



Behaviour Policy

May 2020

**THIS POLICY IS A TEMPORARY BEHAVIOUR POLICY THAT
WILL BE IN PLACE FROM 1ST JUNE 2020 UNTIL FURTHER
NOTICE DUE TO THE COVID-19 PANDEMIC.**

**Adopted by the Board of Directors of
STAR ACADEMY TRUST on**

Approved by:	Trust Board	Date: 20/5/2020
Last reviewed on:	n/a	
Next review due by:	September 2020	

Policy

THIS IS A TEMPORARY POLICY THAT IS IN PLACE DURING THE COVID-19 SITUATION AND WILL BE REVIEWED MONTHLY. THE MAJORITY OF THE POLICY REMAINS UNCHANGED BUT TEXT IN RED HAS BEEN ADDED. SOME PARTS OF THE EXISTING POLICY HAVE BEEN REMOVED TEMPORARILY.

We recognise the importance of a positive approach to the behaviour of children in school. To quote the Elton Report:

We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.
(Discipline in Schools Ch.4 Para.50)

The purpose of this policy is to give a clear code of conduct for the use of all at Highfields, both adults and children. It has been put together after discussion with staff and children and reflects the values and principles that we consider to be important for the school. This policy should not be seen as something static but must be responsive to changes within the school.

1. Aims and values

Our school aims to provide a happy and secure environment for all those who work in, or visit, it. As well as the school's aims stated in the prospectus and prefacing curriculum policies, we believe that it is important:

- a. for the happiness and smooth running of our school, that we foster positive caring attitudes towards one another and the environment;
- b. to acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed;
- c. to support each member who needs help and encouragement, in particular nurturing the self-esteem of all. We recognize particularly the importance to children of approval by their peers;
- d. to listen with care to one another's views and opinions and value them;
- e. that we respond in a polite and thoughtful manner to one another;
- f. that we each fulfil our responsibilities whether as pupil, teacher or helper, with regard to –
 - i. punctuality
 - ii. completing tasks to the best of our ability
 - iii. taking responsibility for our buildings and equipment
 - iv. co-operation with other school members.

We believe that emphasizing positive behaviour in school tends to marginalize bad behaviour and decrease the number of misdemeanours. A well-managed, orderly environment in school will encourage children to react in a positive caring way.

2. Golden Rules

The following rules have been drawn up from consultations with children:

- i. We are gentle; we don't hurt others
- ii. We are kind and helpful; we don't hurt anybody's feelings
- iii. We listen; we don't interrupt
- iv. We are honest; we don't cover up the truth
- v. We work hard; we don't waste our own or other's time
- vi. We look after property; we don't waste or damage things
- vii. **We follow all rules that are there to keep us safe.**

These are displayed in classrooms, communal areas and in the hall.

3. Encouraging Good Behaviour

We must all be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour. The HMI report *Good behaviour and discipline in school* and *Managing challenging behaviour* (Ofsted 2005) both emphasise the part played in this by the example set by teachers and other adults:

Where teachers are seen by pupils to work hard, to put themselves out in the interests of the pupils, to have high standards, to cooperate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves ... where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them.

(Paragraph 53, Good behaviour and discipline in school)

Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards:

Praise: As a general rule, adults should try to give about twice as much praise as censure. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. The question we should ask ourselves should be, does our praise identify the nature of the good behaviour and reward the pupil usefully for his/her achievement? The idea of what is appropriate school behaviour is not automatically learned, and we much help to show children what is satisfactory.

Rewards: The use of a range of rewards for children is also effective. Among those used at present are:

- Comments or 'smiley faces' in children's work
- Public praise, in front of peers
- Reward certificates and stickers for particular achievements
- Recording and celebrating achievements in profiles, good work books and in displays
- Sharing achievements with parents, including through the website.
- Giving children opportunities for greater responsibilities in school
- Awarding house points
- Afternoon Tea with Mr D.

We recognize that there will be occasions when there will be problems of behaviour, for many reasons. We should try always to understand the reasons for the misbehaviour, so that we can deal with it most effectively. When dealing with problems, it is important always to label the behaviour and not the child, (e.g. say 'That is not the right sort of behaviour' or 'I know that you know how to behave,' rather than 'You are a naughty boy').

4. Misdemeanours

It is important to have a consistent policy for dealing with more challenging behaviour, while for some children who have difficulty with finding the right behaviour it may be appropriate to focus on, and try to correct, only one problem at a time. In some cases a non-verbal signal (e.g. a look or frown) may be sufficient, or a verbal rebuke. If it seems that there is a problem then the adult dealing with it should ask the child what he/she is doing, establish if it is against the rules and, if it is, then try to work out with the child how the problem is to be resolved. For instance, it may be possible for the 'wrongdoer' to make immediate reparation to the injured party – see aim (e). This may be sufficient in itself; it may however be necessary to invoke some sort of sanction (see 6, below).

5. Unacceptable Behaviour

There is no place for *violence, bullying, harassment (racial, sexual, cyber, homophobic or any other type), vandalism, rudeness to adults or bad language* in the school community and these must always be discouraged. Persons observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this type.

It is essential that all behaviour incidents that warrant a sanction of a traffic light (any stage) that occur at breaktimes or lunchtimes are directly reported by the observer (staff) to the class teacher.

Permanent records of pupil's behaviour resulting in a green or amber traffic light are not kept. However, if a teacher recognizes that a pupil is regularly being placed in the green or amber traffic light an individual behaviour log should be kept by the class teacher. It is expected that this will be discussed and shared with parents. A record of all red traffic light incidents must be logged onto the CPOMS system, under the category of behaviour/red traffic light. Parents must also be informed of red traffic light incidents. The Principal will report the number of red traffic light incidents to the Local Advisory Board on a termly basis.

Sanctions exist to protect individuals from negative forms of behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the wrongdoer to take a more positive role within the school.

6. Sanctions

Stage I

Where rules are contravened there must be a system of appropriate sanctions. Where possible, sanctions should be seen to match the offence in order to be most effective. The most powerful sanction is the disapproval of those whose views the wrongdoer respects, so we should create a climate of opinion in which that sanction will have the greatest effect.

Minor infringements will be dealt with by the adult responsible for the child at that time; sanctions to be used (in increasing order of seriousness) are:

- Green traffic light warning: Miss 5 minutes of the next breaktime.
- Amber traffic light warning: **Children will no longer be sent to a different area for a period of time. 'Time out' will be managed within the classroom area.**
- Red traffic light warning: The child will miss the whole of the next break and the incident is brought to the attention of the Principal or Vice-Principal. Parents will be informed of this. This will also be recorded on CPOMS.
- **A black light has been introduced and this will be applied to any pupil who spits at another pupil or member of staff. The consequence of this will be fixed term exclusion from school. (It is worth noting here that in my 14 years at Highfields this has only ever happened once.) I am sure that this will not be required but in the current situation this extreme measure has been introduced to protect pupils and staff.**

It is important that where an incident or series of incidents occur that warrant a red warning parents are informed. Pupils need to be aware that members of staff and parents work together in order to maintain high behaviour standards. It is also important that incidents are dealt with promptly.

Members of staff will use their professional judgment when applying these actions. For example, if we know that a pupil is always collected from school by a parent and an incident happens late on in the day it may be more sensible to discuss this with you at home time. The important point is that parents will be informed.

Children who break a school rule will be placed on the green traffic light. Further offences will mean that the children progress to orange and then red traffic lights.

More serious misdemeanors, eg: violence, swearing and/or aggression against another pupil or member of staff will automatically be treated as a red warning and the incident will be dealt with by a member of the senior leadership team and parents will be informed.

We discourage the punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances. It is important too for adults to be careful not to damage relationships and children's self-esteem by the use of sanctions.

If a pupil begins to regularly receive red or amber traffic light sanctions then progress to stage 2.

Stage 2

Where the above sanctions prove ineffective, the SLT are informed of ongoing and persistent problems with a pupil/s by the class teacher. Parents will be invited to attend a meeting with the class teacher, (or if deemed necessary the Principal or Vice-Principal) and a behaviour plan will be put into place to address the concerns. These may involve:

- Tickable targets
- Referral to Learning / Pastoral Mentor
- Developing an Individual Pupil Risk Assessment.
- Seeking advice and support from external agencies.
- Discussion at staff meetings to provide ideas and support for colleagues

The above will be detailed in an Individual Behaviour Plan which will be reviewed termly.

At this stage a fixed-term internal exclusion may also be considered in the most serious cases. This means that the child will still attend school but will be educated in a 1:1 arrangement for a fixed period of time. During an internal exclusion break times and lunchtimes may vary from the times of other pupils.

Stage 3

In the most serious of cases the school will consider whether to issue a fixed term exclusion. Further details of this are explained in our exclusions policy. This is a last resort and we will endeavor to avoid this if at all possible. **Whilst this temporary policy is in place Spitting will constitute an offence that will result in exclusion.**

Stage 4

If a pupil has received a fixed-term exclusion and on returning to school no improvements have been made then we will consider whether a managed move (temporary arrangement with another school), a placement at a Primary Education Reintegration Service (PERS) establishment, or a permanent exclusion will be issued.

Use of force

In extreme circumstances, staff may be required to use positive handling techniques. Such holds or restraints must only be used when:

- There is a significant risk of the pupil injuring themselves.
- There is a significant risk of the pupil injuring another pupil.
- There is a significant risk of the pupil causing extensive damage to school property.

Staff are trained in Positive Handling / Restraint techniques and this training is updated every three years. In the event of a hold being used the bound and numbered book must be completed on the same day and parents must be informed. At the earliest opportunity a Positive Handling Plan must be written for the pupil concerned and this must be shared with all members of staff. Where relevant an individual pupil risk assessment will also be written.

The use of force will still apply but staff also need to ensure that other protective measures, such as use of PPE, are adhered to.

7. Supporting pupils

Poor behaviour by pupils may impact on the emotional security of other pupils, particularly bullying. If a pupil has been bullied or has experienced an incident that may not necessarily be classed as bullying but has clearly distressed them, the following steps will be taken:

- 1) Comfort and re-assurance by a member of staff.
- 2) Discussion with a Senior Leader within the school.
- 3) Parents will be contacted on the day of the incident to inform them about what has happened. Depending on the severity of the incident and the distress that the child is in, parents may be requested to come into school.

8. Potential Problems

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems, and try to minimize them. Such times include:

- When waiting in line and moving about the school (e.g. for assembly, PE, dinners, sandwiches)
- When going out to play and coming back in
- Wet playtimes

We should also be aware of ways of defusing potentially 'high risk' situations, by removing individual children from a likely source of conflict (e.g. playground) for a short time. The child needs to see that this is not a punishment but is in order to prevent a problem occurring.

9. Playtimes

Playtimes, both mid-morning and afternoon and at dinner time, can be problematic for children, since they are in school but outside the normal classroom environment. We do expect that the same school rules will apply at playtimes as during the rest of the school day, and that children will respond to the supervision of Teaching Assistants and MDAs (Midday Supervisory Assistants). MDAs should be treated with the same respect as other adults in the school, and have access to the school system of rewards and sanctions.

Any occurrences of 'unacceptable behaviour' described above (i.e. violence, bullying, harassment, vandalism, rudeness to adults, or bad language) taking place at playtimes should be reported to the class teacher and dealt with as in Section 5 above. Incidents of bullying and of a racial nature are considered very serious and the appropriate policy should be adhered to.

Associated Policies:

- Exclusions policy
- Anti-Bullying Policy
- **COVID-19 risk assessment.**