

| <b>Behaviour Management Policy</b> |  |
|------------------------------------|--|
| Policy Ref                         | Educ 005   |
| Status                             | Statutory  |
| Purpose                            | To encourage and develop behaviour of the highest standard, as part of developing the full positive potential of every individual.<br>To create a strong, positive and caring ethos that values every individual and their achievements  |
| Committees                         |  |
| Other linked policies              | Academy-Home Agreement; Safeguarding; Confidentiality; Inclusion; Child Protection; Special Education Needs; Anti-Bullying Policy; Assessment, Recording and Reporting Policy; Pastoral Policy; Health and Safety Policy; Child Protection Policy; Five Steps to Risk Assessment (HSE) |
| Date of Issue                      | January 2019   |
| Review Date                        | December 2019  |

### **Core Principles**

1. **Everyone has a right to:**
  - recognition of their unique identity;
  - be treated with respect and dignity;
  - learn, work and play in a safe environment;
  - expect that information about them will be kept confidential unless it relates to the safety of themselves or others; and
  - be protected from harm, and physical, verbal or emotional abuse.
2. **Pupils have a right to:**
  - participate in environments carefully planned to nurture their individual progress in the social, emotional, spiritual, physical and cognitive areas of development;
  - expect staff to undertake their duties and responsibilities in accordance with the agreed values, policies and procedures;
  - be informed about rules, relevant policies and the expected conduct of all pupils and staff; and
  - be consulted and have an opportunity to have their voice and opinions heard.
3. **Staff have a right to:**
  - expect children and other staff to behave in accordance with the behaviour policy; and
  - be consulted and have an opportunity to have their opinions heard.
4. The Academy aims to create a strong, positive and caring ethos based upon a set of behaviours, which all staff, pupils and their parents are expected to observe:
 

|           |  |
|-----------|--|
| Honesty   | Respect for self, others, authority and property |
| Loyalty   | Politeness                                       |
| Kindness  | Fairness   |
| Patience  | Trust  |
| Tolerance | Diligence  |
|           | Perseverance                                     |

### **Duty of Care**

5. All staff have a duty to keep pupils safe and to protect them from physical and emotional harm. This duty of care requires all to provide a safe and healthy environment in which pupils feel valued and secure.
6. We expect that staff undertake their duties, with fairness, integrity, honesty, compassion and work to secure the very best outcomes for the pupils. This document acknowledges that sound

professional relationships between staff and pupils are vital to ensure good order in every setting. It is recognised that the majority of pupils respond positively to the discipline and sanctions practised by the staff who work with them. This contributes to and ensures the well-being and safety of everyone.

7. We believe that good relationships are at the heart of everything we do. If our children are to make the most of every opportunity offered to them, we need to offer an exciting, safe and secure environment in which to learn. It is our expectation that at all times the behaviour of our pupils will be good or outstanding and this is evidenced as part of our daily life in the Academy.

### **Overall Aims**

8. The overall aim of the policy is to support the whole Academy community in maintaining high standards of behaviour:

- To develop a shared understanding of appropriate/desired behaviour and attitudes and the ways in which we encourage and celebrate these;
- To communicate these messages clearly to parents, children and all staff; and
- To establish clear systems which promote positive behaviour.

9. The Policy incorporates the following six appendices:

- Code of Conduct
- Reward System
- Sanction
- Physical Control and Intervention
- E Training and Professional Development of Staff; and
- Monitoring and Evaluating the Policy

### **Responsibilities**

#### Academy Staff

10. All Academy staff have an equal responsibility for the welfare and discipline of children in the Academy. Staff have both discussed and agreed the academy's aims and strategies to encourage good, and discourage bad behaviour and bullying.

#### Children

11. All children are made aware of the Academy behaviour policy and the consequences of inappropriate behaviour.

#### Governors

12. Governors have agreed to the Academy policy with regard to behaviour and discipline and support the Academy staff in its implementation.

#### Parents

13. Parents are asked to read this policy, with regard to behaviour and discipline expectations, and thereafter support Academy staff in meeting the academies aims.

14. Behaviour in the Academy is affected by:

- The quality of the physical environment;
- The quality of teaching;
- The quality and resilience of relationships: children and their peers; children and adults; adults with adults;
- High expectations and a supportive, flexible approach to learning;
- The degree to which effort, results in curriculum and behaviour is acknowledged;
- The degree to which independence, self-reliance and pupil accountability are expected and encouraged;
- Adults maintaining an active, positive professional presence;

- A consistent approach to behaviour; that considers the individual and favours the least intrusive interventions; and
- Pupils' experience outside the Academy.

15. At the beginning of each Academy year class teachers and their children create a set of Class Rules reflecting whole Academy values. Class Rules and routines are re-visited/reviewed as part of normal classroom routines. These values are summarised in the Academy Code of Conduct (see appendix C.)

16. Our approach is to encourage good behaviour(s) in and around the Academy, rather than punish, to help children develop self-confidence and self-discipline.

### **Guidelines**

#### Positive reinforcement

17. A positive environment built upon excellent relationships underpins our approach. Some examples:

- A smile
- Thumbs up
- A 'thank you'
- Acknowledgement of appropriate behaviour
- Genuine interest in activity
- Enthusiasm for pupils' learning
- Reinforcement of learning
- Listening
- Positive comments specifically relating to effort or behaviour
- Comment to parents verbally or in a reading diary/homework book
- Sharing children's successes with peers
- Honest, specific feedback.

#### Rewards

18. Our expectation is that pupils will demonstrate exemplary behaviour and an excellent attitude to work at all times. As a result, our whole Academy reward scheme focuses on promoting, encouraging and rewarding learning behaviours that will benefit children during their time at the Academy and beyond, as life-long learners.

19. Staff may also wish to individually reward and celebrate outstanding effort, work and behaviour. The following bullet points give examples of rewards a member of staff may wish to use, in addition to the reward policy (see appendix B):

- Direct verbal praise to the child and recognition of their effort;
- Written comments in work books and a note made in home school diaries;
- The use of stickers to reward specific behaviour or success in a task which can be attached to work or worn by the child;
- Certificates which can be sent home to alert and communicate to parents the child's success
- Sharing of good work with the Associate Principal and other members of the Academy leadership team, with appropriate rewards;
- Recognition of specific children's achievements will also be posted on our website

20. It is crucial that strategies used in individual classrooms are communicated by the class teacher to the linked member of the PPA team, so that there is maximum continuity for pupils during the Academy week. Regular communication in PPA sessions by Year group teachers will help to ensure a high degree of consistency across parallel classes.

### Responding to low-level disruption

21. Low-level disruption, at any point during a lesson, can have a detrimental impact on learning for individuals or the whole class group. As a result, members of staff will move quickly to address any 'low level disruption' or 'off task behaviour'. The following are examples of how staff may address and challenge 'low level disruption' or 'off task behaviours':

- A firm 'look' from a teacher or support assistant;
- Proximity praise (praising a child nearby who is behaving appropriately);
- Tactical ignoring;
- Waiting and scanning;
- Pause in talk;
- Moving towards the child or group while talking, using non-threatening body language;
- Restatement of request followed by repetition of class rule;
- Use of individual's name within sentence, to remind them of the behaviour you want to see;
- Repetition using 'name...pause...direction';
- The use of privately understood signals;
- The use of a signal, familiar to the whole class or group;
- Reminding the child of the consequences, if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice;
- 'When...then...' instructions; and
- The use of humour (but never sarcasm) to defuse or deflect challenges.

### Responding to repeated disruption

22. Should low level disruption persist or be repeated, during the course of a lesson, the following strategies may be used by staff:

- Speaking quietly, calmly and assertively;
- Refocusing on the task, asking if the child needs any help;
- Continuing to use the language of choice-being clear with the children that they are able to make choices in managing their behaviour;
- Giving a face-saving choice when possible;
- Allowing take-up time – moving away in the expectation that the child will do as expected;
- Describing the behaviour, not the child as the problem;
- Using 'I' messages, not 'you' messages;
- Removing the child, where possible, from being the centre of attention;
- Giving the child time to calm down, before following up the incident with discussion; and
- Staff discussing the child's difficulties with year group colleagues.

### Sanctions

23. Where appropriate, staff will impose a sanction, as consequence, to deter future poor behaviour. When imposing a sanction staff should ensure:

- Relationships are maintained – making it clear that a sanction is to support the alteration of behaviour, rather than punishment.
- Behaviour expectations are reviewed and revisited with the child.
- The child has clarity about the specific rules that are being broken; the impact of this and the consequence.

24. Wherever possible, consequences should occur immediately after the 'incident' and reinforce the desired behaviours. Whilst staff will aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the academy and the specific context in which each set of behaviours occurs.

25. All sanctions will be administered according to the academy sanction procedure (see appendix C)

### Incident Logs

26. Should behaviours consistently fall short of those expected, over a period of time, or be deemed sufficiently serious in a single instance, staff will send the child to a Team / Phase Leader. Incidents referred to the Leadership team, will be documented in an 'Behaviour Log': date, time and a clear summary of events / behaviours. Individual 'behaviour logs' are compiled and monitored by the Principal, throughout the course of the Academy year and are uploaded to My Concern accordingly.

27. In addition to recording events in an 'behaviour log', staff may also consider:

- Discussing difficulties with a senior colleague
- Requesting a member of the SLT to carry out observations of the child in class, to identify possible causes for inappropriate behaviour;
- Set up an Individual Behaviour Plan (IBP) with the child and his/her parents stating clear short term targets, which will be revised daily with the child, and weekly with the parents;
- Deciding on the time scale for implementation (approximately 1-2 weeks); or
- Reflecting, with named colleague, on child's progress with IBP targets and effectiveness of additional / amended provision or support.

28. If the IBP has been in place for the agreed timescale and the inappropriate behaviours continue, resulting in the continued disruption of lessons or break times, inhibiting the learning or play of the other children in the class, the child may be removed from class, with the agreement of the Principal for a set period. Following a child's removal from class, parents will be informed at the end of the day, by telephone or meeting at the end of the academy day, and a plan will be agreed for the following day. A record of these events will once again be recorded in an 'Behaviour Log'.

### Dealing with violent or offensive behaviour

29. If a child is violent or offensive (homophobic, racist or discriminatory language / behaviour) towards another child or a member of staff, the Principal will remove the child from the classroom or the situation. This 'internal exclusion' will give the child time to calm down and reflect on his/her behaviour. Furthermore, appropriate actions will be discussed and apologies made to the injured parties. A record of the events will be documented in an 'Incident Log'. Racist, Homophobic or Discriminatory behaviour may also be logged with the Chair of Governors and the Trust. As well as recording the incident, parents will be informed, either via telephone or when the child is collected at the end of the Academy day. If necessary a further meeting will be arranged between parents, the class teacher and the senior member of staff. The outcome of this meeting should be a clear plan of action to support the child to improve their behaviour at the Academy.

30. We acknowledges that, in exceptional circumstances, staff may be required to physically intervene to prevent pupils from threatening the safety of others, putting themselves at risk or causing damage to property. Staff will do this in accordance with the guidelines set out in the Academy's Care and Control of Pupils Policy.

31. If a child continues to be violent towards his/her peers or a member of staff, a meeting will be held with parents, the class teacher and a senior member of staff in order to agree on an action plan to support the child, involving outside agencies such as:

- School Nurse
- Educational Welfare Officer
- Behaviour Support Services
- Educational Psychologist
- Community Paediatrician
- Social Services
- Child and Adolescent Mental Health Service.

### External Exclusion

32. If a child continues to behave violently or offensively towards staff or other children, over a period of months, after a number of intervention strategies have been tried and provision adjusted, the Executive / Associate Principal and Governors may consider either short-term or longer term 'external exclusion'.

33. A record of significant incidents and recurrent behaviours will be kept in the Associate Principal's office. All 'external exclusions' will be documented and retained by Administrative staff for future reference.

34. When a child is excluded from the Academy we will let the parent(s) know about this during the course of the school day and follow up with a letter including information about how long the child is excluded for and why. In the letter we will also advise the parent how to challenge the exclusion, if they want to.

35. Exclusions can start the same day and the Academy may ask the parent to collect the child straight away, or as soon as is possible.

36. For the first 5 school days of an exclusion, it is the parent's responsibility to make sure the child isn't in a public place during normal school hours unless there is a good reason. The Academy will make the parents aware that they [might be prosecuted](#) if the child is found in a public place when they're not supposed to be. The Academy will also advise parents that they can get [free legal advice](#) if their child has been excluded.

### Types of exclusion

37. There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

#### Fixed period exclusion

38. A fixed period exclusion is where a child is temporarily removed from the Academy. They will only be removed for up to 45 Academy days in 1 Academy year. If a child has been excluded for a fixed period, the Academy will set and mark work for the first 5 Academy days. If the exclusion is for longer than 5 Academy days, the Academy will arrange full-time education from the 6th Academy day.

#### Permanent exclusion

39. Permanent exclusion is where a child is expelled. Tameside MBC will arrange full-time education from the 6th Academy day. The Academy will tell the parent(s) about any alternative education they or Tameside MBC arrange. The Academy will inform the parent(s) that it is their responsibility to make sure the child attends.

40. The parent(s) should be advised to contact the Academy (for fixed period exclusions) or Tameside MBC (for permanent exclusions) if they haven't arranged anything after 5 days, or if they have a complaint about the education. Parents should be informed that they can [complain to the Department for Education \(DfE\)](#) if they are not happy with the Academy response.

41. The Academy will advise the parent(s) the process for challenging the decision.

#### Challenging a fixed period exclusion

42. The Academy will inform parents that they can challenge fixed period exclusions if a pupil has been excluded for more than 5 Academy days in a term or an exclusion will mean they will miss a public exam or national curriculum test. For exclusions of 5 Academy days or less, parents can ask the Local Governing Body to consider their views.

#### Challenging a permanent exclusion

43. The Academy will inform parents that they can challenge permanent exclusion with the Local Governing Body. If the Local Governing Body agrees with the exclusion, you can appeal to the Academy Trust and the Local Governing Body will inform you of the process to do this.

Discrimination and other complaints

44. The Academy will inform parent(s) that they can make a claim to a court or a tribunal if they think their child has been [discriminated against](#). The Academy will advise the parent(s) that they can contact the [Equality Advisory Support Service](#) for help and advice.

45. The academy will inform the parent(s) that if they have more general complaints (e.g. if they don't want to challenge the exclusion but they are not happy with the way the Academy handled it), they should follow the normal [complaints process](#).

## Appendices

### Appendix A: Code of Conduct

Central to maintaining good behaviour at the Academy is the Code of Conduct which is displayed throughout the Academy and also printed in the pupil home school diaries.

***Pupils are expected to comply with the following guidelines:***

- **I will make sure I play my part in ensuring I am in school every day and on time.**
- **I will be kind, helpful and friendly to my classmates.**
- **I will behave well and show respect to school property.**
- **I will always try my best and take responsibility for my own learning.**
- **I will complete my homework to a high standard and on time.**
- **I will work hard to achieve my personal targets.**
- **I will try to solve my own problems and challenges and ask for help if I need it.**
- **I will make sure I always look smart for school.**
- **I will tell a member of staff if I am worried or upset by anything.**
- **I will always be honest and truthful.**

### Appendix B: Reward System

All pupils will be placed in a 'family house' which have been named after mills within the local area of Ashton. The four houses are: Cavendish, Grosvenor, Ryecroft and Wharf.

All staff carry mills merits in plastic holders on lanyards. When a child has ten black and white mills merits they achieve a colour version on their mills chart. Each term the aim is for the pupils to gain one hundred mills merits. Those who have one hundred mills merits or more will be invited to take part in the special mills merits day which is held at the end of each term. During the academic year the children can gain bronze, silver and/or gold awards depending on how many times they have collected one hundred mills merits.

### Appendix C: Sanction Procedure

*Early Years Sanctions:*

*Should a child display poor levels of behaviour then the following sanctions will be applied.*

Stage 1 – Name on sad side of the board – this can be revoked at the end of a session if behaviour is modified positively

Stage 2 – Time out within the classroom – this can be applied twice before moving to Stage 3

Stage 3 – Taken to discuss behaviour with Principal (Stage 3 will always be reported to parents)

Stage 4 – Meeting between Principal, child and parents

*KS1 Sanctions*

Stage 1 – Name on sad side of the board – this can be revoked at the end of a session if behaviour is modified positively

Stage 2 – Time out within the classroom

Stage 3 – Miss 10 minutes of playtime/lunchtime or if in afternoon spend 10 mins in another classroom

Stage 4– Taken to discuss behaviour with Principal (Stage 4 will always be reported to parents)

Stage 5 – Meeting between Principal, child and parents

## **Appendix D: Physical control and intervention**

This guidance on the use of Physical Control and Intervention stands under Section 7 of the Local Authority and Social Services Act 1970; and as advice to support Section 55a education Act 1996. Whilst the principles that underpin this guidance are relevant in the Academy setting, it cannot cover all forms of extreme behaviours. See also our Care and Control Policy.

Consistency of approach is important, both to provide the most effective support for individual learners and to reduce the possibility of confusion. This guidance is intended to help ensure that staff adopt consistent practices in the use of physical control and intervention, based upon a common set of principles.

The guidance has been written in the context of the Human Rights Act (1988) and The United Nations Convention on the Rights of the Child (ratified 1991) Wherever possible physical control and intervention should be used in a way that is sensitive to, and respectful of the cultural expectations of learners and adults, and their attitudes towards physical contact.

Any restrictive physical intervention should avoid contact that might be misinterpreted as sexual. The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention.

### **Assessing and managing risks for learners who present challenging behaviours**

The risk assessment and management pro-forma included in this guidance has been designed to help teachers, learning support assistants and other staff to improve practice in relation to the assessment and management of risk posed by learners with severely challenging behaviour. The risk may be to the learners themselves, other learners, teachers, other adults or property.

### **Risk and Risk Assessment**

The term "risk" refers to any circumstances which could lead to adverse outcomes for the child or others. Risks may arise in relation to a number of factors, such as the health care and social support arrangements for the child; interactions between the child and his or her environment; the direct impact of behaviour(s) presented by the child; measures and interventions employed to reduce, limit or manage the risks presented to the child and others.

**Risk assessment and management** is a process that helps staff to consider risk issues, to act reasonably, and to learn from what happens in everyday practice. In the main, risk assessment and management involves:

- using what is known, in the light of experience, to make rational judgments about risk issues;
- weighing up options and taking reasonable risks; and
- taking action to implement a range of approaches to support and safeguard learners.

By working in this way it is possible to make decisions and take actions to:

- limit the level of inherent risk to which learners and others are exposed;
- take calculated risks to broaden the child's experience and maximise his or her individual potential;
- avoid unreasonable risks for the child and others; and
- ensure that strategies used to respond to challenging behaviour are reasonable, and proportionate to the risks presented by the behaviour.

Using a structured approach to risk assessment and management will help staff to make decisions about what can reasonably be done to limit risks. At the same time it will help prepare them for times when things go wrong.

Challenging behaviours are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. As a general rule we should:

- explore why learners behave in ways that pose a risk;
- try to understand the factors that influence the behaviour;
- recognise the early warning signs that indicate unacceptable behaviour is beginning to emerge; and
- develop the skills to manage difficult situations competently and sensitively.

The measures agreed for managing identified risks will be set out in an agreed behaviour management plan for the individual child. Risk assessment and management can also be used in emergency situations when unforeseen risks occur.

### **Assessing the risk**

Risk assessment involves a consideration of potential and actual risk. Key steps are:

- assessing the context for risk - trying to predict the situations in which risks do/may occur. For example, situations where learners might feel frustrated, learners being near open roads, on transport or in crowded places;
- assessing probability - trying to estimate how likely it is that the risk situation will occur and whether any injury or harm is very likely to occur, likely to occur, or unlikely to occur; and
- assessing seriousness - trying to gauge the kind of injury and harm that could result. For example: choking, bruises, bleeding, sprains, broken bones, stress, burnout, panic attacks, nervous breakdowns and post-traumatic stress disorder.

When assessed, all risks should be recorded in accordance with the Academy's policy. In the event that risks are thought to be serious for the child or others, the Academy may need to use formal risk assessment frameworks and tools, such as the Health and Safety Executive's "Five Steps to Risk Assessment".

### **Appendix E: Training and professional development for all staff**

The Academy has a comprehensive behaviour for learning training programme which has been reviewed to ensure that it is appropriate to the needs of all staff and the circumstances of the Academy. The personalising learning training has been designed to provide staff with tools and techniques for us in the classroom and beyond to encourage positive learning behaviours.

We will review regularly the health, safety and welfare of all of our staff and provide for professional and personal support (including counselling and training).

We will provide relevant information and training on behaviour management matters to all groups of staff, including:

- catering and cleaning staff;
- support staff
- other Academy staff (e.g. associate staff)
- newly qualified teachers during their formal induction period;
- learners undertaking programmes of initial teacher training;
- supply teachers;
- class teachers; and
- management / leadership group.

The Academy will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-Academy INSET, support from the lead practitioner group and specific planned/tailored training.

The Academy undertakes annual reviews of the continuous professional development needs of all

staff. The Academy provides opportunities for all staff to develop their knowledge and skills in relation to such issues as:

- implementing the Academy's behaviour policy;
- logging and recording of incidents;
- classroom management;
- dealing with low level disruption
- educational visits;
- learning lifestyles;
- legislation affecting behaviour management (e.g. detention, child protection, learner restraint);
- pastoral support;
- equal opportunities and anti-discrimination; and
- techniques for promoting positive behaviour.

### **Appendix F: Monitoring and evaluating the Policy**

The Academy monitors behaviour incidents in order to identify issues and trends, and makes effective use of Management Information Systems to support the implementation of its procedures. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.

The Academy monitors incidents of disruptive behaviour in terms of:

- Type of incident (including racist, sexist and homophobic incidents);
- Critical days/times of the week;
- Critical places within/outside the Academy;
- Pupils involved;
- Profile of pupils involved (ethnicity/gender/age/SEN);
- Timeliness of response; and
- Outcomes.

The Academy ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender, sexuality and looked after children.

The Academy assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The Academy evaluates its policy against key improvement objectives which include:

(i) individual measures:

- improvement of individual behaviour
- academic progress
- improved attendance and punctuality

(ii) class/department/whole Academy measures

- general behaviour patterns;
- balance in the use of rewards and sanctions;
- staff support and training needs;
- curriculum access and academic progress;
- equal opportunities;
- behaviour management trends over times;
- effectiveness of the policy in encouraging positive behaviours; and
- the number of referrals to external agencies.



The Academy provides details of issues and trends to staff and the Local Governing Body as a basis for effective decision making. The Academy ensures that behaviour issues are discussed with all parents/carers as part of the parents' meetings.

The Academy will report to parent's details of the implementation of the behaviour.