



Towngate Primary Academy Behaviour and Discipline Policy			
Date	Review Date	Coordinator	Nominated Governor
September 2020	July 2021	Mrs A Berry	Mrs Crook

Towngate Primary Academy Policy on Behaviour and Discipline

This policy has been written in accordance with the **DFE “Behaviour and discipline in schools” document, published January 2016**. This policy sets out that we should have:

- A strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Behaviour and discipline contribute to our duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, to ensure that arrangements are made to safeguard and promote the welfare of pupils.
- It sets out the measure to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; regulate the conduct of pupils.
- Our policy promotes good behaviour among pupils.
- We set out disciplinary sanctions to be adopted if a pupil misbehaves.
- We have an effective anti-bullying strategy (see Anti bullying policy).
- Though we are not obliged by law to, we implement a home-school agreement with new starters at the academy.

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

- 1) A consistent approach to behaviour management
- 2) Strong school leadership
- 3) Classroom management
- 4) Rewards 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
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This policy has been amended in response to the reopening of school following COVID 19 school closure.

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1. Policy statement

Towngate Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

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).

2. Aims of the policy

- To create a **culture** of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are **treated fairly, shown respect and to promote good relationships**.
- To help learners take control over their behaviour and be **responsible** for the consequences of it.
- To build a **community** which **values kindness**, care, good humour, good temper, obedience and empathy for others.
- To ensure that **excellent behaviour** is a minimum expectation for all.
- 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 **rewards and sanctions**

3. Purpose of the policy

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

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

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.

What our Behaviour Policy in practice looks like – one page summary:

How will staff behave?	What are the 3 Rules?
<ol style="list-style-type: none"> 1. Be fair – use the behaviour policy for all. 2. Be calm – keep emotions in check. 3. Be kind and respectful to all. 	<ol style="list-style-type: none"> 1. Ready: Aim high, work hard, no excuses. 2. Respectful: Be kind and respectful. 3. Safe: Be safe.
All staff, everyday...	Senior leaders, everyday...
<ol style="list-style-type: none"> 1. Refer to “Ready, Respectful, Safe”. 2. Never ignore or walk past learners who are behaving badly. 3. Follow up every time, engaging with learners. 	<ol style="list-style-type: none"> 1. Take time to meet, greet and welcome learners at the beginning of the day. 2. Be a daily, visible presence around the site, especially at times of mass movement. 3. Regularly review provision for learners who fall beyond the range of written policies.
Ways we recognise conduct that exemplifies our expectations.	What support do we provide beyond the classroom?
<ol style="list-style-type: none"> 1. We send Headteacher commendation letters to each cohort, once a year. 2. We celebrate progress, creativity, role model and behaviour leaders each term in each class using our Academy Trophies. 3. We celebrate positive learning behaviours weekly, two per class, in our celebration assemblies. 4. In class reward systems (dependent on each class) 5. Leadership roles around school: prefects, school council, head boy and girl, play leaders. 6. Lunch staff have an instant reward system. 	<ol style="list-style-type: none"> 1. A full time Learning Mentor to link home, academy and external support for overcome pastoral barriers to learning. 2. A full time Behaviour and Attendance officer, working across breaks and the Academy day to lead play activities with the prefects and interventions. 3. We buy into Education Psychology, Wakefield Exclusions and Behaviour Support Team to provide additional support where necessary, access support the Future in Mind and any other additional agencies as necessary.

Steps to manage behaviour	Actions
Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness.
Reminder	A reminder of Ready, Respectful, Safe delivered privately if possible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this level. Remind learner of past times when they have made right choice.
Caution	A clear verbal caution delivered privately, making learner aware of their behaviour and clearly outlining consequences if they continue (time out).
Time out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Parents should be informed by class teacher. Any learning time lost to be made up at break / lunch.
Internal referral	Learner will be referred internally to paired class / sent inside if outside for ten minutes. Any learning time lost to be made up at break / lunch. All internal referrals must be recorded by behaviour officer, and parents informed.
Formal meeting	Two incidents of internal referral in a half term or a single serious breach of behaviour – a meeting with the class teacher, learner, and behaviour officer to set targets that will be monitored over the course of two weeks. If the breach happens outside, the child must immediately be brought inside to SLT /

learning mentor.

Examples of breaches of the Behaviour policy which may result in immediate internal / fixed term exclusion and a formal behaviour meeting.

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.

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.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

All staff

1. Meet, greet and welcome learners at the door.
2. Refer to "ready, respectful, safe."
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners; ensure to link these to our "Values based learning" curriculum and "Social Emotional Aspects of Learning" curriculum, through which we teach what good behaviour choices look like.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give take up time when going through the steps. Prevent before Sanctions.
7. Follow up every time and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

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.
2. Be a visible presence around the site, especially at changeover times.
3. Celebrate staff, leaders and learner 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 and policy.

Recognition and rewards for effort

We celebrate and reward learners who exemplify and exceed our standards. We use a mixture of formal awards and informal personal praise, as we understand that this can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are harder to reach.

Academy level:

- Annual: Headteacher's commendation letters (2 per cohort)
- Termly: Trophies for effort, creativity, behaviour, role model (4 per keystage)
- Weekly: Certificates for exemplifying positive learning behaviours (2 per class)

Class level:

- All classes have a themed visual display recognising effort. This is chosen by the class at the start of the year on transition day.

- Lunchtime staff will have instant reward certificates for good behaviour.

Managing behaviour in classes and around the Academy

Engagement with learning is always the primary aim. A gentle reminder or nudge in the right direction is all that is usually needed for most children. We focus on praising the behaviour we want to see, with drawing 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.

Pupil Code of Conduct:

Practical steps in managing and modifying poor behaviour

Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger. Class teachers keep a log of any behaviour concerns and report this at weekly whole staff meetings. When children report other children hurting or upsetting them, these will be fully investigated.

1) Reminder

Ready, Respectful, Safe delivered privately to the learner. The staff member makes the learner aware of their behaviour, and the learner has a choice to do the right thing.

2) Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Any triggers are removed by the adult where appropriate. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. See the script below:

- Gentle approach, personal, non-threatening, side on, eye level or lower.*
- “I noticed you doing That breaks our **ready / respect / safe** rule.”*
- “If you choose to continue / do that again the consequence will be.... When I’ve talked to you about this in the past you made the right choice.”*
- “I’m going to give you a little bit of time and space to make the right choice.” (30 seconds of take up time.)*

3) Time-out

Where poor behaviour choices continue, the child is asked to take time out. Class teachers should inform parents at the end of the day that this has happened.

- If at playtime, this is standing at the side of the playground.
 - If in class, then the learner is to be asked to take “time out” in a quiet area of the classroom. This should be for no more than five minutes. See the script below:
- I have given you a reminder and a caution that you were not being **ready / respectful / safe**. You are continuing to do*
 - I would like you to take five minutes at the side of the playground / in a quiet area of the classroom to think about this. I will let you know when you can rejoin the session.*
 - (If in lessons) You will have to make up this lost learning time at play / lunch.*

4) Internal referral

Where a child does not make the right behaviour choice following time-out, they will be referred internally to the “paired classroom”. **A visual prompt (e.g. KS2 change card to red) should be used. All internal referrals must be reported to the behaviour officer**

and key stage leader. If this occurs at lunchtime, the child must be brought inside to the learning mentor in the library, who will supervise the child. Internal referrals should be for no more than 10 minutes.

- a. *You have been given a reminder, a caution and time out because you were not being **ready / respectful / safe**. You are continuing to do ...*
- b. *I would like you to go to your paired class / into school as your behaviour choice is not correct.*
- c. **(If in lessons)** *You will have to make up this lost learning time at play / lunch.*

If a child refuses to comply with the instruction given at stage four, this will be grounds for the member of staff to request the additional support of the senior leadership team.

On the first instance in a half term of an internal referral, parents will be informed by the class teacher, stating the reason for the internal referral. They will be informed that if this happens again, a formal behaviour meeting will be held. On the second instance in a half term of an internal referral, a formal behaviour meeting will be held (see stage 5).

5) **Formal behaviour meeting**

Where there are significant concerns about a learner's ability to conform to our high standards, evidenced by a serious breach of behaviour or by repeated lower level incidences, a meeting with the teacher, learner, behaviour officer and head of Keystage or Headteacher will be put in place. Targets will be agreed and monitored over the course of two weeks (**see appendix one**).

Serious breaches / incidences of violent behaviour

This is an incident which may lead to an internal or fixed term exclusion.

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 talking over a classmate or member of staff, ignoring requests to stop
- Refusing to follow an instruction from a member of staff
- Seriously interrupting the learning sequence of other children
- Using equipment or resources in a way that causes harm or damage to self, others or property
- Being disrespectful to staff or children
- Playing in an unsafe way
- 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. Teachers in our Academy do not hit, push or slap children. 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.

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 an internal or external exclusion. 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.)

Children in internal exclusion 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). We will ensure the health and safety of pupils and any requirements in relations to safeguarding and pupil welfare. We ensure children are kept in seclusion no longer than is necessary, and that their time spent there is used as constructively as possible. We allow pupils time to eat or use the toilet.

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.

3 The role of the class teacher

It is the responsibility of class teachers to ensure that the Academy rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. A visual display should be present.

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 classroom code 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 and responds according to our stages set out above. Parents will be informed by class teachers when a child has had to miss any play or lunchtime.

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. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 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 Child Protection Designated 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.

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 suspensions 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.

5 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 Academy.

We explain the Academy rules 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 cooperate 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 sanctions to punish a child, 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 you if:

- Your child has had an internal referral
- Your child has made a serious breach of the behaviour policy
- Your child has needed to miss some playtime to complete work

6 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.

7 Fixed-term and permanent exclusions

We do not wish to exclude any child from 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 Academy s 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 heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from 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.

8 Drug- and alcohol-related incidents

(see alcohol and Drugs Misuse 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.

9 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.

10 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.

11 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 rules which has been identified in the rules 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.

12 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.

13 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour alongside the Pastoral Team to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff regularly reflect on the approaches to the restorative behaviour policy in place.

Behaviour management will also form part of continuing professional development.

16 Monitoring arrangements

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 give written details of any incident in the class incidents book

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

It is the responsibility of the governing body to monitor the rate of suspensions and 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.

16 Links with other policies

This policy should be read in conjunction with:

HS-001	Health and Safety policy
HS-002	Alcohol and Drugs Misuse policy
HS-007	Educational Visits policy
HS-020	Pond Safety policy
HS-021	Risk Assessment policy

Policy on Behaviour and Discipline SCP-005

- HS-022 Security policy
- HS-026 Violence in Schools policy
- HS-028 Managing Violent and Abusive Visitors in Schools policy
- SCP-001 Safeguarding and Child Protection policy
- SCP-003 Anti-Bullying policy
- SCP-004 Attendance and Truancy policy
- SCP-008 E-safety policy
- SCP-010 Missing Child policy
- SCP-011 Teaching and Learning policy
- SCP-014 Positive Handling policy
- SGS-005 Complaints policy
- SGS-007 Disability Equality Scheme and Disability Accessibility Plan for Pupils
- SGS-008 Equality Objectives policy
- SGS-020 SEN policy
- SNS-009 SMSC policy

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Appendix one:

Formal behaviour meeting – this is put in place in the following circumstances:

“On the first instance in a half term of an internal referral, parents will be informed by the keystone leader, stating the reason for the internal referral. They will be informed that if this happens again, a formal behaviour meeting will be held. On the second instance in a half term of an internal referral, a formal behaviour meeting will be held.”

“Where there are significant concerns about a learner’s ability to conform to our high standards, evidenced by a serious breach of behaviour or by repeated lower level incidences, a meeting with the teacher, learner, behaviour officer and head of Key Stage will be put in place. Targets will be agreed and monitored over the course of two weeks.”

Name of child _____ Class: _____ Date of meeting: __/__/__

Meeting attended by: _____

Reason for meeting being held: Was it (please delete)

- | | |
|---|----------|
| 1) Two internal referrals in a half term | Yes / No |
| 2) Serious breach of behaviour policy (please give details) | Yes / No |

Issue(s) causing concern including when and where this happens:

Are there any identified triggers?

*What would improvements in this look like (refer to **Ready, Respectful, Safe**)?*

What support will the academy provide?

What support will parents / carers provide?

Review date (no more than two weeks) _____
What improvements have been evidenced (refer to targets set above)

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Appendix 2 – “Key principles for headteacher to help improve school behaviour”
 (based on Charlie Taylor – Government Expert Advisor on behaviour in schools)

This checklist will be audited each term, by the nominated Deputy Headteacher with oversight for behaviour. An action plan will be put in place and shared with the Governing Body on a termly basis.

Checklist completed by: _____

Policy

Statement	Evidence indicates	Action to be taken, by who and when
Ensure absolute clarity about the expected standard of pupils’ behaviour.		
Ensure that behaviour policy is clearly understood by all staff, parents and pupils.		
Display school rules clearly in classes and around the building. Staff and pupils should know what they are.		
Display the tariff of sanctions and reward in each class.		
Have a system in place for ensuring that children never miss out on sanctions or rewards.		

Leadership

Model the behaviour you want to see from your staff.		
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Building

Visit the lunch hall and playground, and be around at the beginning and end of the school day.		
Ensure that the Senior Leadership Team members are a visible presence around the school.		
Check that pupils come in from the playground and move		

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around the school in an orderly manner.		
Check up on behaviour outside of school.		
Check the building is clean and well-maintained.		

Staff

Know the names of all staff		
Praise the good performance of staff		
Take action to deal with poor teaching or staff who fail to follow the behaviour policy.		

Children

Praise good behaviour		
Celebrate successes		

Teaching

Monitor the amount of praise, rewards and punishments given by individual staff.		
Ensure that staff praise good behaviour and work.		
Ensure that staff understand special needs of pupils.		

Individual pupils

Have clear plans for pupils likely to misbehave and ensure staff are aware of them.		
Put in place suitable support for pupils with behavioural difficulties.		

Parents

Build positive relationships with the parents of pupils with behaviour difficulties.		
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Classroom

Know the names and roles of any adults in class		
Meet and greet pupils when they come into the classroom.		
Display rules in the class – and ensure that the pupils and staff know what they are.		
Display the tariff of sanctions in class.		

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Have a system in place to follow through with all sanctions.		
Display the tariff of rewards in class.		
Have a system in place to follow through with all rewards.		
Have a visual timetable on the wall.		
Follow the school behaviour policy.		

Pupils

Know the names of children.		
Have a plan for children who are likely to misbehave.		
Ensure other adults in the class know the plan.		
Understand pupils' special needs.		

Teaching

Ensure that all resources are prepared in advance.		
Praise the behaviour you want to see more of.		
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).		
Differentiate.		
Stay calm.		
Have clear routines for transitions and for stopping the class.		
Teach children the class routines.		

Parents

Give feedback to parents about their child's behaviour – good days as well as the bad ones.		
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Appendix 3: COVID19 Policy Addendum



Appendix for Behaviour Policy regarding school phased opening during Covid 19:

Following schools re-opening, the following will need to be adhered to regarding Government guidance. As a multi-academy trust, we understand the school closure will have caused some children to experience the feelings of anxiety. With this in mind, it is clear that some support in the transition back to school will be needed to be completed for all pupils returning – in particular, special consideration given to the promotion of pupils' mental health and wellbeing whilst effectively reintegrating children back into school returns.

Following the Government Guidance on the measures schools must take in order to re-open, parents and carers must be aware that changes to routines including start times, end times, recreational and lunchtimes must be made in order to open the school safely.

The multi-academy trust has prepared a risk assessment which details the measures to be taken for children and staff whilst in the school environment. Where possible, minimal physical contact between members of staff and children at school must be adhered to, to ensure all can be kept safe.

As always, it is therefore imperative that children arrive at school ready to learn and are able to follow the school's expectations, behaviour policy and the risk assessment from the multi-academy trust. These documents can be found on the school's website.

It is important to state that all staff in school have the right to enforce this policy and that all instructions given must be followed by all children attending the setting.

- Should there be an occasion where a child does not follow the school rules or expectations, this child will then be putting members of staff and other children within the school at risk. Should this be the case, parents/carers will be contacted immediately to collect their child. It is the responsibility of parents / carers leaving their child at school to ensure they will be available and able to collect their child should this need occur.
- The school uses a range of strategies to support pupils in deescalating situations where a child displays extreme behaviours, which ultimately put themselves or others at risk of harm. Where this is the case, staff in school will contact parents and explain that their child is not safe to be in school and therefore cannot remain in the school building. These instances will be taken extremely seriously and this could result in your child no longer being able to access the provision in the current climate.
- We understand that some children are vulnerable, this includes those with EHCPs (Education Health Care Plans). For these children a bespoke risk assessment will be completed. If any actions on the risk assessment are not adhered to a parent/carer will be contacted to collect their child.
- Any parent or carer wishing for their child to returning to school following an incident from the above will require a virtual meeting with a member of SLT. This is for the safety of the child, others and members of staff.

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- It is an expectation that whilst your child is in school, that they adhere to the school's regulations in relation to hygiene: they must follow instructions for handwashing, sanitising and use of equipment. Expectations about sneezing, coughing and tissue disposal will be shared regularly with pupils; it is an expectation this is reiterated at home by parents/carers in the best interests of all parties.
- It goes without saying that any serious breaches of hygiene and sanitation – including spitting, coughing at others, wiping fluids on others – will be taken incredibly seriously and as such, parents and carers will be called to collect their children immediately. This will be dealt with extremely seriously and consequences will be put in place.
- Children must follow guidance and instructions on how they are able to socialise in school with their peers and staff during this time; we appreciate that for younger children, further support will be needed with this, however the expectation is that children follow instructions for the safety of themselves, their peers and staff in school. During recreational time, outdoor learning and indoor learning, the same rules and expectations apply.
- When moving around the school, children will – once again – be expected to follow adult's instructions, which will include one-way systems, out of bounds areas and queueing at a safe distance. Children will be reminded of these new routines, however should children choose not to abide by these instructions, this will constitute as a breach of the behaviour policy and parents / carers will be called to collect their child.