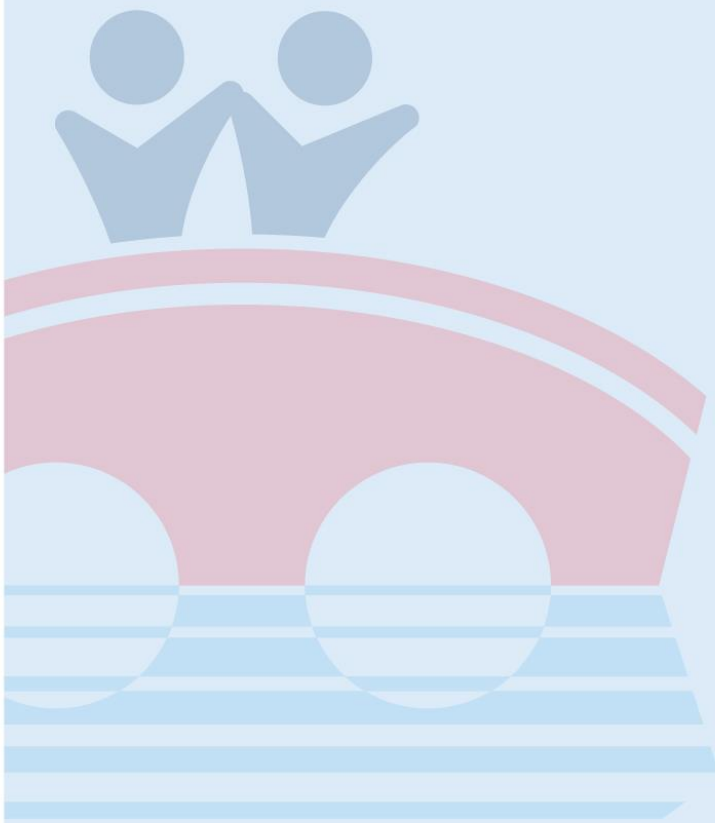




Behaviour Policy

September 2017



a member of  
**ALAT**  
[www.alat.org.uk](http://www.alat.org.uk)



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## 1. Mission Statement

Adventure Learning Academy Trust (ALAT) and Bright Tribe Trust (Bright Tribe) bring a new energy and approach to providing the best education for our Pupils. Through proven practices, ALAT / Bright Tribe will transform the learning of Pupils, raise standards and provide the highest quality learning environments, enabling Pupils and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

### Learn

Provide the best education for every Pupil.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

### Grow

Grow our Pupils' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

### Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

## 2. Introduction

This behaviour policy links to other academy policies and documents including:

- Special Educational Needs
- The Home-School Agreement – Code of Conduct
- Allegations of abuse against staff
- Educational Visits Policy
- Pupil Equality Policy
- **Abducting Policy**
- Safe Touch Policy

It also makes reference to DfE statutory guidance and documents that should be read alongside this policy. These include:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies
- DfE and ACPO Drug Advice for Schools
- Use of Reasonable Force
- Behaviour and Discipline in Schools
- DfE Screening, Searching and Confiscation



- Ensuring Good Behaviour in Schools
- Exclusion from maintained schools, Academies and pupil referral units in England 2012
- DfE Dealing with allegations of abuse against teachers and other staff.

Where the terms 'school' and 'headteacher' are used these interchangeable with those of 'academy' and 'principal'.

This behaviour policy is published on the Academy's website and copies are also available on request. These can be obtained from the Academy's main reception. All stakeholders have high expectations and encourage our children and staff to be outstanding and shine.

All staff have a corporate responsibility to providing a safe, happy and stimulating environment for all children in our care where good behaviour is the only acceptable behaviour. This is achieved through quality teaching, praise, reward and a system of Altarnun School Values.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.

### 3. Core behaviour principles

The core principles in this policy are set by ALAT/Bright Tribe Trust to ensure that all - pupils, parents and staff have a shared understanding of the standards of behaviour that the Trust expects from its academies. The policy's aim is to promote an environment that is most conducive to learning and that enables our pupils to achieve their best.

The Academy's Principal is responsible for developing and implementing the behaviour policy as those core principles apply to Altarnun Primary School. This includes certain legal responsibilities with the aim of:

Promoting appropriate behaviour and respect (See Appendix 2)

Preventing bullying

Ensuring that pupils comply with staff requests with regards to conduct

Regulating the conduct of all pupils.

The Principal of Altarnun Primary School decides:

- The precise standard of behaviour expected of pupils at the academy
- How that standard will be achieved
- The Academy Rules
- Rewards for good behaviour
- Disciplinary penalties for breaking the rules.

Altarnun Primary School promotes standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others. We aim to foster an environment which encourages, reinforces and supports appropriate behaviour and promotes care and respect for the academy environment.

Key Message: For the behaviour systems to work consistency is the key.



All staff working within Altarnun Primary School have a team approach of collective responsibility - meaning that we ALL work together to address behaviours in and around school (both positive and negative) regardless of which child is in which class. We give praise when the children are following the school values and address situations where the school values are not being followed.

We recognise that ALL the children can turn their behaviour around and that once there has been a consequence they are entitled to a “Fresh Start” and a smile.

## 4. Our Behaviour Principles

### High expectations

At Altarnun Primary School we expect all pupils to behave appropriately and to the best of their ability. There will be a rigorous approach to behaviour with high expectations set even before the pupils arrive at the Academy. Expected standards for pupil behaviour are clearly set out in our **Home School Agreement**. Young persons wishing to attend the academy will need to agree and sign this. Parents will also be expected to sign and to support the Academy in maintaining these standards.

### Leading by example

Every effort will be made to help pupils behave appropriately. Staff will be expected to lead by example and to model courteous and considerate behaviour. Pupils will be treated with respect and good manners. In return staff and visitors will expect to be treated politely and respectfully by pupils.

### Supporting pupils to improve their behaviour

We understand some pupils will be working to improve their behaviour and we will support them to achieve this. We will use a stepped approach to behaviour improvement with short term goals negotiated and agreed. There will be clear explanation of expectations in reducing instances of inappropriate behaviour and each pupil working towards set behaviour targets will have an individual behaviour plan. All staff will be made aware of the targets on the behaviour plan and will use those strategies outlined as being most successful for supporting the pupil. (see Appendix 4)

### Promoting positive behaviour

Altarnun Primary School seeks to create an environment which encourages, reinforces and supports positive, acceptable behaviour. Wider society expects acceptable behaviour as an important outcome of the education process. Consequently pupils at the Academy will be expected to promote and display positive, appropriate behaviour and become role models for their peers. (See Appendix 2)

### Fairness

Altarnun Primary School will outline clearly what are acceptable standards of behaviour and ensure a consistent approach in responding to positive and negative behaviour.

We will ensure that Altarnun Primary School’s expectations of behaviour are clear and understood by all staff, pupils and parents/carers.

Altarnun Primary School will encourage a whole academy and home involvement in the implementation of this policy and ensure that there is fair treatment for all regardless of age, gender, race, ability and disability.

## 5. Behaviour for learning

Rather than focusing on unwanted behaviours, at Altarnun Primary School we believe in creating a positive 'can do' environment to help pupils understand the behaviour skills they need for learning - what the teacher wants them to do and why this will help them to learn. We believe putting a value on positive behaviours enables and maximises learning.

How our teachers establish a positive climate for learning is crucial to this – this includes getting to know every child. The teachers at Altarnun Primary School will use approaches that aim to promote learning behaviour – those that develop positive relationships and an appropriate emotional climate in the classroom. These approaches will:

- Be positive – emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupil and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances
- Be relevant and be consistently applied to all pupils at all stages.
- Recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

## 6. Choices and Consequences

At Altarnun Primary School rewards will be used to encourage and reward appropriate behaviour. Sanctions are applied in cases of unacceptable or inappropriate behaviour.

At Altarnun Primary School we believe all pupils have responsibility for their own actions.

Supporting our pupils to make choices and to understand that they must take responsibility for their own actions is an important part of their learning. It supports the Academy's aim that our pupils leave the Academy respectful of, and as positive contributors to, their communities and their peers.

At Altarnun Primary School pupils are responsible for ensuring that they understand the Academy's rules, behave appropriately and fully understand the consequences and rewards resulting from the decisions and actions they take. Academy Rules and Codes of Conduct are clearly communicated and displayed, and all pupils are asked to sign the Academy's Home School Agreement alongside their parents.

Where there are instances of inappropriate behaviour, pupils will always be warned about the consequences of their choice – whether to continue in the behaviour or to take an alternative course of action (where required this will be clearly explained). This allows pupils to make an informed choice and to take responsibility for their actions.

Pupils will be allowed to make choices so they can take responsibility for their own behaviour (see below).

It will be made clear to pupils at all times that choosing a particular behaviour will also be choosing a consequence.

Altarnun Primary School aims to use the above in an open and fair manner and there will be a high level of individual support, coaching and mentoring so all pupils are encouraged to achieve.

However, we reserve the right to use the full range of sanctions available, (See Appendix 3 ) including fixed term exclusions and in the case of the most serious incidents, the involvement of the Police and permanent exclusion.



## 7. Core Behaviour Guidelines

In Altarnun Primary School the following behaviour guidelines will apply:

- Altarnun School believes all teachers have the right to teach, all pupils have the right to learn and everyone has the right to be treated with respect and dignity
- Pupils, with the support of parents/carers, will attend the academy on time
- Pupils are required to attend all timetabled lessons and take an active part in learning, unless written permission is received from a parent for example, exemption from PE due to a medical issue.
- Full school uniform and PE kit are required and will be correctly worn in order for pupils to maintain a good standard of personal presentation
- Extremes of hair fashions and make-up are not allowed
- Medic alert bracelets and necklaces may be worn and need to be visible
- No personal jewellery is to be worn other than a wristwatch and plain stud earrings
- All academy buildings and equipment will be used properly and with respect. We expect pupils to keep any books or ICT equipment issued to them in good order and not to damage them
- All staff and pupils will aim to maintain the highest standard of appropriate behaviour at all times.

## 8. Consistent Behaviour Management

The Senior Leadership Team at Altarnun Primary School will ensure that there is a consistent approach to the management and organisation of learning and teaching and the awarding of rewards and sanctions.

All staff will be expected to use appropriate behaviour management strategies including, wherever necessary, the teaching of appropriate behaviour.

There will be an ongoing programme of staff development and support in place to ensure everyone is clear about the strategies and methods staff must use to ensure a consistent approach to behaviour management. This includes regular training with regards to behaviour monitoring, management and the promotion / development of appropriate behaviour in individual pupils and groups of pupils.

The Academy will have pastoral and pupil support systems, to ensure pupils can be guided and helped to behave appropriately.

Liaison with parents is very important in promoting excellent behaviour therefore the school will proactively work with parents to develop strategies to help their child both at home and in the Academy. Where there is a more complex family need, we will liaise with other agencies as appropriate.

We recognise that specialist behaviour intervention is required for some situations and for pupils who continue to exhibit inappropriate behaviour despite our efforts to help them. These will be referred to the Special Education Needs Co-ordinator (SENCO) for further investigation. In some cases the advice of an Educational Psychologist will be sought.





The leadership team will also ensure that there is consistency in the organisation of spaces and facilities across the building and outside spaces so that all aspects of the academy environment help to promote good behaviour.

## 9. Rewarding Positive Behaviour

The Principal is responsible for deciding and implementing the reward systems used in the Academy, the circumstances of behaviour in which rewards may be made to pupils and the process by which reward recommendations are made by academy staff. The academy will use a variety of rewards to support this behaviour policy.

The reward system and the procedures for making rewards will be clearly communicated to all pupils and staff.

Praising and rewarding pupils for positive learning behaviour and for upholding the principles of honesty, respect, consideration and responsibility for self and others will be a strong feature of the Academy's approach. (See Appendix 2)

## 10. Addressing Poor Behaviour

### Teachers' powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the legal power to discipline pupils whose behaviour is unacceptable, who break the Academy's rules or who fail to follow a reasonable instruction.

This power applies in the Academy and also outside of school in certain circumstances and includes the authority to impose detentions and to confiscate a pupils' property.

## 11. Sanctions

The Academy will also use sanctions in cases of unacceptable behaviour. In the use of sanctions the following will be used:

- All staff will clearly state why a sanction is being applied and will use a process of verbal and visual warnings
- Staff will clearly state the changes the pupil will have to make to comply with the behaviour policy
- Where necessary, staff will use a method of withdrawal, to restrict the pupil's opportunity to continue with inappropriate or unacceptable behaviours (See Appendix 3 )
- Staff will encourage the pupil to apologise for their unacceptable behaviour verbally and/or in writing as is deemed appropriate
- If deemed appropriate parents/carers will be invited to attend discussions relating to the pupil's behaviour

- A note of any discussion with parents/carers about their child's unacceptable behaviour (whether by telephone or in a meeting) will be recorded
- For serious misdemeanours/cause for concern or if there is a developing pattern of inappropriate behaviour, a written note will be made on the pupil's performance record and any subsequent action will be recorded
- In exceptional circumstances the academy may wish to involve and use specialist external support and the use of specialist teachers.

## 12. Exclusion

Please refer to 'Exclusion from maintained schools, Academies and pupil referral units in England 2012'.

The Government supports headteachers in using exclusion as a sanction where it is warranted. At Altarnun Primary School exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Principal decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community.

Wherever practical, the Principal will give pupils an opportunity to present their case before taking the decision to exclude.

While exclusion may still be the appropriate sanction, the Principal will take account of any contributing factors identified after an incident of poor behaviour has occurred. For example if a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

### **Fixed period exclusion**

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). This can include exclusion from the academy's premises for lunchtime periods (counted as a half-day exclusion). The behaviour of pupils outside school can also be considered as grounds for exclusion.

A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion where this is justified.

### **Permanent exclusion**

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the academy's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

### **Parents' right to appeal**

Depending on the type of exclusion, in most cases parents will have the right to make representations to the local governing body (or discipline committee). In all cases of permanent exclusion, parents will have the additional right to appeal to an independent appeal panel.

### **Pupils' education while excluded from school**

Altarnun Primary School has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child if they are excluded from school, and must ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or Local Authority may issue a £50 penalty

### **Disciplinary measures**

The range of disciplinary measures the Academy uses will be clearly communicated to academy staff, pupils and parents. These can include:

- A verbal warning
- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance the loss of a prized responsibility, withdrawal from after school clubs or a school role
- Missing play time
- Confiscation, retention or disposal of a pupil's property
- Academy- based community service or imposition of a task – such as picking up litter or weeding academy grounds or tidying a classroom.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring (See Appendix 3)
- In more extreme cases, Principals may use temporary or permanent exclusion.

For some pupils their behaviour difficulties may be so severe and complex that they may require an Education Health and Care Plan. This will be determined by the SENCO and through Educational Psychologist advice. (See the Special Educational Needs and Disability Policy for more details).

## **13. Confiscation of Inappropriate Items**

Please refer to DfE guidance ‘Screening, Searching and Confiscation - Advice for head teachers, staff and governing bodies’ and to ‘Section 91 of the Education and Inspections Act 2006’.

### **Confiscated items**

At Altarnun Primary School staff confiscating items should hand these into the school office as soon as possible. The office must complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. The confiscated item must not be given to another pupil to hand in or be left in an unsecure area at any time.

### **Return of confiscated items**

Except where the Academy has chosen to dispose of the confiscated items, items confiscated by the Academy can be collected by parent/carers that evening or a subsequent day.

### **Any item banned under the Academy's rules**

Academy staff should take into account all relevant circumstances and use their professional judgement to decide whether to return the item to its owner, retain it or dispose of it.

## 14. Power to Use Reasonable Force

Please refer to Section 93 and 95 of the 'Education and Inspections Act 2006' and DfE guidance 'Use of reasonable force - Advice for headteachers, staff and governing bodies'. (See also Safe Touch Policy)

All Academy 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. This includes people who the Principal has temporarily put in charge such as unpaid volunteers or parents/carers accompanying pupils on an Academy organised visit.

The Principal and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent.

The Academy Principal may also identify additional items in the Academy Rules which may be searched for without consent. Force cannot be used to search for these items.

### **Types of force deemed to be reasonable:**

- Passive physical contact resulting from standing between two pupils or blocking a pupil's path
- Active physical contact such as leading a pupil by the hand or arm; ushering a pupil away by placing a hand in the centre of his back; or, in more extreme circumstances, using appropriate restrictive holds.

### **When reasonable force can be used**

Decisions on whether circumstances justify the use of reasonable force will depend on:

- The seriousness of the incident
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared to using other strategies.

Where possible a clear oral warning to the pupil that force may have to be used should be given.

Examples of situations that particularly call for judgements of this kind are:

- A pupil attacking another pupil or member of staff
- Pupils fighting and hence causing risk of injury to themselves or others
- A pupil committing, or on the verge of committing, deliberate damage to property
- A pupil is causing, or at risk of causing, injury or damage by accident, rough play, or by the misuse of dangerous objects or materials
- A pupil persistently refuses to follow an instruction to leave the classroom
- A pupil is behaving in a way that seriously disrupts a lesson; or
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

### **Recording use of force incidents**

All incidents where force has been used must be recorded, signed and dated using a pro forma which is available from the Principal and which should follow a standard format. The record will need to give the details of anyone who witnessed the incident.

## 15. Alternatives to Physical Interventions

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Principal should be informed immediately and lessons returned to normal as quickly as possible. (See absconding Policy)

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Principal or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child leaves the site, parents and the police should be informed immediately.

Upon returning to school, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

## 16. The Learning Environment













Altarnun Primary School recognises that management of learning spaces and teaching methods play an important role in influencing pupil behaviour. The learning environment will offer a clear and visible message as to how pupils' efforts are valued.

Where pupils experience behavioural difficulties, or have communication difficulties it is recognised that acceptable behaviours may have to be explicitly modelled and taught









Some pupils with recognised behaviour difficulties may need support to achieve acceptable behaviour and it is recognised that some behaviours may not be achievable for all pupils. Altarnun Primary School will ensure that every pupil understands what appropriate behaviour is for them.

We recognise that the relationship between the teacher and the pupil, strategies for encouraging appropriate behaviour, arrangements of furniture, access to resources and display will all have a bearing on how pupils behave.

## 17. Core Values and Principles

Respect Yourself	
ALWAYS	<ul style="list-style-type: none"> <li> <b>BE RESILIENT AND RESPONSIBLE FOR YOUR OWN LEARNING</b></li> <li> <b>MAKE GOOD CHOICES</b></li> <li> <b>BE HONEST AND TRUSTWORTHY</b></li> <li> <b>BE SAFE AND OBEY THE SCHOOL RULES</b></li> </ul>
Respect Others	
ALWAYS	<ul style="list-style-type: none"> <li> <b>BE POLITE, USE KIND WORDS AND ACTIONS TO OUR SCHOOL FAMILY</b></li> <li> <b>ALWAYS USE YOUR MANNERS</b></li> <li> <b>BE THOUGHTFUL OF OTHERS</b></li> <li> <b>LISTEN AND LOOK WHEN SOMEONE IS TALKING TO YOU</b></li> </ul>
Respect The Environment	
ALWAYS	<ul style="list-style-type: none"> <li> <b>KEEP YOUR CLASSROOM AND THE SCHOOL TIDY</b></li> <li> <b>USE EQUIPMENT CAREFULLY INDOORS AND OUTDOORS</b></li> <li> <b>BE PROUD OF YOUR SCHOOL</b></li> <li> <b>BE A POSITIVE INFLUENCE, VALUE AND LOOK AFTER OUR AMAZING PLANET</b></li> </ul>

These basic values are simplified and displayed in all classrooms and corridors and regularly verbalised by all staff.

Our Listening Code: (Give me 5)	Our Line up Code:
<i>When I am asked for my attention I:</i>	<i>When I am asked to line up I:</i>
<ul style="list-style-type: none"> <li> <b>STOP WHAT I AM DOING</b></li> <li> <b>EMPTY MY HANDS</b></li> <li> <b>LOOK AT THE TEACHER</b></li> <li> <b>LISTEN TO INSTRUCTIONS</b></li> </ul>	<ul style="list-style-type: none"> <li> <b>FOLLOW THE 1,2,3 RULE</b></li> <li> <b>LEAVE A PERSON SPACE</b></li> <li> <b>KEEP MY HANDS AND FEET TO MYSELF</b></li> <li> <b>LISTEN TO INSTRUCTIONS</b></li> </ul>

Core values for expected behaviour in the academy environment and in different learning spaces and settings will be clearly displayed for all members of the academy community. These should be accessible to all pupils and staff and explained in terms they understand.

The Principal decides the Academy's Codes of Conduct for classrooms and other learning spaces. Core values are set out below and underpin the day-to-day life at Altarnun Primary School:-

- Respect yourself
- Respect Others
- Respect the Environment

## 18. Pupil Behaviour off the Academy Site

Please refer to Section 89(5) of the 'Education and Inspections Act 2006'.

The Academy has the power to discipline pupils for misbehaving outside of the school premises.

Altarnun Primary School sets high expectations for positive, appropriate behaviour, as is reasonable, when pupils are off the academy site. This includes behaviour on activities arranged by the Academy such as:

- Educational visits and sporting events
- Behaviour on the way to and from the Academy
- Behaviour when accessing other learning settings
- Work experience placements

The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account:

- The severity of the inappropriate behaviour
- The extent to which the reputation of the Academy has been affected
- Whether the behaviour in question was on the way to or from the Academy, outside the entrance, or otherwise in close proximity to Academy.

Altarnun Primary School will also consider any repercussions for the orderly running of the academy and/or whether the behaviour might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Many learning activities will take place away from the academy premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.

Behaviour during off-site extended activities which are not supervised by academy staff will be dealt with in the same in the same way as described above. The term 'staff' refers to anyone employed by the academy to deliver a learning experience or activity.

## 19. Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each playground. Supply teachers should cover the duty of absent teachers but should never be without support.

All teaching Assistants on duty should be out on the playground 2 minutes before playtime. **No hot drinks should be taken onto the playground.**

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. Tootoot needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals. (If there is no internet – manual recording needs to take place and be added to the system as soon as possible). Teaching assistants will inform teachers of any behaviour which have occurred

during the lunch hour. Children who refuse to go to the 'Time Out Zone', see sanctions unless there is immediate danger. **Staff will be expected to hand out smileys to the children who are playing appropriately.**

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per play area maximises levels of visual supervision. **Staff should not stand and talk to other members of staff. The role of all staff is to promote positive behaviour, interact with pupils and to hand out smileys.**

## 20. Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime.

- Children are not allowed back into school during playtimes unless they have permission from a member of staff
- Children are not allowed to remain in the building unsupervised
- Children may not bring balls or equipment from home for use at playtimes.
- Any child needing medical attention at playtime will be dealt with by a member of the support staff on duty with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school and the phrase get ready for learning should be used. (i.e. indoor voices, shirts tucked in, ensuring games have stopped).

## 21. Monitor and review of this behaviour policy

The review of this policy is the responsibility of and is monitored by the Principal. This includes;

- An annual review of behaviour rewards and sanctions
- Liaison with staff to gather their views and inform them of any changes
- Carrying out a regular audit of behaviour incidents to ensure the Academy is delivering an effective programme that meets the needs of all of our pupils.

Parents and pupils will also be encouraged to give their views.

This policy is monitored on a day-to-day basis by the Principal. The Principal reports to ALAT/Bright Tribe Trust and the drive team about its effectiveness.

This policy will be reviewed formally every two years and more often if there are changes to relevant legislation. The drive team monitors that these reviews take place.



## Appendix 1: Specific Rules

We have specific rules that we enforce on the grounds of health, safety and welfare.

### a. **FOOD AND DRINK**

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Children have regular access to water and are supplied with water bottles. A choice of quality juice, milk or water is available during lunch.

### b. **JEWELLERY**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard/drawer for the duration of the lesson.

### c. **PE Kit**

Appropriate clothing must be worn for all PE activity. Long hair must be tied back.



**d SCHOOL CLOTHING**

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled black shoes or plain black trainers should be worn. If children come to school in inappropriate footwear (including wellies or boots) then they will need to change into pumps.

**e. PERSONAL PROPERTY**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

**f. MOBILE PHONES**

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others. Therefore:

- Pupils are not permitted to have a mobile phone at school or on trips.

If in the rare event of a parent wishing for his/her child to bring a mobile phone to school to contact the parent after school:

- The parent must discuss the issue first with their class teacher.
- The phone must be handed in, switched off, to the school office first thing in the morning and collected from there by the child at home time. (The phone is left at the owner's risk).

Mobile phones brought to school without permission will be confiscated and returned at the end of the day.



## Appendix 2: Behaviour Guidelines (Rewards)

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### Rewards

#### General

- Favourable comments can and should be entered on pieces of work, (see Marking and Feedback Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- A visit to senior leadership for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Lunchtime passes can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playground Buddies, Monitors, School Council, and Play Leaders etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

#### Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps and discs. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and are linked to the school values.



When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

**Once awarded a Smiley can never be deducted** (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows: -

Any noteworthy behaviour 1 Smiley (recorded on class chart)

<b>100 Smileys</b>	Bronze Award (presented by the Principal in the Shining Star assembly)
<b>200 Smileys</b>	Silver award (presented by the Principal in the Shining Star assembly)
<b>300 Smileys</b>	Gold award (presented by the Principal in the Shining Star assembly)

The SLT are responsible for certificates and letters and invitations home to parents.

- Bronze, Silver and Gold awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

### Certificates

A weekly 'Name in Lights' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or followed the school values. Parents are personally invited to attend and witness the presentation of Bronze, Silver or Gold certificates.

- Shining Star
- Principles Award
- Postcards
- Attendance certificates
- Writer of the week – per class
- Times tables

## Appendix 3: Behaviour Guidelines (Sanctions)

### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

### Note

- If behaviour results in physical or verbal abuse towards a teacher/adult a serious incident form should be completed.
- If physical intervention of any kind is required then the bound and numbered book should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a serious incident form.

We have an agreed system of sanctions to record and respond to unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDco and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why their behaviour is not acceptable. Express your displeasure with the **action** and not the **child**.

**If any member of staff requires assistance in the classroom (for example, because of pupil disruption or because a child has put themselves in danger) that member of staff will give their ID lanyard and badge to a trusted pupil and give them instructions to take it directly to a member of the SLT. The member of SLT will understand that help is needed urgently.**

## Appendix 4: Sanctions Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. A 'Thrive' assessment will be used to identify specific targets.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the behaviour, this may lead to isolation or permanent exclusion.** However, as a general rule for minor incidents, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*



## Sanction Ladder

Step 1 Teacher Strategies	Polite but firm request. Reminder of school values. Remind as a group/table or a specific child (Quality First Teaching). Consider repositioning/separating.
Step 2 'This is your warning...'	Record the warning visually on the chart. State clearly <b>once</b> where you would like the child to improve in relation to the school values
Step 3 'This is your final warning...'	Use the agreed phrase, 'This is your final warning.' Remind the child that if their behaviour does not change then they will work alone on a table to reflect
Step 4 Sanction Time Out A	Behaviour has not changed; therefore, child is placed alone at a table in class
Step 5 Sanction Time Out B	Behaviour has not changed, therefore child is removed and placed in a partner class (recorded on Tootoot). If a child does not complete step 5 then move to step 6. If steps 1-5 are followed as regular occurrences a child needs to be moved to step 6.
Step 6 Time out C	Child escorted to SLT or collected. The child has 20 minutes working alone. Parents are telephoned and invited into school. Child is reminded of the code of conduct and school values. If this occurs twice move to next step.
Step 7	Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern. Meeting with parents/child to agree behaviour targets, sanctions and rewards linked to the plan. The plan will be reviewed fortnightly.
Step 8 Behaviour Contract	A last step before exclusion. Clear specific rules which the child <b>must</b> uphold in order to remain in school. Further sanctions an immediate consequence of breaking the contract. This will be reviewed daily and involve close parental involvement.
Step 9 Internal Exclusion	Child has no contact with own class or classmates. No access to playground, extra-curricular or enrichment activity. Parents may be asked to support the child in school and will be informed of the likelihood of exclusion.
Step 10 Fixed short-term exclusion	Following Government Guidance. Upon return to school or if reinstated child stays on Behaviour Contract for a minimum of 2 weeks. Up to 5 days per term.
Step 11 Fixed long-term exclusion	Following Government Guidance. Upon return to school or if reinstated child stays on Behaviour Contract for a minimum of 10 weeks. Up to 45 days per year.
Step 12 Permanent exclusion	Following Government Guidance. Serious incidents need to be treated on an individual basis and investigated. In exceptional circumstances, permanent exclusion may be considered for a first or 'one off' offence. These may include: Serious actual or threatened violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon; serious deliberate damage to school property.

Warning

Final Warning

Time Out A (Table)

Time Out B (Class)

Mr Danby (Parents contacted)





## Appendix 5: Good Practice

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

### Always:

- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static.
- Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

### Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

### NEVER;

Humiliate	it breeds resentment
Shout	it diminishes you
Over react	the problem will grow
Use blanket punishment	the innocent will resent you
Over punish	never punish what you cannot prove

### CHILDREN'S RIGHTS

- To be looked after by caring adults.
- To be taught well.
- To be able to rely on an atmosphere conducive to learning.
- To be made to feel welcome.

- Not to be talked down to.
- To feel as important as anyone else.
- Not to be smacked, shaken or hear swear words.
- Not to be bullied

## Appendix 6: Movement in and Around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children must not enter the following rooms without permission:

- Staffroom
- Any senior staff offices
- Main office
- Any stock room
- Kitchen/school kitchen



Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised or rewarded with a 'Smiley'.

### **Suggested Procedures for Large Groups**

- Careful consideration needs to be given to lining up order taking into account potential problems. This can be changed throughout the year and needs to be laminated and displayed by the classroom door.
- Call the group together using the school phrase: 'Give me 5'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off and whilst moving around school. If children are not settled then they need to return to class/corridor until they are ready.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.
- It is the teacher's responsibility to set and maintain high expectations for moving around school. Dedicate time at appropriate times in the year to reinforce these expectations.

### **Suggested Procedures for Individual Children**

There is a general expectation that children are not out of class within lessons. However, in exceptional circumstances;

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favoritism





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