



Carlton Miniott
Primary Academy



Behaviour Policy and Statement of Behaviour Principles

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| Adopted by | Trustees |
| Chair | |
| Date | 23.05.2019 |
| Review Date | 23.05.2021 |



Aims:

This policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how children are expected to behave;
- Summarise the roles and responsibilities of different people in the Academy community with regards to behaviour management;
- Outline Elevate Multi Academy Trust (Elevate) and its Academies system of rewards and consequences.

Nurturing successful learners; growing responsible citizens.

Nurture our children

We will provide the right conditions for learning, by guiding the children in their decision making and by modelling good behaviour. We will develop children's emotional well-being by caring for them and giving them a sense of belonging so they are able to thrive in our school.

Develop successful learners

We will develop confidence, resilience, resourcefulness and positive attitudes in both staff and children, so they are able to persevere when work is difficult. We will provide a breadth of opportunities so all children can be successful. We will celebrate everyone's achievements and support children and staff to be the best they can be.

Create responsible children

We will encourage independence, teamwork and trustworthiness. We will support children in taking ownership for the world around them, caring for the environment and showing respect for other people. We will develop high quality behaviour for learning.

Build future citizens

We will help the children understand their role in society and the wider world. We will encourage them to take an active interest in their community and make a positive contribution. We want our children to be ambitious for their future lives.

Legislation and Statutory Requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy



- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with the Funding Agreement and Articles of Association.

Links with other Policies:

This behaviour policy is linked to the following policies:

- Exclusions policy
- Positive Handling (RPI)
- Child protection and safeguarding
- Anti Bullying
- Searching scanning and confiscation policy.

Definitions:

Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |



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Details of the Academy's approach to preventing and addressing bullying are set out in Elevate's Anti-bullying Policy.

Roles and Responsibilities:

The Board of Trustees: has agreed this Policy and as such, it applies to all Academies within the Trust. Under the Scheme of Delegation the role of monitoring this policy has been delegated to the Local Governing Body (LGB)

The LGB: is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

The head teacher: will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with behavioural issues, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff: Are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular children;
- Recording behaviour incidents (see appendix 3 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

Parents: Are expected to:

- Support their child in adhering to the **insert Academy code/charter**;
- Inform the Academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

Children are expected to:

Always do their best

Follow routines and instructions

Be polite and well-mannered to everyone in school

Respect other's personal space

Care for the environment and school property.

Rewards and Sanctions:

Promoting Good Behaviour – Positive Consequences

The main aim of our policy is to reward positive behaviour. This is done in the following ways.

Whole Class – Class teachers will have their own positive class rewards to encourage good behaviour from the whole class or individual tables.

Individual – Individuals are rewarded for good behaviour or good work by being allowed to fill in a square on their classes Golden Grid. When the grid is full a co-ordinate will be chosen and a reward given.

Within classes teachers may also organise their own reward systems such as the use of stickers and certificates, table points and competitions etc.

Teachers send children to the head teacher with good work to receive a special sticker.

Parents will be informed of good behaviour through the Marvellous Me app.

A 'Golden Letter' is sent by post to one pupil each week to reward effort and achievement (classes on a rota basis)

Good behaviour at lunchtime will be passed onto the class teacher by midday supervisors.



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Three pupils are selected by MSAs to sit on a special table each Friday and they can each choose a friend to sit with them.

Teachers will write the names of chosen pupils in the F/KS1 and KS2 Achievement Books. These will be placed on display in the entrance hall and read out during the Celebration assembly.

Through the curriculum

- There are opportunities in many areas of the curriculum and in assemblies to discuss issues relating to behaviour and to promote aspects of good behaviour such as co-operation, decision-making and caring for others. Story and drama are particularly good areas to develop the notions of right and wrong and how to make choices.

Discouraging Misbehaviour – Negative Consequences

- As a school we have a series of consequences that apply when rules are broken. The aim of this is to be able to apply them to children with limited verbal interaction and therefore limited disruption to lessons. They are as follows.
 - 1st behavioural incident – Verbal warning
 - 2nd behavioural incident – Warning card
 - 3rd behavioural incident – Yellow card – isolation within the class
 - 4th behavioural incident – Red card – Sent to Mrs Amesbury.
 - 5th Behavioural incident - Headteacher
- The warning system may be adapted slightly by the class teacher to accommodate differing class needs, for example children may lose some break time or class points time if they have been on the warning board.

Incidences of Red cards will be tracked by the Deputy Headteacher which may lead to further strategies being introduced. The negative consequences will begin again each day or half day in the case of foundation.

Fighting or physical attack on staff

Children involved in this will go straight to stage 4.

Damage to property

Pupils or their parents will be expected to make good any damage arising from misbehaviour. This may involve the cost of repairs.

Lunchtimes and Playtimes

If there is a serious incident at playtimes another member of staff will be called on to assist.

If there is a serious incident at lunchtime one MSA will come and find a member of the school leadership team or the class teacher.

Informing Parents/Carers

Parents will be informed if their child has received three red cards in one week or if a child has been injured as a result of their child's actions. They will then be invited to discuss the situation with the class teacher /Headteacher. Class teachers will contact parent/carers at any stage if deemed appropriate.

Continuing misbehaviour

Those that continually reach stage 4 will be discussed by the Headteacher and Deputy. If appropriate a behaviour plan will be drawn up with parents and child.

Referral to outside agencies

If a school based behaviour programme does not prove successful, advice will be sought from the appropriate EMS.

Staff Responsible

Classroom teachers are responsible for the pastoral care and behaviour of children in their charge, but it is expected that all staff be alert to both good and inappropriate behaviour around school generally.

Exclusions:

It is very rare for exclusion to be necessary or seen as the best option for a child. However there are times when exclusion is unavoidable. This will always be an absolute last resort.



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Exclusion Process:

- The Head teacher is the only member of staff who can carry out a fixed term exclusion;
- Exclusions can be for a fixed term;
- Fixed term exclusions cannot exceed 45 days.

Children can be excluded from the Academy when:

- There has been a significant and serious breach of Elevate's Behaviour Policy;
- Allowing the child to remain in the Academy would seriously harm the education or welfare of themselves or others in the Academy.

Please see Elevate's Exclusion policy for more information.

Off-Site Behaviour:

Consequences may be applied where a child has misbehaved off-site when representing the Academy, such as on a school trip or on the bus on the way to or from the Academy.

Malicious Allegations:

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the child in accordance with this policy.

Please refer to Elevate's Safeguarding and Child Protection policy for more information on responding to allegations of abuse.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

Physical Restraint: Please refer to Elevate's Positive Handling policy for more information.

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property;

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Only be carried out by staff who have been trained;
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Confiscation: Please refer to Elevate's Searching Scanning and Confiscation policy for more information.

Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).



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Support for the Child:

The Academy recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, the approach to challenging behaviour may be differentiated to cater to the needs of the child.

The Academy's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, the Academy will liaise with external agencies such as EMS (Enhanced Mainstream Education), SEMH (Social emotional and Mental health) and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition:

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

Training:

The staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.



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Appendix 1: Academy pupil code of conduct/written statement of behaviour principles

Code of Conduct

Always do their best

Follow routines and instructions

Be polite and well-mannered to everyone in school

Respect other's personal space

Care for the environment and school property.



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Appendix 2: Staff Training Log

| Training received | Date completed | Trainer/training organisation | Trainer's signature | Staff member's signature | Suggested review date |
|-------------------|----------------|-------------------------------|---------------------|--------------------------|-----------------------|
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Appendix 3: Children and young people's service challenging behaviour incident form