



Redby Academy

Behaviour Policy



The aim of Redby Academy's Behaviour Management Policy is to create an ethos and environment that will develop children into individuals who are:

- Courteous;
- Confident;
- Tolerant;
- Respectful of their own, and others need and rights;
- Emotionally literate;
- Happy
- Ready to learn

We also aim to:

- Enable the children to make the 'right choices' in terms of their actions and reactions;
- Develop a caring and positive attitude towards others, the environment and property;
- Foster an awareness of good citizenship;
- Develop links between home and school, which will provide children with a framework of acceptable standards of social skills and behaviour.
- Ensure learning and teaching is inclusive and enjoyable.

This policy is cross referenced with the DFE 'Behaviour and discipline in schools' guidance (Jan 2016)

Principles

- Everyone is expected to consistently support the school ethos, routines and policies for the mutual benefit and safety of all concerned. Behaviour management is the collective responsibility of all staff, governors, parents and pupils.
- Good relationships and communication fostered between home and school, staff and pupils are of the greatest importance.
- Everyone must be treated as being of equal value in what they contribute to school, regardless of gender, religion, cultural or ethnic background.
- Management of inappropriate behaviour, by all members of staff, must be fair and consistent.
- We expect children to accept responsibility for their own actions.
- The school will work co-operatively to provide a relevant supportive curriculum for all pupils where individual and group needs are met.
- The school employs structures and systems that recognise and praise excellent behaviour i.e. House Points.
- Everyone is expected to be aware of the effects of bullying and racism on the school community. All cases must be reported, investigated and promptly dealt with. Such incidents should be recorded on CPOMS and dealt with by the leadership team.
- Absenteeism is a key area to tackle in promoting positive attitudes.
- Managing pupil behaviour is not simply about responding to inappropriate behaviour but creating conditions, which encourage positive behaviour. Rules, rewards and sanctions should be stated positively; clear and specific, few and comprehensive, understood by all pupils, frequently reinforced in a positive way and devised in consultation with pupils.

Role of Governors

The governing body has the responsibility of supporting the Headteacher in establishing the general guidelines on standards of discipline and behaviour and of reviewing their effectiveness.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline; governors may give advice to the Headteacher about particular disciplinary issues.

Role of Headteacher

The Headteacher is required to ensure that the written policy promotes good, respectful behaviour among pupils, is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a pupil does not behave appropriately. The Headteacher is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. The policy will be made available to parents via the school web site.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all serious incidents of misbehaviour reported (CPOMS).

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Permanent exclusion will only occur in extreme cases and whereby behaviour of an individual may put themselves, other pupils or adults at risk of harm. Permanent exclusion is a 'process' and parents, governors and a representative from the local authority need to be notified and involved in the process. The final decision for permanent exclusion lies with the Discipline Committee; made up of members of the governing body.

Role of Staff

- All teachers, support staff and lunchtime supervisors, share a collective responsibility for promoting good behaviour and managing behaviour problems positively.
- The key relationship is between the child and the class teacher. All staff should work positively to support this relationship.
- All staff should work positively to develop a wide range of supportive relationships with children and each other.
- Seeking the help, advice and co-operation of other colleagues is a positive, professional means of ensuring that behaviour management is the collective responsibility of all members of Redby Academy. Teachers are advised to seek help and support from Senior Leaders or Team Managers when they have concerns about the behaviour of a child.
- All staff need to be aware of individuals; rights and responsibilities when dealing with behaviour. All serious incidents must be referred to a Senior Leader.

Role of Parents

The school works collaboratively with parents ensuring children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning and co-operate with the academy, as set out in the home/school agreement. We endeavour to build supportive dialogue/communication between home and school; informing parents immediately should any concerns regarding their child's welfare or behaviour arise.

Parents should support the actions of the school when a consequence for inappropriate behaviour is sanctioned. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If their concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they should contact the school governors.

The Classroom Environment & Positive Behaviour

Each teacher uses the house point system to reward good behaviour and manners as well as good work. Some of the positive consequences for the good choices and good behaviour that children show are:

- Regular verbal feedback to reinforce positive behaviour
- Reference to good role models
- Children are congratulated
- Stickers
- Messages in Home School Diary
- House Points

Sweets are not used as rewards; as a healthy school, we prefer to reward in other ways.

The organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning should be interesting and varied and offer pupils a degree of choice. Account should be taken of pupils' preferred learning styles. Pupils should feel involved in the learning and teaching process. Well organised, purposeful cooperative learning activities can improve behaviour. Expectations should be regularly enforced and should be realistic but challenging. Teaching should encourage an accurate match between aspirations and ability. The teachers' every word and action should be based on the assumption that all pupils can achieve whatever is to be learned. Simple non-verbal encouragement (smile, thumbs up, etc) is effective. Teachers should model good behaviour patterns and be aware of their own stress control techniques. When pupils arrive in the classroom, initial contacts should be positive.

Whole School-Behaviour Strategy

Children are clearly reminded of the consequences of inappropriate behaviour should a member of staff observe a child displaying signs of restlessness. This gives the child an element of choice about their behaviour and hopefully leading them to making the correct choices.

All class teachers monitor behaviour as a matter of routine. If appropriate intervention has not rectified behaviour concerns, parents will be informed. Serious misbehaviour (eg disrespect to staff, damaging property, swearing, fighting) is very rare at Redby Academy. Such behaviour would warrant parents being notified immediately. Discussion with parents should hopefully ensure a consistent message between home and school.

The academy allows for differentiation of sanctions where appropriate e.g. depending upon age, SEN etc. This is to reflect different levels of culpability while maintaining consistency and fairness of the treatment of pupils.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task at home or at playtime. We expect children to make good choices and older children to set a good example to younger ones. We expect children not to support the misbehaviour of their peers. We expect and encourage children to tell an adult of any misbehaviour. The class teacher discusses the school rules with each class and also creates a Classroom Charter at the onset of the year. This charter is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour expected in the academy.

Drug & Alcohol related incidents

Academy policy states that no child should bring any drug or alcohol, to school. If a child needs medication during the school day, the parent or guardian should notify the school to meet with Mrs Carroll or Mrs Fenwick, who will advise parents of the academy procedures and ensure appropriate forms are completed. Any medication needed by a child, while in school, will be kept in a locked cabinet and must be taken under the supervision of a medication administrator.

The academy will take the misuse of any substances such as glue, other solvents or alcohol extremely seriously. Parents of any child involved, will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse, will be dealt with accordingly and could result in a fixed-term or permanent exclusion. Police and social care may also be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and referrals will be made to social care; by the Headteacher.

It is forbidden for anyone, adult or child, to bring illegal drugs onto the academy premises.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, sanctions will be enforced and the police and social care will be informed.

The power to use reasonable force

Advice and guidance on “The Use of Reasonable Force” DfE Circular July 2013

Guidance issued by the government in their document ‘Behaviour and discipline in schools, A guide for Headteacher, teachers and school staff’ (Feb 2014), relating to the use of reasonable force is set out below in italics. It is brief, but to the point, and the document which it refers to in Point 35, ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’, should be read by all members of the School Community.

Redby Academy has adopted the above Policy based on the advice reflected within the document. This guidance came into force in July 2013.

Power to use reasonable force

33. The legal provisions on school discipline also provide members of staff with 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.

*34. Headteacher, teachers and authorised school staff may also use such force as is reasonable, given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.*

35. Separate advice is available in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’.

Further Advice to staff:

Wherever possible the use of force should be avoided and the pupil given an opportunity to withdraw, for example, it is unwise to block a student’s ‘exit route’ unless it is considered to be absolutely necessary to the health and safety of the pupil concerned or other members of the

academy community. Staff must always try to deal with a situation through other strategies before using force. Only staff who are Team Teach trained can use positive handling techniques upon a child if all other options have been exhausted.

- **ALWAYS** summon the help of the nearest members of Team Teach trained staff.
- **ALWAYS, before intervening physically**, wherever practicable, tell the pupil who is misbehaving to stop and explain what will happen if he/she does not.
- **ALWAYS** continue communicating with the pupil throughout the incident, making it clear that physical force will stop as soon as it becomes unnecessary.
- **ALWAYS** report the incident immediately to the Designated Person for Safeguarding.

In conclusion

This area can be fraught with difficulties and colleagues can be extremely challenged. Any dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures, or by the Police and Social Services Department under safeguarding procedures.

Only staff who have a valid certificate of Team Teach training are sanctioned to use recognised techniques.

Staff within Redby Academy have the support and reassurance from Senior Leaders should they ever find themselves in the position of having to use reasonable force to control a pupil. It is very rare, that reasonable force would need to be used, however, if any member of staff is ever in a situation where this becomes necessary, then they must contact/report this immediately to Senior Leadership Team. This will enable a swift and full investigation in order to complete the evidence trail and, where appropriate, report the incident to the Local Authority Designated Officer (LADO). Swift and timely reporting with factual information to the right people will help to protect staff from any false accusations or complaints.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis.

The academy keeps records concerning incidents of inappropriate behaviour however, the class teacher notes minor classroom incidents, reporting to Senior Leaders if they are repeated on a frequent basis. Incidents that occur at break or lunchtimes are also monitored and recorded, with lunchtime supervisors giving feedback to class teachers at the end of lunch break.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that academy policy is administered fairly and consistently. The governing body will pay particular attention to the matter of racial equality; it will seek to ensure that the school abides by the non-statutory guidance. The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors, may, however, review this policy earlier if the government introduces new regulations, or if the governing body received recommendations on how the policy might be improved.

Designated Safeguarding Lead: Miss M. Wight

Designated Safeguarding Lead: Mrs. J. Carroll

Single Equality Legislation

We aim to:

- Promote equality of opportunity for all members of our school community regardless of gender, ethnicity and disability
- Ensure that all services and provision, teaching and learning experiences promote equality of opportunity between genders, ethnicity, disability and challenge stereotypes.

As an academy we have prepared and published a Single Equality Scheme.

We will continue to:

Gather and use information on how the school's policies deliver equality across the school and address the outcomes identified within the Public Sector Equality Duty

Assess the impact of current practice to ensure that neither sex is disadvantaged by school action, any particular ethnicity or by disability.

Implement the actions identified in the Single Equality Scheme within other strategic documents, such as the school development plan and inclusion policies

Ensure that all teaching and learning experiences comply with the Equality Act 2010

This policy should be read in conjunction with other related policies in the academy including:

- Administration of medicines
- Attendance Policy
- Anti-Bullying Policy
- E-safety policy
- Health and Safety Policy.
- Photographic & digital imagery
- Safer Recruitment and Selection policy
- Teaching and Learning Policy

Policy Reviewed March 2017

Policy Reviewed June 2019

Policy Reviewed October 2019

Headteacher: M.A.Wight

Chair of Governors: P.Curtis

