



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# Witham St Hughs Academy Behaviour Policy

**Last updated:** September 2017

**Review frequency:** Governing body free to determine.

**Approval:** Full governing body or a committee of the governing body.

## **Policy Statement**

### **Introduction**

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

### **Cross Reference: Exclusions Policy**

### **Legislative Framework**

[Education and Inspections Act 2006: Section 88.](#)

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

### **Acceptable and Unacceptable Behaviour**

The chart on page 4 gives examples of behaviour the L.E.A.D. Academy Trust defines as 'acceptable' and 'unacceptable'.

We expect each academy to:

- have a whole-school behaviour policy which details its approach to behaviour management
- involve all pupils in the creation and review of academy codes of conduct
- provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- involve parents/carers by communicating well to ensure their support
- make positive recognitions of pupil achievement
- ensure that if things go wrong, pupils are given the opportunity to put things right.

Each academy, in order to instil good behaviour, should therefore:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self esteem in all members of the academy community
- promote consideration and respect for others and the academy environment
- encourage a shared responsibility between home and the academy

- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- encourage all pupils to behave appropriately
- increase pupil self-esteem, self-confidence and reflectiveness
- dramatically reduce behaviour problems and confrontational situations
- create a positive classroom environment for both pupil and class teacher
- help to teach behaviour and establish positive relationships.

## **Consequences**

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework.

Detailed records are kept of both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform the Inclusion Lead. Following consultation with the appropriate staff and parents a plan of support will be agreed. or, if the pupil is at risk of exclusion, a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress.

A Common Assessment Framework (CAF) may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan. Each academy will refer to its own Local Authority Social Care Multi-agency CAF arrangements.

## **Exclusion**

Ultimately a pupil who refuses to behave in an acceptable way may be excluded, for a Fixed Term period or this may be a Permanent Exclusion, from the academy, for, for example, violent assault on another pupil or an adult, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. [See Exclusion Policy]

## **Use of outside agencies**

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty

- Education Welfare Officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Inclusion Lead and the Headteacher will advise teachers and parents on which service would be most appropriate and how to contact them.

### **Equality statement**

All behavioural strategies are applied equally to both girls and boys throughout the academy, regardless of age, gender, sexuality, race, nationality or ability.

### **Monitoring, evaluation and review**

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

The Inclusion Lead will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a half termly basis.

The governing body, via the SEN Link Governor, will review progress made and the effectiveness of the policy on an annual basis.

The Trust Board scrutinises the exclusion data and any issues reported in the Quality Assurance (QA) visits made by the Director of Schools.

## The Standards We Expect From Pupils At Witham St Hughs Academy

| <u>We expect all pupils to show</u>                     | <u>Behaviour Which Is Acceptable</u>   | <u>Behaviour Which Is Unacceptable</u>  |
|---|--|---|
| <b><i>Respect for other people</i></b>                  | <p><b>Showing respect for each other</b></p> <p>By smiling, speaking politely, showing concern for how people are feeling and offering friendship, we are showing respect for other people.</p>  | <p><b>Not showing respect for each other</b></p> <p>Anyone who hits, punches, slaps, trips, kicks or pushes or in anyway physically mistreats anybody else is behaving in an unacceptable way.</p>  |
|   | <p><b>Showing respect for adults</b></p> <p>We show respect to adults by speaking politely, putting hands up in lessons if we wish to speak and by taking part in lessons calmly.</p>  | <p><b>Not showing respect for adults</b></p> <p>Anyone who shows disrespect for adults working in the school through rudeness and defiance is behaving in an unacceptable way.</p>  |
|   |  | <p><b>Bullying and teasing</b></p> <p>Anyone who makes someone feel frightened and anxious by name-calling or saying and doing threatening things is behaving in an unacceptable way.</p>   |
| <b><i>Respect for other people's property</i></b>       | <p><b>Showing respect for property</b></p> <p>By using equipment carefully, only using what we need and returning equipment correctly, we are showing respect for property.</p>  | <p><b>Not showing respect for other people's property</b></p> <p>Anyone who steals, misuses or deliberately damages someone else's property is behaving in an unacceptable way.</p>   |
| <b><i>Respect for other people's right to learn</i></b> | <p><b>Showing respect for people's right to learn</b></p> <p>Showing respect for other people's right to learn involves:</p> <ul style="list-style-type: none"> <li>- putting hands up to offer answers</li> <li>- acting calmly in class</li> <li>- ignoring unacceptable behaviour from other pupils</li> <li>- concentrating on your own work</li> <li>- moving calmly around the classroom when necessary</li> </ul> | <p><b>Not showing respect for other people's right to learn</b></p> <p>Anyone who stops or interferes with other people's learning is behaving in an unacceptable way. In the classroom it is unacceptable to:</p> <ul style="list-style-type: none"> <li>- constantly shout out for the teacher's attention</li> <li>- make unnecessary noises which cause a disturbance</li> <li>- interfere with other peoples work</li> <li>- throw things</li> </ul> |

## **The Behaviour of Pupils Outside of Witham St Hughs Academy**

We will contact parents if it is brought to our attention that their child is behaving in an unacceptable way on the way to or from school. We also remind pupils that their behaviour out of school is a reflection on our academy and can influence its reputation.

### **How We Promote Positive Behaviour**

As adults we are pro-active managers of children's good behaviour. The more we see ourselves like this the less we will need to be the reactive managers of pupils' problem behaviours.

The root of most behaviour problems is attention seeking or rather attention needing by the child. The problem is that the teacher doesn't have the time to give the children the attention they need. Managing behaviour problems comes down to finding strategies to cope with this. We can't stop the child needing attention. The following principles underpin the way we work to ensure that our pupils behave appropriately.

|   |   |
|---|---|
| <b>Giving positive messages</b>               | <p>Create a positive classroom ethos - a 3 to 1 praise to reprimand ratio.<br/>Catch pupils doing something right and give praise.</p> <p>Remember some pupils react better to private praise.</p> <p>Good teachers with few pupil behaviour management problems transmit positive messages 'You can go out to play first if you finish your work' Not, 'You will be kept in if you don't finish</p>  |
| <b>Having clear expectations</b>              | <p>Pupils need to be clear that a rule has been broken.</p> <p>Behaviour problems will occur in the classroom if the children are not clear about the teacher's expectations.</p> <p>Children expect teachers to set boundaries, make expectations clear and do something if they are not met.</p>  |
| <b>Letting pupils know about consequences</b> | <p>The consequences of breaking rules must be known in advance by pupils otherwise they are likely to keep testing to find out what the rules and consequences are. Pupils need to be clear that they are making a choice to behave in an unacceptable way knowing the consequences.</p> <p>The child needs to be in control.</p>   |
| <b>Being consistent</b>                       | <p>Being consistent across the school and across pupils is essential.</p> <p>Without consistency across the school pupils test each teacher to find out the limits. Teachers perceived by pupils as weaker are placed under more pressure as they get tested more often. Consistency can be difficult to achieve when teachers differ in their levels of tolerance to certain behaviours.</p> <p>Consistency across pupils is important so that staff are not caught in the situation in which pupils and their parents can liken their offence to that of somebody else and then comment on the different responses.</p> |
| <b>Anticipating and pre-empting</b>           | <p>If unacceptable behaviour can be anticipated and pre-empted it can usually be prevented - strategies include Scanning the classroom; moving around the classroom; changing activities and pace; moving pupils; letting the child know that their behaviour is starting to become unacceptable etc.</p>   |

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|---|---|
| <b>Giving appropriate rewards</b>             | Stickers are used by members of staff to reward positive behaviours. This can be for consistently high standards of work, extra effort, displaying good manners, helping a peer and so on.  |
| <b>Giving appropriate reprimands</b>          | It is better to give private reprimands than public ones. Pupils with low self-esteem will go to their peer group for validation if they are reprimanded in public.<br><br>Rules for effective reprimands: criticise the behaviour not the child. consider when it might be more effective to use private rather than public reprimands; avoid hostile remarks, avoid unfair comparisons, avoid reprimanding the whole class, and be clear about expectations.  |
| <b>Dealing effectively with confrontation</b> | Make maximum use of non-verbal strategies to deal with unacceptable behaviour as with some pupils verbal strategies can quickly lead to confrontation.<br><br>If teachers believe that children should fear them, they need powerful sanctions to impose their will on pupils. Pupil's behaviour consequently becomes subversive and less personal responsibility is taken.<br><br>When the going gets tough try to keep focused on what you are trying to achieve i.e., good behaviour and good work in the short term and in the long term to equip pupils to self-manage their own behaviour. The aim is not for the teacher to win.<br><br>Children don't have the skills to get themselves out of confrontations - we do, so we should use them. This can be done by: creating a mutual face-saver; leaving the situation but following it up later on, etc. |

## **Rewards**

Recognition of positive behaviours and the creation of a positive school ethos are essential to the self esteem of our pupils. Most of our pupils achieve high standards of conduct most of the time. Children are rewarded with stickers and by individual systems operating within classes.

In our achievement assembly each Friday, we focus on children who actively demonstrate the academy's Code of Conduct in action, or who demonstrate noteworthy academic achievement. The area of celebration alters each week. These children receive a certificate in acknowledgement of their success.

Reward points which reward x number of points with a sticker are used in all classes. When an amount of stickers have been collected (determined by class teacher with their class), a certificate will be earned. Children try to earn 3 certificates per year (bronze, silver, gold). A fourth certificate is available to those children who achieve all 3 certificates before the end of the summer term. The certificates themselves are presented via the School Office when pupil reward cards are complete.

## **Citizenship Booklets**

For pupils in Key Stage 2, positive behaviour is promoted through the use of Citizenship Booklets. The aim of the booklets is to acknowledge the efforts pupils put in in relation to specified areas of behaviour, as well as identifying areas for further improvement. Pupils are rewarded with 'Citizenship Points', and once pupils have collected a set amount across each aspect of behaviour, they are rewarded with Citizenship Badges (Bronze, Silver and Gold) which are presented in our Achievement Assembly.

## **Academy Procedure and Sanctions We Use if Pupil's Behaviour is Unacceptable**

Sanctions will be applied as a consequence of breaking the school Code of Conduct and exhibiting behaviours which are unacceptable to the rest of the school community. Included amongst other approaches will be the use of sanctions. Sanctions are the consequences of unacceptable behaviour, which the child knows in advance. The sanction is therefore a choice for the child.

Sanctions will usually be given after a warning, which will remind the child of the consequences of their behaviour. When the child is behaving inappropriately he/she will be stopped and asked why they have been stopped. The inappropriateness of the then behaviour will then be pointed out and the warning about the sanction which will follow if the behaviour continues.

The sanction system is separated from the reward system. The removal of rewards if a child misbehaves reduces the child's motivation to behave appropriately.

We give careful consideration to the choice of sanction we apply to unacceptable behaviour. The punishment will be related to the offence and not to the person. The child must see sanctions as a consequence of their actions. Care must be given to ensure that appropriate sanctions are applied which can not give status to the child within their peer group, or as a way of gaining the attention they need. In general, sanctions may include one or more of the following:

- Loss of privileges eg: break-times, extra-curricular activity, or removal of responsibilities
- Imposing the use of Behaviour Monitoring Diaries and Charts
- Use of Parental Support

| <b><u>Procedure</u></b>  | <b><u>Implications / Consequences</u></b>  |
|--|--|
| 1) Staff member's own strategies   | Examples: eye contact, verbal warning of time out in own classroom. An incident in any one session results in step 2   |
| 2) Time Out in Own Classroom   |  |
| 3) Staff member's own strategies   | A further misdemeanour in any one session in the same day results in step 4  |
| 4) Time Out in Partner Classroom   | 5 mins (FS/KS1), 10 mins (KS2)<br>KS2 Children sent to KS2 Phase Leader<br>FS/KS1 Children sent to KS1 Phase Leader<br>Children in Phase Leaders are sent to opposite Phase Leader's classroom |
| 5) Details of Incidents from Stages 1 to 4 Recorded on Pupil Information Records (on Double Click)           | Name of child identified in weekly briefing  |
| 6) Parent Notified as Appropriate (by Member of Staff Reporting Incident, Phase Leader or HT as appropriate) |  |



|   |   |
|---|---|
| 7) Steps 1 – 5 are Repeated Within the Week     | HT informed: Behaviour Letter 1 sent<br><br>(informs parents of incident and asks for parents to discuss with child)  |
| 8) Steps 1 – 5 are Repeated Within the Termlet  | HT informed: Behaviour Letter 2 sent<br><br>(as above, but requests parents attend meeting at school to discuss child's behaviour)<br><br>SENCO informed: School Action considered                |
| 9) Steps 1 – 5 are Repeated Within the Termlet  | HT informed: Behaviour Letter 3 sent<br><br>(as letter 2, but outlining immediate need for school / home action in order to avoid exclusion)<br><br>SENCO informed: School Action Plus considered |
| 10) Steps 1 – 5 are Repeated Within the Termlet | Fixed Term Exclusion<br><br>Model Letter<br><br>Personal Support Plan (PSP)   |
| 11) Permanent Exclusion                         | As Appropriate<br><br>Model Letter  |

For serious breaches of the Code of Conduct, the academy will select the appropriate stage of the procedure in order to deal with the specific incident. As with all situations, the academy's policy towards the management of behaviour takes into account the age and nature of the child, combined with the severity of the behaviours being dealt with.

When sent to colleagues, children are to be allowed time to redeem themselves by having a more positive conversation with the staff member at some point in the near future following the incident.

## **How We Support Individual Members of Staff**

### **Teaching Staff**

- [1] All members of staff receive support from colleagues in dealing with discipline matters when this is requested.
- [2] Support consists of reinforcing with the child the unacceptability of the behaviour and discussing with the teacher the most appropriate sanction.
- [3] When staff act on behalf of a colleague it is the member of staff seeking support who punishes the child. When an adult takes on all the responsibility for discipline it is they who develop the skills and relationships with pupils whilst other members of staff become less skilled or de-skilled and the pupils behaviour consequently becomes more challenging.
- [4] Guidelines for dealing with a child who has completely lost control and is not responding to verbal commands:
  - send the child with another child to the headteacher
  - send a child to get the headteacher

### **Support Staff**

- [1] Pupils whose behaviour is unacceptable towards a member of the school support staff are dealt with in accordance with the principles outlined within this policy.
- [2] Support is offered for all staff as appropriate from all members of the staff team as appropriate.

### **Mid day assistants**

- [ ] Pupils whose behaviour is seriously unacceptable during the school lunch hour are referred to the Mid Day Controller for that day. The Mid Day Controller will apply an appropriate sanction. If the issue continues, the matter will be referred to the Deputy Headteacher or Headteacher.

## **How We Support Individual Pupils Who Are Difficult to Manage.**

### **Learning Difficulties**

A range of strategies are used to support pupils experiencing behavioural difficulties. These include:

Monitoring diary: Pupils on the academy's SEND register because of their emotional and behavioural difficulties will have individual behaviour targets. The class teacher and the pupil carry out monitoring progress towards the target. A monitoring diary can be used to record the monitoring and the parent signs the diary each evening. The Head teacher and the SENCO see the diary each week and discuss the child's progress.

Other forms of intervention:

From time to time specific programmes are drawn up to support individual pupils. These programmes involve:

- individual targets for the pupil within the classroom and/or whole academy context
- identified reinforcers of good behaviour tailored to the individual child
  
- clear and consistent sanctions
  
- organisational changes to support the programme

### **How We Act in Partnership With Parents**

When a new pupil joins the academy, parents are sent copies of 'the standards of behaviour we expect from pupils at our school'.

We inform parents at the end of the day if their child's behaviour has been unacceptable during the day. By informing parents whenever there is a concern about a pupil's behaviour, if the behaviour is moving beyond the academy's control, parents will have seen a pattern build up over time.

A meeting between home and the academy will be set up to discuss the behaviour of pupils who are a major cause for concern. Parents will be given full opportunity to put forward their views and invited to give any background information, which they think is helpful to achieving a more co-operative attitude from the child.

The concept of a contract between the pupil, the pupil's parents and the academy will be explored at this meeting as will the possibility of an Individual Education Plan.

### **Partnership Working**

Witham St Hughs Primary Academy and The Village Kids Club work in partnership to ensure the highest standards of care and support for children. As such, any concerns relating to behaviour identified by Witham St Hughs Academy or The Village Kids Club will be communicated between both parties. This information will be transferred between the designated named employees from Witham St Hughs Academy and The Village Kids Club respectively. Any such information will be treated sensitively and in confidence.