



Primary Academies Behaviour Policy 2019

Introduction

The culture of our school is pivotal in ensuring that the adults are consistent in their expectations of behaviour for all. This is achieved through expectations that are expected, respected and unquestioned.

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others. This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of all our school community members using the Restorative Practices (RP) philosophy.

The school embraces Restorative Practices as a means of empowering all members of our school community to be successful and become aspirational, motivated and responsible learners. Restorative Practices is about encouraging offenders to be accountable for their actions and to take responsibility for repairing the harm caused.

Aim

Our aim is for our pupils to leave our schools being thoughtful learners who are ready for their next stage of learning, committed to developing their own skills through habits of exploration and reflection. We strive for our pupils to be effective communicators and have a well-developed capacity to engage in life-long inquiry and learning. We aim for our pupils to have an understanding of healthy interpersonal relationships, able to work well with others in responding to new or unexpected challenges that arise in their school and home life.

Purpose

- To create a purposeful learning environment
- Encourage caring, co-operative and considerate attitudes
- Foster a safe and secure environment
- Emphasis personal responsibility
- Create an environment where people are willing to share successes and difficulties

School expectations

Respect yourself, others and the environment

- We are polite and helpful
- We listen carefully and follow instructions
- We walk sensibly and safely around the school
- We are kind, honest and respectful to others
- We always try our best
- We are proud of our school and ourselves

All staff will encourage a high standard of behaviour at all times and in all areas of the school including; classrooms, corridors, hall, playground.

Frequent Use of Praise (Deliberate Botheredness, Hywel Roberts)

Our expectations are that adults we recognise, 'the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in their lives' (Hywel Roberts)
This will maintain a rapport with all children.

Adults must have very high expectations of all children and recognise those that 'go over and above,' Paul Dix on a daily basis. This will give other children something to aim for. For example, a child that holds the door open for the parents as they come into school and helps the ones that are lost or a child who collects the jumpers from the playground and distributes them without being asked.

Recognition (individual) 'I care about you,' Paul Dix.

Recognition for going over and above will take the following formats:

- Thank you cards
- Postcards home
- Celebration half termly with a member of SLT

Recognition (whole class) 'I care about you and I care about this lesson, Paul Dix'.

A Recognition board will be in a communal area and will have the priority focus for behaviour displayed (for example – one voice). This will be discussed in Assembly at the end of the prior week in the Celebration Assembly as part of pre teaching of expectations.


The priority focus will be discussed at all opportunities within the class and where possible the word will also be displayed (class boards allowing).

Behaviour not meeting school expectations

Initially, the member of staff will give a verbal warning with a reminder of positive behaviour required, e.g. listen carefully, thank you. For the majority of our pupils, this will be sufficient to remind them to follow our school expectations.

When there has been a further incident in class or on the playground, that the child has received a verbal warning for or is disrupting learning the learning or play of others, a class 'Restorative circle' facilitated by a member of staff will be undertaken.

The behaviour not meeting school expectations, will be discussed as a class community. The member of staff will start with a statement, e.g. Talking in a loud voice is stopping the learning of others. Followed by a discussion using the Class Circle Restorative Questions. The member of staff will facilitate the discussion ensuring that fair consequences are decided upon by the class.



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Class Circle Restorative Questions

Who has been affected by, e.g. talking in a loud voice?
How have you been affected by, e.g. talking in a loud voice?
What do you think needs to happen next?
What would you like the learning to be like in your classroom?


Possible consequences

- Reception - Time out (*Time equivalent to child's age in minutes*) with a 'thinking chair' or 'thinking spot' using a visual sand timer. *Teacher or TA to observe and release the child from 'Time out.'*
- Years 1-6 –Time out (*Time equivalent to child's age in minutes*) or repositioning in the child's class. *Teacher or TA to observe and release the child from 'time out.'*
- Miss up to 50% of playtime to complete work. *Teacher or TA to observe and release the child from missing playtime.*
- Time out from the child's class with the most Senior Teacher to complete work. (Recorded in the class Behaviour Log)
- Parents contacted to discuss behaviour that is not meeting school expectations. (Recorded in the class Parent Communication Log)

Unacceptable behaviour

- Bullying
- Deliberate rudeness
- Discrimination of any kind, e.g. racial, gender, sexual.
- Disruption of the whole class
- Swearing
- Physical violence

- Persistently refusing an adult request
- Aggressive behaviour
- Threatening behaviour



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Restorative Questions 1

What happened?
What were you thinking/feeling at the time?
What do you think about it now?
Who has been affected? How have they been affected?
What is needed to make things right?
How can we make sure this doesn't happen again?

Unacceptable behaviour is dealt with in a fair and consistent way and recorded on a Behaviour Sheet by the member of staff dealing with the situation and reported to a member of the Senior Leadership Team (SLT). Other pupils will be involved in discussing the incident using RP to establish the facts. All staff will use circles to deal with issues of pupil conflict facilitated by an adult using the Restorative Questions:

Persistent unacceptable behaviour

Step 1 – Internal exclusion, the child’s parents/carers to be informed of the concerns. It is expected that the parents/carers will begin to support their child’s behaviour modification.

Step 2 - Individual Risk Management Plan (IRMP) to be implemented in consultation with the SENCo, member of the Senior Leadership Team and parents.

Step 3 – Where appropriate, advice from outside agencies will be sought and a Pastoral Support Plan (PSP) will be implemented, meeting regularly with the child’s parents/carers, where the child is at risk of exclusion.

Fixed Term/ Permanent Exclusions from school

Our aim is to have no Fixed Term/ Permanent Exclusions. Exclusions will only be used, at the Headteacher’s discretion, in extreme circumstances where Restorative Practice is not working or there is a serious breach to the Behaviour Policy.

Parents

We believe that clear communication is very important within the school environment and with parents since these are crucial in promoting and maintaining high standards of behaviour. The school shares expectations with parents who sign a behaviour agreement on entry to school. Where behaviour is causing concern parents will be informed at an early stage and will be given the opportunity to discuss possible solutions. All support plans will be discussed with the parents together with further disciplinary actions as appropriate. This positive partnership with parents is crucial in building trust and developing a common approach to behaviour expectations and strategies.

Preventing & Tackling Bullying

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (Preventing & Tackling Bullying DfE 2012) This includes ‘virtual’ bullying via media such as mobile phones and social networks.

Mobile Phones

For reasons of personal safety and child protection, pupils are not permitted to bring mobile phones or other electronic equipment to school. We take no responsibility for any loss or damage to property of this kind (including i-pods, MP3 players or other electronic devices including iphones and fitbits). If a child has a genuine need to bring a phone to school, it must be deposited at the school office or with the classteacher (depending on school) at the beginning of the school day and picked up at the end of the day. Anyone abusing this rule will have their phone confiscated and parents will be asked to collect the equipment from school. Where there is a school trip it is at the discretion of the headteacher as to whether these devices will be allowed.

Screening, searching and confiscation

The school will follow guidance published by the DfE for screening, searching and confiscation when carrying out searches for prohibited items, with or without consent of the pupil.

Prohibited items are defined in the Education Act 1996 and Schools Regulations 2012 as

1. Knives or weapons, alcohol, illegal drugs and stolen items
2. Tobacco and cigarette papers, fireworks and pornographic images
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
4. Any item banned by the school which has been identified as an item which may be searched for (e.g. mobile phones).

Behaviour Concerns Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. (Section 89(5) of Education and inspections Act 2006. The headteacher should consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken against a pupil. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should be informed.

Discrimination

All individuals are to be treated with respect regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Positive attitudes towards all social and ethnic groups are to be encouraged.

(Equality Act 2010)

Monitoring and Evaluation

All adults in the school will monitor the implementation of this policy. Concerns should be reported promptly to the Headteacher or a member of the Senior Leadership Team.