3As)
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and Sanctions**

The school expectation is that children demonstrate good behaviour and this is reinforced through a system of praise and reward. This is for all children.

### **7.1 List of Rewards and Sanctions**

Positive behaviour of individuals will be rewarded with:

- Praise - written or verbal
- Special responsibilities/privileges - play leader, library monitor....
- Recognition board - acknowledgment on the recognition board for agreed class targets such as smooth transition, manners, sharing, tidy workspace....
- Dojo's - points awarded daily for positive behaviours, work and learning. The weekly Dojo champion receives a certificate, a text home and a photo on Twitter.
- Star of the Week - weekly award for positive behaviours, work, learning, effort, attitude.... The star of the week receives a certificate, a text is sent home and a photo on Twitter.
- Value of the moment - sticker awarded for demonstrating the current value focus.

Most children respond to this positive wave 1 approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

### **Sanctions**

**What the Law allows** (Behaviour and Discipline in Schools DfE 2016):

If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil. To be lawful, the punishment must satisfy 3 conditions:

1. It must be made by a paid member of school staff
2. The decision must be made on the school premises or while the pupil is under the charge of the school member of staff. This includes being at a school organised event or educational visit off the school site.
3. It must not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all circumstances.

Children need to discover where the bounds of acceptable behaviour lie and a Behaviour Policy must state these boundaries firmly and clearly. Each case is treated individually taking in to account the incident, antecedents to the incident and pupil age. Generally children are made aware that they are responsible for their own actions and if they choose to break the rules it will lead to a sanction

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at break or lunchtime
- Missing break or lunchtime,
- Loss of privileges
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

**In more extreme cases, schools may use temporary or permanent exclusion**

A punishment must be proportionate (...taking account of the pupils age, any SEN or disability).

- Corporal punishment is illegal in all circumstances.

**Guidance to the level of behaviour and the sanctions that may be imposed:**

<u>Category of Behaviour</u>	<u>Who is Responsible</u>	<u>Possible Sanctions</u> (This shows sanctions available to staff at each level. They escalate in severity as the behaviour escalates. Staff use discretion, selecting sanctions based on age of child and suitability to behaviour shown)
<p><b>Level 2</b></p> <p><b>General inappropriate behaviour</b></p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Distracting others from their work eg habitual chattering</li> <li>• Refusing to follow instructions</li> <li>• Inattention in classroom</li> <li>• Inappropriate behaviour in the playground eg. rough play, not sharing</li> <li>• Inappropriate lunchtime behaviour</li> </ul>	<p>Class teacher</p> <p>or</p> <p>Teacher on duty</p> <p>or</p> <p>Teaching Assistant/HLTA</p> <p>or</p> <p>Lunchtime Supervisor</p>	<ul style="list-style-type: none"> <li>• Admonish</li> <li>• Isolate eg. Move away from friend if chatting</li> <li>• Warn about consequences of further repetition</li> <li>• If appropriate, close supervision at playtimes</li> </ul>

<b>Second incident of general inappropriate behaviour (Level 2)</b>	As above	As above and <ul style="list-style-type: none"> <li>• Missed playtimes for one day (stand in a safe, observed isolation area or accompany teacher on duty)</li> </ul>
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Any incident dealt with at level 3 or above is reported to parents. This may be by telephone or, where appropriate by letter (appendix 1). At **Stage 3**, the parent/carer is invited in to school to speak with the classteacher. If appropriate, our Family Mentor will be asked to be present at the meeting. The Family mentor and Headteacher must be fully informed.

<b>Level 3</b> <b>Recurrent or persistent incidents of general inappropriate behaviour</b>	As above and member of senior leadership team	As above and <ul style="list-style-type: none"> <li>• Time out in a designated space eg thinking chair</li> <li>• Behaviour contract</li> <li>• Consequence sheet</li> <li>• Home/School link chart</li> </ul>
<b>Level 4</b> <b>Unacceptable Behaviour</b> Eg: <ul style="list-style-type: none"> <li>• Refusal to complete work</li> <li>• Refusal to comply with adult instruction</li> <li>• Series of incidents between children -physical or verbal</li> <li>• Mild swearing</li> <li>• <u>Single incidents</u> of racist or homophobic name calling</li> <li>• Fighting (low level)</li> </ul>	Deputy Head teacher Or Headteacher	<ul style="list-style-type: none"> <li>• Missed playtimes</li> <li>• Behaviour contract agreed</li> <li>• Time out in another class</li> <li>• Consequence sheet completed - may be shared with parents/carers</li> <li>• Behaviour slip issued (appendix 2) (exclusion for 3 slips - term to be agreed with Headteacher)</li> <li>• Meeting with parents/carers and home/school partnership agreed</li> <li>• Daily/Weekly report as agreed</li> </ul>

<p><b>Level 5</b></p> <p>Extreme unacceptable behaviour</p> <ul style="list-style-type: none"> <li>• Extreme swearing or repeated use of mild swear words</li> <li>• Repeated incident of racist or homophobic name calling</li> <li>• Physical assault/extreme fighting</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Truancy/leaving school premises without permission</li> <li>• Verbal and racial abuse</li> <li>• Refusal to co-operate</li> <li>• Continued disruptive behaviour in class</li> <li>• Sexual abuse</li> <li>• Taking or selling drugs on school premises</li> <li>• Carrying offensive weapons</li> <li>• Bullying - including cyber-bullying, racist bullying and homophobic bullying</li> <li>• Malicious allegation against a staff member</li> </ul>	<p>Headteacher Or Deputy Headteacher</p>	<ul style="list-style-type: none"> <li>• Request immediate conversation with parents</li> <li>• Involvement of other professionals e.g. Child Protection, Social Services, Educational Psychologist</li> <li>• Withdrawal from class for rest of day supervised by senior staff</li> <li>• No contact with rest of their class/school</li> <li>• Exclusion for breach of contract</li> <li>• New contract agreed with further exclusion imposed if breached</li> <li>• Child Well-Being Meeting involving parents and staff from other agencies.</li> </ul> <p><b>NB: WORST CASE SCENARIO IS PERMANENT EXCLUSION</b></p>
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Any incidents (observed or spoken) where a member of staff feels a child may be at risk - at school or at home - then an orange concern form (available in staffroom or office) must be completed and given to the headteacher as soon as possible. If in doubt, write it down - it is better than doing nothing. A log on CPOMS should also be completed and the appropriate staff members alerted.

If a fixed term or permanent exclusion has to be imposed then the DfE Guidance on 'Exclusions from maintained schools, Academies and pupil referral units in England' (September 2017) will be followed.

## 7.2 Incidents Outside of School

School is responsible for behaviour within the school day (8.50am- 3.15pm) and aims to encourage standards of behaviour in pupils that transfer well to other contexts eg. walking home from school, playing in the park after school. On occasions, this may not be the case.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:

taking part in any school-organised or school-related activity or

travelling to or from school or

wearing school uniform or in some other way identifiable as a pupil at the school.

• misbehaviour at any time, whether or not the conditions above apply, that:

could have repercussions for the orderly running of the school or

poses a threat to another pupil or member of the public or

could adversely affect the reputation of the school.

It is not possible to consider the school's response to the broad range of possible incidents children could be involved in out of school. The school deems that parents are responsible for pupils outside school premises but that school should work in partnership with parents to promote good behaviour in pupils outside of school. Where non-criminal bad behaviour is reported to the school, school will inform parents or external agencies as appropriate for the matter to be considered for sanctions in line with the families own parenting strategies and appropriate sanctions. School will encourage children to consider their out-of-school behaviour in line with school expectations but will not administer sanctions within school time.

### **7.3 Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour Management**

### **Generic Practice**

At Half Acres Primary Academy most behaviour issues are dealt with by the adult responsible for supervising the child at the time of an incident of unacceptable behaviour. This may be the classteacher, teaching assistant or lunchtime supervisor.

The classteacher has responsibility for the pastoral care and development of all children in their class and will be the initial person who is informed and expected to deal with behavioural issues.

At lunchtime, behaviour issues are the responsibility of the lunchtime supervisor team and the leadership team.

For incidents of a more serious or persistent nature the Headteacher or Deputy Headteacher must be informed and involved. For serious or persistent unacceptable behaviour a behaviour slip may be issued and sent home to parents/carers. If 3 behaviour slips are issued in one term this will result in a fixed term exclusion. Behaviour slips can only be issued by the Headteacher or Deputy Headteacher. These are recorded on CPOMS.

The Academy employs a Family Mentor who works with groups, individuals and families across the school, (often in conjunction with outside agencies), in relation to pastoral, attendance and behaviour issues.

### **Playtime Support Strategies**

It is recognised that as an unstructured part of the day playtime can be difficult for children who find it hard to control their own behaviour without the support of an adult. A system of peer supporters, who are given specific training, is in place to help pupils deal with and resolve minor disputes.

## 8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and the school rules (3 As)
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Dealing decisively with low-level disruption
  - Using positive reinforcement

## 8.2 Physical Restraint

In some extreme circumstances, appropriately trained staff may use reasonable force to restrain a pupil to prevent them from hurting themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

## 8.4 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff before the start of the new school year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### 10. Training

Our staff are given a copy of this policy as part of the induction process and are expected to follow this guidance and the appropriate procedures in managing behaviour.

Behaviour management will also form part of continuing professional development.

Appropriate staff will be trained eg in Positive Handling.

### 11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher every year. At each review, the policy will be approved by the Headteacher and Chair of Governors and shared with staff before communicating expectations with all pupils in the first week of the new school year. It is shared with parents through the website.

### 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti Bullying policy

Signed by Headteacher		Date:	September 2020
Signed by Chair of Governors		Date:	September 2020

