



Behaviour and Discipline Policy

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All schools are required to have a behaviour policy. Our policy outlines how we deal with all aspects of behaviour including bullying. It is regularly reviewed and updated. All stakeholders will be consulted before the Governing Body formally adopts it. It is a 'live' and working document and genuinely reflects what happens within our school community and how behaviour is managed.

The Academy also has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs.

Aims

- To implement a meaningful whole school behaviour policy followed and supported by the whole community.
- For all stakeholders to share a sense of community and values.
- By applying positive policies, to create a caring, Christian family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To promote positive values, attitudes, a sense of self-discipline and an acceptance of responsibility by each individual for their own actions.
- To encourage and develop good behaviour and social awareness in each child so that s/he may grow up to be socially adept and have a concern for other people and the world in which we live.
- To promote good behaviour by recognizing and rewarding desirable behaviour.
- For the children to develop a clear understanding of the boundary between acceptable and unacceptable behaviour.
- For the children to understand the clear distinction between minor and more serious misbehaviour and the hierarchy of sanctions and rewards.
- To enable all adults at school to provide positive role models.
- To address issues in a caring and sympathetic manner.

Inclusion

Leamington Hastings C of E Academy is committed to inclusion and seeks to provide equality of opportunity for all learners whatever their age, gender, ethnicity, attainment or background. We are aware of the diversity of different groups. Due consideration is given in accordance with appropriate policies.

The Role of the Multi Academy Trust

The Diocese of Coventry's Multi Academy Trust has a Written Statement of Behaviour Principles, adopted by the school, which it expects all of its Academies to adhere to.

The Role of the Governing Body

The Governing Body will ensure that policies designed to promote good behaviour and discipline are pursued at school. The 1997 Education Act states governors should be consulted whenever the policy is reviewed.

The Role of the Executive Head/Head of School

The Head Teacher is responsible for good behaviour and discipline within the school. She will ensure that the Behaviour Policy is shared with all stakeholders and regularly updated following consultations with all stakeholders. She will put in place effective strategies against bullying in accordance with the policy.

The Role of Teaching and Support Staff

All teachers, teaching assistants and midday supervisors are responsible for all children. They act in accordance with the policy and are part of the updating and consultation process. They operate the agreed Reward and Sanctions System. Problems with behaviour are dealt with promptly and advice sought if necessary. We do not walk away from any child's needs or inappropriate behaviour. The school provides a happy, positive, enthusiastic environment for teaching and learning.

The Role of Parents

Parents help by:

- recognising that an effective school behaviour policy requires close partnership between parents, teachers and children;
- discussing the school rules with their child, emphasizing their support of them and assisting when possible with their enforcement;
- ensuring that the children receive consistent messages about expectations of behaviour when dropping children off in the morning and picking them up after school;
- attending Parent's Evenings and functions and taking an active part in school life;
- knowing that learning and teaching takes place most effectively in a caring, ordered environment;
- remembering that staff deal with problems patiently and positively;
- signing and adhering to the Home School Agreement.

Behaviour Out of School

We place great value on educational visits and ensure that the children know they are representing the school and must therefore behave appropriately.

BEHAVIOUR Code of Conduct

All members of the school community should:

- respect each other;
- respect their own and other people's property and take care of books and equipment;
- be well behaved, well-mannered and attentive;
- walk when moving around school;
- parents are expected to bring their children to school on time;
- report grievances to your child's teacher, who will act accordingly;
- speak politely and kindly;
- dress appropriately; studs can be worn for pierced ears, trainers should not be worn;
- children are encouraged to share their problems and grievances with adults who should always listen to what children say and act accordingly;
- foul or abusive language is not tolerated and must not be used;
- physical violence is not acceptable, neither is retaliation. Repeated or serious incidences will be dealt with as major breaches of discipline.
- Physical violence towards a member of staff or adult on our school site is not acceptable and could result in fixed term exclusion;
- know that although physical violence is not acceptable, an assertive response is acceptable.

This code of conduct has been formulated with the safety and well-being of everyone in mind, and to enable the school to function efficiently as a place of learning.

Unacceptable Behaviours

- Doing anything that adversely affects the learning of themselves and others.
- Not completing tasks in the allocated time.
- Disregarding requests or instructions from supervising adults.
- Speaking when they should be listening.
- Dangerous play or playing in unauthorized areas.
- Verbal abuse of any sort including name calling.
- Racism in any form.
- Physical violence/ fighting.
- Bullying or cruelty/ intimidation including cyber bullying and homophobic bullying.
- Using inappropriate or bad language.
- Not being truthful.
- Acts likely to harm others or put someone's health or safety at risk.
- Lack of respect for school property or others' belongings.
- Stealing.
- Bringing sharp or dangerous instruments to school or anything that might cause a hazard or safety risk.
- Mobile phones are not allowed.
- Poor standards of behaviour when moving around school (running, pushing, being over noisy).
- Lack of care of respect for other people.

School Rules

Our school rules are the 'Golden Rules':

- We are gentle, kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

The 'Golden Rules' are displayed in every classroom and taught as part of our PSHE and Citizenship curriculum. Opportunities to discuss them are also taken as part of our assembly programme and across the curriculum.

Our children are encouraged and taught to take responsibility for their own actions at all times. Personal responsibility is also encouraged through the 'Taking Care' Scheme which is part of our PSHE curriculum. As part of this it is made clear to all children what is both acceptable and unacceptable behaviour.

Rewards

Staff provide positive role models at all times and encourage good behaviour through praise and rewards. Rewards include:

- positive praise
- child moves onto 'Great Job' on chart
- class stickers to be collected on individual child's sticker chart
- child's name recorded in school's 'Gold Book' and Head Teacher sticker awarded as part of weekly celebration assembly

Behaviour chart

In every classroom and after school club, there is a behaviour chart. This comprises of 4 plates – 1. Great Job, 2. Green, 3. Yellow, 4. Red. All children have a peg with their name on it and start the day on green. If a child does not follow the Golden Rules then they are moved down to the next plate. If a child hurts another child deliberately then they go straight onto red and goes to see either the Executive Head, Head of School or senior teacher. If a child completes a piece of work that is of a high standard or behaves in an exceptional way then they go onto 'Great Job' and have a sticker. Children can move up or down for their attitude to their learning and each other, their behaviour and for following the rules. The teacher needs to make the reason for moving up or down explicit to the child and the rest of the children.

Dealing with Inappropriate Behaviour

We have high expectations that all of our children will behave in an appropriate manner. Inevitably there are times when this does not happen.

The children learn to appreciate that all adults within the school are consistent in their expectations of good behaviour and in their response to inappropriate behaviour. The needs of each child are taken into consideration and different

strategies used, for example symbols and sign language, to ensure that they do understand what is expected of them.

Strategies Used to Deal with Inappropriate Behaviour

- make eye contact and give positive praise for someone making the right choice
- redirect to another activity
- talk to the child – discuss what has happened

Sanctions

If there is a need for sanctions then the following will be used, depending on each child's needs:

- give a verbal warning
- move the child's peg down the chart
- move the child from the group to work on his/her own
- time out (sitting on carpet alone for specified length of time – maximum 5 minutes)
- repeat work at playtime
- miss playtime (but must be supervised)
- phone parents
- a letter to be sent home if this happens 3 times in a week

Members of staff have agreed wording that will be used when a child is given a verbal warning. See Appendix A

Positive Physical Restraint

Physically restraining a child is seen as a last resort and is rarely needed. However, some staff in school are trained in Positive Handling so that restraint can be carried out safely with due consideration of our 'Use of Physical Restraint' policy.

Procedures for Dealing with Major Incidents

Most incidents are dealt with effectively using the strategies and sanctions outlined above.

However, certain behaviours are considered more serious and will not be tolerated. For example, repeated antisocial or uncooperative behaviour, use of foul or abusive language, deliberate damage to property or use of physical abuse against another child or staff member.

In response to a major incident, the following strategies will be used:

- A verbal warning by the Executive Head, Head of School, senior teacher as to future conduct.
- Withdrawal from the classroom for the rest of the session/day.
- A letter to parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.

- If the problem is severe or recurring then exclusion procedures may be implemented.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

Exclusions

Schools have the authority to exclude pupils from school under the Education Act 2002.

Excluding a child from school for even a short period of time is done very rarely and only when all other measures to prevent inappropriate behaviour have failed. Generally, before a child is excluded a number of strategies to improve behaviour will have been put into place. Other agencies such as STS, psychologists, the school nurse and sometimes the GP will have worked with the family and the school to find ways to improve the behaviour.

Early Help (previously known as CAF - Common Assessment Framework) may be used to bring support from more agencies.

If all of the above actions fail then exclusion is sometimes the only option.

Pupils would generally be excluded for striking an adult, significantly hurting another child, endangering themselves or others or other extremes of behaviour. Once a decision to exclude a child has been made, parents are immediately informed and asked to come and collect the child.

The reasons for exclusion are explained to the parent and put in writing along with the term of the exclusion and the date on which the child may be returned to school. The LA is informed of the exclusion on line and the relevant paperwork put in the child's file.

Admitting the child back into school is done formally as part of a meeting with the Executive Head/Head of School.

Permanent exclusions are very rare. All professionals strive to prevent this.

Approaches to Bullying

All staff, parents and children are made aware that bullying is a totally unacceptable form of behaviour. As part of PSHE and citizenship, the children discuss what sort of behaviour they might see from a bully. Feelings are shared about experiences in order to help the children understand the distress bullying can cause.

Help and guidance is given to both the bully and their victim. The child who bullies must be helped to understand what they have done and the hurt they have caused.

Consequently, all children are encouraged to develop respect and tolerance for each other in order to prevent bullying arising. This should be read in

conjunction with the school's approach to anti-bullying. Parents of all children involved are informed after the incident has been investigated.

Malicious allegations against school staff:

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Appendix A

Wording used by all staff when dealing with inappropriate behaviour from pupils.

- If you choose to continue to the consequence will be Make the right choice.
- You chose to continue to so the consequence is