

Policy and Procedure: Pupil Behaviour

Date of Board Approval: September 2017

Updated September 2018

Review date: September 2019



Rationale

It is a primary aim of our school that it is to be a place where children work cooperatively, secure in themselves and with others. This will be underpinned by the universal values of Sikhism of service to and sharing with others; honesty in living and working and respect for each other and the world we live in. We believe that by creating such an atmosphere we will be creating the right atmosphere for learning required to achieve excellent pupil outcomes:

- We believe that our children should feel safe, happy and secure in school, both in the classroom and out in the playground.
- We intend that all our children will develop positive attitudes about themselves, others and towards their learning.
- Our strategy is very much based on the positive – we aim to give five times more positive rewards than negative consequences.

It is only right that children learn the responsibilities that come with their actions. Children need to learn that they have choices in the way in which they behave. They have control over their behaviour and their actions. In this way we are helping our children to understand that they are not at the mercy of their impulses or the behaviour of others. We will work with our pupils to understand their choices and the consequences. In this way we are empowering our pupils with love and kindness to accept the consequences of their actions graciously, without humiliation and enabling to them to move on.

Our behavioural policy, our values and ethos, the opportunities we will provide for quiet reflection and contemplation and our participation in community events will all contribute to every child's sense and knowledge of him or herself, self-worth and happiness.

Aims

- To build appropriate behaviours and attitudes based on positive role models
- To enable children to work cooperatively and in service to the local community in a safe and secure manner
- To provide children with a framework in which they understand the relationship between words and actions
- To foster mutual respect and understanding
- To develop good social skills
- To act in a helpful, tolerant and respectful way to all
- To promote emotional well-being
- To develop increased self-esteem
- To provide consistency and structure
- To create a relaxed and enjoyable learning environment
- To enable effective teaching and learning and raise standards.

Our Golden Rules (Devised by Staff and Pupils and agreed by Governors)

We believe that when children own and understand the rules of their society, group or family, they feel more in control and more inclined to keep the rules themselves and encourage others to keep them. As an academy with a Sikh ethos based on respect, service and love we have worked with the children, staff and Governors to collectively develop a series of 'Golden Rules' that will help to define the behaviours expected in our school.

Our Golden Rules are:

Kind
Honest
Achieve
Lead
Share
for All humanity

These will be displayed in all classrooms.

The development and reinforcement of the Golden Rules will provide an excellent opportunity to reinforce the values and principles of the Sikh ethos, and will reflect appropriate behaviours, the way we all treat each other, the environment and property and the way in which we all learn.

Rewards / Positive Reinforcements

We intend to use the following rewards:

- Verbal and written praise;
- Stickers and points – which are personal within the classroom;
- Dojos – a certificate and prize for every 100 Dojo points awarded in class, then after in assembly, and a £5.00 gift voucher for 1000 points awarded;
- Certificates presented in assemblies/weekly certificate of achievement are on display;
- Celebration assemblies where outstanding work is shared with the school and half termly class assemblies.

We believe that children will need to develop the behaviours necessary for happily working together, sharing, playing and learning. These behaviours will be reinforced by rewards. Each week we will award children who have shown the sort of behaviours that we wish to encourage in the school.

Sanctions

Class teachers will ensure a 'traffic light system' is visible in each class. Where a pupil does not behave in an appropriate way, the following options may be used:

- Reminder/prompt by teacher.
- Verbal warning.
- Name on the board – acting as a visual reminder and a deterrent to the others ('Amber' – lose 5 Dojo points and miss 5 minutes of break-time).

- Time out – in class. The child is asked to sit quietly in a calm area of the classroom. This is not a ‘naughty corner’. It is a ‘calm corner’ where a child has the opportunity to reflect for a few minutes and rejoin the class when ready. The emphasis is on being calm and reintegrating with the class with dignity so that learning in the class is not disrupted. Inappropriate behaviour is not ignored. A member of staff will have a quiet word with the child, emphasising the right choice and providing the opportunity for the child to make amends with an apology (‘Red’ – lose 10 Dojo points and miss break-time - teacher to provide pupil with work).
- On the rare occasions where a child is very agitated and is unable to calm down on their own they will go with an adult to a quiet space elsewhere in the academy until they have calmed sufficiently to talk about the problem, resolve it and return to class (‘Red’ – lose 10 Dojo points and miss break-time).
- Where an instant ‘Red’ has been given, the class teacher will speak to the parents with an instant comment on the school behaviour systems, Class Dojo and SIMS. A record will be kept of the incident on a Pupil Incident Form. The child may also be sent directly to either the Principal/Assistant Principal to discuss the child’s behaviour.
- Three ‘Reds’ within a week would lead to a direct request from the class teacher to parents to come in to school to discuss the behaviour and strategies for improvement.
- An additional three ‘Reds’ or four ‘Reds’ in one half term would constitute a letter home from the Principal. At this point, it would be required that parents/carers attend to discuss the behaviour and how it needs to improve, with both the class teacher and representative of the Senior Leadership Team. We would seek to work closely with parents/carers to ensure we provide support and guidance where appropriate. This would include a method for tracking the behaviour, frequency of behaviour, identifying trigger incidents and capturing every opportunity to reinforce the positive behaviours sought. Where a child’s behaviour is making little or no improvements, a weekly behaviour card and /or Individual Behaviour Plan (IBP) would be put in place in agreement with the child and parents/carers.

A severe incident will cause the Principal to contact the parents/carers immediately. Severe incidents include acts of violence to another child or adult, discrimination and racially motivated incidents.

Exclusion – in very rare cases where a child is violent or abusive to staff and / or peers, an external exclusion may be required. We are committed to following the statutory guidance and requirements for exclusion but would anticipate no use of any type of exclusion.

Should there be a need for an exclusion, we would in the first instance examine the opportunity for an internal exclusion – the child is at the academy but completely isolated from peers and friends. This may be appropriate when for example a child is making no progress with his or her behaviour, is frequently sent to the Principal and parents are continually called in to school. This ensures that work is set and completed, and ensures that the class is not disrupted.

If a fixed term exclusion were required, it would be presented clearly to parents with the rationale for the exclusion, expectations of work undertaken while the child is excluded, and a re-integration meeting established at the time when the exclusion is put into place to define an end point and time. The re-integration meeting would be attended by parent, child and appropriate academy staff, and a clear contract of behaviour would be drawn up and agreed at that time. A Fresh Start ensures that a fresh start is possible, a sanction given on a day will not be carried into the next day.

Where the school begins to see severe difficult behaviours with a child, this may lead to discussion with the parents about involving appropriate external agencies to consider the triggers for the behaviours.

Monitoring and Evaluating

Everyone in our school - Governors, Principal, Staff and children – is responsible for the well-being of each other. Individual class teachers are responsible for the children in their class and they may introduce a variety of strategies to support this, thought diaries, circle time and class debates. Behaviour throughout school will be monitored by all staff, with extreme cases of behaviour being monitored by the Senior Leadership Team. In the case of recurrent poor behaviour, a record may be kept to enable the school to identify patterns or triggers in behaviour and help the child to modify his/her behaviour in future.

The Role of the Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body will notify the Principal that the following should be covered in the school behaviour policy:

- Screening and searching pupils;
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour;
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Principal consider what the school's response will be to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

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

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the academy's 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 Principal to ensure the health, safety and welfare of all children in the school. The Principal will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. He/she will keep records of all reported serious incidents of misbehaviour.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child, only after the Chair of Governors has been notified.

The Role of the Class Teacher

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The class teacher can discipline children at any time the child is in school or elsewhere under their charge, including on school visits. The class teacher can also discipline children for misbehaviour outside school. Teachers can confiscate inappropriate items from a child and use reasonable force to control or restrain children.

The class teachers in our school will have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher will treat each child fairly and will enforce the classroom code consistently. The teacher will treat all children in their class with respect and understanding. It will be the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teacher will discuss the school rules with each class. In this way, every child in the school will know the standard of behaviour that is expected of them.

Where a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher will deal with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the Senior Leadership Team, who may liaise with external agencies, as necessary, to support and guide the progress of each child.

The class teacher will report to parents/carers on the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Role of non-teaching staff

It is the responsibility of the lunchtime staff to deal with minor incidents and to record more serious incidents to the class teacher or the Principal about more serious incidents of misbehaviour. Non-classroom staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the children as they move around school. Any incidents noted by the non-classroom staff should be dealt with and where appropriate, be reported to the class teacher.

Teaching assistants working in the classroom will support the teacher in matters of discipline. They will quietly correct behaviour of children where necessary, reprimand children if appropriate and report continual or more serious misbehaviour to the classroom teacher. Teaching assistants working outside the classroom with a group of children will set clear expectations of good behaviour. Where a child does not respond positively to any correction of behaviour, they will be taken back to class.

The Role of Parents

The school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We will build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Where the school has to use reasonable sanctions to punish a child, parents would be expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Principal. If the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented.