



Community Academies Trust



Dordon and Wood End Primary Schools

Behaviour Policy

This policy was drafted by M Cross. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

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Date for policy review:	June 2020
Person responsible for review:	Headteacher
Signed by Chair of Governors	June 2018

Policies that link to this:

- **Anti-Bullying policy**
- **Child Protection and safeguarding policy**
- **Pupil Exclusions policy**
- **Staff Code of Conduct**

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1 Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour including 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 logical consequences

Through its operation we would aim to:

1. Ensure that all children are kept safe.
2. Ensure pupils remain happy in school and enjoy coming to school.
3. Ensure all our actions are underpinned by a commitment to equality of opportunity.
4. Ensure that everyone applies the detail of the policy consistently and fairly to all children.
5. Have knowledge of this policy so that irrespective of where any member of staff is mainly based, they are able to apply the appropriate aspects of the policy in an age-related manner.
6. Communicate the policy to as wide a relevant audience as is possible, e.g. parents, other staff who come into the school, including supply teachers.
7. Take every opportunity to reinforce positive aspects of discipline and behaviour, supporting good role models within the group, class or the wider school community.
8. Ensure that staff members set an example that the children can be proud of, can respect and can follow, so encouraging mutual respect.
9. Explain the reasons behind the various aspects of the policy to the children in age appropriate ways in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.
10. To establish firm but fair discipline in both the classroom and in the school as a whole dealing firmly with any child who misbehaves.

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

: This policy complies with our funding agreement and articles of association.

3 Expectations

Classrooms and shared areas around school will display our one word school rule-Respect. It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community.

A description of responsibilities for all the members of the school community:

Staff and Governors	Pupils	Families
<p>To show consideration and respect to all members of the school community.</p> <p>To provide a positive example, embodying the one word school rule.</p> <p>To be calm and consistent in dealing with children.</p> <p>To encourage the values and ethos of the school among the children.</p> <p>To have high expectations of the children and themselves.</p> <p>To meet the educational, social, emotional and behavioural needs of the children.</p> <p>To provide an appropriate, challenging and stimulating curriculum.</p> <p>To support and comply with the terms of the Home School Agreement.</p>	<p>To show consideration and respect to all members of the school community.</p> <p>To contribute to and follow the one word school rule.</p> <p>To show consideration, support and care for each other.</p> <p>To respect others’ property and learning.</p> <p>To listen to others and to respect their opinions.</p> <p>To take responsibility for their own actions and behaviour and make good choices.</p> <p>To show consideration, respect, listen to and follow the instructions of all members of staff (teaching and non-teaching).</p>	<p>To show consideration and respect to all members of the school community.</p> <p>To support and respect the staff and governors in promoting the school’s ethos.</p> <p>Be aware of the school’s values and expectations.</p> <p>To provide the school with an up to date emergency contact number.</p> <p>To share in the values, ethos and expectations of the school.</p> <p>To support and comply with the terms of the Home School Agreement.</p> <p>To provide the school with a written explanation of the reasons for any absence, and to keep authorised absences to a minimum in the interests of the child’s progress.</p>

4. Definitions

Guide to levels of unacceptable behaviour:

Level One: behaviour that can be effectively managed within a classroom environment by the class teacher and Teaching assistant – consequence includes loss of free time or skills time.

Level Two: more serious negative behaviour that is not so easily managed within a classroom environment or persistent level one type behaviour.

Level Three: Serious negative unacceptable behaviour or persistent level two type behaviour.

Level Four: Very serious unacceptable behaviour or persistent level three type behaviour.

Unacceptable behaviour explained:

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>	<u>Level Four</u>
<p>Not on task/wasting time.</p> <p>Deliberate avoidance or non-completion of set work.</p> <p>Low level disruption – fiddling, disturbing others, tapping, etc</p> <p>Negative body language.</p> <p>Accidental damage to school/others' property through careless behaviour.</p> <p>Being disrespectful to adults</p> <p>Breaches of uniform policy</p>	<p>Any Persistence of level 1 behaviour.</p> <p>Not telling the truth.</p> <p>Not responding to instructions.</p> <p>Teasing others, name calling, making unkind and derogatory comments.</p> <p>Play fighting, dangerous or rough/aggressive play on the playground or during sporting activity.</p> <p>Answering back.</p> <p>Retaliation.</p>	<p>Any persistence of level 2 behaviour.</p> <p>Uncooperative behaviour.</p> <p>Stealing.</p> <p>Deliberate, persistent or malicious lying.</p> <p>Defacing school property</p> <p>Deliberately damaging another child's property.</p> <p>Swearing</p> <p>Persistent non-compliance</p>	<p>Any persistence of Level 3 behaviour.</p> <p>Acts of intentional violence towards pupils and adults e.g: hitting, kicking, fighting, and biting.</p> <p>Persistent bad language and verbal abuse.</p> <p>Vandalism of school buildings/property.</p> <p>Bringing dangerous items into school.</p> <p>Drug related incidents</p> <p>Leaving school premises without consent.</p> <p>*Racist or homophobic incidents</p> <p>*Bullying (as defined below)</p>

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Pupils and parents are encouraged to report any incidents of bullying so that the school may take immediate action. Any reports of bullying are investigated thoroughly and recorded in the school log.

The school ensure that all parties receive the appropriate support to ensure there are no recurrences of this behaviour.

6. Roles and responsibilities

6.1 The Local Governing Body (LGB)

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

6.2 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 logical consequences are applied consistently.

The Headteacher will report regularly to the Local Governing Body on the effectiveness of the policy.

The Headteacher will record all significant serious incidents of misbehaviour.

The Headteacher can exclude pupils under the processes outlined in the Pupil Exclusion Policy. Parents will always be notified of this course of action and the reasons for it.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour at all times

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Dealing with Level 1 and 2 behaviour within the classroom (Appendix 1)
- Recording behaviour incidents (see appendix 2 for a behaviour log)

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

6.4 Parents

Parents are expected to:

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

7. Pupil code of conduct

We have a one word school rule which all pupils are expected to follow – Respect. This is frequently explained to the children and they have a good understanding of what this looks like within the context of our school. Essentially pupils are expected to respect, each other, all adults, the environment and themselves.

This simple rule then enables pupils to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other forging positive relationships
- 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 at all times
- Accept logical consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

8. Rewards and Logical Consequences

We praise and reward children for good general and learning behaviours in a variety of ways.

The primary system of reward in school is GEMS which operates using the online system Class Dojo. The pupils all have an avatar and they earn points each half term for a variety of reasons.

The person with the most points at the end of a half term will be rewarded with a trophy and a certificate. We also reward the person with the most GEMS for respect with a certificate.

GEMS stands for:

G = Growth Mindset

E = Effort

M = Manners

S = Success

Although these are the main GEMS, other gems can be awarded for homework, meeting reading targets, lunchtimes, etc.

Pupils also get rewarded for having good levels of presentation in their work. This can lead to them being awarded different pens, the aim being the perfection pen.

Pupils get rewards for participating in sporting activities, house activities and representing the school at events.

Pupils with good attendance receive certificates on a termly basis and pupils who always meet their reading target will also get a certificate.

Each week, we nominate a child from each class to be 'Star of the Week'. Each 'star of the week' receives a 'Postcard Home' and is congratulated during school celebration assembly.

The school acknowledges all the efforts and achievements of children, both in and out of school. We encourage pupils to bring in trophies, medals and certificates from home and share these in our celebration assemblies.

The school may use one or more of the following logical consequences in response to unacceptable behaviour: These depend on the severity and regularity of the behaviour.

Level 1 – A verbal or non-verbal prompt (look, pause, indication of desired behaviour) by the class teacher or teaching assistant to indicate to the pupil that what they are doing is unacceptable and give them the opportunity to correct it. If this persists or is repeated within the same lesson, then a verbal warning will be given. Nothing is recorded at this point.

Level 2 - Following a warning from an adult, if the behaviour continues then the pupil will have a class sanction (time off break or lunchtime, conversation with staff)conducted by the class teacher. This will be recorded as a tally in the level 2 box of the class list in the behaviour file.

Level 3- Due to the persistence or severity of the incident, the issue will be dealt with by a member of SLT. The pupil will either be taken to them or the SLT member may be called depending on the situation. This will be recorded in the behaviour file. The outcome will be break/ lunchtimes missed which will be spent with members of SLT. In some instances, parents will be notified.

Level 4 - Due to the persistence or severity of the incident, the issue will be dealt with by the Headteacher and parents will be invited into school to discuss the course of action and the pupil's future behaviour. Parents are expected to support the school's approach. External support may be sought if deemed necessary. There will be a letter to confirm any actions agreed. Actions may include reduced timetable for a fixed period, going home for lunch, after school detention or alternative provision within school.

In some cases, the child may be excluded for a fixed period, usually in the first instance of 2 to 5 days and the formal recording of that exclusion will be made. In extreme cases, the child may be permanently excluded following notification to the schools governing body.

Following any incidents of unacceptable behaviour, restorative conversations will occur between all parties to ensure that relationships remain positive and undamaged as a result of the behaviour. These conversations focus on the feelings of all the people involved and effective resolutions.

Offsite Behaviour

Logical consequences may be applied where a pupil has misbehaved off site when representing school, such as on a school trip or on the bus on the way to or from school.

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 Child protection and safeguarding policy or Keeping Children Safe in Education for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. We do not shout at children. We foster positive relationships to create a happy and safe environment.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the one word school rule and refer to it regularly within the context of praise
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Have a range of strategies for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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 in the school's bound book and reported to parents

All staff can use physical intervention as part of their duty of care to the child and other children. School does ensure a number of staff are trained in physical intervention and where possible they will take the lead.

Confiscation

Any prohibited items (drugs, alcohol, pornography, weapons) 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. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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.

When pupils pose acute levels of risk or challenge, a Positive Intervention Plan will be written by the school SENDCO to outline clear roles and responsibilities when dealing with the child. It will reflect their needs but will also highlight triggers to be avoided and strategies that work. In addition to this, a risk assessment may need to be written to safeguard other pupils and staff to avoid potential harm to all parties.

10. 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 at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, which may include proper use of restraint depending on their role, as part of their induction process.

Behaviour management will also form part of our programme of continuing professional development.

12. Monitoring arrangements

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also

keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

