



BEHAVIOUR POLICY

Approved and signed by the Board of Trustees

RENEWAL DATE: JULY 2020

JULY 2017

POLICY DEVELOPMENT

This policy has been formulated with consideration of the following documents:

- Existing Behaviour policies from Weston Mill Community Primary Academy, Beechwood Primary Academy and Oakwood Primary Academy
- DfE guidance: Behaviour and discipline in schools (January 2016)
- DfE guidance: Getting the simple things right: Charlie Taylor's behaviour checklists

CONTENTS

Aims

Behaviour and the Law

Rewarding good work and behaviour

Assemblies

Walking in the corridor

Measuring our success

Sanctions

Expectations and Mealtimes on the Playground

Appendix A: Seclusion Protocol

AIMS

One of Discovery Multi Academy Trust's ("the Trust")'s aims is to encourage good behaviour across all of its academies. When behaviour is considered inappropriate, we examine the cause rather than just respond to the behaviour as it happens. For most children, most of the time, there is a choice in how to behave, and we seek to arrange matters so that children choose to behave well by avoiding situations in which they might choose to behave poorly.

We at Discovery Multi Academy Trust recognise that the behaviour of children can change radically and quickly if we operate a whole-school approach and consistently follow the Behaviour Policy. To achieve the maximum benefit of this policy, it is vital that all staff are united in their efforts. Therefore, every pupil and teacher throughout the Trust knows that behaviour, good or unacceptable, is met with the same response.

We note that children are influenced to behave in a particular way because of a variety of factors, including:

- their personalities
- past experiences
- those around them
- the physical and experiential environment
- medical conditions

We at Discovery Multi Academy Trust are proud of our determination to maintain high expectations of behaviour.

BEHAVIOUR AND THE LAW

As academies, we are required to follow the law and guidance set out in the following:

The Education Act 2012, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education and Inspections Act 2006

The Education (Provision of full-time Education for Excluded pupils) (England) (Amendment) Regulations 2014

The Equality Act 2010

The above state that teachers, including all paid staff responsible for pupils, have the statutory authority to discipline pupils for behaviour which occurs in, and, in some circumstances, outside of school.

This may include the imposition of detentions outside of school hours and the confiscation of a pupil's property.

This policy will apply whilst children on role at Discovery Multi Academy Trust are:

- Taking part in any school-organised activity, both in and outside of school or;

- Travelling to and from school, or
- Whilst wearing school uniform, or
- Identifiable as a pupil at Weston Mill, Beechwood or Oakwood Academies, and/or
- If their behaviour could have repercussions on the smooth running of the school, a threat to a member of our Trust community or could adversely affect the Trust or academy's reputation.

REWARDING GOOD WORK AND BEHAVIOUR

More important than punishment is how we reward our pupils. We recognise that rewards are very effective ways of changing behaviour and have no harmful effects. **ALL** good work and behaviour are always rewarded with praise.

Weston Mill Community Primary Academy

At Weston Mill, a key focus is rewarding positive choices. This, across the school, is clearly identified in two main ways. Firstly, there is the "cake", where children aim to reach the cherry each day. Secondly, there are monetary rewards, where children can earn plastic money and are encouraged to save for specific incentives within the class. Both systems worth together, providing the children with a visual and purposeful reward system. In addition to this, and in conjunction with the school logo, children are identified when they have demonstrated one of the school's six statements. When this has been seen three times, children receive a certificate of achievement, and in achieving six different coloured certificates, receive the rainbow award. These are celebrated in school celebration assemblies.

Oakwood Primary Academy

House Points are awarded to children who deserve special recognition for good work, excellent behaviour, sustained improvement or good social skills. House points contribute to individual achievement awards and house team awards. When a child accumulates 50 individual house points they will receive a special certificate in a Celebration Assembly.

Golden Time is when every child is rewarded with 30 minutes 'Golden Time' each week. Golden Time will be reduced in 5 or 10 minutes blocks if a child does not follow the 'Golden Rules'. **Once Golden Time has been removed it cannot be regained during that week.**

Lunchtime Golden Tickets are awarded by MTAs for good behaviour; these will only be awarded for behaviour and actions that follow the Golden Rules.

The Super Six Scheme applies only to Year 6 children and recognises their maturity. Super Six badges are given when a child meets all the success criteria for a Super Six. (These criteria are shared at the beginning of the school year with year 6.)

Responsibility - Children will be encouraged to take positions of responsibility across the school - an example of these would include librarians, monitors and playground friends.

Classroom Strategies - these will be at the class teacher's discretion but may include: lucky lotto awards, table points, marbles in a jar and super stamps.

Beechwood Primary Academy

- **All staff, are expected to use Positive Praise** to set expectations for acceptable behaviour. This should be natural and varied, age appropriate, attention getting (name names), frequent and consistent and should outnumber corrections or reprimands. Children also receive stickers for their clothing, from staff, as reward for positive behaviours.
- Children are rewarded with tasks involving **responsibility** such as librarian, monitor, Playleader or Playtime friend.
- **Nursery and Reception** praise positive behaviour characteristics with children and Parents through the online programme 'Tapestry'.
- **Children in Reception to 6** are rewarded through an online learning platform '**Class Dojo**' which awards points for positive learning behaviours. Feedback of successes will be shared with parents. **Golden Dojo Points are awarded by MTAs** or Playleaders to children who display good lunch and break time behaviours.
- **The Super Six scheme** applies only to year 6 children and recognises their maturity. Success criteria will be share with children and targets negotiated at the beginning of the year.
- **Reading** is celebrated through the Renaissance Reading Award scheme and Owl Reading scheme for KS1 and KS2. Children receive certificates in assembly for both and names of classes or children are added to the display boards.
- **Writing** is celebrated through the Golden Pen Award certificates and display. Fluid, joined handwriting is rewarded with children receiving pen licences.
- **Times Table knowledge** is celebrated through the Monkey Puzzle Reward Scheme. Prizes and certificates are awarded in assemblies and children's names added to the display board.
- Children who demonstrate a passion for learning new skills outside of school hours are displayed on the **Charismatic Characters Board**.
- **Termly attendance awards** are presented to children in assembly based on percentage data specified by the Senior Leadership team. Other termly awards will be made at the discretion of the staff for any child hitting desired attendance targets.
- At times it may be necessary to set up **Individual Behaviour Plans** which reward specific needs or behaviours of children with IBPs; such as, the hour by hour smiley face tracking in the home-school link books.

We aim to publically celebrate children's awards during whole school assembly times.

ASSEMBLIES

When children lead into and from the hall for whole school assemblies and singing practice, they are expected to do so quietly. This is an opportunity for teachers to be seen as unified in this expectation and should take seriously their role in supervising this period.

WALKING IN THE CORRIDOR

Children are expected to walk in the corridor. At break and lunch times children are expected to be outside. Any children who remain inside the school building during this time are to have specific permission from a member of staff and to be supervised. During wet play and lunchtimes, it is the responsibility of the staff to ensure calm behaviour is maintained.

MEASURING OUR SUCCESS

We can improve the behaviour of our pupils by making sure that everyone shares in the success of the school.

Desired achievement	Methods of ensuring success
Lower unauthorised absences	<p>Month by month attendance figures</p> <p>Annual figures of unauthorised absences</p> <p>Attendance certificates awarded to pupils who have met attendance expectations as specified in the Trust's Pupil Absence Statement.</p>
Improvement in pupils' academic achievement	<p>Measurement of achievement of a national scale at entry and then throughout all year groups</p> <p>Children are provided with a well-taught, engaging and relevant curriculum</p>
The eradication of poor behaviour patterns	<p>Fewer reports and instances of poor behaviour occurring in class and in the playground</p> <p>Reduced incidents in number and severity on BehaviourWatch</p>
To ensure the positive ethos is maintained throughout the Trust's academies	<p>Staff are well-versed in de-escalation procedures, maintaining a happy and healthy environment for both children and staff</p> <p>Pupils understand the consequences of their own actions and the implications of their actions on the school community</p>

Individual reward/sanction systems can be set up by class teachers in collaboration with the Leadership Team to address extreme behavioural challenges with individuals who may, for a period of time, be operating outside the realms of the 'normal' behaviour policy strategies.

SANCTIONS

We recognise that for each rule, there should be a sanction set down for breaking the rule.

Step 1

In class, or for minor incidents around the school, teachers will give a verbal warning, highlighting poor behaviour. This may also include academy-specific and class-specific sanctions e.g. traffic light, cake etc

Step 2

For a repeat of unacceptable behaviour, pupils will be logged in BehaviourWatch, where the details of their behaviour are logged. If poor behaviour still continues, the child may be removed from the classroom and sent to an alternative class within the same phase. All learning missed as a result of poor behaviour will be completed during the pupil's own time. This may include during the evening or weekends.

Step 3 – Yellow Card

If a pupil is logged on BehaviourWatch three times in one week, this will trigger a 'yellow card'. A yellow card may also be issued for persistent unacceptable behaviour or a significant incident, after reference to the Leadership Team. A senior member of the Leadership team (Head of School or Assistant Head of School) will issue the yellow card and contact the pupil's parents or carers. The sanctions of the yellow card are as follows:

- to miss playtime for one week in KS2
- to miss playtime for two days in KS1

At this point, a Behaviour chart and/or Home/School link may be considered by the academy.

Step 4 – Red Card

If another incident is logged on BehaviourWatch whilst the pupil is on a yellow card then this will trigger a 'red card'. This will result in an internal seclusion and a member of the Senior Leadership team will discuss this with parents and the pupil. A pupil may be placed on a red card without following the above process if there are incidents of significant. This is for the Head of School/Executive Headteacher to decide. The Seclusion protocol can be found in Appendix A.

Step 5 – Exclusion

For those situations where it is deemed appropriate, or in exceptional circumstances, for example in response to a persistent breach in behaviour and where if the child remaining in school would seriously harm the education and welfare of others, it may be decided to exclude a pupil for a fixed period or in extreme circumstances, permanently. This may also include exclusions at lunchtime, as a matter of judgement for the Executive Headteacher.

However, there are extenuating circumstances when those members of staff, in charge of discipline and behaviour may choose to make an exception. This will allow the teacher to avoid unnecessary and unfortunate confrontations.

It is vital that each time extenuating circumstances are used as a reason for not following the full programme of punishment laid down within this policy, that the situation is explained to all teachers involved in the incident, or in reporting the child. This will ensure that staff do not feel undermined by senior staff taking a view that a child is not to blame e.g a child working with the Behaviour Support Team or member of the MAST team from the Excellence Cluster may not be able to achieve acceptable behaviour as set down in the policy.

In the classroom, it is appropriate that teaching assistants and HLTAs allocate rewards for good work and behaviour, although it is not considered appropriate to decide the sanction necessary if and when rules have not been followed.

EXPECTATIONS AND MEALTIMES AND ON THE PLAYGROUND

The following 'Golden Rules' are displayed around the Trust's academies and in classrooms:

Be gentle
Be kind and helpful
Work hard and achieve your best
Look after property and do not waste or damage things
Listen to people and follow instructions
Be honest and tell the truth
Be polite and respectful

Many pupils are trained Play Leaders and are timetabled during both play and lunchtimes to solve minor upsets and conflicts between friends. Play Leaders are committed to their role and can be easily identified on the playground wearing yellow bibs. Play Leaders meet regularly with Senior Staff to discuss any problems or difficulties.

APPENDIX A: SECLUSION PROTOCOL



Guidelines for Internal Seclusion and inter-MAT Provision

1. Heads of School have to inform parents in writing, within one school day, that the internal seclusion is taking place.
2. Heads of School to inform school's learning mentor / InCo / SENCo of need to attend restorative hour on the day following the seclusion confirming times for this hour.
3. On completion of the internal seclusion Head of School must ensure that a reintegration meeting takes place with parents/carers and the pupil before the child is allowed back to their normal educational provision. This meeting should be used as an opportunity to look at strategies to modify the pupil's behaviour and review any existing arrangements and plans.
4. The reintegration must be completed with staff that are responsible for the pupil's provision at the time of that pupil's re-entry. The school may decide on the most appropriate staff member to have direct involvement in the reintegration programme and to take responsibility for communicating any targets or general feedback to other relevant members of staff.
5. A record of the meeting and any agreed additional provision should be recorded on BehaviourWatch.