



Serlby Park Academy

# BEHAVIOUR POLICY

I have the right to feel and be safe.

I have the right to learn.

I have the right to be treated with respect.

September 2019

Revise September 2020

## 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.
- Learning and Teaching, Behaviour for Learning and Assessment for Learning are all encompassed under this framework.
- This policy will be reviewed and evaluated to ensure 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, in accordance with the school's behaviour policy
- 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

The code of conduct is discussed with the children regularly. All children and members of the school community are expected to behave according to them.



### Code of conduct

1. We are kind and honest
2. We are good listeners and good learners
3. We try our best in all we do
4. We take care of everyone and everything in our academy

For younger children the principles of the rules are simplified to the following statement:

Kind hands, kind feet, kind words

### Expectations of the School Community

|                      |  |
|----------------------|--|
| <b>Staff and AAB</b> | <ul style="list-style-type: none"><li>➤ To lead by example.</li><li>➤ To be consistent in dealing with pupils, parents and adults in general.</li><li>➤ To encourage the aims and values of the academy, and local community, among the pupils.</li><li>➤ To have high expectations of the pupils.</li><li>➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.</li><li>➤ To encourage regular communication between home and the academy.</li><li>➤ To respect pupils and be consistent</li></ul>  |
| <b>Children</b>      | <ul style="list-style-type: none"><li>➤ To respect, support and care for each other, both in the academy and the wider community.</li><li>➤ To listen to others and respect their opinions.</li><li>➤ To attend school regularly, on time, ready to learn and take part in school activities.</li><li>➤ To take responsibility for their own actions and behaviour.</li><li>➤ To follow the academy rules as instructed by all members of staff throughout the school day.</li><li>➤ To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexualisation and age.</li></ul> |
| <b>Parents</b>       | <ul style="list-style-type: none"><li>➤ To be aware of, and support, the academy's values and expectations.</li><li>➤ To ensure that pupils come to school regularly, on time for the school day.</li><li>➤ To take an active and supportive interest in their child's work and progress.</li><li>➤ To respect, model and support the aims and values of the academy.</li></ul>  |

### Academy systems for promoting positive behaviour

- Smile
- Get to know the children and show an interest in them
- Use the child's name
- Spot them making the correct choice and use praise

- Learn the children's triggers
- Use non-verbal cues
- Pre-empt situations – think ahead – timetable changes, lessons they find challenging, different staff etc
- Give them options and use the language of choice
- Be positive
- Always listen to children
- Set personal standards of behaviour and respect for other people
- Display expectations clearly
- Encourage children to be responsible for their own behaviour
- Be consistent
- Value children's ideas

The academy operates a comprehensive **reward system** which includes:

- **Pupil reward points** – pupils are awarded reward points for good behaviour. These points are linked with following the school rules, good attendance and punctuality and displaying positive learning behaviours. Pupils' points are recorded electronically and the points gained can be swapped for prizes.
- **Celebration assembly** - selected pupils' work is celebrated in an assembly.
- **WOWs**-pupils are given wow certificates for an instant reward. Parents are notified immediately by text message.
- **Other rewards** include positive verbal feedback, stickers, certificates and badges.
- **Leadership responsibility**
- **Star of the week** – every class teacher nominates a pupil for star of the week and these are read out in the weekly celebration assembly and are published in the weekly newsletter.
- **House team points**
- **Class rewards**
- **Sent to another teacher / member of the Senior Leadership Team or the Principal to share work**

## Conduct

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

We use the conduct system to ensure that positive classroom behaviour is promoted. (See attached). At any point, in the case of extreme behaviour that shows no sign of improvement, sanctions may be escalated

We approach every session (morning/afternoon) as a new session. Children have the right to put previous problems behind them.

Where there are persistent repetitions of disruption a personalised home-school monitoring programme may be established. Parents will be involved in this process and the academy will regularly review progress and impact with parents.

In the event of a more serious incident e.g. assault on staff; damage to property the leadership team will make a decision about appropriate action.

Internal Isolation - This involves a child being isolated from their peers and may take place within their home academy or at a nearby academy.

### **Fixed Term and Permanent Exclusions**

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:

- To maintain high standards of behaviour in school
- To ensure the safety and well - being of all staff and children.

Under exceptional circumstances, the Principal may issue a fixed term or permanent exclusion. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The Principal will follow the LA guidelines and would inform the LA, and the AAB.

After an exclusion a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Principal will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and / or staff at risk. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The AAB will be informed annually of the number and types of exclusions.

### **Management of children at breaks**

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents occur at break times which are of a different nature to those happening in the classroom. In order to minimise inappropriate behaviour going to / returning from breaks and in the playground, we have decided on the following steps:

- Children should leave the classroom in an orderly manner, possibly sent a group at a time to limit incidents in the cloakrooms. If some children have problems coping in the cloakroom they should be sent first or last.
- Children should be supervised at all times and no child should be left unattended in the classroom or cloakroom.
- Children should wait outside the classroom until the member of staff on duty is ready to go onto the playground.

- At playtime, on hearing the first whistle, which signals the end of play, children will stop play and stand still. A second whistle indicates for the children to line up in their specified place, where they will be met by the teacher. The support staff on duty position themselves on either side of the playground to ensure that children walk back to class safely.
- It may be that some children continue to present problem behaviours of a more serious nature (hurting children, abuse or insolence to staff) and at this point parents will be informed and invited to discuss this with us in school.
- In some cases, it may be necessary for children to have break times on their own or to alternate playtimes between going out and staying in to enable us to keep certain children apart to prevent further aggressive / violent behaviour.
- Staggered breaks and lunchtimes
- Zoned areas
- Lunchtime nurture groups
- We encourage children to play co-operative games
- Trained playground leaders

## **Bullying**

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is 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 Serlby Park Academy no form of bullying is ever 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 encouraged to confide in any member of staff, parents 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 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 should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

## **Racism**

At Serlby Park Academy our wish is to develop in every individual a sense of self worth and respect for others.

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. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from

activities. We intend that all possible racial 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 be punished, parents may be 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 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 racism appropriately.

### **Partnership with parents and other agencies**

It is very important that parents 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.

Parents will be contacted when behaviours are causing concern and will be involved with agreed 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.
- All staff working with pupils with behaviour contracts 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 SENCO, or any member of the Senior 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. This includes information of strategies used.



### **Pupil's conduct out of school**

- The academy will investigate any reported incidents of bullying, including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the academy.
- Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents.
- These will be recorded on the school incident recording forms 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. Staff 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.

### **Links to other policies:**

- Anti-Bullying
- Home school agreement
- Physical intervention

### **Searching pupils**

- School staff can search a pupil for any banned item if the pupil agrees. Banned items include mobile phones, equipment and toys brought from home (unless authorised by the class teacher eg as part of a display / shown and tell).
- The Principal and authorised staff can search a pupil or their possessions without consent where they have reason to suspect the pupil has knives or weapons, alcohol, illegal drugs or stolen items.



- Staff can seize any banned or prohibited item found or which they consider detrimental to school discipline.

### **Using reasonable force or other physical contact (detail in positive handling policy)**

- Reasonable force is used to control pupils or restrain them and can be used to prevent pupils from hurting themselves or others, from damaging property or for causing disorder.
- All members of the school staff or any person the Principal has temporarily put in charge of pupils, such as volunteers, have the legal power to use reasonable force. The majority of school staff have had recent and up to date training.
- Reasonable force can be used to
  - Remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so.
  - Prevent behaviour that would disrupt a school event, trip or visit.
  - Prevent a pupil leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others.
  - Prevent a pupil attacking a member of staff, another pupil or stop a fight in the playground.
  - Restrain a pupil at risk of harming themselves through physical outbursts.
- Reasonable adjustments will be made for disabled or SEN pupils.
- It is unlawful to use force as a punishment.

### **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, and through staff meetings.

This document is freely available to the school community and will be posted on the school website with a hard copy available at Reception.

Review date: September 2020

Signed.....

Chair of AAB

Date.....

## Appendix 1: rewards and consequence system

|  | Possible rewards   |
|--|--|
| Following the school rules.<br>Displaying positive learning behaviours   | <ul style="list-style-type: none"> <li>○ Pupil reward points – pupils are awarded reward points for good behaviour. These points are linked with following the school rules, good attendance and punctuality and displaying positive learning behaviours. Pupils’ points are recorded electronically and the points gained can be swapped for prizes.</li> <li>○ Celebration assembly- selected pupils’ work is celebrated in a weekly assembly</li> <li>○ WOWs - pupils are given wow certificates for an instant reward. Pupil names who have achieved a wow moment are published in the weekly newsletter and these are read out in the weekly celebration assembly</li> <li>○ Other rewards include positive verbal feedback, stickers, certificates and badges</li> </ul> |
|  | Possible Consequences  |
| <b>Warning</b><br>Rule reminder  | A warning can be given for low level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.   |
| <b>C1 -</b>  | The pupils’ name will be recorded at this point.<br>Remind pupil why they are now on a C1 and ask to choose to correct their behaviour.  |
| <b>C2-</b>   | C2 ticked by name.   |
| <b>C3-</b>   | C3 ticked by name. 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. Ask the pupil to take 5 minutes out to think about their behaviour. (Foundation stage children will have time on the sad chair)   |
| <b>C4-</b>   | At this point the pupil must leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class - if they do they will be issued with a C5 half day. A C4 will also lead to lunch detention where they will complete a reflection.   |
| <b>C5-</b>   | 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. Pupil will work for a half day on their own in an area appropriate to the age of the child and the design of the academy. The pupil will be issued with a break time/lunchtime detention. Unable to attend after school club. This may extend to a full day if the behaviour is deemed serious or the pupil is unsuccessful in completing the half day.   |
| <b>C6-</b>   | Progression to a C6 may result in exclusion; this will be issued for extreme behaviours such as: Physical violence against another pupil or adult, including threatened. Health and safety issues such as frequent non-compliance, refusal to follow behaviour policy.   |
| From C4 - Staff dealing with the incident to record on yellow C4 sheet. For a C4 other, SLT will decide if further action is required. If issued with lunch time detention pupil to complete reflection, class teacher to inform parent. |  |
| <i>At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated</i>  |  |

Sanctions to be put in place as appropriate:

Letter home to parents

Report card to monitor behaviour over a set period of time

Meeting with parents with a member of the SLT

Meeting with external agencies

Lessons in isolation away from the class, the pupil will earn back the right to go back into class

Isolation /exclusion at lunchtimes

Behaviour contract

Behaviour management plan

Parent asked to come into school to support in class

Seclusion at partner academy

Part time timetable

Fixed term exclusion

Managed move to another school temporary or permanent.

Permanent exclusion