



# Ackton Pastures Primary Academy Policy on Behaviour and Discipline 2021 - 2022



Ackton Pastures Primary Academy: <u>Positive Behaviour Policy</u>			
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This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of recognition and sanctions

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

We have considered the following points that contribute to improving the quality of pupil behaviour:

- 1) A consistent approach to behaviour management from all staff
- 2) Strong school leadership at all levels
- 3) Consistent classroom management
- 4) Recognition and sanctions
- 5) Behaviour strategies and the teaching of good behaviour
- 6) Staff development and support
- 7) Pupil support systems
- 8) Liaison with parents and other agencies
- 9) Managing pupil transition
- 10) Organisation and facilities

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## 1. Policy statement

Ackton Pastures Primary Academy is absolutely committed to creating a school and community environment where exemplary behaviour demonstrated by pupils and staff is at the centre of productive learning. Every pupil has the right to learn and the responsibility to ensure their peers do. Every member of staff has the responsibility to ensure that pupils are taught how to do this. Every individual is expected to maintain the highest standards of personal conduct, to accept responsibility for their choices—right or wrong—and to encourage others to do the same. Our policy is developed to enable staff to teach and foster self-discipline within our student body, and echoes our core values. A carefully planned partnership approach is used to manage poor conduct and includes dynamic interventions that support staff and students.

We acknowledge the school's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special education needs (SEN), and reflect these throughout the policy.

## 2. Aim of the policy

- To create a culture of exceptionally good behaviour to enable learning, to develop community, and to secure skills for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To highlight expected and exemplary behaviour
- To enable learners to take control over their behaviour and be responsible for their choices.
- To build a community which values kindness, honesty, trust, respect and integrity.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is an expectation for all.

## 3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Continually teach appropriate behaviour through positive interventions and high expectation.

In writing this policy, we have looked for examples of best practice. Outstanding Behaviour Policies:

- Are simple, clear and coherent.
- Create problem solvers not process followers.
- Encourage professional judgement.
- Define technical building blocks of Behaviour Management.
- Make praise easy.
- Make emotional acceleration difficult.
- Address adult behaviour directly.
- Enshrine consistency.
- Allow positive professional relationships to flourish.

#### 4. An Overview for Procedure

How will staff behave?	What are the 3 Expectations?
<ol style="list-style-type: none"> <li>1. Responsibly - use the behaviour policy for all.</li> <li>2. Respectfully - Be kind and understanding to the individual</li> <li>3. Resiliently - Never give up on anyone.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Responsible:</b> Be ready. Be safe. Support others.</li> <li>2. <b>Respectful:</b> Live our core values every day.</li> <li>3. <b>Resilient:</b> Be focussed and use perseverance.</li> </ol>
All staff, everyday...	Senior leaders, everyday...
<ol style="list-style-type: none"> <li>1. Recognise children for what they do well.</li> <li>2. Refer to "Responsible, Respectful, Resilient" in positive behaviour conversations.</li> <li>3. Never ignore or walk past learners who are making inappropriate choices.</li> <li>4. Follow up every time, engaging with learners, helping them understand their behaviour.</li> <li>5. Make sure they understand where personalised provision is in place and how to support this.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take time to meet, greet and welcome learners at the beginning of the day.</li> <li>2. Be a daily, visible presence around the site, especially at times of mass movement.</li> <li>3. Recognise the achievements of all.</li> <li>4. Regularly review provision for learners who fall beyond the range of written policies.</li> </ol>
Ways we recognise conduct that exemplifies our expectations.	<ol style="list-style-type: none"> <li>1. Classroom Recognition boards will be used where children work collaboratively as a class for all children to be recognised.</li> <li>2. Individual 'Dojos' for positive behaviour related to the '3Rs' to be given out around the academy, including by lunchtime supervisors and office staff. Parents are able to log in to the application and see these achievements.</li> <li>3. 'Star of the Day' notes will be awarded in each class, every day, celebrating the achievement of a pupil.</li> <li>4. 'Star or the Week' certificates will be given out to a stand-out pupil in a whole-school assembly.</li> <li>5. 'Dojo Champion' certificates will be given out to the pupil in each class who has been awarded the most Dojo points of the week.</li> <li>6. Leadership roles around school: academy council, sports leaders etc.</li> </ol>
Steps to manage behaviour	Actions - Staff to ensure appropriate monitoring records are kept
1. Reminder	A reminder of the Three Rs (Responsible, Respectful, Resilient) delivered privately, usually with redirection. Reminders can be repeated <i>if reasonable adjustments are necessary</i> . Staff take the initiative to keep things at this stage in the classroom.
2. Last chance	Speak to the student privately and give them clear, verbal caution with a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of the pupil making appropriate choices. Use the 30 second scripted intervention (Appendix i). A quick Restore conversation will be needed at the end of the lesson (during changeover, before break or lunch, or just before being dismissed).
3. Time out	An Imposition will be given. Time out might be a short time outside the room, on the thinking spot or at the side of the field/playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. After this, a restore conversation will be held (templates can be used) and an imposition may be given if required. <b>Actions - Staff to record behaviours and impositions on CPOMs and inform parents.</b>
Follow up Actions for staff	
Repair/Restore	This will be a more formal meeting held in a quiet space. It is a crucial part of our practice, and is completed by the pupil and the member of staff responding to the initial behaviour need. Parents should be notified.
Refer	A referral is made to senior leaders or the behaviour team in extreme circumstances (listed below). However, action taken by the senior leader also includes the initial adult involved.

## SLT Involvement

It is intended that all staff are empowered to support learners at every step of the policy, and to ensure that behaviour choices are addressed effectively. However, there are instances of extreme or prolonged behaviour which require immediate intervention by a Senior Leader / Headteacher. These include, but are not limited to:

- Sustained bullying / victimisation.
- Violent or dangerous conduct affecting staff, members of the public or other learners.
- Sustained disruption to learning or wilful damage to property.
- Drug / alcohol incidents as detailed in this policy.

## 5. Respectful, Responsible, Resilient – School Expectations

We have three clear school behaviour expectations, our '**Three Rs**', which we use in all interactions regarding behaviour around school. These expectations are underpinned by our values curriculum, which supports staff in teaching the skills around these expectations and enables learners to make positive choices and to learn from negative choices. We recognise that pupils need to be taught and retaught expected behaviours, particularly as contexts, curriculum and ages change. Our staff model our Three Rs, we draw links to them daily, and consistently link relevant values to these interactions in order to support our pupils in becoming effective citizens of the future.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A sustainable consistent approach ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept authority. As such, we have specific expectations regarding conduct, presentation and response which staff are expected to follow.

### All staff

1. Meet, greet and welcome learners at the door.
2. Refer to "Respectful, Responsible, Resilient" in interactions around behaviour, whether behaviour is positive or not.
3. Recognise positive behaviour fairly and consistently so that all children are celebrated.
4. Use Recognition Boards, Dojos and other celebrations consistently, fairly and in a way which raises expectation and outcome.
5. Model positive behaviours and build relationships.
6. Plan lessons and physical activities that engage, challenge and meet the needs of all learners; ensuring these link to our "Values based learning" curriculum and PSHCE/RSE curriculums, through which we teach what good behaviour choices look like.
7. Be calm and give take up time when going through the steps. Prevent before Imposition.
8. Follow up every time and engage in reflective dialogue with learners.
9. Never ignore or walk past learners who are behaving inappropriately.

### Middle and senior leaders

Leaders are not expected to deal with behaviour referrals in isolation; they work alongside colleagues to support, guide, model and show unified consistency to learners.

1. Meet, greet and welcome learners at the beginning of the day whenever possible.
2. Be a visible presence around the site, especially at transition times.
3. Celebrate learners, leaders and staff whose effort goes above and beyond expectations.
4. Share good practice.
5. Support staff with more complex behaviours.
6. Use behaviour data (in conjunction with pastoral staff) to develop provision, intervention and policy.

## 6. Recognition and rewards for effort

We celebrate and reward learners who exemplify and exceed our standards. We recognise that, if minimum standards are constantly rewarded, then pupils will strive for these minimum expectations. This is the reason 'resilience' is one of our three school expectations. As such, we use recognition to identify pupils who meet expectations, but also those who go 'above and beyond' in their contributions. We also recognise that it is sometimes easy for pupils with impeccable behaviour to go unnoticed or unrecognised for their efforts. Positive behaviour is recognised in the moment, rewarded in the moment, and celebrated appropriately. It is the key to developing positive relationships, including with those learners that are harder to reach, because all adults are invested in each pupil's success and consistency is easier to maintain.

What?	When?	Who?
<b>Recognition board</b> - One whole-school target and one individual class target that link to the three Rs. Children's faces/names are moved to be in conjunction with the target they have achieved. The objective is for every child in the class to achieve the target <i>daily</i> . When the whole class achieves the target, they earn 5 minutes of whole-class reward time. Targets are changed regularly and respond to the needs of the pupils; they are also ambitious in their achievability.	Daily As appropriate	All staff All staff All staff
<b>Class Dojo</b> - Dojos are awarded for individual, group or whole-class success, in relation to the school's 3R expectations. They reinforce appropriate behaviour and are used in conjunction with the class recognition board. Parents and carers are able to log into the application to see the Dojos awarded to their child/children, reinforcing and celebrating positive behaviour and positive relationships within the school community.	Corridors Classrooms Hall Lunchtime	All staff All staff All staff All staff
<b>Star of the Day</b> In each class, each day, one pupil is selected as 'Star of the Day' for a given reason. They receive a note home, allowing them to celebrate their individual success with their family, reinforcing positive behaviour choices.	Daily	Classroom staff
<b>Amazing Ackton Assembly:</b> Star of the week chosen by the adults for an amazing achievement. 'Dojo Champion' of the week - the pupil in each class who has accrued the most Dojos across the week.	Weekly on Friday afternoons	All staff
<b>Headteacher's Awards:</b> The Headteacher gives out awards when a staff member believes a child deserves 'above and beyond' the classroom celebration. This might be a sticker or a certificate celebrating their outstanding achievement, referencing the award is from the Headteacher.	As appropriate	Headteacher/ Senior Leader (exceptional circumstances)

Other rewards for exceptional behaviour may be awarded, in line with Academy policy.

## 7. Managing behaviour in classes and around the Academy

Engagement with learning is always the primary aim. A gentle reminder is all that is usually needed for most children. We focus on praising the behaviour we want to see, withdrawing attention from behaviour that is not appropriate wherever possible without affecting the learning of others. All learners must be given "take up time" in between steps. The adult who initially addresses an area for improvement with a pupil is the 'Initial Adult', though other adults in the classroom may support this approach. For example, a class teacher may give a pupil a reminder, and then may give a time out, but between this another adult may have followed up with the 'last chance'. It is important to be consistent in this approach, and the involvement of a second adult between these steps is part of the process to raise expectations for the pupil and to reflect a single focus on making the appropriate choices. It is important that all staff communicate clearly so that children understand the 3-step process of 'Reminder, Last Chance and Time Out'.

### **Practical steps in managing and modifying poor behaviour**

Staff will always deliver expectations, reminders and, where needed, impositions in a calm manner and with care. It is in nobody's interest to confront poor behaviour with anger. Class teachers keep a log of any behaviour concerns on CPOMs and report this to the Behaviour Team, who work together with classroom staff to develop a plan of intervention and activities to support the pupil in overcoming the barriers to their making appropriate choices. When children report other children hurting or upsetting them, these will always be fully investigated before any action is taken. Please also see Bullying Policy with regards to actions taken.

### **Lunchtime Supervisors**

Lunchtime supervisors should be empowered by the policy to ensure that pupils follow the Three Rs appropriately. They are able to award Dojos where necessary, ensuring they use the school-agreed language within their positive behaviour discussion. However, due to the short time they are in school, they may not be able to follow up with a pupil after a significant issue. In these instances, ownership of the incident switches to the class teacher, who becomes the Initial Adult. It is important that information regarding the pupil's choices is recorded clearly and efficiently by the Lunchtime supervisor, but this should not be done in front of the child wherever possible. Lunchtimes supervisors are expected to log any 'time-outs' and impositions onto CPOMs in-line with school policy.

### **Office staff**

Office staff should be fully versed in the policy, and may be involved in the delivery of Impositions. They are often the first contact a parent has with school, particularly if the parent is not able to come to the school itself and calls in. In these instances, office staff should continue to use the same language and approach as all staff when discussing behaviour choices. If a member of staff contacts a parent and leaves a message to return the call, it is important that office staff are informed of the missed call, and the step the pupil reached leading to the parent contact, in order to provide seamless support for the parents. Office staff will praise children for practice seen around school, are involved in the process for awards nominations and can award Dojos in-line with school-agreed language.

## 8. What does the process look like in practice?

### Step 1: Reminder

Always given at eye-level, from the side rather than face on, and quietly and personally where possible. A reminder may also be given by highlighting appropriate behaviours. For example, there are two or three pupils who are still talking despite a clear, whole class expectation. An adult may respond with, "Pupil A, Pupil B, Pupil C - thank you for being responsible for your learning and being ready to listen, I'm going to add you all to the Recognition Board. Who else can I see?"

This simple redirection is often enough to draw in the few. However, a personal reminder may also need to follow this. An adult may choose to make their way through the classroom, giving positive 1:1 comments, and then addressing the individual not making the right choices in a different way.

### Step 2: Last Chance

As above but using the universal language of 'Last Chance', clearly explaining the continuing of the initial behaviour or an escalation into a new behaviour. Pupils should be given take up time from the initial reminder, to allow them to process and make the correct choice, before elevating to a 'Last Chance' caution. Further guidance, including scripts to support the removal of emotion, are given in Appendix i.

### Step 3: Time out

If individual behaviours continue to escalate following an appropriate amount of take up time, an adult will administer a 'time-out'. This will consider the individual needs of the child and the behaviours shown. Adults will use the universal language of 'time-out' and will explain where the child needs to go next and what is expected of them: "Because your behaviour of \_\_\_\_\_ has continued, I need you to take the 2-minute timer, sit in the shared area with Mrs A and reflect on this. After your 2-minutes has ended, I need you to \_\_\_\_\_." This should be given immediately after the continuing escalation of behaviour and not administered at the child's break/lunch time.

Further guidance, including scripts to support the removal of emotion, are given in Appendix i.

### The Restorative Conversation

After the time-out has been taken, and the incident is calmed, the pupil will always speak with the adult about their choices and how these could improve in the future. The purpose of the restorative conversation is to support the pupil's understanding of the impact of their choices, to reassure them that the adult is available to support them, and to ensure the pupil understands that there is always a consequence if inappropriate choices are made.

The restorative conversation may only need a short discussion, as the pupil has made the correct choices and turned around their behaviour. This conversation may also be very positive, an acknowledgement that the pupil has done as asked. At Time Out, pupils should be spoken to for at least two minutes. These Quick Restore conversations should follow the same pattern:

- Pupil and adult sit or walk together, side by side. Notes are not taken at the time, and the pupil is reassured that this conversation is designed to support their development and growth, that the adult cares about what happens and is invested in their success. Body language is

appropriate, not intimidating, and the discussion if not held in front of their peers. The following questions are used:

1. What happened?
2. What were you thinking at the time?
3. Who was affected by your choices?
4. What are you thinking now, after time to think?
5. What should we do to put things right?

After the discussion, an 'Imposition' is set - this is designed to impose upon the pupil's time, to remind them that there are consequences. The purpose of this might be to complete work unfinished because of the choices within their own time, or it may be a pay-back task. Examples may include:

- To complete missed work at home
- To do a helpful thing at home instead of a grown up.
- To hand out letters from the office.
- To support in cleaning plates in the hall at lunchtime.
- To tidy the book corner.
- To sharpen the colouring pencils.

An Imposition may seem like a 'nice' consequence, but the community is paid back because of the incident, and pupils begin to understand that consequences can be wider than they first thought. Teachers record events, outcomes and Impositions on CPOMs where a Time Out step or above is reached. Parents/carers are always notified where behaviours have escalated to a Time Out.

Of course, there may be incidents of pupils making inappropriate choices in order to complete an Imposition - these pupils should be addressed in the same way, and the consequences of this discussed with them. It may be useful to recommend they apply for a position on the Academy Council, or to volunteer to help an adult. If they are choosing badly in order to pay back the community, it is important that staff unpick the behaviour and may need to seek support from the pastoral team.

### **Serious breaches / incidences of violent behaviour**

This is an incident which has become extremely difficult to manage using the behaviour steps, and has often reached or gone immediately to a referral to SLT. This will always involve a meeting parents.

### **Refer**

If a member of staff feels that the incident meets the 'Refer' follow up action, occasionally, it may be necessary for the adult to stop addressing the behaviours altogether, and use focused distraction, targeted conversations to support calming down, or a phone call to parents by the child, in order to allow both parties to calm down. In these cases, a member of the behaviour team or SLT will likely remove the pupil from the situation to enable this to happen. However, an Imposition will not be imposed at this time. Any further action will be taken during the 'Restore' meeting, which must take place with the initial adult involved, the pupil, the SLT and the parents, wherever possible.

These meetings should follow the following steps:

1. A clear purpose for the meeting is established: We are here to discuss what happened today at . . .

2. The pupil is asked to explain, without judgement or interruption, what happened, and to reflect on their thinking at the time: "Pupil, please talk to us about what happened today and what you were thinking at that time."
3. The initial adult is allowed to share anything further which the child has omitted, or to raise a misunderstanding. This is shared without direct emotion regarding the adult, avoiding statements such as 'Can you imagine how that made me feel?', as the incident is about the pupil's choices.
4. The pupil is asked to reflect further about the consequences of their choices: "How do you think people feel about today? Who did this affect?"
5. The pupil is supported by the adults to understand the wider impacts of their actions, including upon their own learning and development. The adults do not ask for or expect an apology, as this needs to come naturally from a place of understanding.
6. The pupil is asked about the next step: "What should we do to put things right?" The pupil may express the desire to apologise, which should come from them only.
7. The adults, working with the child, set an Imposition. This may be work to complete at home which has been neglected in class, it may be a week of missed playtimes conducting Community Payback, it may be working alongside the Headteacher the following day for a short period of time, including break time, to reset expectations and to allow for a settled return to the classroom environment.

Incidences of serious or repeated disruption to other children's learning can also be grounds for internal or fixed term exclusion. These can include:

- Repeatedly refusing to follow an instruction from a member of staff which may cause injury to self or others
- Seriously interrupting the learning sequence of other children on more than one occasion
- Using equipment or resources in a way that causes harm or damage to self, others or property
- Putting themselves or others at risk of harm

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may remove the other children from the setting and call upon a member of the Leadership team. We will physically intervene only when absolutely necessary, and in accordance with the appropriate government guidance (Please see our Positive Handling Policy). All members of staff are aware of the regulations regarding the use of force by teachers, as set out in: [DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils](#)

[Use of Reasonable Force in Schools \(July 2013\).](#)

[Reducing the need for restraint and restrictive intervention](#) (Supporting pupils with SEND)

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. These are recorded on CPOMs in detail, including the types of restraint used, lengths of times and outcomes.

### **Threats, Injuries or Bullying**

If a child threatens, hurts or bullies another child, the behaviour is reported immediately to the Headteacher. Such behaviour is investigated fully in order to determine the appropriate level of punishment. Acts of deliberate aggression or repeated acts of aggression or bullying will

automatically warrant a significant Imposition, and in extreme cases an exclusion (internal or fixed term) may be required. This is determined by the Headteacher and senior management team depending on the circumstances around the individual and the incident. Exclusions of any kind are always reported to parents and in the case of external exclusions also to governors and the LA. Parents are then required to attend meetings to discuss ways to improve future behaviour of their child. (See Anti-bullying policy for further information.) Restorative work to support the pupil will always be seen as a vital and necessary part of the procedure when responding to such incidents.

### **Internal Exclusion**

Children in internal exclusion will not be isolated 1:1 with an adult in a room, as there are significant concerns around the long-term impact on mental health for these pupils, particularly where extreme behaviours lead to repeated incidents and repeated times of isolation.

If a pupil is issued an Internal Exclusion, the pupil **will**:

- Complete a programme of restorative intervention with a member of staff/learning mentor (depending on the needs of the child), reviewing patterns in behaviour, exploring feelings, emotions and responses, including work on anger management.
- Spend a period of time with the senior leadership team, to review their intervention and their feelings regarding returning to the classroom.
- Be supported by the learning mentor upon return to the classroom for a set amount of time and in a set way.

The pupil will **not**:

- Be prevented from leaving the room of their own free will, unless in exceptional circumstances (for example serious risk or harm to either the child or others).

Senior Leaders will:

- Ensure that a Restore Meeting takes place prior to making the final decision regarding Internal Exclusion.
- Ensure that the Internal Exclusion meets the needs of the pupil and is not simply reactive to the situation.
- Refer any concerns regarding SEND to the SENDCo and seek any appropriate support.
- Review current processes for the pupil on an individual level and determine appropriate interventions, Impositions and further support.
- Continue to work closely with the parents, pupil, class teacher and behaviour team to support the pupil during reintegration to the classroom.

Where a child causes harm to another child at lunch or playtime, and this behaviour is repeated, the Headteacher may set up alternative provision over this period, for example working with the Learning Mentor or Behaviour Officer, in order to seek to correct this behaviour through positive supervised play experiences. The Headteacher will not allow a child to play freely with other children until he/she is reasonably sure that the child is able to do so without harming others. Where parents do not agree to this, fixed-term exclusions that incorporate lunchtimes will be used to ensure the safety of all children.

### **Childhood Trauma and ACES**

ACES, or Adverse Childhood Experiences, can be wide ranging and have many outcomes for children as they grow and learn. Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens

across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and being Trauma-Informed supports staff with how to differentiate their relationship with children in order to support their development. Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers, and our Positive Behaviour Policy is designed with this in mind. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes, which become interruptions to some children's development.

## 9. The role of the class teacher

It is the responsibility of class teachers to ensure that the Academy expectations are enforced in their classes, and that their classes behave in a responsible manner during lesson time. This behaviour policy should be followed at all times.

The class teachers in our Academy have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the Three Rs consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMs and responds according to our stages set out above. Parents will be informed by class teachers when a Time Out is given and an Imposition is set, and parents are required to acknowledge this if it has to be completed at home.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-Academy policy. They will also communicate with parents if there are concerns about the behaviour or welfare of a child.

## 10. The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Academy behaviour policy consistently throughout the Academy, 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 Academy. The Headteacher is the Academy Designated Safeguarding Lead and Child Protection Officer.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher arranges regular behaviour management training updates, at least once a year for all staff members who work with children, and ensures that new staff are fully inducted.

The Headteacher keeps records of all reported serious incidents of misbehaviour, delegated through the Learning Mentor and Behaviour Officer.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, including disruption to learning, acts of poor conduct both in lesson and on the playground, and acts that may damage property and resources. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Academy governors have been notified.

## 11. The role of parents and carers

The Academy collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at the Academy.

Parents should celebrate the achievements of their child/children in reference to any given reward, particularly by using the Class Dojo app and celebrating daily Dojo points acquired.

We explain the Academy expectations and expectations in the Academy Behaviour Policy which is available on the website, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to co-operate with the Academy. We try to build a supportive dialogue between the home and the Academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable Impositions to support a child's choices in the future, we expect parents and carers to support the actions of the Academy. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by, if necessary, the Academy governors, as per the [Multi Academy Trust Complaints Procedure](#) available on the website.

We will inform parents/carers if:

- Their child has had a Time Out
- Their child has made a serious breach of the behaviour policy
- Their child has been given an Imposition

## 12. The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the Academy's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

## 13. Fixed-term and permanent exclusions

We do not wish to exclude any child from the Academy, but sometimes this may be necessary in order to ensure the safety of children and staff and to ensure that children are able to learn without fear or disruption. The Academy has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called [Improving Behaviour and Attendance: Guidance on Exclusion from Academy and Child Referral Units \(DfES, January 2003\)](#). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on Academies and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on headteachers to offer the parent a reintegration interview in respect of certain fixed-period exclusions. The latter is conducted as a Restore meeting and the academy views this as a non-negotiable part of the return to school for the pupil and their family.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from the Academy. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one Academy year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher is off-site, a member of the senior leadership team must contact the Headteacher in order to discuss any situation that may result in an exclusion before a decision is taken.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The Academy informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

An appropriate level of work is set for the entirety of the fixed-term exclusion, where children are expected to complete this and return to their class teacher for feedback.

#### **14. Drug and Alcohol Related Incidents**

(see Managing Drug Related Incidents Policy)

It is the policy of this Academy that no child should bring any drug, legal or illegal, to Academy. If a child will need medication during the Academy day, the parent or guardian should notify the Academy and ask permission for the medication to be brought. This should be taken directly to the Academy office for safekeeping. Any medication needed by a child while in Academy must be taken under the supervision of a teacher or other adult worker.

The Academy will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into Academy for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will 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.

It is forbidden for anyone, adult or child, to bring onto the Academy premises illegal drugs. Any child who is found to have brought to Academy any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the Academy until a parent or guardian of the child has visited the Academy and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated, the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into Academy, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the Academy. The police and social services will also be informed.

## 15. Malicious accusations against school staff

We are required under the DFE guidance document "Behaviour and discipline in schools" document, published January 2016 to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. This is a very unlikely occurrence in our Academy, however if it were found that this had happened we would:

- Immediately act on stage 5 of the disciplinary process - i.e. consider this a serious breach of the Academy behaviour policy
- Call a formal behaviour meeting for parents to attend
- The Headteacher would consider the seriousness and nature of the allegation, and consider whether it constituted grounds for an internal or fixed-term exclusion.

## 16. Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". This includes misbehaviour when:

- Taking part in any school-organised or school-related activity
- Traveling to and from school when wearing school uniform or when in some other way identifiable as a pupil at the school

It also includes misbehaviour **at any time** when:

- It 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

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Where misbehaviour occurs in these circumstances, the teacher would use the steps set out in the Academy Behaviour Policy detailed above to provide a proportionally appropriate sanctions.

## 17. Confiscation of inappropriate items

Under the **general power to discipline** (Section 94 of the Education and Inspections Act 2006) members of staff are enabled to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

**Power to search without consent** for "prohibited items" (Section 550ZA (3) of the Education Act 1996 are provided, for

- Knives and weapons (these will be handed to the police)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (these will be handed to the police)

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school expectations which has been identified in the expectations as an item which may be searched for.

We will refer to "Screening, Searching and Confiscation - advice for headteachers, staff and governing bodies" to support us in application of this aspect of the policy.

## 18. Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher 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 any additional items that the school has determined can be searched for without consent.

We refer to "Use of Reasonable Force - advice for school leaders, staff and governing bodies" to support us in our application of this aspect of the policy.

Any use of reasonable force is added to the school records in detail.

## 19. Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors will communicate clearly with the class teacher and record Time Outs and Impositions onto CPOMs.

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 the Academy policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the Academy abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Academies*, and that no child is treated unfairly because of race or ethnic background.

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



## Appendix I - The 30 Second Scripted Conversation

This is suggested guidance for supporting pupils at Step 3: Last Chance. This is an opportunity for them to make a correct choice and prevent reaching Step 4: Time Out.

*I noticed you are . . .* (having trouble getting started / struggling to get going / wandering around the classroom / making strange noises / refusing to follow the instruction etc.)

*It was the expectation about . . .* (lining up / staying on task / bringing in toys etc.) that you haven't followed.

*You have chosen to . . .* (move to the back / catch up with your work at home / distract others etc.)

*Do you remember last week when you . . .* (put down the toy / helped your friend with their work / got the sticker for holding open the doors etc.)

*That is who I need to see today, the you who is . . .* (responsible, respectful, resilient, other values studied).

*Thank you.*

(Then give take up time).

### **Other sentence stems which may help to reassert control in a situation:**

1. You need to . . . (speak to me just outside etc.)
2. I need to see you . . . (sitting sensibly etc.)
3. I expect . . . (to see you working quietly etc.)
4. I know you will . . . (listen carefully to the next instruction etc.)
5. Thank you for . . . (putting down the scissors, let's walk and talk etc.)
6. I have heard what you said, now you must . . . (collect your things calmly and move etc.)
7. We will . . . (have a better day tomorrow etc)

