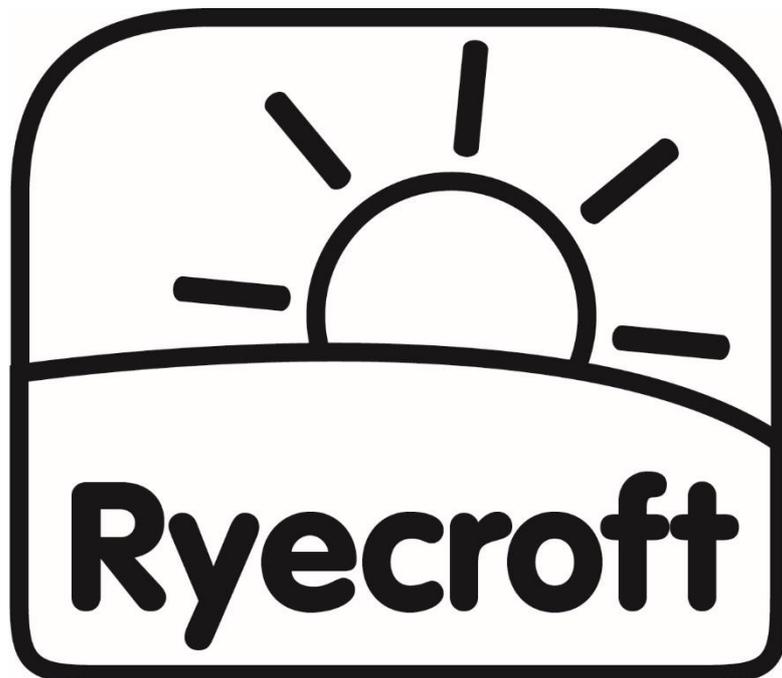




Positive Behaviour Policy



**Primary
Academy**

Presented to IEB:

October 2017

Next Review:

September 2018

PUPIL BEHAVIOUR POLICY

Introduction

It is widely recognised that good teaching and learning is a way of improving behaviour in schools and at Ryecroft Primary Academy we value good behaviour in the classroom and elsewhere to promote the school 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 school must have a behaviour policy. The Education Act 2011 also strengthened the authority to school 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 school 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 school staff. It also states what action the school 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 school over its application.

Objectives and targets

The aim of this policy is to ensure that the school offers a happy and caring environment in which all children have the opportunity to achieve the very highest standards. A calm school, in which children are behaving well and showing respect and consideration for others, will provide the right atmosphere for high levels of achievement. At Ryecroft 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 team 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 school 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 school 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 school.
- Not kicking, smacking or fighting each other.
- Keeping the noise level low in the classroom and when moving around the school.
- Listening carefully and following instructions the first time they are given.

General rules

We have a few school rules for the safety and comfort of all. These are:

- We follow the Golden Rules
- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

All staff follow the structured flow chart when dealing with behaviour. By following the flow chart enables all staff to use the system consistently.

Rewards

Good behaviour 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.
- Awarding Dojos
- Displays of their work.
- Prizes on special occasions.
- Teachers nominate children who keep the 'Golden Rules' for a golden certificate each week.

Sanctions

The clear behaviour flow chart clearly states appropriate sanctions for the level of behaviour.

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 a home-school book, 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 period of monitoring allows children to look closely at their own behaviour and will help them to identify how they can improve.

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 school's anti-bullying policy.

Physical violence

Physical violence is not tolerated at Ryecroft Primary Academy and is treated very seriously on the rare occasions when it does occur. The school has a policy on restraining pupils that is followed by staff when such situations occur. A formal record is made of such incidents, using 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 recorded via the 5W forms and on Cpoms. (see the appendix).

Drugs

In the event of drugs being brought into the school 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 school does not take the decision to exclude lightly. However, flow chart process has reached Level 4 or the home school book 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 reaches level 3 or three 5W forms have been received in a week then a White Warning letter will be sent to parents.

Staff guidance and training

Where unacceptable behaviour occurs at any time during the school 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 each new academic year for all staff and as required 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 Inclusion Leader and in more difficult cases by the educational psychologist attached to the school].

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 individual education plans (IEPs) 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. For example ten of their stickers may be equivalent to one in the scheme above.

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 Inclusion Lead, together with the Principal and Vice Principal 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 Senior Leadership Team. 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 school review due September 2018

APPENDIX

5W Form

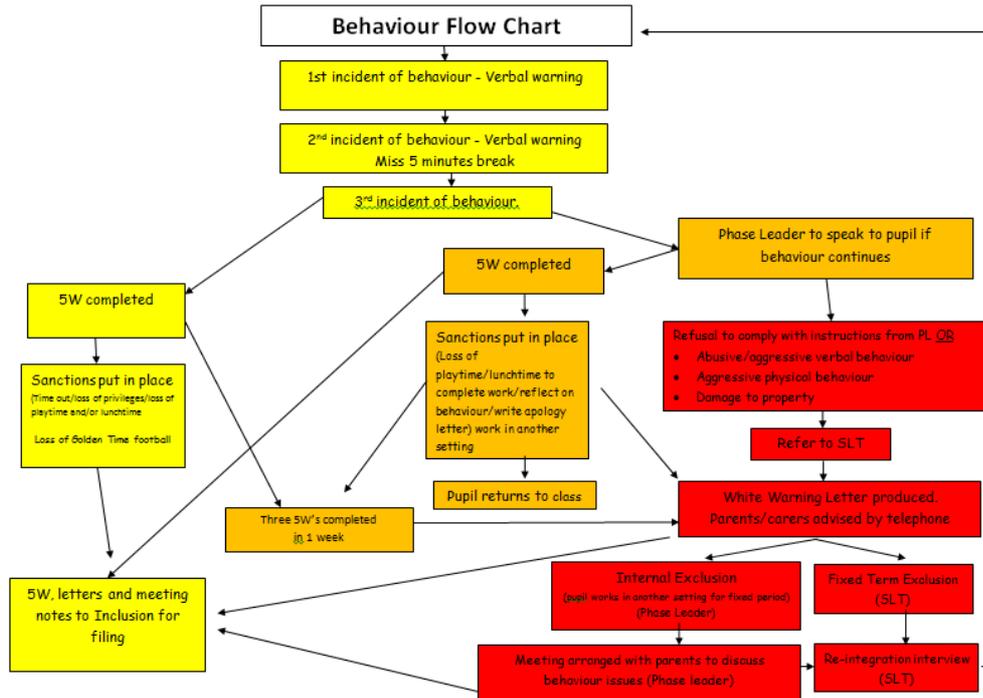
Name _____ Class _____ Date _____

The incident took place: In class/at playtime/at lunchtime Time: _____

What I did ----- -----												
Why I did it ----- -----												
Which Golden Rule did I break? -----												
What should I have done? -----												
What I am going to do next -----												
Any other relevant information: (Adult to complete)												
Useful words... Fight, sorry, listen, <u>apologise</u> , teacher, talk, calm, shout, tell, kind, property, self, respect.												
ADULT (Initials)	LOCATION OF INCIDENT			OUTCOME								
Who dealt with the incident	Class	Play	Lunch	Loss of Golden Time	Expectations discussed	Loss of Playtime (date)	Lunch Club (Date)	Bullying Incident (eg. 1/1/15)	Refer to SLT	Warning Letter Home	Feedback to staff member	Other
(Other)												

Please tick the relevant box

Incidents to be logged on CPoms by adult dealing with it. Paper copy to be given to L Morrell.



'For every action there is a consequence'

Occasionally a pupil may choose to behave inappropriately. In order to support the rights of other members of the school community these actions will have consequences. Children are made aware of inappropriate behaviour and the consequences for their actions. A meeting is arranged with parents (Level 2+) all incidents are logged and monitored by the Inclusion Team, Phase Leaders or the Senior Leadership Team. The Principal and Vice Principal reserve the right to use these consequences as they see fit, i.e. without following the order as stated below, depending on the severity of the behaviour.

Unacceptable behaviour dealt with by class teacher/play leader lunchtime supervisor/Inclusion Team	Assistant Principal	Senior Leadership Team	Principal or Vice Principal
Level 1	Level 2	Level 3	Level 4
Actions <ul style="list-style-type: none"> Interrupting the lesson Not on task Distracting other children Unsafe movement around the classroom Minor deliberate damage to another child's or school property Disrespectful attitude to another child or adult 	Actions <ul style="list-style-type: none"> Persistent Level 1 behaviour Stealing Not accepting instructions Deliberately not completing task set Behaviour that causes others distress (first instance reported) Bullying type behaviour (first instance reported) Disrespectful language and attitude to another child or adult that causes distress 	Actions <ul style="list-style-type: none"> Persistent Level 2 behaviour Leaving the learning environment without permission Verbal abuse including racism Physical violence Loss of temper Significant deliberate damage to another child's or school property 	Actions <ul style="list-style-type: none"> Persistent Level 3 behaviour Physical violence resulting in actual physical harm Leaving the school premises without consent Vandalism Defiant behaviour Putting others and themselves at risk in any way
Consequences <ul style="list-style-type: none"> Rule reminder Redirection Move to another area Time out Loss of privileges Loss of playtime 1:1 interview with teacher Behaviour logged in class incident book Behaviour logged on 5W One 5W logging - loss of Golden Time football. 	Consequences <ul style="list-style-type: none"> Behaviour logged on 5W (3 loggings in 1 week triggers a white warning letter to parents) Loss of lunchtimes Removal to another setting for a fixed period. White warning letter to parents advising of incident Teacher will meet informally with parent/carer to discuss supporting pupil's needs Teacher and parent to meet Home-school book as a means of daily communication Inclusion intervention programme Set small step targets to support positive behaviour 	Consequences <ul style="list-style-type: none"> Senior Leadership Team to interview pupil Information meeting with parent/carer Formal letter to parent/carer requesting a formal meeting should behaviour continue Meeting and incident is logged Increased support from Inclusion Team Outside agency involvement Postoral Support Plan put in place Risk assessment undertaken Internal exclusions considered 	Consequences <ul style="list-style-type: none"> As level 3 HT/DHT will formally meet with parent/carer to discuss pupil's actions and how best to support pupil's needs Educational Psychologist involvement Behaviour Support Service support school to support pupil Internal exclusion Fixed term exclusion Permanent exclusion