



Date becomes effective July 2020

Next review date July 2020

Person responsible for implementation: Head of School

Managing and supporting positive behaviour policy.

Rationale

Treverbyn Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to 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.

At Treverbyn Academy, behaviour is understood neuro-scientifically as a communication of an unmet need or as an adapted, defensive stress response. The understanding is that children learn best within a positive, trusting relationships informs our approach of managing and changing behaviour and we expect staff to work to identify the need and provide appropriate support to remove these barriers to successful engagement in school life.

The policy is the result of consultation with pupils, parents, staff and governors. It reflects current practice within the academy and scientific research and understanding.

Its fair and consistent implementation is the responsibility of all staff.

Aims

The aim of Treverbyn Academy is for every member of the academy community to feel valued and respected, and for all persons to be treated fairly.

We are a caring community, whose values are built on mutual trust and respect. The academy behaviour policy is therefore designed to support the way in which the members of the academy can live and work together in a **supportive** way.

We aim to promote an environment where all feel happy, safe and secure.

Treverbyn Academy wants all its pupils to be **increasingly confident and independent** – to care for themselves, to be responsible for their personal safety, to develop self-esteem, **to take responsibility for their own actions** and to take pride in their achievements

Treverbyn Academy has four rules for life. **The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good behaviour and relationships**, so that people can work together with the common purpose of helping everyone to learn.

Treverbyn Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend academy free from fear (See Anti-Bullying Policy for further information).

There is a growing body of research and understanding of the impact of Childhood Adversity on long term physical and mental health and the protective factors that mitigate the potential impact. We aim to create an environment of safety that has strong, positive supporting relationships at heart.

Whole school approach:

The following expectations should be developed and modelled by all staff in the Academy:

- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- To be calm and give 'time in'. Prevent before sanctions are given.
- To provide a challenging and inclusive curriculum.
- To create a safe, stimulating and engaging environment that supports children's learning.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving inappropriately.

Remember-

Fair isn't everyone getting the same thing.

Fair is-----

Everyone getting what they need to be successful.

Expectations of pupils

The following pupil expectations should be **developed** by children in the school.

- To work to the best of their ability, and allow others to do the same.
- To treat adults and children with respect and to be take control of their behaviour.
- To follow the instructions of all adults who work in the Academy, with thought and care, in order to be safe.
- To take care of and respect property within the school environment and community.
- To decide upon and follow the agreed Academy rules.

Expectations of parents/carers

Parents and carers are asked to support the Academy's Behaviour Policy.

- To ensure children are aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To encourage independence and self-discipline, to show an interest in all that their child does in the Academy
- Ensuring that their children attend school in good health, punctually and regularly
- To enjoy good relationships with the school and to support the school in the implementation of this policy.

A Positive Approach

We believe good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

Key relational skills

There are some key skills that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as the key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland, 2003,2006, 2007)

Discipline comes from the Latin word disciple which means 'to teach' and from the root word 'discere' which means to learn.

These skills are:

Affect attunement: the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally.

Empathy- Validation and Mental State Talk: The recognition and acceptance of another person's thoughts, feelings, sensations and behaviours.

Containment: structure, order and predictability.

Consistency- Boundaries applied in a supportive, matter of fact, non- punitive way.

Calming and soothing- The adult will support the child to regulate themselves.

At the point where a child is fully regulated, there will be some reflection and analysis of their behaviour. E.G It is okay to feel cross, but it is not okay to...'what can we do next time?'

The core beliefs of Treverbyn Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding.
- Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more and increase self-esteem.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We consider the safety of other pupils and minimize disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

Academy Rules

The academy's rules for life are:

- 1. Show respect and good manners at all times**
- 2. Follow instructions with thought and care**
- 3. Care for everyone and everything**
- 4. Always try your best**

These should be clearly displayed in each classroom.

As well as the rules every member of the academy community should apply the following principles:

- **If you don't acknowledge and act on the inappropriate behaviour you are condoning it;**
- **You own your own behaviour.**

Rewards and Sanctions Overview

The pupils must be aware of the rewards system that is in place and the consequences, which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school.

We want children to be aware that for poor behaviour, there are consequences.

All staff should operate our **stepped approach** to sanctions, which allow pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Our system is flexible to take account of individual circumstances e.g. Green Time- is set at a % of Reds dependent on the make up of the class- this is reviewed each term to raise the bar as needed-

The emphasis of the academy discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Rewards

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.

Wherever appropriate, pupil's best efforts will be celebrated through display and performance. Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes keeping the learning environment tidy and interactive, keeping the classroom organised, routings are well planned and understood by all children and keeping calm and quiet whilst moving around the school E.G entering and leaving the assembly hall.

Rewards may involve:

- Verbal praise
- Verbal praise to parents about their pupils

- Stickers and stamps
- Certificates
- Well done/ Golden Tickets
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Privileges Card (e.g. chair in assembly/leading the line/choosing an activity)
- Class wide rewards

Reviewed-Cumulative Rewards- individual

Golden tickets

10 Well Done tickets = 1 Gold card

3 Gold cards= prize from Gold box.

(all classes to be consistent in this approach- principle of –

'catch a child being good'

(Well-done cards link directly to house points and Head teacher stickers)

Cumulative Rewards- class

Green Time- this is to be awarded when **an agreed %** of class members has stayed 'GREEN' for a whole day (that is no Red cards). 5 minutes are rewarded per day.

(this is based on high expectations but around the make up of the class- it will be unfair for a class with high needs to mean that the pupils trying hard with their behaviour get no rewards- expectations will increase as behaviour is modified- e.g. if a high needs class begins on 75% of the class it will build to 95% within a period of time)

Remember this is cumulative – a maximum of 25 mins can be gained in a 5-day period for example.

Once the class has gained enough 'time' (20 minutes? 25 minutes?) then GREEN TIME is given

Green time: this is a class chosen activity and can include:

Extra playtimes, 'choosing time' extra lesson of their choice

an outdoor game session such as Capture the Flag, 'bring a game from home' session, iPad session, cooking, den building session etc

Rewards from the Golden box to be agreed by pupil council

Consequences

We want children to be aware that for poor behaviour, there are consequences. Sometimes for a variety of reasons, a child will continue to find it difficult to behave in an acceptable manner. If this happens, there are further strategies and consequences that may be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

Reviewed visual system based on Blue, Green, Amber, Red Staff shall set up their own class version based on this.

All pupils always begin on green- this is expected good behaviour

1. The reminder

This should be **verbal**. It should be clear and firm. The pupil should be told what it is he/she is doing wrong and told they have a warning. There should be a reminder of the school rules.

For example, 'you were talking when you should have been listening. Therefore, you have chosen not to following instructions with thought and care- so you have been given a warning' Next time you choose to break a rule your name will be moved down the chart.

Always remind a child that they need to change their behaviour to get back to Green.

2. Move name down to Yellow/ Amber- Stop, Think and Change behaviour

This should follow oral warning and should be stated in terms such as:

'I've already given you a warning this session/lesson/playtime now I am moving your name down to Yellow/ Amber remind you to STOP AND THINK and improve your behaviour

When the pupil has then behaved appropriately- **Catch them being Good** within the session the name is removed can be moved back to Green immediately. If pupil breaks another rule whilst name is on amber, then move to Red of the consequences.

3. Red

Remains on Red to start of the next session but begins fresh each session
Consequence is to miss 10 (appropriate to age R/ KS1) minutes of the next playtime with Head teacher/ Senior Leader. (even if it is the next day). This should be logged.

Lost playtimes will take place with the Head Teacher/ Senior Leader in Head's Office. During this time the children should be silent and asked to reflect on their behaviour/ complete work where this has not happened.

4. Red letter home

Should a pupil have 3 (age appropriate) Reds in quick succession (i.e. in one week) a 'red letter' will be sent to the pupils' parents/carers alerting them to our concerns regarding the pupils' behaviour and inviting them to come and discuss the situation with Head Teacher.

Exceptions- Straight to a red letter

A red letter will be sent for absconding, fighting and abuse of staff.

Positive handling

At Treverbyn Primary Academy safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe. If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents or carers will be informed.

Restore

When an incident between children occurs, we need to try to:

- Give the child/ren time to calm down before speaking to them.
- Listen to each child explaining what has happened including witnesses if possible.
- Ask anyone who has been at fault, what should have happened and what they would do differently next time.
- If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Treverbyn Academy welcomes the interest and close involvement of parents and we expect that parents will support the agreed behaviour policy. Parents, and children, are encouraged to sign the Home/Academy Agreement.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the Academy in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

Or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to discipline pupils who behave badly on the way to and from the Academy bringing it into disrepute.
- The Headteacher has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

The Senior Head of School and Hub Council of the Academy have a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

Fixed-term and permanent exclusions

Only the Senior Head of School has the power to exclude a child from the academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Senior Head of School may also exclude a pupil permanently.

Before taking such a step we will have taken advice from the Hub Council, Aspire Board, the Education Welfare Service, County Psychological Service or the school medical officer.

If a child is excluded, The Senior Head of School informs the parents immediately, giving reasons for the exclusion. At the same time, making it clear to the parents that they can appeal against the decision to the Hub Council. The academy informs the parents how to make any such appeal.

The Senior Head of School informs the Local Authority (LA) and the Hub Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Hub Council itself cannot either exclude a child or extend the exclusion period made by the Head of School.

Your child may be excluded from school for a number of reasons, and for anything from a half-day to permanently.

Treverbyn Academy will adhere to the principle legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012 which relates to:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can be one day or up to five days and will be used for the school to gain advice to set up alternative provision and support for the pupil.

Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to

- a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

Persistent long-term defiant behaviour,

Threatened or actual physical assaults,

Sexual abuse,

Supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that: • a thorough investigation has been carried out

- the child being considered for exclusion has been encouraged to give their version of events
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

Monitoring

The Head of School will monitor the effectiveness of the behaviour policy on a regular basis, reporting to the Hub Council on this and if necessary, make recommendations for further improvements.

Conclusion

Our core aim is to recognise and encourage behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels safe and valued and noticed in an orderly, relaxed and successful learning environment.

