



"A small school with a huge heart."

# **Behaviour policy and Statement of Behaviour**

Approved by

Last reviewed

Next review due

**September 2022**

**September 2023**

## **Introduction**

This policy has been drawn up with regard to advice from the Department of Education (DfE) in the following legislation and statutory guidance:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It acknowledges the school's legal duties under [The Equality Act 2010](#) and [special educational needs and disability \(SEND\) code of practice](#) in respect of pupils with special educational needs (SEN) and safeguarding.

This policy also complies with our funding agreement and articles of association.

Good behaviour is a pre-requisite for effective teaching and learning in school. It is fundamental to the provision of a calm, safe and supportive environment which all children want attend and where they can all learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. Therefore, it is essential that all adults and children in school understand what affects behaviour and know how to promote and secure good behaviour.

## **Policy Statement**

Buildwas Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning; securing the happiness of our whole school community and enabling us to nurture our children to evolve into the best versions of themselves. 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.

Central to this policy is the importance of treating everyone consistently, fairly and with respect. Every single member of our school community needs to feel valued and to value others. Therefore, we expect everyone to behave respectfully towards others at all times. Children also need to know that there is a consistent form of response, particularly as for some children school is their most stable environment. All members

of our community should adhere to the values of being: **'Ready, Respectful and Safe.'**

This policy applies to all school activities including visits and extra-curricular clubs and will be applied by all adults involved in delivering or supporting these activities.

### **Aims**

At Buildwas Academy we aim to:

- Create a culture of exceptionally good behaviour: for learning, for community for life.
- Ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Refuse to give poor conduct attention and focus on the use of restorative approaches.
- Help learners take control over their behaviour and be responsible for the consequences of it; developing life skills including self-regulation, empathy, social awareness and recognising that every action has a consequence.
- Foster excellent relationships between all members of our Buildwas Academy community; building a community which values and models kindness, care, good humour, good temper, obedience and empathy for others.
- Ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the policy**

The purpose of this policy is to provide simple, practical procedures for staff and learners that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise behavioural norms and reinforce these norms positively
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### **The fundamental principles which underpin our Relationship and Behaviour policy are:**

- Unconditional positive regard for all pupils;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

### **The main reasons for using a language of choice are:**

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules of **Ready, Respectful, Safe**.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Encouraging pupils to be proud of their school.
- Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

### **Consistency of approach**

In implementing this Behaviour policy, Buildwas Academy acknowledges the need for consistency.

- **Consistent** language and **consistent** response: simple and clear expectations reflected in all conversations about behaviour
- **Consistent** follow up: ensuring "certainty" at the classroom and Senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent** positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- **Consistent** consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent** expectations: referencing and promoting appropriate behaviour.
- **Consistent** respect from the adults: even in the face of disrespectful learners.
- **Consistent** models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- **Consistently** reinforced rituals and routines for behaviour: in classrooms, around the site and at the school reception.
- **Consistent** environment code of conduct evident of our values.

*"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority."* **Paul Dix**

### **All staff, everyday must:**

- Meet and greet children at the door of their classrooms at the start of the day with a 'Good morning and handshake' and then again at the start of each session.
- Refer to Ready, Respectful, Safe- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (a positive recognition board will be used in every classroom).
- Be attentive to children when they are getting it right and support them when they get it wrong.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Be in control of yourself and your emotions before addressing poor behaviour.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

### **The Head of School and Senior Leadership Team**

The Head of School and Senior leadership Team will not deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The Head of School and Senior Leadership Team will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the school.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Regularly share good practice.

- Encourage use of positive praise, phone calls/texts/notes home and certificates.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

**Children will:**

- Be ready
- Be respectful
- Be safe

**Parents / Carers will:**

- Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

**Behaviour for Learning**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard*

*work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”* **Paul Dix, Pivotal Education**

The school has three simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

The children worked together, during one of our regular House Meetings, to discuss what it means to be ready, respectful, and safe.

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
For school - Correct uniform/ PE kit, good night's sleep, eaten breakfast, outdoor clothes for playtimes To learn - Listening ears, looking eyes, calm hands and attentive brain - Equipment ready - A positive 'have a go' attitude	- Respectful to everyone and everything around us - Thinking about others - Listening and responding to others - Good manners - Helping others on the playground - Respecting school property	- Calm, quiet school - Using our 'indoor' voices - Listening to others - Moving calmly around school - Taking care of each other - Being kind

At Buildwas Academy, we also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. These plans take into consideration any factors relating to Adverse Childhood Experiences (ACES) and Secure / Insecure attachment styles.

The school receives regular training to ensure staff are aware of this research and seeks ways to support children who are impacted.

Managing a child's misbehaviour does not necessarily lead to that child learning: they may be quieter, but not necessarily engaging with the content of the lesson. Instead, research suggests that when children improve their learning behaviours, this skill set can improve both academic achievement and cognitive ability.

Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been

developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills.

**At Buildwas Academy**, we explicitly teach, frame, explain, model and orchestrate opportunities to develop the following learning behaviours:

**Emotional learning behaviours:**

- mental well-being,
- dealing with setbacks
- self-esteem, self-worth, and self-competence

**Social learning behaviours:**

- Pupil relationship with teacher
- Pupil relationship with peers
- Collaborative learning
- Anti-bullying

**Cognitive learning behaviours:**

- motivation,
- growth mindset,
- communication -improving through effective teacher-pupil dialogue, modelling

**Recognition and rewards for effort**

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

**Classroom level**

- Praise for choice
- On to class recognition board
- Wow slips
- Star of the Day
- End of day teacher/parent conversation



- Phone/ email call to parents

### **Whole School level**

- Stars of the Week (Examples of good behaviour are written in the "Stars of the Week" book and names from the four classes are read out weekly by the Head of School during our weekly achievement assemblies. Children receives a certificate, and their star is added to our whole school recognition board.
- Yellow Heart award (Awarded for kind, polite behaviour to exceptional role model. One award for each Key Stage read put in our weekly celebration assembly by the Head of School). Children receive a certificate, and their yellow heart is added to our whole school recognition board.
- Hot chocolate Friday (each teacher nominates one child that has consistently portrayed behaviour at an above and beyond standard)
- Wow slips
- Positive cards sent home.
- Stars of the term (Consistent hard work and good behaviour over a longer period of time may be recognised and rewarded by a 'Pupil of the Term' letter of recognition which is celebrated in an assembly where parents of the recipients are invited to attend)
- Golden time (termly)

### **Managing Daily Behaviour in the classroom - Positive Recognition Boards**

*"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does"* **Paul Dix**

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include "One voice" for classes who constantly talk over each other," speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback" persuasive language" or "show working".

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

### **Nine ways to sharpen use of recognition boards – Paul Dix**

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

### **Unacceptable Behaviour**

Buildwas Academy considers the following types of behaviour to be unacceptable:

- Hurting other children/adults
- Name calling
- Threatening/intimidating behaviour
- Using offensive language
- Damaging property
- Inappropriate responses to adults
- Racial and homophobic comments and / or gestures
- Inappropriate use of social media
- Disruption in lessons, in corridors between lessons and at break and lunchtimes

### **Serious Misbehaviour**

Buildwas Academy considers the following types of behaviour as serious misbehaviour

- Repeated breaches of the school rules

- Child-on-child abuse including any form of bullying
- Assault, which is any unwanted behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

During a House meeting, children discussed the kinds of behaviour that may be seen by those not following our **Ready, Respectful and Safe** rules.

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
<ul style="list-style-type: none"> <li>- Incorrect uniform</li> <li>- Tired</li> <li>- Not had breakfast</li> <li>- Equipment not ready</li> <li>- Not listening</li> <li>- Unprepared for learning</li> </ul>	<ul style="list-style-type: none"> <li>- Shouting at others</li> <li>- Bad language (swearing)</li> <li>- Not listening to others</li> <li>- Interrupting others (butting in)</li> <li>- Disrespecting school property, including graffiti</li> </ul>	<ul style="list-style-type: none"> <li>- Pushing others</li> <li>- Physical contact</li> <li>- Rough play</li> <li>- Invading someone else's personal space</li> <li>- Saying unkind things</li> <li>- Bullying</li> </ul>

### **Practical steps in managing and modifying poor behaviour**

Engaging with learning is always the primary aim. All staff members endeavour to be fair at all times, giving careful consideration to the particular child involved and using their professional judgement to deal with the situation appropriately.

N.B. No aspects of the National Curriculum are denied to any child.

For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary to deploy a stepped approach to managing and modifying poor behaviour; every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should **always and consistently in every lesson be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps.

*It is not possible to leap or accelerate steps for repeated low-level disruption.*

## Stepped Boundaries

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REDIRECTION	<p>Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include</p> <ul style="list-style-type: none"> <li>• a 'look'</li> <li>• a visual point to what you expect.</li> </ul>
2. REMINDER	<p>I noticed you chose to ..... (noticed behaviour) This is a REMINDER delivered privately wherever possible that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice (Give take up time) If appropriate, make links with the zones of regulation. Thank you for listening <b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p>
3. WARNING	<p><b>If the behaviour persists:</b> A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. 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 Scripted approaches at this stage are encouraged (See below) If appropriate, make links with the zones of regulation.</p> <p>This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from</p>

	<p>you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation.</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p>
4. TIME OUT	<p><b>If the behaviour still persists:</b> The learner is asked to speak to the teacher away from the others using a scripted approach (see below). Boundaries are reset – child is informed they will need to have a restorative conversation before they go out to play/lunch (See FOLLOW UP – REPAIR &amp; RESTORE). Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning. Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough) Time out in an allocated space within the classroom / just outside the door.</p> <p>I noticed you chose to ..... (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench etc) I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p> <ul style="list-style-type: none"> <li>• If a child misses part of their playtime, the adult is responsible for logging the incident in the behaviour book.</li> <li>• Class teacher to inform parent at the end of the day.</li> </ul>
Stage 5a. Internal referral – Lunchtime with SLT	<p><b>If the behaviour escalates / child refuses to move to time out, then member of SLT is called</b></p> <p>Internal Referral – Lunchtime duty</p> <p>If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to</p>

	<p>another class within their Key Stage. If necessary the learner may need to work outside their teaching area with a member of SLT.</p> <p>If a child has been out of class, they are expected to spend part of their lunchtime as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.</p> <ul style="list-style-type: none"> <li>❖ Whenever an adult is called, staff are to log incident in the behaviour book.</li> <li>❖ Adult who dealt with the initial stages of behaviour will start the log.</li> <li>❖ After lunchtime duty has been completed, SLT will ensure someone in the office sends a letter home to the family informing them of the incident.</li> </ul>
<p>Stage 5b – Non-negotiable behaviours</p>	<p>If a child displays a non-negotiable behaviour, they will automatically spend lunchtime with SLT.</p> <p>No warnings need to be given for this consequence.</p> <p>Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Head of School or Senior Teacher with support from the Principle in their absence.</p> <p>Behaviours at this level are listed above as Serious Misbehaviour and include:</p> <ul style="list-style-type: none"> <li>• Deliberately not following hygiene rules in place e.g. spitting</li> <li>• Sexist / racist / homophobic comment</li> <li>• Swearing</li> <li>• Physical aggression towards a peer</li> <li>• Verbal aggression towards a peer</li> <li>• Rudeness towards an adult</li> <li>• Deliberate damage to school property</li> </ul> <ul style="list-style-type: none"> <li>❖ The member of staff who dealt with this incident is required to log incident in the behaviour book.</li> <li>❖ After lunchtime duty has been completed, SLT will ensure someone in the office sends a letter home to the family informing them of the incident.</li> </ul>
<p>Stage 6 – Violent behaviours</p>	<p>The following non-negotiable behaviour may result in a fixed term or permanent exclusion.</p> <ul style="list-style-type: none"> <li>• Physical aggression towards an adult</li> <li>• Repeated patterns of aggressive behaviour towards an adult / child</li> <li>• Deliberate and destructive behaviour</li> </ul>
<p><b>FOLLOW UP – REPAIR &amp; RESTORE</b></p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> </ul>	

- How did this make people feel?
- Who has been affected? What should we do to put things right? How can we do things differently?

**\*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

**Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

### **Break and lunch times**

These periods are influential and important times in a child's school day. Here children are free to form friendships, to enjoy a range of play activities and to demonstrate self-discipline and responsibility towards others.

Buildwas Academy is an OPAL accredited school and believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. The school acknowledges the UN Convention on the Rights of the Child, especially Article 31, and supports the child's right to play. Please refer to our Opal Play policy.

Behaviour at break and lunch times should be managed in line with this policy. Children are supervised at all times by duty staff during morning and afternoon breaks and by our dedicated playworker team at lunchtimes. As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, staff will consistently 'catch children being good' and share this with them. Staff are encouraged to hand out 'wow slips' to reinforce this message and will identify a child from each key stage to be included in the 'Star of the week book'.

Behaviour incidents should also be managed in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

### **End of Break-Time Arrangements**

At the end of playtimes and lunchtime, the children stand still when the whistle is by a member of staff on duty. When directed children then walk quietly to their classroom where their class teacher will be waiting at the class door to welcome them in for their next session of learning.



## Head of School's Report

If behaviour is consistently poor as shown by internal referrals, Behaviour Book logs or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'Head of School's report'. Parents will be informed at this stage and invited in to work with the school.

Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

## Exclusions

For very serious offences, the Head of School will consider exclusion in line with our Exclusions policy and statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.

## Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
On arrival	Children walk calmly into school, put their belongings away and go straight to their home spots to begin reading once welcomed into the classroom by their teacher at the classroom door.
Playtimes / end of lunch time	Teachers need to be promptly at their classroom doors to welcome children back into class. This proactivity will ensure children are ready to begin learning as soon as they enter the classroom.
Transition	Children are expected to walk calmly and quietly in the corridors showing 'Wonderful walking'.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff, including dinner hall staff and members of the playworker team are proactive in responding to incidents.

End of the day	<p>Once the children have their belongings, they can line up quietly at the classroom door before walking calmly to the playground to be dismissed.</p> <p>Adults say goodbye to children.</p> <p>Visible presence by SLT.</p>
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### Reasonable Force

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

When dealing with an episode of extreme behaviour, reasonable force will be employed where a child's behaviour becomes a significant risk towards other pupils, staff or themselves.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

The school will record all serious behaviour incidents in our Blue Behaviour log folder and any reasonable force used will be added to our black Reasonable force book which has numbered pages and is kept in the Head of school's office.

Exclusions will occur following extreme incidents at the discretion of the Head of School. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Head of school.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Physical Attacks on Adults**

At Buildwas Academy, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively.

Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Head of School or Senior Teacher and they should be recorded in the Blue Behaviour log folder and any reasonable force used will be added to our black Reasonable force book. Any injury must be recorded in the First Aid book. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out Of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND Information Report.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

## **Procedure in the event of a child running away from an adult**

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger but will observe from a distance and keep in contact with the school via mobile phones.

If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

## **Confiscation**

**Any prohibited items (listed in the Serious Misbehaviour section) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **Behaviour Outside of School**

In certain circumstances, we may discipline pupils for behaviour which occurs outside of school, in accordance with the DfE guidelines below:

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

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

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

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

## **Taken from 'Behaviour and discipline in schools: advice for head teachers and school staff' (January 2016)**

In these circumstances, a member of the Senior Leadership Team will always be involved, and parents will be informed.

### **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 and disability needs co-ordinator will evaluate a pupil who exhibits challenging behaviour 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.

### **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.

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management, including proper use of restraint, will also form part of continuing professional development.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Head of School and the Buildwas Academy Local Governance Board annually. At each review, the policy will be approved by the Local Governance Board (LGB) and signed by Chair of the LGB.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy

- Safeguarding policy
- Anti-Bullying Policy
- OPAL Play Policy

### **Malicious Accusations Made Against School Staff**

The Multi Academy Trust takes malicious accusations made against members of staff very seriously and will always seek to investigate fully in these circumstances. Further details regarding our procedures can be found in the document 'Statement of procedures for dealing with allegations of abuse against staff' in the Child Protection Policy. Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy. The Executive Principal will also consider the pastoral needs of staff accused of misconduct.