



**SOUTHMERE
PRIMARY ACADEMY**
BELIEVE ACHIEVE SUCCEED

PUPIL BEHAVIOUR POLICY

Reviewed and updated: July 2017

Next review: July 2018

Status: statutory

This policy should be read with reference to: section 89 of the Education and Inspections Act 2006, the Education Act 2011, the Education (Independent Academies Standards) Regulations 2014 relating to academies and free Academies, and DFE guidance Behaviour and discipline in Academies January 2016.

This policy should also be read in conjunction with the following CEFM documents: Education Update March 2014ii Behaviour and discipline in Academies, Governors' guidance – good behaviour and discipline, Exclusion policy, Detention policy, Pupil restraint policy, Academy dress code for learners policy, Pupil attendance and absence policy, Anti-bullying policy, Confiscation of inappropriate items policy and Homework policy. The 'Do you know' article Low level disruptive behaviour November 2014 may also be of interest.

Background

The legal framework

Under section 89 of the Education and Inspections Act 2006 every maintained Academy must have a behaviour policy. Under the Education (Independent Academies Standards) Regulations 2014 all academies must have a behaviour policy. The Education Act 2011 also strengthened the authority to Academy staff when handling matters of discipline and the DFE has issued guidance on behaviour in its documents which:

- Increases the authority of teachers in all Academies by strengthening their powers to search pupils without their consent for any dangerous or banned items.
- States that Academies no longer need to give 24 hours' written notice to parents for detentions.
- Confirms the guidance to all Academies on the use of reasonable force on pupils. Academy staff have legal powers to use force on pupils without parental consent.
- Grants anonymity to teachers when accused by pupils and enables Academies to speed up investigation. Teachers should not be subject to automatic suspension while an investigation is conducted, although suspension may be used if there is no reasonable alternative.
- Strengthens the principal's authority to maintain discipline beyond the Academy gates.
- Expects Academies to take a stronger stand against bullying.



- States that maintained Academies are no longer required to enter into behaviour and attendance partnerships with other local Academies, but they may continue to do so if they wish.

The government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other.
- Parents to encourage their children to show that respect and support the Academy's authority to discipline its pupils.
- Principals to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the Academy.
- Governing boards and principals to deal with allegations against teachers and other Academy staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
- That every teacher will be good at managing and improving children's behaviour.

Responsibilities of the governing body

In drawing up its principles, the governing body must:

- Consult with the principal and other stakeholders (for example, lead-behaviour professional, inclusion co-ordinator, SEN co-ordinator, pupil council, parents) as appropriate to ensure that staff have ownership and confidence in the behaviour policy before making or revising their policy.
- Agree the Academy's behaviour and discipline policy and a code of conduct.
- Ensure that these are available to all staff, pupils and parents.
- Oversee the principal's management of behaviour and discipline in the Academy in line with the policy.
- Advise the principal on ways of promoting good behaviour.
- Review and amend their policy regularly.
- Take account of any guidance from the DFE.
- Ensure that registers of admittance and attendance are kept.
- Include information on pupil attendance when required.
- Include principles of prevention of bullying.
- Ensure that staff receive training on the reasonable use of force to control or restrain pupils.

- Publicise the policy in writing, to staff, parents and pupils at least once a year. A maintained Academy's behaviour policy must be published on its website. Academies are not required by law to publish their behaviour policy on their website, although it is good practice to do so.

The Academy's behaviour policy should also set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against Academy staff and what action the Academy will take after items have been confiscated from pupils.

Responsibilities of the principal

Working with the governing board in developing a behaviour policy which promotes good behaviour, self-discipline and respect the principal decides:

- The standard of behaviour expected of pupils at the Academy.
- How that standard will be achieved.
- Which members of staff may hand out detentions.
- Which members of staff may use force against pupils or search them without consent.
- The Academy rules.
- The disciplinary penalties for breaking the rules.
- The rewards for good behaviour.

Principals can also decide to exclude a pupil for a fixed period, to suspend or to permanently exclude them in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Responsibilities of teachers and other paid staff

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline and impose reasonable sanctions (for example, confiscation of items) against pupils:

- Whose behaviour is unacceptable.
- Who break the Academy rules.
- Who fail to follow a reasonable instruction.

This power extends outside Academy, in certain circumstances.

Academy staff can search pupils, with their consent, for any item which is banned by the Academy rules while principals and staff authorised by the principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item, for example:

- Knives.
- Weapons.
- Alcohol.

- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

Staff may use such force as is reasonable when searching a pupil without consent for prohibited items, except where the search is for an item banned by the Academy rules.

All Academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The policy framework

Academy behaviour policies should aim to establish a positive Academy ethos and promote effective learning. To achieve a positive Academy ethos, a behaviour policy should reflect widely accepted principles including:

- What constitutes acceptable behaviour.
- What behaviour management strategies are effective.
- How to recognise, teach, reward and celebrate positive behaviour.
- How to deal with poor conduct including rules and sanctions.

The key aspects which Academies should consider are:

- Academy leadership.
- A consistent approach to behaviour management, teaching and learning.
- Staff development and support.
- Behaviour-strategies and the teaching of good behaviour.
- Classroom-management, learning and teaching.
- Rewards and sanctions.
- Pupil support-systems.

- Liaison with parents and other agencies.
- Managing pupil transition.
- Organisation and facilities.

The following questions may be helpful, to test the strength and effectiveness of a behaviour and discipline policy:

- Are there checks and balances in the Academy's policy on pupil discipline to ensure that minor incidents are not allowed to get out of proportion?
- Are governors aware of the practice adopted by other Academies with comparable intakes?
- Do governors give sufficient support to the principal and senior staff in dealing with ineffective staff in order to improve their classroom performance and their ability to handle discipline matters?
- Is the Academy's curriculum appropriate for the pupils receiving it?
- Is the Academy fair in its dealing with all ethnic minorities?
- Has the Academy's policy on behaviour and discipline and in particular on the use of fixed-term and permanent exclusions been communicated to parents on entry and agreed by them?
- Has the Academy's policy been published, understood by staff, parents and pupils, and is it fully supported by the governors?
- Is the recording of incidents in pupils' files, and the reporting thereof to governors, done in a consistent and clear way, with the involvement of parents at key stages?
- Does the Academy's policy demonstrate a progression of punishments with permanent exclusion being used as a last resort?
- Is there clear guidance on what can lead to permanent exclusion particularly in relation to drug or alcohol abuse? Many Academy behaviour and discipline policies are unclear about the action that will be taken in these areas.
- Is there a proper balance between rewards and sanctions in the general policy on behaviour and discipline and are staff expected to behave in the same way to pupils as pupils are expected to behave towards them?

The Ofsted framework that came into force in September 2015 and has as one of its criteria 'Personal development, behaviour and welfare. Ofsted has no hesitation in linking behavioural problems, even at a relatively low level, to their judgements of the overall effectiveness of leadership and management.

PUPIL BEHAVIOUR POLICY FOR SOUTHMERE PRIMARY ACADEMY

Introduction

It is widely recognised that good teaching and learning is a way of improving behaviour in Academies and at Southmere Primary Academy we value good behaviour in the classroom and elsewhere to promote the Academy as a learning community and to ensure that classrooms are effective learning environments. The highest regard is given to the quality of relationships between teacher and learner.

Under section 89 of the Education and Inspections Act 2006 every maintained Academy must have a behaviour policy. The Education Act 2011 also strengthened the authority to Academy staff when handling matters of discipline and the DFE issued updated guidance on behaviour in January 2016.

This document is a statement of the principles, practices and procedures that the Academy has set in place in order to ensure a safe and caring environment for pupils and staff alike. The policy is set within the aims and values we teach. The policy also sets out the sanctions that will be taken against pupils who are subject to disciplinary action and those who are found to have made malicious accusations against Academy staff. It also states what action the Academy will take after items have been confiscated from pupils.

All parents receive a copy of this behaviour and discipline policy and are asked to support the Academy over its application.

Objectives and targets

The aim of this policy is to ensure that the Academy offers a happy and caring environment in which all children have the opportunity to achieve the very highest standards. A calm Academy, in which children are behaving well and showing respect and consideration for others, will provide the right atmosphere for high levels of achievement. At Southmere Primary Academy we believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach in the long run. This does not mean that bad behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible.

It is discouraging and disheartening to be told constantly that we are doing something wrong or badly, and we all like to be praised and encouraged for the things we do well. For children this might mean being praised for working hard, being polite or showing consideration towards others. In fact, any situation in which they have made an effort or a significant achievement. Spoken praise is a very powerful reward that should be used whenever possible and whenever appropriate. Other ways to show children that their efforts and endeavours are valued include stickers, certificates or house points. But whatever the reward, the aim will be to acknowledge children's achievement and excellence in a way that others will be able to share.

The Academy aims are that children will:

- Help to create an environment in which trust, kindness and respect are valued by all.
- Recognise the importance of care, compassion, consideration, co-operation and courtesy.



- Be encouraged and praised for good work and behaviour.
- Become self-disciplined.
- Show respect for all adults and other pupils of the Academy community.
- Accept responsibility for their own behaviour and for the decisions which they make.
- Appreciate the importance of adhering to rules.
- Respect the environment and other people's property.

Action plan

It is important that clear expectations for behaviour exist, and that the children understand these. So, at the beginning of each year, and at regular intervals during the year, classroom rules may vary slightly from class to class, but the following areas will always be included:

- Politeness and consideration to each other (not cursing or calling each other names).
- Respect for each other's property and that of the Academy.
- Not kicking, smacking or fighting each other.
- Keeping the noise level low in the classroom and when moving around the Academy.
- Listening carefully and following instructions the first time they are given.

The Academy subscribes to the Jigsaw PSHE scheme, which supports the emotional and social development of all pupils. Through this, each class draws up its own Charter for behaviour in order to establish expectations. Alongside this, the One Academy Rule sets out the minimum expectations for all behaviour and conduct in school:

“Every student and adult is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times.”

Teachers may use the sanction of asking a class or group of children to ‘stay in’ at a playtime or lunchtime if they have behaved unacceptably. The responsible adult will supervise the class or group.

Lunchtimes

It is essential that standards of behaviour are consistent throughout the day. Therefore, the same expectations of behaviour apply at lunchtimes. These additional rules will support this:

- We always use good table manners.
- We always join the end of the queue for lunch.
- We are all responsible for leaving the hall clean and tidy.

Lunchtime Rewards

Pupils may:



- Be given the opportunity to use special plates
- Be allowed to 'go first' for lunch
- Be offered the chance to choose from other rewards, such as stickers or new playtime equipment.

Lunchtime Sanctions

Pupils who demonstrate unacceptable behaviour, such as pushing, name calling, refusal to share, poor manners etc, will:

- Be given a verbal reminder about expectations, if appropriate for the level of behaviour
- Be given a warning card – the last opportunity to not receive a further sanction
- Be given a red card – their name is written in the playtime book for tracking purposes, and the child misses five minutes of their playtime immediately.

Rewards

Good behaviour in the academy will be rewarded by:

- Being praised for working hard, being polite or showing consideration towards others.
- Being praised for making a significant achievement.
- Stickers or certificates.
- House points, table points or similar
- Displays of their work.
- Prizes on special occasions.
- Certificate in the celebration assembly at the end of the week, to which parents are invited.
- Text messages, notes or small certificates home.

Sanctions

All staff will have their own techniques for maintaining a good working environment in the Academy. Class rules are displayed clearly in each classroom.

If a child breaks the rules, we adopt our traffic light process:

- 1st time: the child is given a verbal reminder about what the expected behaviour is.
- 2nd time: the child is given a verbal warning which details what the child has done wrong, and how this could lead to a warning card.
- 3rd time: the child is given a warning card. This is recorded in the classroom. It is made clear that continued wrong choices will lead to a red card.
- 4th time: the child is given a red card. They miss five minutes of their playtime the following day in the hall with an adult, who will discuss with them what led to their being there, and how they can prevent this in the future. A text message is sent to parents to notify them that a red card has been issued.

- 5th time: the child is removed from the classroom by a learning mentor, who addresses the behaviour and determines if a member of the Senior Leadership Team is required to speak with the child.

If serious cases of unacceptable behaviour occur, step 5 will be used immediately. Very serious or repeated cases of bad behaviour will be dealt with by the Principal (or their designate) and may result in exclusion.

Records of unacceptable behaviour will be kept on CPOMs in case there is a need to exclude a pupil for a fixed term or permanently. These records will also be helpful in highlighting individual emotional and behavioural problems which need to be addressed further.

All children will start each day with a clean slate.

In some cases, it may be necessary to monitor children's behaviour more closely, if for example, they have been seen by the vice principal or principal several times. This is done through Principal's Monitoring System, in which the child's behaviour in every lesson is noted down. This enables all those concerned – teachers, parents and the child – to be very aware of all aspects of behaviour, both good and bad. Usually a short time 'on contract' allows children to look closely at their own behaviour and will help them to identify how they can improve. The Academy may also use Bradford's Behaviour Team's ABC tracking system, which helps to identify triggers quickly to enable the team working with the child to support them in improving behaviour.

Bullying

Bullying occurs from time-to-time. It takes many forms and may include intimidation, being 'sent to Coventry' and, in some cases, physical aggression and violence. We encourage children to tell a teacher or another member of staff as soon as possible if they are being bullied or they know someone who is. This aspect of discipline is covered fully in the Academy's anti-bullying policy, is addressed through Jigsaw PSHCE lessons and is part of the rotating Collective Worship themes.

Fighting

Fighting is not tolerated at Southmere Primary Academy and is treated very seriously on the rare occasions when it does occur. The Academy has a policy on restraining pupils that is followed by staff when such situations occur. A formal record is made of such incidents on CPOMs, in order to identify those children who may be involved more regularly than others and also focus on the reasons why fights begin. This helps teachers to counsel children to look at ways in which they might avoid fights happening again. Children are encouraged to walk away and tell a teacher if a fight may be about to happen. They are encouraged to realise that hitting back will only make the problem worse.

Severe assaults on other children or staff would normally lead to permanent exclusion, unless there were extenuating circumstances. Such incidents must be reported to the senior member of staff on duty and a behaviour serious incident record completed. (see the appendix).

Drugs

In the event of drugs being brought into the Academy by pupils and taken by pupils (except for medical purposes) the child involved would be immediately sent to the principal and, after being interviewed with another member of staff present, excluded. The matter would then be reported both to the parents or carers and to the police.

Exclusion

The Academy endeavours to avoid both fixed term and permanent exclusions. However, if the traffic light process has been used more than once in fairly quick succession, or the Principal's Monitoring System has failed, then there will be a final interview with parents or carers where the possibility of exclusion will be discussed and may soon after be implemented.

If any pupil's behaviour has to be dealt with by the principal or the vice principal, a letter will be sent home to detail the issue and encourage parents to approach the academy to discuss the problem. If this fails to resolve the matter and bad behaviour continues, the principal may exclude the pupil concerned for a fixed term or permanently. The latter will normally be the case where there has been a serious unprovoked attack on another pupil or member of staff, or where illegal substances and/or weapons have been brought into the Academy.

Staff guidance and training

Where unacceptable behaviour occurs at any time during the Academy day, the following procedures will be followed:

- A member of staff, through discussion, will investigate all incidents with the children involved.
- Strategies to encourage positive behaviour will be given.
- Those at fault will be reminded that their behaviour is unacceptable and a suitable apology required.
- Removal from planned curricular activities, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity.

INSET training is given, as required, to newly-appointed staff, and to all staff as changes are made by legislation. Pupil discipline is also regularly an item at full staff meetings that involve teachers and support staff. Where there are particular problems, guidance is given to a teacher and support staff by [the SEN co-ordinator and in more difficult cases by the educational psychologist attached to the Academy].

From time-to-time, a morning or afternoon session of an INSET day will be used to review the pupil behaviour and discipline policy and for training in matters such as restraining difficult pupils, identifying pupils that may be taking drugs, children whose poor behaviour arises from abuse, etc.

It is important that all children have equal access to rewards within the discipline scheme. It can be easy to overlook the majority of children who work quietly and conscientiously all the time. We also need to acknowledge the high achievers on the same basis.

Pupils with special needs, especially those with learning plans (LPs) that include statements about behaviour, will often need a programme of additional strategies to meet their needs. These children's rewards will need to be channelled into this system.

Those children with particular behavioural difficulties may have agreed additional procedures and strategies in place for them but where possible the above procedures will apply.

The principal and vice principals are responsible for co-ordinating matters related to behaviour. If any member of staff has a problem or concern in this area, they should raise it with either the principal or vice principal. Where there may be a question of drugs or abuse, these must be reported to the

principal immediately and the incident recorded on the behaviour serious incident record form (see the appendix).

Monitoring and evaluation

The policy will be monitored regularly in the light of incidents related to pupil behaviour and will be evaluated:

- Each term by the principal.
- Once a year by the senior management team.
- By a regular audit of exclusions with reports to the governing board at each meeting.

Reviewing

The policy will be reviewed annually by the governing board and altered in the light of any concerns brought by any of the above, and where changes in legislation make it necessary.

Next Academy review due Summer 2018

APPENDIX A

The following script is to be used when calling parents to notify them of a behaviour issue in school which needs further investigation:

Call the parent and ensure you have the correct parent.

“I am calling to notify you of an incident which has taken place in school today. Your child was involved. (Give basic details of the incident). However, we need to investigate the incident further, but wanted to call and let you know about the incident. We will be in touch tomorrow to let you know the outcome of the investigation.”

Make a note of anything the parent tells you, questions they ask, and any further information you provide.

Add detailed notes of the discussion to CPOMs immediately.

APPENDIX B

Red Card Text Message

Dear parent, your child received a red card in class today from the class teacher. Please speak with your child about the choices they made today. Kind regards, Mrs Kershaw		
Child's FULL name:	Class:	Date and Time given:

APPENDIX C





Ewart Street, Great Horton, Bradford, BD7 3NR
T: 01274 575178 E: office@southmereacademy.org
W: www.southmereacademy.org

Insert Name of Parent

Address of parent

Dear (Parent's Name),

I am writing to inform you of the outcome of our investigation into the incident in school on (Insert day and date). We have reviewed all of the information, spoken to all people involved and come to following the conclusions.

(Detail incident and incorrect behaviour.)

(Detail outcome (blame))

(Detail sanctions)

Should you wish to discuss the outcomes above, please do not hesitate to contact the office and make an appointment with a senior leader.

Many thanks for your continued support,

Mrs Joanne Kershaw

Vice Principal