

AIM HIGH ACADEMY TRUST

DUBMIRE PRIMARY ACADEMY



BEHAVIOUR POLICY 2018/19

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| Date of approval | |
| Date of review | Spring Term 2019 |
| Signed: Headteacher | |
| Signed: Chair of Governors | |

Aims and Expectations

At Dubmire Academy we aim to provide an environment that respects the rights, rules and responsibilities of all. We aim to ensure everyone feels valued and respected, and that each person is treated fairly and well. Our behaviour policy is therefore built on mutual trust and respect for all.

Rationale

- To assist teachers to facilitate a positive discipline and behaviour plan, a balance between prevention, correction, encouragement and support, repairing and rebuilding needs in order to promote an excellent teaching and learning environment.
- The policy is based upon a behaviour framework, which includes rules, rewards and consequences.
- The emphasis is on positive reinforcement of good attitudes and performance, which builds children's self-esteem, which in turn motivates good behaviour rather than bad behaviour. (No Blame Approach)
- Provide opportunities for children to make the right choices.
- Children need help to discard behaviour that prevents learning to occur. This can only be achieved when all parties are working together for the benefit of the child.
- We at Dubmire believe that for any programme to succeed, sessions must occur where the teacher/pastoral person and the child(ren) discuss the behaviour and the recovery.

All Children have the right to:-

- * Be safe
- * Be listened to
- * Be treated with fairness and respect
- * Be able to learn

All Adults have the right to:-

- * Be safe
- * Be listened to
- * Be treated with fairness and respect by children, parents and colleagues
- * Be able to carry out their role and responsibilities

All Parents have the right to:-

- * Be safe in the knowledge that their children are safe
- * Be listened to
- * Be treated with fairness and respect and know that their children have the same right
- * Be informed about their children

Our Agreed Rules

Rules will be discussed with the children termly.

- * We listen carefully and follow instructions immediately
- * We treat others how we would like to be treated
- * We work and play sensibly and co-operatively
- * We take care of our own, other people's and school property
- * We always tell the truth
- * We try to always do our best

All rewards and consequences are linked to choosing to follow these rules. To ensure the rules, rewards, routines and consequences are successful they have been created by the academy community, through workshops, questionnaires and mutual respect.

Rewards

- Praise from an adult in school.
- Stickers awarded to them.
- Good News calls home to share their achievement with you.
- Dubmire Star Award in Celebration Assembly.
- Website WOWs showing extra special moments from in or out of school activities.
- Outstanding Behaviour for 'staying green' all week earns marbles in their House and Class Jars.
- A class can earn extra reward marbles for Playtime, Lunchtime or Assembly Behaviour and for Attendance. These all count towards the target set to earn a Marble Jar Treat which has been decided by the class. There will be times when children will miss part of this treat as a consequence of behaviour and choices.
- Academy Ambassador Award if in a term, a pupil has consistently outstanding behaviour, 96%+ attendance, and 100% homework returns during a term. Bronze awarded for one term, Silver for two terms and Gold for three terms or throughout whole year

Consequences and Procedures

Behaviour is based on a traffic light system - see Appendix 2 for descriptors of each stage.

- At the start of each half day all children will start on GREEN.
- After being given a reminder, if a child continues to not follow the agreed rules or they display an amber behaviour, they will be moved to AMBER.
- If the child continues to not follow the agreed rules or displays a red behaviour, they will be moved to RED. They may lose some of their playtime.
- If after being moved to RED the child still refuses to follow the agreed rules, they may be asked to go to another classroom for a cool down period of ten minutes. They will take their work with them.
- The reasons that any child has been moved to red must be recorded as a behaviour incident on the CPOMS system.
- Any act of violence will need to be immediately reported to a member of the SLT and will be an automatic red incident.
- Missing lunchtime is a consequence which will only be authorised by SLT, in consultation with the class teacher. These children will be supervised by SLT and may then be allowed outside under supervision.

During assembly, playtimes and lunchtimes

- Pupils are expected to maintain good behaviour and follow the same agreed rules at playtimes, lunchtimes and during assemblies.
- The same procedures for escalating consequences should be followed.
- Duty/Lunchtime staff will make class teachers aware of any Amber or Red consequences to be recorded on classroom charts.

Partnership with Parents

- If a child has three reds in a week, a parent will receive a call/text/letter asking them to contact the class teacher to discuss what has happened.
- If a child receives more than three reds in a week or sustained reds over a period of time, parents will be contacted by a Senior Member of Staff to discuss what has happened.
- At this stage the child may be given an internal exclusion, where they will be removed to a member of SLT or the Headteacher, away from their peers, to work for a fixed period of time. It could also include missing any special activity/marble jar reward that the rest of the class participate in.

Aggressive Parents

- Parents will be asked to leave the premises
- Academy CEO and LA informed and a ban from premises will be imposed
- Incident recorded on CPOMS
- Further contact will only be by post or with Senior Members of staff

If a child is being physically aggressive towards staff or other children, or is putting themselves and/or others in danger, trained staff will use a reasonable amount of force to ensure the safety of all involved. There are members of staff who are trained in Team Teach techniques. The Academy follows the Local Authority policy of safer handling in line with DfE 2013 guidelines.

Team Teach techniques seek to avoid injury to the service user, 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 the service user remains safe. (George Matthews - Director of Team Teach)

The role of the class teacher

It is the responsibility of class teachers to ensure the behaviour rules are enforced in their classes, and that their pupils behave in a responsible manner during lesson time. The class teachers at Dubmire have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if the behaviour continues, the class teacher seeks help and advice from the Headteacher or the Assistant Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act, to implement this behaviour policy consistently throughout the academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children at Dubmire Academy. The Headteacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher monitors all reported serious incidents of inappropriate behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour following local authority guidelines. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Governing Body has been notified. (See Appendix 3)

The role of parents

The academy collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain our expectations for behaviour and we expect parents to support these expectations.

We expect parents to support their child's learning, and to co-operate with us. We try to build a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the academy has to use reasonable sanctions to punish a child, we expect parents to support these actions.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these behaviour and discipline discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

The role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the academy's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps a variety of records concerning incidents of misbehaviour. The class teacher records classroom incidents on CPOMS and also keeps a record of any incidents that occur at break or lunchtimes. The Headteacher records those incidents where a child is sent to him/her as a result of bad behaviour. The Headteacher keeps a record of any child who is excluded.

It is the responsibility of the governing body to monitor exclusions and to ensure that the academy's policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

Behaviour and Discipline Policy

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX 1 - POSITIVE HANDLING

(To be read in conjunction with Use of reasonable force - DfE July 2013)

This guidance sets out to define the circumstances in which staff may judge it necessary and appropriate to use the application of force to control or restrain a child in their care and takes account of the Legal Framework in which the academy staff operates in the care and control of children.

1. It is important to recognise that the majority of our children behave very well and conform to the expectations of the academy where good behaviour is encouraged and valued and where pupils are encouraged to respect and value others.
2. It is also important to recognise that the vast majority of behaviour that does not meet expectations is responded to through management strategies that do not rely on any form of physical intervention.
3. The impact of current legislation on the action of teachers is that they are expected to use reasonable force to prevent a child from doing or continuing to do any of the following:
 - Committing a criminal offence including behaving in a way that would be an offence (if the pupil were not under the age of criminal responsibility);
 - Injuring themselves or others;
 - Causing damage to property (including pupil's own property);
 - Engaging in behaviour that is prejudicial to maintaining good order and discipline at the academy or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (playground, educational visit or other organised out of school activity when the member of staff has lawful control of the child or children concerned).

NB: It is always understood that physical intervention is one element of the wider Behaviour Management Policy and that it is a last resort. It is noted that it is always unlawful to use force as a punishment.

Definitions

For the purpose of this guidance, the following definitions will be used to describe:

- **Escorting - accompanying for protection or guidance**
The level of compliance from the child being escorted and the degree of physical force being used by the member(s) of staff will determine whether this act should be considered as restraint, e.g. was the child overpowered in order to be escorted?
- **Holding - to assert authoritatively**
The degree of force used in relation to the level of co-operation and compliance being displayed by the child determines when holding becomes restraining. The higher level of force, the more likely the action will be deemed as restraint. Ultimately, it will rest upon whether the child was overpowered and had no choice but to remain in the hold.
- **Restraint - physical control**
As defined by the application of force with the intention of overpowering the child to prevent him/her from harming himself/herself or others.

Planning for Incidents

There are a wide variety of incidents in which reasonable force might be appropriate or necessary to control or restrain a child which fall into three main categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury, for example:
 - A pupil attacks a member of staff, another pupil or is self-harming
 - Pupils are fighting

In an emergency situation, the following may be necessary:

- Holding, pushing or pulling to save injury to another person of him/herself;
 - Restraining to prevent an attack on someone else or putting him/herself in danger
 - Blocking a pupil's path
 - Breaking up a fight
2. Where there is a significant assessment that risk of injury, or significant damage to property will result from the child's actions, for example:
 - A pupil is engaged in, or is on the verge of, committing deliberate damage to property
 - A pupil is causing, or at risk of causing injury or damage by accident by rough play, by out of control behaviour or by the misuse of objects

In an emergency, the following may be necessary:

- Restraining a pupil to prevent injury to himself or others through damage to property
- Holding, pushing or pulling in an emergency situation to prevent injury

Examples of Incidents

INCIDENT:

- A pupil is running in a corridor or in a way in which he/she might have or cause an accident likely to injure himself/herself or others.

ACTION:

- Blocking the pupil's path
- Holding if possible accident or injury is imminent

INCIDENT:

- A pupil tries to leave the academy without permission and such an action is judged to put him/her at risk.

ACTION:

- Blocking the pupil's path
- Holding if necessary to stop the child leaving the premises
- Escorting the pupil by hand or arm

NB: In all cases, one would use the voice to de-escalate the situation, e.g. to reassure and to calm the pupil down.

Planning Strategies for Individual Children

When staff are aware that a child is likely to behave in a way that might require physical control or restraint, we will plan how to respond. The plan will address:

- Managing the pupil (strategies to de-escalate the conflict, what hold to be used and what form of words are most likely to lead to calm);
- The involvement of the child and parents/carers in developing the plan so that all parties are clear about what action will be taken and why;
- Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with particular behaviours);
- Planning, where appropriate, how additional support can be summoned in the event of the plan being used; and
- Ensuring that the individual needs of the child including SEND are taken into account. In some cases it will be necessary to consider the physical health needs of the child in order to ensure that the holds are safe.

NB: Every physical intervention should be planned and conducted within the context of the above guidance. Only in exceptional circumstances, where there is an immediate risk of serious injury, should a member of staff act or take any necessary action that is consistent with the concept of reasonable force.

Recording, Reporting and Repair

CPOMS will be used to record any incidents where force has been used; The record will be used to assist in planning to avoid a repetition of the incident. It will also be used to analyse what worked well and how it might be replicated as part of a planning response to any subsequent out of control behaviour. The outcome of such planning will be recorded and shared with the child and their parents/carers.

A member of staff involved in an incident will be provided with support - they may need time to reflect and calm themselves before continuing with their duties. Pupils will be given time to calm down and reflect on their part in the incident.

Legislation

Education Act 1996

School Standards & Framework Act 1998

Education Act 2002

Children Act 1989 - revised 2004

Education Act 2011

Education & Inspections Act 2006

APPENDIX 2 - BEHAVIOUR DESCRIPTORS

AMBER BEHAVIOURS INCLUDE

- **Not following agreed rules throughout school**
- **Calling out**
- **Not working**
- **Interrupting, silly noises**
- **Ignoring instructions**
- **Pushing in the line**
- **Wandering around the classroom/school.**
- **Being cheeky, rude or threatening.**
- **Rough play**
- **Amber behaviour at playtime or at lunchtime**

RED BEHAVIOURS INCLUDE

- **Continuing to not following agreed rules throughout school**
- **Disrupting learning and teaching**
- **Name calling or taunting**
- **Hurting someone deliberately**
- **Damage to property**
- **Leaving classroom or school premises without permission**
- **Red behaviour at playtime or at lunchtime**

APPENDIX 3 - EXCLUSION

Exclusions will be used as a sanction for children at Dubmire Primary Academy. This takes into account the statutory published regulations and guidance applied from September 2012 (DfE - Exclusions from maintained schools, Academies and PRUs in England - updated July 2017.) The Headteacher or CEO will consider the responsibilities under the Equalities Act 2010 before excluding a child.

Only the Headteacher has the power to exclude a pupil from school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently.

It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, parents will be immediately informed of the reasons for the exclusion.

Parents will be notified of their legal responsibilities to ensure their child is not present in a public place during school hours without reasonable justification.

At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body/trust about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Return from exclusion will normally follow a meeting with parents though children are entitled to return to school when the period of exclusion has elapsed.

The governing body/trust itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body/trust has a discipline committee. This committee considers any exclusion appeals on behalf of the governors/trust.

Permanent exclusions, which can only be imposed by the Headteacher or CEO, are a response to an unacceptably dangerous event where the safety of pupils and/or staff is threatened.

A meeting will be held within 15 days to consider the case.

The decision can be challenged through an independent review panel.

Review panels:-

Cannot reinstate a pupil

Can uphold the exclusion

Can recommend that the governing body/trust reconsiders it's decision

Can direct a governing body/trust to reconsider it's decision