

SOUTHMERE PRIMARY ACADEMY



Behaviour Policy

Autumn 2018

A Consistent Approach to Behaviour Management

This document sets out our approach to improving the engagement of children and their progression to ensure improved Learning and Teaching leading to the raising of standards.

This policy will be reviewed and evaluated so it remains effective in ensuring improved learning and teaching.

The essential prerequisite for the success of this policy is a consistent commitment from all staff to operate within the agreed framework.

Consistency is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team.

The 2012 Teaching Standards set out the following expectations which will be monitored regularly.

A teacher must:

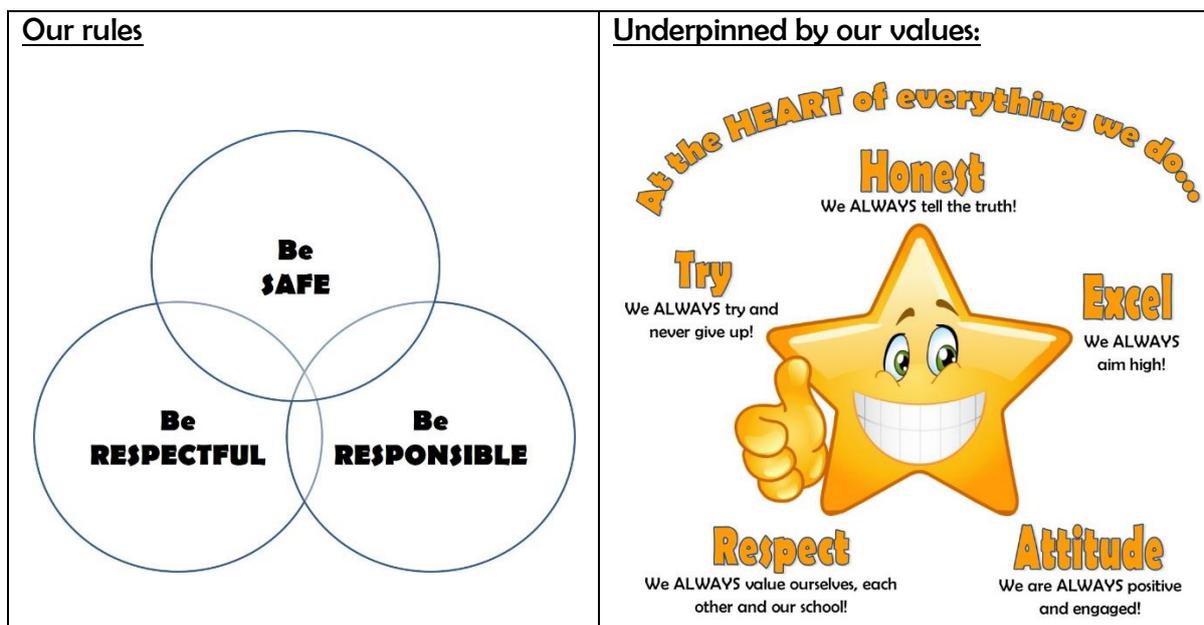
Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Academy Expectations



Expectations of the School Community

Staff and AEC

- To lead by example.
- To be consistent in dealing with pupils, parents and adults in general.
- To encourage the aims and values of the school, and local community, among the pupils.
- To have high expectations of the pupils.
- To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.
- To encourage regular communication between home and school.
- To respect pupils and be consistent.
- To respect, support and care for each other, both in school and the wider community.

Pupils

- To listen to others and respect their opinions.
- To attend school on time and have an attendance of at least 95%, be ready to learn and take part in school activities.
- To take responsibility for their own actions and behaviour.
- To follow the academy rules as instructed by all members of staff throughout the school day.
- To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexualisation and age.
- To be aware of, and support, the school's values and expectations.

Parents/Carers

- To ensure that pupils come to school on time and have an attendance of at least 95%.
- To take an active and supportive interest in their child's work and progress.
- To respect, model and support the aims and values of the school.

All staff are aware of the response process when dealing with inappropriate or challenging behaviour. The response process is as follows:

1	Class teacher / other adults in school	Teachers use positive reinforcement and respond appropriately using consequence clouds in class.
2	Learning Mentors	Dedicated, non-class based staff will support children staff if behaviour escalates.
3	Learning Mentors	Learning Mentors will contact parents to discuss behaviour and actions taken.
4	Leadership Team	A member of the LT will always be available in school and will support staff with decision making, particularly beyond C4.
5	Principal	Overall responsibility for behaviour and will make decisions regarding isolation, exclusion or alternative provision.

It is important that this response process is followed and that staff communicate clearly at each stage to ensure that a consistent approach is being applied.

Please note that the role of the inclusion support staff is to respond to challenging behaviour when the teacher has exhausted all other options and the child has reached a C5.

Daily classroom behaviour management is the responsibility of the class teacher.

Positive Behaviour Strategies

The following are strategies used by staff to manage behaviour in a positive, proactive way.

Staff must:

- ✓ Lead by example.
- ✓ Display and model expectations clearly.
- ✓ Be consistent in our expectations with all children.
- ✓ Be positive by recognising and highlighting good behaviour as it occurs through the use of verbal feedback, praise and rewards (see below).
- ✓ Praise good behaviour before criticising inappropriate behaviour. Always listen to children using the 'Restorative Chat' approach.
- ✓ Set high standards of behaviour and show respect for other people.
- ✓ Criticise the action not the child, but praise both action and child.
- ✓ Encourage children to be responsible for their own behaviour.
- ✓ Give children jobs or responsibilities as appropriate.
- ✓ Value children's ideas.
- ✓ Ensure that individual resources such as positive behaviour plans, task plans, visual timetables, sensory resources are always used to support pupils with identified specific needs.
- ✓ Start each session afresh.

Rewards

We recognise good behaviour as following our 3 academy rules and acknowledge this by awarding privileges and rewards.

To reinforce good work/learning, behaviour and attitude we use:

- ✓ Verbal praise.
- ✓ A weekly 'Southmere Star' certificate is given out during school assembly for each class.
- ✓ A 'Lunchtime Award' certificate is presented on behalf of midday staff to EY/KS1 and KS2 classes for positive lunchtime behaviour.
- ✓ The 'Principal's Star' trophy for the class demonstrating the best behaviour throughout the week – lowest number of Cs recorded.
- ✓ Pupil's work is displayed throughout the school.
- ✓ Children are sent to the Principal or Senior Leaders to show their work.
- ✓ Shooting Star letter home for outstanding work.
- ✓ **Southmere STAR\$ for individual record charts.**
- ✓ All children who are still on the 'Southmere star' at the end of every lesson receive a star!
- ✓ Bronze certificate for 100 Southmere Stars, Silver for 200, and Gold for 300 etc up to 1000.

All class achieve Bronze – 1 hour alternative timetable

All class achieve Silver – Half day alternative timetable

All class achieve Gold – Whole day alternative timetable



pupil input crucial

- ✓ Children who 'always' demonstrate star behaviour are entered into the weekly 'always children' draw and can win reading books in assembly.
- ✓ A termly and end of year reward is organised for those children who have demonstrated star behaviour throughout the year and not received ANY Cs.
- ✓ Termly HEART of Southmere Awards celebration to recognise pupils who embody the 5 academy values.
- ✓ An annual award is given in the name of Abubakr Shazad for a child who has overcome adversity and personal challenge.

No other rewards are to be used, i.e., stickers, treat boxes etc, as this will result in inconsistency.

Consequences

When dealing with poor behaviour choices we are always conscious to safeguard a child's self-esteem and that it is the behaviour that is unacceptable, never the child.

We consistently use the consequences system throughout school, when appropriate, to promote positive behaviour by deterring inappropriate behaviour. This is recorded and tracked by the inclusion team, leading to proactive interventions where appropriate.

At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated.

We approach every session as a new session; children have the right to put previous problems behind them.

Where there is persistent repetition of disruption, a Positive Behaviour Plan may be established and monitored; Parents/carers will be involved in this process and school will regularly review progress and impact with parents/carers.

In the event of a more serious incident e.g. physical aggression or deliberate damage to property, the Senior Leadership Team will make a decision about appropriate action.

Progression of Consequences

Clear instruction	Using 'Language of choice', give a clear instruction for the pupil to modify their behaviour. Allow take-up time!
C1	The pupil is moved to <i>first cloud</i> - REMINDER! Recorded on teacher's sheet. Remind pupil why they are now at C1 and use language of choice to prompt the child. Allow take-up time!
C2	Move to <i>second cloud</i> – Warning! Record on teacher's sheet. Remind pupil why they are now at C2 and use language of choice to prompt the child. Allow take-up time!
C3	Move to <i>third cloud</i> – In class time out! Record on sheet. Use in-class time out area for 5 minutes – then return to usual seat. Remind the pupil it is their choice to break the school rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour.
C4	Move to <i>fourth cloud</i> – <i>Room for Improvement!</i> Record on sheet. Pupil must leave the classroom, accompanied by the class TA, and go to the dedicated inclusion area (Room for Improvement) for an appropriate length of time.
C5	Move to <i>Fifth cloud</i> – <i>Room for Improvement, 15 minutes!</i> Record on sheet. When a pupil has refused to accept consequence and required a member of the inclusion team to intervene. Where a member of the inclusion team is not available the classroom teaching assistant will accompany the pupil. Pupil to take work and spend 30 minutes in Room for Improvement.
C6	There is no cloud displayed for C6. Pupil will work on their own for half a day in internal isolation*, supervised by a non-classed based member of the inclusion team. The pupil will be issued with a break-time/lunch-time detention. <i>C6 will only be issued by a member of the leadership team and may be given for unacceptable behaviours such as walking out of class, refusing to follow a reasonable instruction, swearing, hurting another child, threatening behaviour, destructive and/or unsafe behaviour.</i>

External exclusion - issued by the Principal

This may be issued for extreme behaviours such as physical violence against another pupil or adult, health and safety issues such as frequent non-compliance and refusal to follow the Behaviour Policy

From C4 onwards – Class teacher to record the incidents on CPOMS, class teacher to inform parents and Inclusion Team member, who will inform Senior Leaders.

If behaviour escalates rapidly, staff may feel it necessary to call for additional support from the Inclusion team.

*Internal Isolation

This involves a child being isolated from their peers and will take place for an agreed length of time in an appropriate supervised area.

At no point is the removal of PE or another curriculum subject to be used as a consequence for poor behaviour in general.

Fixed Term and Permanent Exclusions

Where a behaviour is deemed to be of a serious nature this may result in a fixed term or permanent exclusion in line with the DFE policy and guidelines. In the case of a fixed term exclusion parents are expected to bring the child to meet with the Principal upon their return to school in order to reaffirm expectations about acceptable behaviour and to reinforce home-school liaison. For all exclusions work is sent home with the child and should an exclusion exceed five days an arrangement will be made for the pupil to be educated at a local primary school with the support of a school adult.

Additionally, should pupils persistently demonstrate inappropriate behaviour or an episode of serious misbehaviour at lunchtimes they may be excluded for a fixed number of lunchtimes.

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed.

Social times (break and lunch):

In order to support children's good behaviour we endeavour to provide as much quality support as possible in playground areas. Lunchtime supervisor posts are at times related directly to manage known areas of difficulty, for example leading team games which ensures disagreements do not then filter into the start of afternoon sessions.

Lunch and break time organisation is designed to limit the amount of pupils accessing the playground / dining hall at any one time to promote harmonious play / dining. The playground is organised into zones to support a range of play opportunities in a safe manner.

Children are rewarded for playground behaviour either by the teacher or the lunchtime supervisors. The lunchtime supervisors also award Southmere Stars to pupils. The lunchtime supervisors pass on information regarding children who do not follow the playground rules and follow the system below:

1. Be given a verbal reminder about expectations, if appropriate for the level of behaviour;
2. If a further warning is required or the initial incident requires it pupils are directed to the calm zone for up to 10 minutes;
3. If the behaviour escalates or is of a more serious nature the learning mentor on duty will be informed so they can address;

In cases of extreme behaviour, lunchtime supervisors call on the Principal or senior member of staff for assistance.

Pupil may miss the remainder of their break / lunchtimes or subsequent ones should the nature of the incident require this – this is determined by the leadership / inclusion team.

Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is usually characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At Southmere Academy no form of bullying is to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are strongly encouraged to confide in any member of staff, parents/carers or friends.

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents/carers is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents/ carers should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy, which is reviewed in line with this policy.

Discriminatory behaviour

At Southmere Academy our wish is to develop a sense of self-worth and respect for others in every individual, modelled primarily by staff. Such behaviour may discriminate against a person based on the following characteristics amongst others:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- religious beliefs
- sexual identity and orientation

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language/dialect or cultural background or nationality in a negative way.

Racism and other discriminatory behaviour can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible such incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may receive a consequence, parents/carers brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Principal.

We oppose all forms of racism and discriminatory behaviour by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to any discriminatory behaviour appropriately.

Partnership with Parents/Carers and other Agencies

It is very important that parents/carers and school work together to support each other's efforts to achieve the same goal - that of improving behaviour. Most children behave well most of the time. For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Each person's responsibilities for promoting good behaviour is written in the Home School Agreement which is signed by new parents, children and the school. Parents/carers will be contacted when behaviours are causing concern and will be involved with agreed Positive Behaviour Plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

For pupils who display continuous disruptive behaviour and for whom the school systems do not appear to be effective, support will be sought from outside agencies with a multi-disciplinary assessment carried out if necessary.

Pupil Support Systems

For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers such as drawing & talking therapy, circle time, Positive Behaviour Plans etc.

All staff working with pupils with a positive behaviour plan will be informed of this in order to give a consistent approach throughout the school day.

Staff Development and Support

Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.

All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the SEND Lead or member of the Leadership Team.

Staff needing help with behaviour management will be supported through appropriate CPD.

Managing Pupil Transition

Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.

Children's behaviour records are passed onto the next teacher through CPOMS which includes records of strategies used.

Pupil's Conduct out of School

The school will investigate any reported incidents of bullying including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the school.

Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents/carers.

These will be recorded on CPOMS which record outcomes and actions.

Members of staff are not expected to deal with incidents outside of school that might put themselves in danger. However, all staff have a duty of care and will have to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police and to discuss such matters with a Named Person immediately.

Use of Reasonable Force

In line with DFE non-statutory advice all members of the school staff have the legal right to use reasonable force in a range of exceptional circumstances, the definition of which is taken

as to be “reasonable in the circumstances” and no more than is needed in order to control or restrain. The rare decision to intervene physically will be down to the professional judgement of the member of staff, such circumstances may include:

Prevent a pupil from physically harming a child or adult
To stop a fight in the playground
Restrain a pupil at risk of harming themselves through physical outbursts

Staff cannot ever use physical force as a punishment – this would constitute illegal behaviour.

If such physical contact has been necessary it must be communicated directly to the Principal or most senior teacher on site who will record the incident and inform parents.

Any complaint about the use of reasonable force will be dealt with swiftly and transparently with the onus being on the person making the complaint to prove the allegation to be so. Procedures outlined in Dealing with Allegations against Teachers and Other Staff (DFE 2011) will be applied.

The need for staff training in restraint is reviewed regularly in terms of the needs of current pupils and would be sought when reviews identify needs for key staff.

Screening, Searching and Confiscating

School will invoke its legal powers to search without consent where it is expected that a pupil has brought into school any of the following:

Knives
Weapons
Alcohol
Drugs
Stolen items

If such a search is required this will be undertaken by a member of staff of the same gender as the pupil and in the presence of the Principal or other senior teacher. Should any of these items be found they will be disposed of in line with legal guidelines, parents contacted and appropriate sanctions put in place.

The academy does not prescribe a list of banned items however if there is concern that another inappropriate item has been brought into academy staff are able to search with pupils consent i.e. asking pupils to turn their pockets out, open bags etc. Should a pupil refuse to comply with this request this will be taken as a breach of our behaviour expectations and appropriate sanctions applied.

Complaints

The academy has a general complaints procedure. If a pupil or parent feels that the measures or sanctions in the behaviour policy are unfair, or have been unfairly applied, then they can lodge a complaint through the academy's complaint procedure. It is usually best for issues to be resolved informally, but parents and pupils are made aware of their right to make formal complaints about disciplinary (and other) matters.

Where a pupil is found to have made a false or malicious allegation of abuse against a member of school staff (or indeed another pupil), this is a serious matter on which the academy will take appropriate action.

Monitoring and Review

This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the Principal on a weekly basis in liaison with the Inclusion team.

This document is freely available to the school community and will be posted on the school website.

Hard copies are available on request.