



Diocese of Norwich
Education and
Academies Trust

Kessingland Church of England Primary Academy

Behaviour Policy

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Review Date: July 2018

Person responsible for review: Head teacher

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Policy Statement

This behaviour policy has been written with reference to Department of Education's current guidance; Behaviour and discipline in schools July 2013, Use of reasonable force July 2013. This behaviour policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

Mission Statement

Aspire Believe Challenge:

At Kessingland Church of England Primary Academy, everything we do is based on **Respect** and Love for all members of our school family. We put our **Trust** in each other which enables us to form meaningful, long lasting **Friendships** within our learning community. We value diversity and provide an environment where everyone has the opportunity to achieve and work towards their **Aspiration** for the future. Our aim is to provide a creative curriculum where everyone is curious and passionate about learning. We value having the courage to try new challenges and the **Perseverance** to keep going. We celebrate the successes and achievements of everyone in our school and we all share a **Responsibility** to make it the best place it can be. We are committed to restorative practice.

General Principles

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult with the Head teacher, school staff, parents and pupils when developing these principles.

Our Principles

- The welfare, well-being and development of children and staff is paramount in our Academy.
- All members of our Academy will show respect and courtesy towards each other.
- The Academy and parent/carers will work together to encourage and support children to be responsible positive citizens.
- Parent/carers will support the Academy's aim to develop positive social behaviour through expectation, recognition, rewards and sanctions.

- The Head teacher creates a culture of respect by supporting the staff's authority to respond to misbehaviour using fair and appropriate sanctions, ensuring that this happens consistently across the Academy.
- The governing body and Head teacher will deal with allegations against academy staff quickly to protect and support those involved (See Safeguarding Policy). Disciplinary action will be taken against pupils who are found to have made false/malicious accusations against school staff.
- All staff will look to enable children to improve their behaviour whilst promoting a positive learning environment.

Aims

The aims of the behaviour policy are to:

- set the standards for a positive learning environment;
- create a safe environment based on mutual respect for all, free from disruption, bullying, violence or harassment;
- promote positive attitudes; self-esteem, self-discipline, self-regulation and achievement;
- set clear boundaries and ensure fair, consistent and predictable responses;
- promote a restorative approach;
- develop a partnership approach with parents and carers.

Roles and Responsibilities

In line with the Education and Inspections Act the governing body, in consultation with the Head teacher, staff and parents/carers, has established the behaviour policy. The governing body will review the policy annually with attention to government guidance. The Head teacher must publicise the behaviour policy, in writing, to staff, parent/carers and pupils once a year (see the Academy's website: www.kessingland.dneat.org).

The governing body must provide clear advice and guidance to the Head teacher on which they can base the school behaviour policy. The following should be covered in the behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Head teacher will be responsible for the Academy's policies and procedures and may delegate aspects of its day to day implementation and management to a designated member of the Academy's leadership team. There will be support for staff faced with challenging behaviours.

All Academy staff will be responsible for ensuring that the policy and procedures are followed. Staff have a responsibility to inform and advise the Principal/Head teacher of the effectiveness of these.

The governing body, Head teacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of pupils and parent/carers and that these are appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and outside of the Academy. All parent/carers will be encouraged to work in partnership with the Academy in maintaining high standards of behaviour, to join with their child/ren, Academy and agencies to seek solutions to any difficulties incurred. School staff will always aim to work closely with parents/carers to keep them informed of their child's attainment, progress and behaviour. To this end, if a member of staff has any concerns relating to a child's behaviour, they will liaise with parents and carers at the earliest opportunity.

Pupils will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

Powers to discipline

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Decisions to discipline children for behaviours outside of school will be considered carefully and in liaison with parents/carers, and if relevant, the police.

Teachers, teaching assistants and all other paid staff with responsibility for pupils will model positive behaviour. All paid staff (unless the Head teacher says otherwise) have the authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or fail to follow a reasonable instruction.

In our Academy, staff will follow agreed procedures and strive to use restorative practice to build relationships, promote discipline and prevent further harm and conflict occurring.

Academy Rules

Ready to listen

Allow others to learn

Contribute to the lesson

Enthusiastic about learning

Academy rules will be discussed at the beginning of each year and displayed in each classroom along with our Core Values of: Trust, Friendship, Aspiration, Perseverance, Respect and Responsibility.

Recognition and Rewards

We promote good behaviour by recognising and reinforcing positive attitudes and achievement. We assume the best and aim to catch them getting it right!

Children respond to positivity, this is shown by:

- Non-verbal acknowledgement and props; smiles, thumbs up, clapping etc;
- Specific verbal praise;
- Good News! Notes, telephone calls and texts to parent/carers;
- Stickers and badges;

- Certificates and awards in celebration assembly;
- Presentations;
- Individual rewards as part of a child specific plan;
- Dojo Points;
- House Points.

Whole School Approach:

Our school behaviour policy is a positive approach to behaviour and encourages the children to be in the **driving seat of their own learning**. Our whole school approach is based on the idea of 5 roads and encourages the children to stay on the '**right track**'.

All of the children start on the **green road**. This means they are following the school rules and expectations. If a pupil is experiencing difficulties in maintaining positive behaviour staff will actively seek ways to support them in getting on track. However, if the children are not following the rules they will be given a warning and be considered '**off track**'. Their name will be moved between the green and the orange road. Staff will continue to use strategies to support the pupil to make a good choice and hopefully move back to the green.

If this is not successful the children will be moved to the **orange road** and have 2 minutes 'Time Out'. At Kessingland Church of England Primary Academy we want children to succeed. To this end, if a child shows that they have reflected on their behaviour then the expectation is that the children have the opportunity to move back to the green.

If the behaviour continues the child will be given a further warning and again considered to be '**off track**'. Again it is hoped with support and strategies the children will make a good choice and move back to the orange or green. However, if the pupil continues to be disruptive or is not following the school rules the pupil will be moved to the **red road**. When a child reaches the red, they will spend time in their buddy class or be directed to a member of the senior leadership team. If a child ends up on the red, parents will be informed.

If the behaviour was to continue the consequences for persistent disruptive behaviour could result in an **internal or external exclusion**.

In addition to this, we want to encourage outstanding learning behaviours and encourage the pupils to be **the best learners they can be**. If children are working hard, challenging themselves and showing these outstanding behaviours for learning they will be moved onto the **silver road** and then the **gold road**. If the children achieve this they will earn extra Dojo points which will lead to further certificates and badges.

Restorative Practice

Restorative practice is an approach that focuses on the needs of the persons involved instead of the decision to punish. Restorative approach builds respect by;

- learning to listen to others opinions and learning to value them;
- taking responsibility for your own actions;
- developing the skills to identify solutions that repair harm and
- ensuring behaviours are not repeated.

Consequences and Sanctions

Academy staff with responsibility for pupils can impose any reasonable sanction in response to misbehaviour. Sanctions will be proportionate and reasonable with attention to pupil's age, any special educational needs, disability, religious or cultural requirements. Reasonable penalties can

include confiscation, missing extra-curricular activities (e.g. disco), telephone call to parent, or missing their playtime or lunchtime. Staff will endeavour to use restorative practice following an incident.

Internal Exclusion – Kessingland Church of England Primary Academy has an inclusive ethos and hopes to avoid pupils being excluded. However, there must be a significant response to particular incidents/behaviours. Senior Leadership will make the decision to place a pupil in Internal Exclusion (removal from mainstream class for an identified period of time; 1,2 or 3 days) Pupils will need to demonstrate positive behaviours to be successful and return to mainstream class.

- **Exclusion** – The Head teacher will decide whether to exclude a pupil. This can be for a fixed number of days or permanently. When making this decision the Head teacher will take into account all circumstances, the evidence available to them and consider the needs of both the pupil and whole Academy community. Parent/carers have the right to make representation to the governing body and the governing body will review the exclusion. (see Exclusions Policy)
- **Screening and searching** – All staff have the right to ask children to empty pockets/bags. If it is felt necessary to physically search a child, a member of the Senior Leadership Team should be informed to authorise the search. Where possible, the search will be carried out by two members of staff of the same sex as the child.
- **Confiscation** - Staff are able to retain pupil's property as a sanction. 'Latest Crazes' may be among items that are confiscated. If lawful and appropriate, property will be returned to the pupil or parent/carer at the end of the day. Staff are protected from liability for damage to, or loss of, any confiscated item if they have followed school procedures to place the item in an envelope with child's name on it, in a locked drawer/cupboard.

Use of reasonable force

All members of school staff have a legal power to use reasonable force. In our Academy staff are trained in School Safe and the Head teacher holds a list of trained and authorised staff. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder.

Pupils Conduct Outside the School Gate

If a child's conduct outside of the school gate is witnessed by a member of staff, reported to the school by a member of the public and the child is identifiable as a pupil of the school, teachers have a statutory power to discipline the pupils in line with the school sanctions and consequences.

Involvement of outside agencies

The Academy works alongside parent/carers to meet the needs of the child. A Pupil Support Framework will be developed for pupils presenting on-going behavioural difficulties. Where relevant and with parental agreement, Family Network Meetings may be held following a CAF referral. The school may also seek further support from agencies such as Behaviour Support Service.

Anti-bullying

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy).

Equality

All children will be treated equally and fairly throughout the implementation of this policy. The Head teacher will monitor incident logs and ensure that any apparent inequality of incidents is entirely attributed to the behaviours of those children, for example: if more boys or girls/SEND/minority ethnic group are represented in the records.

Training

Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

Monitoring

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to Governors.

Review

The policy will be reviewed every year, depending on changes in circumstance or legislation.

Links to Other Policies

- Anti-Bullying Policy
- Safeguarding Policy
- Harassment & Discrimination Policy including Racial Abuse
- Exclusion Policy
- Pupil Restraint Policy

Behaviour Policy - Summary



High quality behaviour for learning is underpinned by:
Relationships
Lesson planning
Positive reinforcement and rewards



The Kessingland Way comprises:

Our Community Code: Aspire, Believe, Challenge

Our School Values: Respect, Responsibility, Aspiration, Trust, Perseverance and Friendship

Our Academy Rules:

Ready to listen

Allow others to learn

Contribute to the lesson

Enthusiastic about learning

These must be displayed in each classroom and around the school.

Kessingland Consistencies:

1. Refer to Community Code and School Values (displayed in classroom) and Academy "RACE" Rules.
2. Model positive behaviours and build relationships.
3. Plan lessons which engage, challenge and meet the needs of all students.
4. Ensure praise outweighs anything negative by at least a 5:1 ratio.
5. Meet and greet at the door.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with children.
8. Never ignore or walk past children who are not following the Academy Rules.

Members of staff who manage behaviour well:

- Deliberately and persistently "catch" children doing the right thing and praise them openly in front of others;
- Empower their children to self-regulate;
- Know their classes well and develop relationships with all children around the school;
- Teach and model to children the behaviours they want to see;
- Sustain a passion for learning that breaks through the limiting self- belief of some children;
- Relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept;
- Demonstrate care and compassion.