



Positive Behaviour Policy

School is a place where learning is paramount. We use the term 'learning' to encompass both academic and personal development. Children are encouraged to develop intellectually, socially, physically, spiritually, culturally and demonstrate shared British values. This development can only take place in an orderly and well-disciplined environment with high expectations of the behaviour of all its members.

Intelligent Discipline is built on the principles of Assertive Discipline as interpreted by Canter (USA). Our belief at King's Meadow Academy is that the management of pupil behaviour should always be a positive process.

Punishment contains behaviour – reward changes behaviour.

In the classroom teachers and other adults should:

- Be clear about Intelligent Discipline rules – and apply them consistently
- Consistently reward pupils every day for keeping to the rules i.e. behaving well
- Be assertive – but **not aggressive** or pleading – with pupils
- Apply the sanctions and consequences fairly and firmly. Always give pupils the chance to choose to behave
- Follow the stepped sanctions

7 Top Tips for the Assertive Teacher / Adult

- Stay calm – stand still
- Speak – **don't shout**
- Be consistent and relentless
- Be **the adult** – do the right thing
- Plan ahead – have a script
- Be enthusiastic – have fun!
- Be positive – reward and praise frequently

The broad principle beneath our policy is to treat pupils with respect and in the way you expect them to treat you e.g. if you shout at pupils as a means of managing behaviour, it is likely that this will create tension in the classroom and you can expect pupils to shout back. This moral impetus underpins the academy's approach to discipline and will aid the generation of a civilised ethos and environment in which to work.

Our Positive Behaviour Policy is in line with the 'Behaviour and discipline in schools' document published by DfE (revised January 2016). This document states that "Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions". It states that teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils.

Some strategies within our Positive Behaviour Policy have been drawn from 'Improving Behaviour In School – Guidance Report' produced by Education Endowment Foundation (June 2019). (see also PP strategy document).

Our Aims

In line with the 'Behaviour and discipline in schools' advice, we aim to:

- **Promote good behaviour, self-discipline and respect**
- **To prevent bullying**
- **To ensure that pupils complete assigned work**
- **To regulate the conduct of pupils**

(above points in bold link to DfE publication 'Behaviour and discipline in schools' 2016, page 4)

Below is a statement outlining how the aims are promoted through school using strategies within our Behaviour Policy:

Promote good behaviour, self-discipline and respect

It is essential that all staff have high expectations of pupils.

Explicitly, this is revised via assemblies on the above themes on a termly basis (as a minimum). SMSC materials are used and other messages shared as appropriate to the needs of the school. Good behaviour is praised verbally and rewarded with dojo points. The promotion of British Values is modelled by staff and attention is drawn explicitly to behaviours and scenarios demonstrating these values in the school environment. (see also assembly overview)

Implicitly, the behaviour the school promotes is modelled to children via courteous behaviour between staff exchanges and pupil / staff exchanges. Staff use teacher names (Mr / Mrs) in front of pupils and avoid using terms of endearment to pupils.

It is recognised that "Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils" (Behaviour and Discipline in Schools Policy, DfE, 2016).

Prevent Bullying

Note: This Positive Behaviour Policy includes our policy and approach to bullying. Bullying is considered an extreme unacceptable behaviour and treated as such.

The definition of bullying we acknowledge is taken from the SEAL (Social and Emotional Aspects of Learning) resources produced by the DfES as part of the Primary National Strategy:

'that bullying means one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time'. Page 5; Say no to bullying – SEAL theme overview PNS (DfES) 2005.

At King's Meadow Primary Academy all the children in every year group are involved in Anti Bullying week and undertake age appropriate work linked to this theme. The sequence of lessons places emphasis on how we can learn strategies and life skills to deal with this kind of behaviour if or when it happens to us or other people we know.

Our policy on bullying encompasses cyber-bullying. Children learn about E Safety and how to keep themselves, and others, safe when using technology. In the academic year 2019/20 work around anti bullying/e-safety will take place week commencing 11th November 2019 using the theme 'Change starts with Us'.

Bullying and Cyberbullying

(see also Waterton Academy Trust Anti-Bullying policy 2018 – 2020)

We will always work with the definition of bullying given at the beginning of this policy. We believe that our school has a duty to ensure all children are able to come to school and learn in a safe, healthy environment.

Any instances of bullying (category D and E in Waterton Academy Trust policy) will be taken seriously and dealt with quickly and firmly.

We would expect children to report any incidents that make them feel uncomfortable to an adult. Within school this could be the classteacher or a member of the support team. Initially this staff member would investigate the situation. The staff member would then bring this to the attention of the headteacher who may need to investigate further and contact parents. By everyone working together it would ensure the situation would be resolved. Any actions, sanctions or support, would be put in place for all the parties involved.

Cyber-bullying would be treated in a very similar way. However, we would also investigate, to such an extent as is reasonable, any incidences of cyber-bullying that occur off site that affected any of our pupils. Appropriate action would be taken and parents would be informed. Children in school will be taught how to respond to any incidences of cyber-bullying. An Acceptable Use Policy will outline the rules that children have to follow when using technology in school. The Acceptable Use Policy will be shared with parents so that they can follow this guidance outside of school also.

Incidents outside of school

School is responsible for behaviour within the school day (8:50am – 3:10pm) and aims to encourage standards of behaviour in pupils that transfer well to other contexts eg. walking home from school, playing in the park after school. On occasions, this may not be the case.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:

taking part in any school-organised or school-related activity or

travelling to or from school or

wearing school uniform or

in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that:

could have repercussions for the orderly running of the school or

poses a threat to another pupil or member of the public or

could adversely affect the reputation of the school.

It is not possible to consider the school's response to the broad range of possible incidents children could be involved in out of school. The school deems that parents are responsible for pupils outside school premises but that school should work in partnership with parents to promote good behaviour in pupils outside of school. Where non-criminal bad behaviour is reported to the school, school will inform parents or external agencies as appropriate for the matter to be considered for sanctions in line with the families own parenting strategies and appropriate sanctions. School will encourage children to consider their out-of-school behaviour in line with school expectations but will not administer sanctions within school time.

Racist Incidents

The Steven Lawrence enquiry defined racism as '**any incident which is perceived to be racist by the victim or any other person**'.

This definition has been adopted by many public agencies and is the definition we would use in school. Any racist incidents would be recorded, following the advice in the DfES document entitled Code of Practice on Reporting and Recording Racist Incidents (April 2000). Any racist incidents would be reported to local governing body.

Isolated racist incidents will be investigated and treated in accordance with the escalations on the behaviour pyramid. Parents of both parties will be informed.

Racist bullying would be treated as an extreme unacceptable behaviour. If an incident was investigated and racism was evident then appropriate sanctions would be applied. This would be recorded in a racist log.

Homophobic Incidents

Homophobic bullying is defined as 'any incident where people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different"

Isolated homophobic incidents will be investigated and treated in accordance with the escalations on the behaviour pyramid. Parents of both parties will be informed.

Homophobic bullying would be treated as an extreme unacceptable behaviour. If an incident was investigated and homophobia was evident then appropriate sanctions would be applied. This would be recorded in a homophobic log.

Include LA agencies we may refer to / involve eg traveller liaison

Ensure completion of assigned work

Staff are required to make learning engaging for pupils (This is covered in greater detail in our Teaching and Learning Policy).

In brief, staff are required to ensure that:

- Learning is fun for children
- Others care if pupils learn
- Children can learn using a learning style that is appropriate to their needs
- Learning is well planned and interesting
- Children can understand the whole picture (not just one bit)
- Children are told regularly how well they are doing and how to get better
- Children are confident, able and their needs for safety and security are met

Regulate the conduct of pupils

See school rules for pupils and escalation of sanctions

School Rules

As an Academy, we only have three, short school rules. These are easy for all stakeholders to remember and any incident of misbehaviour can be linked to a rule that has been broken. The rules also link to the aims of the policy and are all consumed within the rules.

It is the **right** of everyone at our school to learn and be happy. We therefore have a **responsibility** to:

- Do as you are told, when you are told
- Listen in silence
- Keep hands, feet, objects and unkind comments to yourself

Behaviour Modification Strategies

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for **all** children.

Rewards

At King's Meadow Primary Academy our individual reward scheme is based on dojos which children can be rewarded with for all aspects of good attitude, presentation and behaviour. All staff in school give dojos to children who make good choices in terms of behaviour in school. These spots can be "spent" on a regular basis – at the end of a term. In addition, each class teacher gives verbal or written praise as often as possible.

Postcards announcing 'Good news from King's Meadow Academy' are available to staff to send home to families to identify good learning pupils have demonstrated in class. It is anticipated that each child will get at least one postcard across the year. These are sent home by post, without the child's prior knowledge.

Children are encouraged to display their achievements in and out of school in assemblies and within their classroom. Good behaviour is also shared and rewarded during assemblies. From September 2019, children who achieve an award in Friday Praise Assembly will have a hot chocolate with the staff member leading the assembly and the Learning Mentor as an opportunity to discuss the achievement in greater depth and reinforce the positive behaviour.

Most children respond to this positive wave 1 approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Wave 3 strategies may be used where appropriate to respond to individual needs. These may take the form of reports or 'sticker charts'.

Sanctions

What the Law allows (Behaviour and discipline in schools. DfE. 2016)

If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil. To be lawful, the punishment must satisfy three conditions:

1. it must be made by a paid member of school staff
 2. the decision must be made on the school premises or while the pupil is under the charge of the school member of staff. This includes being at a school organised event or educational visit off the school site.
 3. it must not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all the circumstances
- A punishment must be proportionate (...taken account of the pupils age, any SEN or disability).
 - Corporal punishment is illegal in all circumstances.

Children need to discover where the bounds of acceptable behaviour lie and a Behaviour Policy must state these boundaries firmly and clearly. Each case is treated individually taking in to account the incident, antecedents to the incident and pupil age. Generally children are made aware that they are responsible for their own actions and if they choose to break the rules it will lead to a sanction. Sanctions may include

- a verbal reprimand
- extra work or repeating unsatisfactory work
- loss of privileges
- missing breaktime(s)
- detention
- school based community service (picking up litter, weeding school grounds, tidying up a classroom)
- in more extreme cases, schools may use temporary or permanent exclusion

Generic practice

At King's Meadow Primary Academy most behaviour issues are dealt with by the adult responsible for supervising the child at the time of an incident of unacceptable behaviour. This may be the classteacher, teaching assistant or lunchtime supervisor.

The classteacher has responsibility for the pastoral care and development of all children in their class and will be the initial person who is informed and expected to deal with behavioural issues in the first instance.

At lunchtime, behaviour issues are the responsibility of the lunchtime supervisor team and the leadership team.

The Academy employs a Learning Mentor who works with groups, individuals and families across the school, (often in conjunction with outside agencies), in relation to pastoral, attendance and behaviour issues.

Playtime Support Strategies

It is recognised that as an unstructured part of the day playtime can be difficult for children who find it hard to control their own behaviour without the support of an adult. A system of pupil leaders, who are given specific training, is in place to help pupils deal with and resolve minor disputes.

As a school, our approach to behaviour is to use positivity to influence and further the types of behaviour we want our children to demonstrate. There will be instances where pupil behaviour falls outside of these expectations. King's Meadow Academy have a behaviour escalation giving an outline of behaviours that may be seen and the consequences that may be issued. The lists are not exhaustive but give a comprehensive overview of types of incidents, which may occur. This document exists to allow for fair and consistent application of our policy and to share this with all stakeholders.

NB: If a fixed term or permanent exclusion has to be imposed then the DfE Guidance on 'Exclusions from maintained schools, Academies and pupil referral units in England' (September 2017) will be followed.

Staff will give consideration to whether continuing disruptive behaviour may be the result of unmet educational or other needs. At this point, the school will consider whether a multi agency assessment is necessary. It is likely that behaviour at this level will already involve members of the leadership team and the SENCo. Continuous disruptive behaviour may mean that referrals are made to BEST (Behaviour and Exclusion Support Team) or EPS (Educational Psychology Service). The above statement and action will be appropriate for the majority of children; for any behaviours that sit outside the remit of these agencies or do not fit with 'typical' referral routes, the school will contact agencies at the Local Authority to seek bespoke advice and support.

Communication

When an incident involves a child receiving a sanction, the duty staff involved must ensure that this is communicated effectively with the class teacher. This may be from breaktime or during the teacher's PPA. This is to ensure that the classteacher has an overview of the behaviour of their class. The Headteacher must be informed of any serious incidents (level 3 or above in escalation document).

Parents will be informed by the classteacher of any serious or persistent behaviour that is unacceptable. Support from parents may be sought to help a child modify behaviour that is unacceptable in school. Occasionally it may be a member of the senior leadership team that contacts parents to discuss behaviour.

The classteachers, TAs, and Lunchtime Supervisors supported by the Academy's Special Educational Needs Co-ordinator, Family Worker and Leadership Team are available to provide pastoral support for children, parents and teachers. Appointments can be made to meet with any of these staff. For teachers this will often have to be outside normal teaching hours.

In order to maintain clear records of behavioural incidents for future reference, staff will use CPOMS to record behavioural incidents that they have dealt with. Senior leaders will analyse CPOMS to identify patterns of behaviour at whole school level and for individual pupils.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parent functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff always try to deal with behaviour problems patiently, consistently and positively.

Behaviour Slips and Behaviour Book

Incidents dealt with at levels 3 or above of the behaviour pyramid are recorded on CPOMS.

If a child accumulates 3 behaviour slips in a term this may result in a fixed term exclusion being issued by the Headteacher. Any member of staff can ask for a behaviour slip to be issued. The member of the Senior Leadership Team are the only staff who can issue a behaviour slip. Behaviour slips are posted to the child's address and a reply slip is collected. If parents wish to discuss the incident then they are welcome to make an appointment to discuss it with the Headteacher.

Intervention and power to use reasonable force

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. The Law states that "Members of 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".

As an Academy, it is our policy only to use Team Teach in extreme scenarios. The Academy judge an extreme scenario to be one where there is a risk of harm to an innocent pupil or a member of staff. King's Meadow Primary Academy does not consider that "damaging property" is a scenario that requires reasonable force to be used.

Team Teach training is organised at regular intervals for staff to ensure appropriate procedures are followed. In this circumstance the procedure will be:

- Send for support – an adult from another class or from the office.
- Ensure all children and adults are safe.
- Only make physical contact if the child is going to hurt himself or others.
- Remove the child from the scene or, if necessary, remove all the other children and supervise the child who is causing the problem.
- Involve the Head of School or assistant Headteacher.
- Inform parents.
- Contact appropriate outside agencies.

Any use of positive handling should be recorded in the Bound and Numbered Book which is kept in the main office. The report should be completed as soon as possible after the incident or by the end of the school day at the latest.

The Headteacher / SENDCo will work with other colleagues and parents to devise an action plan to meet that child's needs and modify the behaviour. This may include the involvement of other agencies – social services, psychological service etc. It is likely that a pupil will have an individual risk assessment also.

Use of isolation

In extreme circumstances, school may legally use isolation as disciplinary penalty.

However, isolation will only be used in our Academy when it is in the best interests of the child and / or other pupils. This would be discussed with parents / carers.