



Community First

Behaviour Policy

Community First Academy Trust
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ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: September 2019

Planned Review Date: September 2020

1. Mission Statement

At Platt Bridge Community School we expect the highest standards of behaviour. As a caring school we treat all our students with respect and we expect this in return from our students. Our school is dedicated to achievement for all. Any behaviour that disrupts learning, prevents achievement for all, or shows a lack of respect for staff, students or the fabric of the school, is unacceptable and will not be tolerated.

All our students are expected to behave in a manner which does not bring the name of our school into disrepute or threaten the health and safety of other students, staff or members of the public. This includes the journey to and from school and any school visits.

We always strive to listen to the views of our students and act upon them. Through our Student Voice Activities our students tell us that they do not like behaviour that gets in the way of their learning. At Platt Bridge Community School we all work hard to make sure that the school has a variety of highly effective intervention strategies in place to make sure this remains the case.

Copies of the policy are available in or from the school upon request.

2. Introduction

Behaviour management underpins every aspect of school life and therefore all members of the school community are invited to be involved in contributing to this process. During transition to their new classes each year, class teachers talk to their class about the behaviour principles and gather any views to develop a class charter which every pupil signs. Parent questionnaires and discussions are a regular feature of school processes and these views are considered when reviewing this policy.

3. Aim

The school has high expectations of its students, teachers and other members of the school community to ensure achievement for all. Our Behaviour Policy aims to contribute to the achievement of this.

Objectives:

- To ensure that all members of the school community are aware of the aims and expectations of the school in terms of behaviour and consistency
- To encourage good orderly behaviour and self-respect as well as respect for others, equipment and the environment
- To provide consistent and effective support for staff and students
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions
- To promote a positive attitude to learning and provide a learning environment that enables students to realise their potential
- To support students in achieving success and encourage patterns of good behaviour through high expectations and use of a range of rewards
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all students are treated equally and fairly with regards to rewards and sanctions
- To ensure that students, parents and carers are aware of the rewards and disciplinary referral routes.

4. Behaviour Expectations and Support

As a caring school we aim to treat all our students with respect and we expect this in return from our students. Any behaviour that disrupts learning or prevents achievement for all is unacceptable and will not be tolerated.

All our students are expected to behave in a manner which does not bring the name of our school into disrepute or threaten the health and safety of other students, staff or members of the public. This includes the journey to and from school and any school visits.

Guidance for planning Staff and School response to pupils who do not follow the school rules. When misbehaviour becomes a problem and children are discussed in a more formal way it is recommended to consider whether the pupil fits into one of the identified categories below and approaches to deal with the issue tailored accordingly.

- a) Pupils who do not have the necessary understanding or skills (will require a teaching approach)
- b) Pupils who can behave but choose not to (will require a discipline based approach)
- c) Pupils who have the necessary skills but are experiencing trauma (will require emotional and therapeutic approach)

5. Key Members of Staff:

Executive Head: Sue Darbyshire
Head of School: Ann Howard
Deputy Head: Martin Haskayne
SENCo: Nicola Wood

6. Basic Staff Protocols

In order that we achieve the high levels of behaviour for learning that we expect all staff are required to implement the following protocols:

- All staff to be on time (and ideally early) to meet and greet students as they arrive at the classroom at the beginning of the school day and after breaks and lunchtime
- School Expectations to be displayed in all classrooms
- Students should enter the classroom quietly and follow the adult's instructions. Work that students can complete independently could be set out for them to begin.
- Students should not be allowed out of lessons except with a **valid** reason.
- Classrooms to be kept clean and tidy
- Minor disruptions to be dealt with by the class teacher and classroom support assistants.
- If a student persistently causes disruption, staff will follow the escalated intervention approaches flowchart set out in section 8.

7. Rewards

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

The Elton Report recommended a rewards/sanctions ratio of at least 5:1 and The Learning Behaviour report (paragraphs 37-39) similarly recommended that all schools should have a wide range of rewards and sanctions which are applied fairly and consistently.

Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour which is far more important than punishment. Staff should praise children who behave politely, kindly, etc.

Good behaviour and positive attitudes should be discussed in general teaching and PHSE&C lessons.

Praise and rewards may be for an individual pupil, group, whole class or year group.

Good practice

- Rewards systems should be displayed in all classrooms
- Do not rely too heavily on either rewards or sanctions. Instead we expect and demand the highest standards of work, attitude and behaviour!
- Genuine, meaningful praise and feedback is often the best reward!

Each class and department should also have a range of rewards for students linked to effort and attitude on a weekly, half-termly and termly basis. These **could** include:

- Quiet word, smile, and acknowledgement
- Written comment on children's work
- Earn points for the "Superstars" reward chart in class
- Prizes
- Stickers and/or stamps
- Individual reward charts
- Praise in private or front of class group
- Praise visit to another member of staff / SLT
- Certificates
- Special privileges
- Comments to parents which may be in a Home school diary if being used
- Celebration assemblies involving parents

8. Sanctions

Sanctions must be **reasonable and proportionate** to the circumstances of the case.

Account should always be taken of the pupil's age, any special educational needs, any disability and any religious requirements affecting the pupil.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of a rule, are all that is needed.

It should not normally be necessary to raise your voice unless the attention of the whole group is required.

Disciplinary penalties have three main purposes, namely to:

- Impress on the perpetrator that what he or she has done is unacceptable
- Deter the pupil from repeating that behaviour
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it

When implementing the school's behaviour policy staff will:

- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it)
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- Use sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)

It is essential that children are approached justly and fairly.

Staff will never issue a sanction that is humiliating or degrading as this is illegal under the UNCRC. Corporal punishment is illegal in all circumstances.

Good Practice

- Sanctions systems should be displayed in all classrooms.
- Deal with issues yourself and don't just pass them on.
- Be tenacious and consistent. Chase issues up. Students will soon realise that you are consistent and the issue will be dealt with appropriately.
- It is not the severity of the sanction which makes it effective but the certainty that it will happen. Students learn very quickly which members of staff are determined enough to impose sanctions themselves and those who don't.

SANCTIONS AND ACTIONS: Guidance

Process:

1. Warn the child about the unwanted behaviour – give time to correct (There should always be a warning!)
2. If the behaviour continues, remove allocated minutes with a reminder that they will be earned back for behaviour change (and be specific about what the child needs to do).
3. If the behaviour improves give back the minutes...if not they are lost for the week.

CATEGORY 1 **Loss of 2 mins** **Behaviour Bonus**

Unsafe movement around school or playground
Not following instructions
Disrupting others
Damaging other pupils work
Telling lies
Shouting out
Not on task
Answering back
Not completing work / homework

CATEGORY 2 **Loss of 6 mins** **Behaviour Bonus**

Bad language
Refusal to work
Threatening behaviour
Defiance
Disrupting learning
Disrespecting adults
Refusal to follow instruction
Unkind to other children / Name calling

CATEGORY 3 **Loss of 14 minutes** **Behaviour Bonus**

Persistent bad language
Verbal abuse / Racist behaviour
Violence against another child or adult
Threatening behaviour against staff/parents or other children
Vandalism of the school building
Persistent negative behaviour towards a child / bullying.

CATEGORY 1

Teachers deal with the incident in class. If appropriate, the Teacher to inform the pastoral team as to the actions agreed. Restorative actions agreed and implemented.

Persistent Category 1 behaviours may escalate to Category 2.

CATEGORY 2

Teacher discusses the incident with parent/carer. Department Lead involved. Incident to be placed on Behaviour Watch. Complete unfinished work in isolation over playtime/lunchtime in designated area. Restorative actions agreed and implemented.

Persistent Category 2 behaviours may escalate to Category 3.

CATEGORY 3

Pupils losing 14 mins or more will attend the Friday Restorative Session

Pastoral team / SLT involved
Discussion with parents/carers to explain the seriousness of the behaviour and the consequences of continued Category 3 behaviour.
Behaviour book (Home/School)
Restorative actions agreed and implemented.

Persistent Category 3 behaviours may result in exclusion.

Further description of system and solutions for staff...

Category	Indicative Behaviours	Other considerations
<p><u>CATEGORY 1</u> <u>Loss of 2 mins</u> <u>Behaviour Bonus</u></p>	<p>Unsafe movement around school Unsafe movement in the playground Not following instructions Disrupting others Damaging other pupils work Telling lies Shouting out Not on task Name calling Answering back Not completing homework</p>	<p>Discuss the reasons for moving safely for their own and others safety. Isolate in class temporarily Table reminder (how we are working cards) Classroom voice level indicator Individual reward chart. Finish work at playtime Complete homework at playtime</p>
<p><u>CATEGORY 2</u> <u>Loss of 6 mins</u> <u>Behaviour Bonus</u></p>	<p>Bad language Refusal to work Threatening behaviour Defiance Disrupting learning Disrespecting adults</p>	<p>Log on Behaviourwatch Complete work at playtime /dinnertime Removal from class to complete work in another area / classroom. Restorative session with “victim”. Write a letter of apology. Class teacher / pastoral discuss with child and parents and make a plan. Review medical / SEN information and adjust classroom practice (e.g. ADHD)</p>
<p><u>CATEGORY 3</u> <u>Loss of 14 minutes</u> <u>Behaviour Bonus</u></p> <p><i>Pupils losing 14 mins or more will attend the Friday Restorative Session</i></p>	<p>Persistent bad language Verbal abuse Persistent refusal to follow instructions Violence against another child or adult Threatening behaviour against staff/parents or other children Vandalism of the school building Persistent negative behaviour towards a child / bullying. Major disruption of a classroom activity Racist / homophobic / sexist / disability focussed negative behaviour.</p>	<p>Support from Pastoral team (Removal from class; investigate the issue; speak to parents; discuss with other professionals; Early help etc) Additional sanctions related to the issue (e.g. stay in at breaks) Pastoral Support Programme (PSP) Communication book (Home/school) Work with Caretaker at break time to correct vandalism. Temporary removal from Golden time system to an alternative reward system. Referral for counselling, Therapeutic Play, Mentoring etc.</p> <p><i>Note: Sudden changes in behaviour can often be an indicator of other out of school issues, including safeguarding, so please make Pastoral team aware if this may be the case so they can follow up.</i></p>

Please note: If there is a serious incident (e.g. Theft, Smoking, drug, alcohol, and weapon related incidents) this should be discussed with a member of the SLT who will decide on appropriate sanctions and arrange to speak with parents.

10. Exclusion

In cases of persistent unacceptable behaviour, extreme isolated incidents and/or where the other sanctions/strategies listed above have been exhausted exclusion may occur. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), but if necessary permanent exclusion may be considered (in consultation with the Local Academy Board and Directors). School will follow the current Government guidance whenever an exclusion is being considered. Additional information can be found in the **exclusions policy**.

11. Damage to Property

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents and, where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

12. Use of Force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Staff will use as much force as is 'Reasonable in the circumstances' which means we will use no more force than is needed.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disruption or disorder.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

"Restraint" means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the individual staff member concerned and should always depend on the individual circumstances. We do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Some examples of when staff can use reasonable force:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Staff will never use force as a punishment – it is always unlawful to use force as a punishment.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, for example.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

When using reasonable force, staff will make reasonable adjustments for disabled children and children with special educational needs (SEN).

We do not require parental consent to use force on a student.

Telling parents when force has been used on their child

We will speak to parents about serious incidents involving the use of force in order to work together to prevent future incidents unless there is a valid reason not to, such as if the child may be put at risk of harm.

School will keep records of such serious incidents.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

2) Power to search without consent for "prohibited items"

The Head of School and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items":

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Returning confiscated property.

Weapons and knives and other legally prohibited materials must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

13. Malicious Allegations

Platt Bridge Community School will not tolerate malicious allegations against staff or students. Should a student or parent/carer make malicious allegations against a member of the school that investigations find to be unfounded, then the full range of sanctions available to school could be employed.

Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of

staff being identified. In such an instance parents/ members of the public would be in breach of the reporting restrictions and as a result there could be a range of legal consequences.

14. Uniform and Standards of Appearance

We expect all students to wear their uniform with pride, whether they are in school or outside in the community as they travel to and from school. We expect students to be smart in appearance at all times.

Students must be in **full uniform** at all times.

Students not in school uniform or in breach of rules regarding hair style, make up or jewellery may be removed from lessons and parents contacted to resolve the matter.

15. Mobile Phones/ Electrical Equipment

Students are not allowed a mobile phone or other electrical equipment in school.

Children who require mobile phone for use before and after school should hand it to the school office at the start of the day for safekeeping until home time.

Students should expect the mobile phone or electrical equipment to be confiscated by a member of staff if it is seen.

Any incident involving recording, photographing or videoing will be treated very seriously and will be dealt with promptly. This will usually involve confiscation of the phone/equipment and discussions with parents. It could also result in Police involvement

16. Bullying

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, know what the school policy is on bullying, and follow it when bullying is reported. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Pupils and parents should be assured that they will be supported when bullying is reported.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

- It is the wilful desire to hurt, threaten or frighten someone. (Tattum and Herbert., 1990)
- Bullying is deliberate harassment or an aggressive act which causes hurt to another: The hurt can either be physical or psychological; inflicted by one child or a group. (NSPCC)
- It is deliberately hurtful behaviour, repeated often over a period of time and difficult for those being bullied to stop the process. (George Robinson. 1995)

Bullying can be:

- Emotional; being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical; pushing, kicking, hitting, punching or any use of violence
- Racist; racial taunts, graffiti, gestures
- Sexual; unwanted physical contact or sexually abusive comments

- Homophobic; because of, or focussing on the issue of sexuality
- Verbal; name-calling, sarcasm, spreading rumours, teasing
- Cyber; all areas of internet ,such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities

Procedures

Pupils and staff should record and report violent, aggressive or intimidating behaviours / incidents to class teachers who will investigate and address at an early stage.

2. Where it is felt that the incident may escalate into bullying behaviour, members of the Pastoral team will become involved and the bullying behaviour, or threats of bullying, will be investigated and warnings, sanctions and direct work implemented.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. An attempt will be made to help the bully (bullies) change their behaviour and the involvement of external agencies may be sought and an Early help initiated if appropriate.

17. Taking account of SEN, disability and the circumstances of other vulnerable pupils

We will make reasonable adjustments in the application of our behaviour policy to disabled pupils.

- We will make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- We will be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- We will try to identify at-risk pupils in advance.
- We will plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- We will ensure that all those in contact with the pupil know what has been agreed.
- We will make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- We will ensure that all staff are aware of appropriate referral procedures.

18. Definition of Disability

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement.

Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders.

Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

19. Taking account of race, religion and culture

We will avoid discriminating against particular racial groups in the application of their behaviour policies.

We will monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.

We will ensure staff are well informed about cultural differences in behaviour and their implications.

We will support newly arrived pupils in understanding and following the behaviour policy.

We will take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

20. Liaison with parents and other agencies;

Parents will be made aware of the school Behaviour and Safety Policy at least once per year. Parental consultation will be sought to agree a strategy for the support of any child considered to need it.

Referrals will be made to appropriately identified outside agencies following discussions and agreement with parents.

Temporary or permanent exclusion from school will remain an option as a last resort.

Staff should consult the Senior Leadership Team when behaviour causes concern.

The Head reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

21. Complaints Procedure (see also the school's complaints procedure).

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way.

Where parents or carers feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head of School who will investigate each case thoroughly. Most complaints are normally resolved by this stage.

Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the chair of the Local Governing Body in the first instance.

The Governors will consider all written complaints and will arrange a meeting to discuss the complaint and will invite the person making it to attend the meeting so that s/he can explain the complaint in more detail. After hearing all the evidence, the Governors will consider their decision and inform the parent about it in writing. The Governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Board of Trustees who will follow an appeal process similar to that outlined above. In the very rare situation where the issue has still not been resolved to the parent's satisfaction they may consider an appeal to Secretary of State for Education.

Where a pupil or parent is found to have made a false or malicious allegation of abuse against a member of school staff (or indeed another pupil) this is a serious matter on which the school will take appropriate disciplinary action.