



DENABY MAIN
PRIMARY ACADEMY
Astrea Academy Trust
INSPIRING BEYOND MEASURE

BEHAVIOUR POLICY

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Denaby Main Primary Academy Behaviour Policy

At Denaby Main Primary Academy, our aim is that every member of our school community should feel valued and respected and that children should be able to behave in socially acceptable ways.

We are a caring community whose values are built upon mutual trust and respect for all.

Our school's behaviour policy is designed to support the way in which all members of our school community live and work together. It aims to promote an environment in which everyone feels happy, safe and secure. This policy runs in conjunction with other school policies such as the anti-bullying policy and the safeguarding policy. School acknowledges its responsibility with regards to the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs or disabilities (SEND).

To be socially acceptable, we believe that children should:

- treat other children and adults with respect
- speak politely to other people
- have self confidence and high self-esteem.

To encourage this, staff will:

- treat all children and adults with respect
- speak politely to all other people
- praise children's efforts and achievements as often as they can, using a range of possible rewards
- explain to children what they should have done or said when they get it wrong and use our Consequence Ladder
- tell parents about their child's efforts and achievements
- avoid using critical or sarcastic language.

School rules are kept to a minimum and we expect all adults and children to follow them. The Golden Rules are then expanded by the children into their own set of class rules at the beginning of each academic year.

Our School Golden Rules

We are kind

We listen

We are honest

We work hard

We look after property

Our behaviour policy is applied consistently across school, and children are able to see the inevitable results of positive and negative behaviours in displays in every classroom.

Rewards for positive behaviour

Children who behave appropriately will be rewarded in one or more of the following ways:

Positive praise

Children are given positive praise when they demonstrate good behaviour. Praise will be precise to encourage children to repeat this behaviour.

e.g. "Thank you for being courteous and opening the door for me" Or, "Well done for showing common sense and walking through school."

Raffle tickets

Lunchtime supervisors and school cooks have raffle tickets that are awarded for good behaviour at lunchtime. All raffle tickets are put into a class hat, and 1 child from each class is picked out during special mentions assembly and awarded a 'Fast Pass' to lunch the following week.

On Thursdays, Lunchtime supervisors also decide who will sit at the 'Top table' on Friday, based on who has impressed them the most all week with their behaviour.

Golden Time

Children who have not moved down to Red on the Consequence ladder enjoy 15 minutes of Golden Time at the end of the week in addition to joining in with Tribe time activities.

House Points

Children are assigned to either Red, Blue, Yellow or Green house. They earn house points during lesson time for positive behaviours. The weekly totals are revealed in special mentions assembly, and the winning house at the end of the year will win a super fantastic treat!

Star of the Week

Each teacher selects a 'Star of the Week', and certificates are presented during Friday's special mentions assembly.

Stickers

Teachers or members of the Senior Leadership Team may give stickers at any time for displaying a positive attitude,

Consequence Ladder

If children behave in an inappropriate way that does not reflect our school values and such behaviour occurs in class, the consequences of the child's behaviour will be moving down the consequence ladder which are displayed in all classrooms. The consequence ladder is colour coded.

Some behaviours for example serious verbal assault or physical aggression towards another pupil or adult, may be deemed to be more serious. A warning in this instance would not be the appropriate response. Whilst we look at each incident on a case by case basis, in the event of such behaviours a different action would be appropriate.

Reminder (green)

Children are reminded that they are making a bad choice and that they are breaking our behaviour rules- "You are choosing to break our rules, think about how you can change your actions to avoid moving down the consequence ladder. Make a good choice to avoid being moved." Their name is rotated 90 degrees to signify that this reminder has been given.

Warning (orange)

Children are again given a choice, but this time, they are moved one step down the ladder. "You have now been given a warning for repeated behaviour choices; think about how you can change your actions to avoid moving further down the ladder"

Lost Golden Time (red)

Again, another choice reminder is given. The child's name is moved into the red section and the child loses 5 minutes of their Golden Time. If the child has already lost one 5-minute block that day, then a second block will signify the loss of 3 minutes. During their missed Golden Time, the child will be supervised by the class teacher and their name and details of the behaviour recorded in the behaviour log. All missed Golden Time is recorded in a school behaviour log.

Cool Down

At this point, the child has received a number of choice reminders but their behaviour has not improved. They are now given 5 minutes time out, in another classroom where they will be able to think about their behaviour and decide what they are going to do when they return to their own classroom. When entering their chiller classroom, they will not be told off by a second teacher, but rather be left to sit quietly and calm down without interrupting the class. Should the child be disruptive in the chiller class, they will continue to the next stage of the consequence ladder. They will also discuss their behaviour with their class teacher after the incident, as soon as is convenient, to discuss the choice they made calmly and explore the other actions the child could have taken.

Thinking Table

If the child's behaviour still does not improve, they will be asked to go to the Thinking Table, in Mrs Dickinson's office, for the rest of the session and their parents or carers will be contacted by the class teacher or SLT.

At all stages of the ladder, children are reminded of the choices that they have and the choices they can make in terms of their behaviour. By doing this, children are given the responsibility for their own behaviour; it ensures there is no conflict between adult and child and creates an important link between choice and consequence (positive or negative). Children are not able to earn golden time back or move back towards green, they must realise that the consequences are final. After break and after lunch, all children are given a fresh start and moved back to the top of the ladder. In addition, if children are regularly moved into red or amber, their parents or carers will be contacted to discuss their behaviour.

If a child regularly misses the majority of golden time, or consistently misbehaves, then other sanctions may be considered, for example, they will be put on a different system where they have the opportunity to earn a chunk of golden time each session. This will be monitored and the children supported so that they can quickly keep an increasing amount of their golden time and return to the original system.

Children who repeatedly refuse to work and be engaged may be asked to sign a Behaviour Agreement.

Consequences for negative behaviour

As stated above we will look at each incident on a case by case basis depending on the severity and nature of the behaviour. The Senior Leadership team will work with pupils, teachers and parents to gather facts and agree an action which is proportional to severity of the incident.

Some examples of behaviours deemed to be more serious could be

- use of rude or unkind language
- persistent disruptive behaviour
- hitting, kicking, biting or other such physical responses
- racist or sexist remarks

Lunchtimes:

At lunchtime, we operate a similar system using red and yellow cards.

If a member of staff gives a child a red card, they must go inside to the reflection room and complete a reflection sheet and the time allocated.

If a child receives 6 red cards in 3 weeks, they must stay inside at lunch times for an agreed time and parents/carers will be contacted.

Restraint or Restriction:

All members of staff are aware of the advice regarding *The use of Reasonable Force* (relating to section 550A of the Education Act 1996). Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself, to prevent them from committing a crime or damaging property. The actions we take are in line with the government guidelines on the restraint of children and all actions taken are always recorded with the Principal. All teaching and support staff have been trained by Team Teach on how to reduce risk, how to de-escalate situations and, if appropriate, restrain and restrict.

Teachers and support staff will use the Team Teach training and will follow strategies that are related to the six stages of a crisis.

- **Stage 1 – Anxiety/Trigger**
Adults to provide support and reassurance when children show low-level examples of anxiety to prevent this from escalating further.
- **Stage 2 – Defensive/Escalation**
Continued support and reassurance whilst also reminding children about clear limits and boundaries that are in place and the good choices that they can make. Adults could potentially provide a diversion here to distract the child from the anxiety.
- **Stage 3 – Crisis**
Possible need for restraint or restriction – appropriate to the situation and to the needs of the child – to reduce the risk to the child or others.
- **Stage 4 – Recovery**
Adults to use a co-ordinated approach to letting go of the child from the restraint or restriction. Continue to provide support and reassurance, give time and space to the child and look for signs that they are ready to communicate.
- **Stage 5 – Depression**
Adults will continue to support, reassure and monitor the child; respond to the child when they begin to communicate but refrain from trying to resolve the situation at this point.
- **Stage 6 – Restoration**
Once the child is ready, the adult involved in the restraint/restriction needs to have a conversation with them to reflect, repair and reconnect. Discuss the feelings and emotions involved and strategies to deal with these rather than addressing the behaviour.

Bullying

We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We will involve parents where appropriate and ensure all incidents are recorded. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children feel safe attending school, please see our associated anti-bullying statement.

Use of ICT

School recognises that access to a range of technologies and communication devices are part of a modern education. However, the right to these technologies comes with associated responsibilities. All children are aware of the acceptable use policy which contains clear details of expected behaviour in child friendly language – these have been developed with the School Council.



School also has an E-safety policy detailing procedures and sanctions for unacceptable use of ICT.

The role of school staff

It is the responsibility of the class teacher to:

- have high expectations of all children
- treat all children with respect and understanding
- ensure the school rules are enforced
- use the Consequence Ladder to respond to behaviour fairly and consistently
- record incidents of unacceptable behaviour and repeated low level disruption
- keep parents and carers informed
- with support from the Inclusion Coordinator, liaise with external agencies, as necessary, to support and guide individual children

The role of the Principal

It is the responsibility of the Principal to:

- under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy
- ensure the health, safety and welfare of all children and adults within school

- ensure that the school collaborates actively with parents so that children receive consistent messages about how to behave at school and home
- support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy
- keep records of all reported serious incidents of misbehaviour and of regularly occurring low level incidents
- give fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are only ever taken after the school governors have been notified.

The role of parents and carers

It is the responsibility of parents and carers to:

- actively work with school to ensure that children receive consistent messages about how to behave at school and at home
- be involved in building a supportive dialogue between home and school sharing any concerns that they may have
- support the actions of the school where the school has to use reasonable sanctions to address a child's behaviour.
- contact the class teacher should a parent or carer have concerns about the way that their child has been treated. If concerns remain, they should follow our complaints procedure as set out in our school prospectus.

The role of governors

It is the responsibility of our school governors to:

- set these guidelines on standards of discipline and behaviour and to review their effectiveness
- support the Principal in adhering to these guidelines
- advise and support the Principal in dealing with individual disciplinary issues. The Principal must take this into account when making decisions about behaviour issues.

The behaviour of adults in/around school:

Behaviour concerns about members of staff:

- The Principal will follow our staff whistleblowing/discipline policy in consultation with the school governors.

Behaviour concerns involving parents or other adults:

- The Principal will ask the parent to speak to them away from children or other parents. She will discuss the problem and attempt to resolve it.
- If the behaviour continues, the Principal may need to restrict a parent's access to the school. This will be done in consultation with the school governors.

Additional Support

As a school, we are able to access additional help and support from; Behaviour and Outreach Support Service, our Safer School's Partnership, the Youth Offending Team and our school's Educational Psychologist who may then refer to other agencies. Any referrals will be made in consultation with parents and carers.

Any parents and carers who would like support with their child's behaviour should contact the school's class teacher in the first instance or a member of the Senior Leadership Team who will be able to discuss support needs and suggest next steps.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be warranted in order to ensure school remains a “safe, secure and calm environment” for children to learn and succeed. On such occasions, school will refer to the 2017 DfE guidance, *Exclusion from maintained schools, Academies and pupil referral units in England* in order to ensure that all obligations are met and any exclusion is lawful, reasonable and fair.

Only the Principal has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In some circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Principal will follow clear guidance from the Trusts Exclusion Policy, August 2019, regarding the decision to exclude and in order to ensure that the exclusion is lawful, reasonable and fair. The following range of activities will be undertaken

- A thorough investigation of the incident(s), with a written report;
- Consideration of all relevant facts and firm evidence to support the allegations;
- Consideration of all relevant Behaviour Policies;
- Consideration of whether an incident appeared to be provoked;
- Ensuring all pupils involved are able to provide witness statements and/or their version of events;
- 3.2.6 Due regard to the Equality Act (2010).

Drug and alcohol related incidents

It is the policy of the school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent/carer should bring the medication to the school office in the morning with a completed medication form. Only teachers or other responsible adults may administer medication and this will always be recorded in the school’s medication record. All medication is stored in the medical room in a locked cupboard or, if necessary, in the fridge. The school takes misuse of alcohol or drugs very seriously. Parents/carers are always informed of any incidents and the school will take necessary and reasonable action in accordance to the exclusions policy where the incident will be fully investigated.

Malicious accusations against staff

Should malicious accusations be made against a member of staff, staff would follow the schools Safeguarding policy.

Monitoring and review

The Principal monitors the effectiveness of this policy on a regular basis. They report to the local committee on its effectiveness and, if necessary, makes recommendations for further improvements.

Incidents are recorded as set out in this policy.

The local committee reviews this policy at least every two years. The next review of this policy is scheduled for September 2021.