

Behaviour Policy 2021-22

Aims of the policy

This policy sets out the expectations for behaviour at the academy. The Academy Advisory Board, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

It also sets out the consequences for those who do not behave appropriately. Although this is a necessary element of any academy's approach, our emphasis is firmly on positive encouragement and promoting good relationships.

Our academy is also a 'THRIVE' academy and we firmly believe in supporting pupil's social and emotional development to ensure that any interruptions in SEMH are supported through the school's ethos and or specific interventions.

One Approach –

The academy believes that children need to see the link between their actions and the consequences, and as such implement a consequence scale. We use the language C1, C2, whereby C1 relates to consequence one, C2 relates to consequence two etc.

Each class will have a display which will be used academy wide. This can be found in the appendix A.

Each lesson all children will start in the green area. This is where children are expected to be and are meeting the behaviour expectations.

Children who are not showing the expected behaviour in lessons are placed into the amber warning. This is a warning for the children that their behaviour has not been at the expected standard; however, as it is the first time in the lesson the standard has dropped, there will be no consequence.

When children are exceeding the standards of behaviour they can be moved up to be a 'Superstar'. Where this happens, conversations with parent should take place preferably face to face, however if this is not available a phone call or a text home should be sent.

Possible rewards	
Following the academy rules. Displaying positive learning behaviours	<ul style="list-style-type: none"> ○ Pupil reward points – pupils are awarded reward points for good behaviour. These points are linked with following the academy rules, good attendance and punctuality and displaying positive learning behaviours .Pupils’ points are recorded electronically and the points gained can be swapped for prizes at the academy’s swap shop ○ celebration assembly- selected pupils’ work is celebrated in a weekly assembly ○ other rewards include positive verbal feedback, stickers, certificates and badges and texts home
Possible Consequences	
Amber warning	A warning can be given for low level disruptive behaviours such as swinging on chairs, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.
C1	The pupil’s name will be recorded at this point. Remind pupil why they are now on an amber and ask to choose to correct their behaviour. The pupil will spend 5 minutes of their break time reflecting upon their behaviour.
C2	The pupil will spend 10 minutes of their break reflecting upon their behaviour.
C3	A C3 will lead to playtime detention. Also the child may be asked to miss academy clubs at the discretion of the class teacher. This escalation is for repeated amber behaviour.
C4	Given for unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, threatening behaviour, foul and abusive language/body gestures. Possible lunchtime detention issued . This may increase to several lunchtime detentions, dependent on the misdemeanour .
C5	Attempted assault without injury, breakage or damage eg tipping chairs/tables or when physical intervention has had to be used – Period of seclusion in house and/ or a number of playtime/lunchtime detentions. Parents informed by the academy and possible activation of behaviour plan/external agency involvement.
<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>	
	<p><u>Sanctions to be put in place as appropriate for persistent red behaviour:</u></p> <ul style="list-style-type: none"> ● Letter home to parents ● Report card to monitor behaviour over a set period of time ● Meeting with parents with a member of SLT ● Meeting with external agencies ● Lessons in seclusion from the class, the pupil will earn back the right to go back into class.

	<ul style="list-style-type: none"> • Isolation /exclusion at lunchtimes • Behaviour contract • Behaviour management plan • Seclusion at partner academy • Agreed timetable variation • Fixed term exclusion • Managed move to another academy temporary or permanent. • Permanent exclusion
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Strategies to support children who have gone into red:

- De-escalation walk with teaching assistant or member of the EWB team
- A period of time spent in paired class to calm down and get back on track
- A period of time spent supported at a desk outside of the classroom
- Time to calm down in the Reading corner
- Use of fidget/fiddle toys to de-escalate behaviour

The Inclusion Team

Mr Gillen – Education Welfare Officer

Mr Phillips – Head of Academy

Miss Holmes - SENCo

Staff Roles and Responsibilities

It is the responsibility of all staff to enforce the behaviour policy.

All adults have a duty of care to the children in our academy and cannot abdicate responsibility for any child or behaviour observed that is not of a green standard. It is the responsibility of all staff to ensure that high expectations are enforced at all times of the day and in all contexts.

Staff should liaise with a member of the Inclusion Team to discuss concerns regarding behaviour. They will then involve parent/carer/external agencies if necessary.

The Inclusion Team will offer support for behaviour across the academy, including preventative measures.

Language – Insistent, consistent and persistent

All adults are insistent consistent, and persistent in their adherence to and reinforcement of the behaviour policy. Consistency in the language used will ensure that expectations are clear. Examples of language used by adults:

- You need to
- Well done, that is the expected standard of sitting/walking/listening etc.
- To show the expected behaviour you need to.....
- In our academy we.....

Reporting Arrangements

All behaviour should be dealt with in the first instance by the adult witnessing or present.

Low level disruption should be recorded on the academy behaviour tracking document.

Serious incidents should be recorded on CPOMS by the member of staff. Any follow up consequences/actions should also be recorded on CPOMS including any Thrive involvement.

Recording incidents of Alleged Bullying/ Racism/ Sexual Harassment or harm.

The academy takes all allegations of peer-on-peer abuse seriously.

Upon hearing an allegation of peer-on-peer abuse, staff will deal with the incident immediately.

Staff must let the Head of Academy know immediately.

Staff will record the details of the incident on CPOMS and the academy tracking sheet under the appropriate allegation tab.

The Head of Academy will then investigate the allegation and take appropriate action depending on the findings.

Rewards

There is a whole school reward system in place across the school called pupil reward points. Children can earn points for good behaviour, good work and any other aspects decided upon by the staff member in charge of the children at that particular time. Pupils can spend their points in the academy's Swap Shop. There are lots of other positive reinforcement measures the academy uses, including texting parents, weekly merit winners and other incentives.

Additional Rewards

There are lots of other positive reinforcement measures the academy uses, including texting parents, weekly star of the week awards, end of year awards and the academy's flagship strategy, Leading Learners.

(See Appendix 1 for more detail on Leading Learner criteria)

Sanctions and Consequences

Sanctions and consequences are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied as appropriate to the particular situation or circumstance of the behaviour (or the age/need of the child). All pupils start each day on green.

- Children who receive a C1, C2, or C3 will attend 'Reflection Time', which is led by a member of SLT. Children will be given a sheet by the class teacher for the children to fill in, which will get them to reflect on their behaviours and how it could affect others. The child will then hand in this sheet to the member of SLT who will discuss what they have put on their sheet.
- These sheets will be kept in a central file and the members of SLT will place these on the academy behaviour tracking system.
- At the discretion of a member of the Inclusion team or member of SLT, all or some of the stages detailed above may be bypassed, if the behaviour is sufficiently serious.
- As one of the consequences, a detention may be considered. This can be during break, lunchtime or after-school. Parents will be informed via telephone if an after-school detention has been issued and detentions will last 30 minutes. After-school detentions are only an option of consequence for children in KS2.
- Where there is persistent poor behaviour, parents will be contacted to discuss next steps. Where parents are not supportive of sanctions detailed by the academy parents will be invited into the academy for a formal meeting to discuss how to proceed.
- If poor behaviour continues decisions will be made by the class teacher, SLT and inclusion team regarding next steps. If a seclusion or exclusion is deemed necessary, this will be done in consultation with all stakeholders.
- Where staff believe that children's behaviour is due to an unmet social or emotional need, they will seek advice from Mr Gillen who will work with the class teacher to develop strategies to support the distressed behaviour shown by the child and a Thrive profile would be completed at that point if deemed appropriate.

- The reflection sheet that children receive should include the location and the lesson or part of the day that the behaviour took place. The behaviour should be best categorised under the following categories.
- Talking during class
- Physical Violence
- Disrespectful behaviour towards children.
- Disrespectful behaviour towards adults.
- Damaging Property
- Low Productivity.
- Peer on Peer abuse.

Where the behaviour does not fit the following categories, 'Other' can be selected with details of the behaviour.

Curriculum and Assemblies

Behaviour management must be supported by a strong curriculum, intent on developing and fostering respect. Assemblies focusing on behaviour, respect, manners, attitudes etc. will occur regularly throughout the year. A strong PSHE curriculum will support these aspects in class. The academy has regular themed weeks to focus on behaviour and wellbeing. For example, anti-bullying, e-safety and British Values.

Restorative Practice

At the academy, all staff, within their duty of care, work WITH people. Wherever possible, fair processes and responses to challenging behaviour should involve building relationships and repairing harm.

Fixed-Period 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 the academy
- To ensure the safety and well-being of all staff and children.
- Under exceptional circumstances, the Head of Academy may issue a fixed period exclusion or permanent exclusion.
- If the Head of Academy (or person acting in this capacity) 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 Head of Academy will follow the LA guidelines and will inform the LA, and the AAB.

After a fixed-period 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 the academy. If not, the Head of Academy 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 in-line with statutory guidance. The academy will follow the exclusion arrangements set out by the Department for Education (September 2017-Appendix 3)

Malicious Allegations Against Staff

If an allegation is made and is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of Academy will consider the appropriate disciplinary action against the pupil who made it.

Physical Intervention

At Craven Primary Academy, we view physical intervention or restraint of pupils as a **last resort to maintaining a safe environment**. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

Outside of School

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises.

This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

If an incident occurs either before or after school, involving a pupil and is reported, then all necessary measures will be taken to deal with this in line with the behaviour policy. This will include notifying the parents of any incidents and involving other agencies as appropriate. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises in the following circumstances.

When the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school.

When they misbehave at any time:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

This includes any reported incidents occurring on-line which involve pupils at the academy.

Searching Pupils

Senior staff at the school are able to search pupils without consent for any prohibited item or items.

Appendix 1 – Leading Learner Guidance

For children to receive a 'Leading Learner' they must fulfil all the following criteria:

Whilst on the academy site:

- Behaviour is consistently of the highest standard
- Attitudes to learning and towards all pupils, staff and parents/carers is of the highest standard
- Wear correct uniform

Attendance/Punctuality:

- The child has an attendance over 96%
- The child must be punctual and turn up to school on time.

Home/School:

- Pupils must complete a minimum of three reads a week
- Pupils must complete all homework set, within the given deadlines.

Appendix 2 – Guidance for Lunchtime Staff

Staff must:

- Insist that they are called by their surname e.g. Mrs, Miss etc.
- Maintain a fully professional conduct at all times
- Treat all pupils equally: with respect, dignity and care
- Ensure that high expectations of behaviour are embedded
- Ensure any children who are showing amber behaviour e.g. arguing with others, upsetting or disrupting the play of others, not following an instruction in a timely manner are dealt with by lunch time staff: for example, moved onto a different area or asked to go back into the hall for a 'cool down' period. This behaviour and action must be recorded on the behaviour tracking system, and the class teacher must be informed.
- Where staff deem behaviour to be 'red' e.g. swearing, purposely hurting others, putting themselves or others in danger etc are to be referred to the lunchtime co-ordinator and an appropriate sanction in-line with the behaviour policy will be agreed between a member of the Inclusion Team (if Inclusion Team staff are not available speak to a member of SLT.)
- Red behaviours over lunch to be recorded in-line with academy policy on CPOMS by a member of staff, and ticked as lunchtime conduct.

Appendix 3 – Department for Education Exclusion Guidance

If a school cannot tackle unacceptable behaviour in any other way, they may use exclusion as a last resort.

Fixed period exclusion - A child can be excluded for a fixed period of up to 45 school days each school year. Once a child has had over 15 days of fixed period exclusions, a meeting of the AAB body will automatically be arranged.

Permanent exclusion - A meeting of the school's governing body discipline committee will be arranged within 15 school days of the permanent exclusion. At the meeting, a decision will be made either to allow the child back into the academy or to exclude them from the academy permanently.

