

Stakesby Primary Academy

Behaviour Policy

2018-19

Amended Version prepared on : May 2019

Review Date : Sept 2019

Signed (Chair of Governors)

Date

Aims

All of our children are encouraged to behave in socially acceptable ways.

We generate a positive culture where we look for opportunities to praise achievements and celebrate successes.

We provide a calm, orderly but motivating environment in order that all children and teaching staff can make effective use of their time to maximise learning.

We expect children to make responsible choices about their behaviour whilst recognising that they need help to learn how to do this.

All adults act firmly and consistently across the school and are aware of their vital role as models of behaviour.

We recognise the importance of partnership with parents and carers and involve them in behaviour issues at an early stage.

We use the term ‘flexible consistency’ to describe our approach. This means that we aim to be consistent with all pupils across the school but we recognise that for some children ‘one size does not fit all’. This means that we will be flexible in our response and try a variety of strategies in those cases where children have difficulty conforming to normally accepted forms of behaviour for social, emotional or medical reasons. This is particularly true when dealing with children with special educational needs.

What we encourage

We expect all members of our school community to show…

* Mutual Respect by being polite, friendly and kind
* Mutual Support by being encouraging, helpful and

thoughtful

* Mutual Consideration by thinking about others as well as

themselves

This is encapsulated under our vision

 What we do to encourage this

**Promoting Good Behaviour**

We have a supportive school with a caring ethos. To maintain and develop this, we use a number of means within the school for rewarding and celebrating achievement and good behaviour. These include:

**Promoting Good Behaviour 1 - A positive environment**

* We promote ‘reward-and-praise’ rather than ‘criticism-and-sanction’
* Members of staff set a positive example in their relationships and communications with children and with each other
* We place high expectations on all adults in the school community to be good role models in all contacts with children
* We promote a sense of community within the school
* We encourage all children to be ambassadors for us
* We provide interesting and well-prepared lessons that cater for individual need
* We provide varied opportunities for children with different gifts and talents to see these celebrated

**Promoting Good Behaviour 2- Stakesby Stars**

All adults in school carry tokens- Stakesby Stars.

Any adult can reward any child, from any year group, anywhere.

It is important to let the child (and others nearby) know what they have done to earn the Star. We use explicit praise and the language of choice…

1. I like the way you chose to ….
2. I like how you….
3. I’m really pleased to see you have chosen to …
4. You’ve really shown that you can..

**How we use Stakesby Stars**

The child writes their name on the back of the token and puts it into their class’ pot in the classroom.

At the end of each week, all the class pots are taken in to the Friday Celebration assembly. One token is pulled out of each class pot and the winner chooses a prize. The contents of each pot are then tipped into a ‘grand pot’; one token is selected from this and the name of the class is recorded.

The class with the most tokens tallied by the end of the term will achieve a treat (equivalent to one session/half day).

This aims to ensure that children will:

* Have a higher probability of being selected in the draw and therefore ensures renewed motivation by the children to achieve the Stakesby Stars.
* The class reward aspect aims to promote a collective responsibility between the children.

**Promoting Good Behaviour** **3** - **Benches in Assembly**

Children are expected to enter and leave assembly quietly and sensibly.

Assembly monitors identify children who enter the hall exceptionally well and select these children to sit on a bench and receive a coloured stamp on their hand, to share with families at home time. These children can be asked to return to the hall floor if there is deterioration in their behaviour.

**Promoting Good Behaviour 4 - In Class**

We recognise that there are many positive ways to encourage good behaviour including…

* Displaying children’s work
* Verbal praise and smiles
* Written comments
* Well established and clearly articulated routines
* Explicit stating of expectations of behaviour

We also operate a consistent behaviour management approach across school- ‘ticks and crosses’

During each day, positive behaviour is rewarded by awarding a tick to a child.

Negative behaviour is sanctioned by receiving a cross.

Ticks and crosses are recorded on a board in class and remain next to names for the day.

Rewards and Sanctions are cumulative …

|  |  |
| --- | --- |
| TICKS | CROSSES |
| 1 Stakesby Star token | 1 Verbal warning |
| 2 3 Stakesby Star tokens | 2 Stay back at end of lesson to discuss(see below) |
| 3 Class Teacher Sticker | 3 Time out for 5 mins (with sand timer) |
| 4 See Headteacher* Commendations are awarded – medals, headteacher stickers, personalised certificate
 | 4 See Headteacher* Parents are informed that day about their child’s behaviour.
* Access to clubs withdrawn for a week.
 |

Children are encouraged to see their behaviour as a poor choice and explain using the following….

WHAT did you choose to do? (Explain if they don’t know)

WHY did you do it? (Accept if they can’t explain- but this may

reveal something you may not know about the

incident)

WHAT makes this an unkind/poor choice? (Encourage seeing it from others’ viewpoint)

WHAT would have been a kinder/better choice? (The vital step)

APOLOGISE

For more serious incidents, or reoccurring examples of poor behaviour, see the **‘Sanctions’** section. This section also documents what sanctions are appropriate for children who regularly receive 4 crosses within one day.

**Promoting Good Behaviour 5 - Other Opportunities**

**Friday Celebration Assembly**

One child from each class is nominated by their teacher for:-

* Very good achievement or attainment in some aspect of their work. (certificate sent home/ public verbal compliments by teacher)

There is also celebration of the number of Stakesby Stars that have been achieved throughout the week.

* One Stakesby Star token from every class pot is drawn out each week and that child is awarded a prize.

**SuperStars of Stakesby- Half Termly Assembly**

Two children from each class are nominated by their teacher for all round achievement, attainment or behaviour. Parents and carers are invited to this assembly.

**Achievements of School Clubs, Teams and Groups**

Every opportunity is taken to celebrate children’s achievements through mentions in assembly and in the weekly school newsletter. Classes also have ‘Wonder Walls’ where children have the opportunity to display their proudest achievements both in and out of school.

**Concerts, Plays and Events**

These provide regular opportunities for children to develop their confidence in performing whilst displaying their many talents.

**PSHCE, Pupil Reps, Friendship Team**

Each class has time for PSHCE (Personal, Social, Health and Citizenship Education) via weekly Circle Times. During these sessions we follow the PHSCE curriculum as well as discussing issues causing concern, the impact of the problems and how we might go about solving them. Each class from Y2-Y6 has two class representative on the Pupil Reps (School Council). The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects. We also have a group of KS2 pupils trained as anti-bullying ambassadors who are highly visible and proactive on the playground (The Friendship Team).

What we don’t accept

We view all behaviour as choices made by the person, for which they are held responsible. This approach allows us to remain objective in the face of unacceptable behaviour and not get caught up in an emotional reaction to it. By viewing poor behaviour as poor choices, it enables us to work alongside children, separating what they do from who they are, coaching them to make better choices in the future, rather than relying on censure and punishment.

**Supporting Children with Additional Needs**

Every incident of poor behaviour is taken in context. Some children may be experiencing a period of turbulence, or may have an underlying condition that means that strategies in this policy would be inappropriate. This policy allows for flexibility to ensure that the best approach is taken to ensure the best outcome for the individuals concerned.

We split unwanted behaviours into two groups:

**Low Level Disruption – mostly actions that interfere with effective learning**

**Notably:**

* Interrupting the teacher when they are teaching
* Interrupting other pupils when they are working

**Serious Misbehaviour -- mostly actions that hurt other people or their feelings**

**Notably:**

* Being involved in bullying \* See the Anti-bullying policy
* Being offensive to an adult/another child by name calling or prejudice based on their:
	+ appearance
	+ religion
	+ ethnicity
	+ gender
	+ sexual-orientation
	+ home life
	+ culture
	+ disability
	+ special educational needs.

\***See appendix** for approach to prejudice-based incidents

* Physically hurting other another child intentionally
* Fighting
* Deliberately vandalising property or stealing

This list is for guidance and every incident will be considered on its own merits.

What we do to discourage these behaviours

In the case of Low level behaviours that are affecting learning, we work consistently within the systems outlined above for promoting positive behaviour. However, if children persist in low level disruption despite these measures, it will lead to following the procedures for more serious problems outlined below.

Sanctions

**Daily behaviour system**

Using ‘ticks and crosses’ (outlined above).

**Serious or Regular Misbehaviour**

Some behaviours are sufficiently serious as to take children immediately outside of the ‘normal’ systems above. Each case is taken separately depending on the severity of the behavior and the individual involved. This means that we may not stick rigidly to the stages below and allows for alteration of any of our procedures and approaches to suit the best interests of the pupil or pupils concerned.

Very serious incidents, typically where child or adult safety is at risk, could lead to a fixed term exclusion. Incidents of deliberate violence towards another child or adult would fall into this category.

**Use of Physical Intervention**

At Stakesby School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children restrictive physical intervention may be needed to keep themselves or others safe, especially if they have gone into ‘crisis’. This would only be used as a very last resort, if all other de-escalation strategies had not worked, by suitably trained staff, usually if children are at immediate risk of harming themselves or others, using the minimum force necessary for the minimum time necessary.

This would be recorded as a restraint incident on CPOMS and would include a debrief session with the child once they had receded from ‘crisis’.

**Sanctions**

These are applied as appropriate based on the individual case. Typically, they involve a loss of privilege. For example: Loss of playtime, loss of access to clubs, loss of access to MUGA.

They do not by themselves alter behaviour.

At Stakesby, we focus on education in better choices.

**Restorative Practices**

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participators to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

We work within a process that is seen to be fair to all involved:

Engagement – involving all participants in the process.

Explanation – everyone reaches a shared understanding.

Expectation Clarity – clear vision for the future and how things will improve

The process uses Restorative questions:

To respond to challenging behaviour

What happened?

What were you thinking about at the time?

Who has been affected by what you did? Or How do you think ………… felt about what you did?

How do you feel about what you did?

What do you think you need to do to make things right?

To help those harmed by others’ actions:

What did you think when you realised what had happened?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

One of the key features of this approach is for staff to model how to express feelings appropriately and especially to develop empathy. Affective statements are an effective way of doing this:

I am sorry that I misunderstood the situation …………

I feel really proud of you when I heard …………

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to …..

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

**The ‘Support Group’ Approach**

This approach complements restorative approaches and may be more appropriate for older children, especially where a larger group or culture needs to be addressed. This can also be used as part of weekly Circletimes to address incidents as a class.

This approach does not blame or label children. It deals with the unacceptable behaviour. Our policy strategies focus on supporting both victim and perpetrator. Blaming a child and labelling them does not help. The majority of victims just want things to improve, and this approach seeks to do that, by giving the perpetrator the support required to change their behaviour and understand the consequences of their actions. There is no attempt to question, seek explanation or apportion blame, as this is often a fruitless exercise that distracts from the main issue and wastes time. However, for prejudice-based incidents, the education of the perpetrator is important.

The strategy follows a seven-step approach:

**1) Meet with the victim**

*The teacher talks to the victim about his/her feelings. Details of specific incidents are not required. The teacher only needs to know who is involved.*

**2) Convene a meeting with the people who have been involved (six to eight pupils)**

*The teacher arranges to meet with the group involved. It may include bystanders, colluders, people who joined in and a friend of the victim.*

**3) Explain the problem**

*The teacher tells the group “I have a problem…” and then outlines how the victim is feeling, possibly using a piece of writing or a picture that the victim has created to emphasise their distress. The teacher does not discuss the details of the incidents or allocate blame, but will ensure that the distress is linked to unacceptable prejudicial behaviour.*

**4) Share responsibility**

*The teacher does not attribute blame, but states that he/she knows that the group are responsible and can do something about it.*

**5) Ask the group for their ideas**

“*What can we do?” Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher responds positively, but does not extract promises of improved behaviour.*

**6) Leave it up to them**

*The teacher thanks the pupils for their help. He/she passes the responsibility to the group to solve the problem. He/she arranges to meet up with them again to see how things are going.*

**7) Meet them again**

*The teacher meets up with each of the group members and the victim individually to find out how things are going. These meetings are an opportunity to praise and be positive, keep the group involved in the process and to monitor the situation*. *The teacher uses his/her judgement as to the timing of these meetings.*

**The Staged Behaviour Support Approach**

For a ‘regular offender’ (a child who regularly receives four crosses within a day) or who has been highlighted from CPOMS monitoring, a staged approach may need to be considered.

The stages aim to provide a clear outline of the sanctions and to ensure that everyone involved is aware of the exact procedures. The ultimate aim of a staged approach is to support the child to ensure his/her behavior improves as quickly as possible.

**Stage 1 – REPORT CARD**

**Main Action – Report Card System :** The child is placed ‘on report’

* Parents/carers informed by letter that behaviour is a cause for concern.
* A meeting is arranged to set targets for the child to work towards during his/her time on report. Parents/carers discuss concerns agree targets/support.
* Every morning and afternoon session will be recorded in relation to the achievement of the child’s targets (this will be a simple tick/cross system).
* There will be a space to provide additional comments if necessary. Comments relating to behaviour should be brief but succinct, clear and unambiguous.
* The parents/carers will receive the report card home daily but will meet with the teacher weekly to discuss their child’s behaviour. The child will remain on report for a 2 week period and then reviewed with the class teacher and parents. This is for a maximum of 6 weeks. Completed weekly report cards will remain at school within the child’s folder.
* Successful completion of 2 consecutive weeks needs to have taken place for the child to be removed from Stage Behaviour Support.
* Lack of improvement would lead to consideration for moving to Stage 2.

**Possible Additional Actions to Support**

* Discussion with SLT and/or SENCO.
* The teacher is provided with a ‘checklist’ to ensure every strategy of support is considered.
* Informal monitoring using a STAR approach to identify specific areas of concern / possible trigger times or places
* Complete a ‘Behaviour Assessment Profile’.
1. Access to extra-curricular/enrichment activity linked to improvement.

**Stage 2 – INTENSIVE SUPPORT PROGRAMME (I.S.P)**

**Main Action – Intensive Support Programme**

The child is placed on an Intensive Support Programme.

* Parents/carers informed by letter that behaviour is now a serious cause for concern.
* An Intensive Support meeting is arranged to review targets set for the child to work towards during his/her time on report. Possible causes, alternatives investigated and discussed.
* Clear rewards/consequences identified for success/failure (including possible exclusion).
* Every session will be recorded in relation to the achievement of the child’s targets (this will be a simple tick/cross system). This will include playtime/lunchtimes.
* There will be a space to provide additional comments if necessary.
* The parents/carers will receive the report card home daily and will meet with the teacher weekly to discuss their child’s behaviour. The child will remain on report for a minimum of 2 weeks and a maximum of 6 weeks.
* If there is little or no improvement within this time, consideration for moving to Stage 3 would take place.
* Two consecutive weeks of successfully meeting targets would lead to moving back to Stage 1.

 **Possible Additional Actions to Support**

* Involvement of SENCo with possible referral for external support, possibly:
	+ Behaviour support from EMS Barrowcliff School
	+ Referral for assessment by Educational Pyschological Service
	+ Referral for SEMH support from Compass Buzz – Thrive support
	+ Referral to NYCC Prevention service for family support
* Additional adult support placed in class/playtimes to support the child as available, or appropriate
* Review a ‘Behaviour Assessment Profile’ to identify specific areas to target
* Access to extra-curricular / enrichment activities dependent on progress.

**Stage 3 – Behaviour Contract**

**Main Action – Complete a Behaviour Contract**

1. Parents/carers, Pupil Discipline Committee, and LA Behaviour Support informed by letter.
2. A contract meeting is held at which clear specific rules which the child **must** uphold in order to remain in school are agreed.
3. If the Behaviour Contract is broken, an immediate consequence is moving to Stage 4.
4. Reviewed weekly for a maximum of 4 weeks.
5. Two consecutive weeks of maintaining the contract must occur for the child to step back to Stage 2 Intensive Support.

**Exclusion**

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil’s behaviour.

If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions, whether fixed term or permanent, can only be imposed by the Principal or in his/her absence, a designated representative, normally the Vice Principal.

Where exclusion is used the school conforms to the DfE guidance.

**Stage 4 - Fixed Short Term Exclusion**

**Main Action - Fixed Short Term Exclusion** (maximum 5 days and up to 15 days per term)

1. Parents/carers, Pupil Discipline Committee and LA informed by letter
2. Included on termly return to LA
3. Parents/carers may make representations to Pupil Discipline Committee.
4. Pupil Discipline Committee may meet but cannot reinstate.
5. Upon return to school, child stays on Behaviour Contract or Intensive Support for a minimum of four weeks.
6. Other support could be considered as appropriate – part-time attendance, or therapeutic withdrawal group work, attendance at In-reach provision.
7. Maximum of 3 periods of exclusion then moves to Stage 5.

**Stage 5 - Permanent Exclusion (Pupil Discipline Committee)**

**Main Action - Permanent Exclusion**

1. Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
2. Discipline Committee meet and consider all representations and reports (parents/child may attend).
3. Discipline Committee either reinstate or uphold exclusion.
4. Parents notified of right to appeal.
5. If appeal successful, or reinstated child stays on a Behaviour Contract or Intensive Support Programme for the maximum 16 weeks.
6. If appeal unsuccessful, remove child from school roll.

**Communicating the Behaviour Policy**

The Behaviour Policy is freely available to parents/carers via the school website. Staff have access to it via the school policy folder or website, and are required to read and sign a summary every year.

**Linked Policies:**

Anti Bullying

PSHCE

Child Protection and Safeguarding incl Allegations of Abuse against Teachers and Other Staff

Single Equalities Scheme

SEN

Use of Force for restraint or control of pupil

Home/School Agreement

Complaints Procedure (responding to parents concerns)

**Appendix – Responding to Prejudice-Based Incidents**

Incidents may involve, but are not limited to:

* appearance
	+ religion
	+ ethnicity
	+ gender
	+ sexual-orientation
	+ home life
	+ culture
	+ disability
	+ special educational needs

For the purposes of these procedures, a prejudice-based incident is:

• any incident in which it appears to the person reporting or investigating that the complaint was motivated by prejudice;

• any incident that includes an allegation of prejudice made by any person.

Prejudiced- based incidents can involve:

• physical assault or the threat of physical assault motivated by prejudice;

• name calling, insults and jokes;

• graffiti;

• provocative behaviour such as the wearing or displaying of derogatory badges or insignia on the person or on clothing;

• bringing prejudiced materials such as leaflets, comics or magazines on to the premises;

• verbal abuse and threats;

• incitement of others to behave in a prejudiced way;

• prejudiced comments;

• attempts to recruit pupils, students or staff to organisations and groups;

• ridicules of cultural preferences e.g. food, music, dress, faith;

• discriminatory working practices: refusing to work with or co-operate with others because of their characteristics / ignoring or paying undue attention to others because of their characteristics.

Our Response follows a similar pathway to our Anti-Bullying pathway:

**Incident is alleged**

* Child tells an adult or
* another child reports or
* note in a worry box or
* suspicions of adult or carer

**Case opened-**

**Investigation Phase**

 All parties give their side of story incl. any independent witnesses

All details recorded on CPOMS

**If prejudice is confirmed as basis to incident**

**Move to Action Phase**

As appropriate

**Restorative Practices**

Victim and perpetrator are brought together to talk through feelings, consequences and restoration.

**Support Group Approach**

This supports both the victim and the perpetrator and focuses on education and changing unacceptable behaviour.

**Monitoring Phase**

After the incident(s) have been investigated and dealt with, the situation will be monitored to ensure incidents do not continue.

No re-occurrence after 2 months – Case closed and noted on CPOMS

**Monitoring Phase**

After the incident / incidents have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

No reoccurence after 3 months – Case closed and noted on CPOMS

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After the incident / incidents have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

No reoccurence after 3 months – Case closed and noted on CPOMS